

Lesson Plan – The World War II Experience

Information Technology (Option Independent)

American History

World History

AZ State Standard:**Information Technology (Option Independent, CIP# 15.1200)**

12.0 Explore legal and ethical issues related to Information Technology

16.0 Participate in Information Technology work-based learning experiences

17.0 Demonstrate oral communications skills applicable to an Information Technology environment

18.0 Demonstrate written communications skills applicable to an Information Technology environment

23.0 Examine business ethics in the Information Technology industry

American History**Concept 1: Research Skills for History**

C1.PO1: Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.

C1.PO3: Formulate questions that can be answered by historical study and research.

C1.PO4: Construct graphs, tables, timelines, charts, and narratives to interpret historical data.

C1.PO5: Evaluate primary and secondary sources for:

- authors' main points
- purpose and perspective
- facts vs. opinions
- different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
- credibility and validity

C1.PO6: Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

C1.PO7: Compare present events with past events:

- cause and effect
- change over time
- different points of view

Concept 8: Great Depression and World War II 1929 – 1945

C8.PO2.e: War mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal)

C8.PO2.f: Turning points such as Pearl Harbor, D-Day, Hiroshima / Nagasaki

World History**Concept 1: Research Skills for History**

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Concept 8: World at War

C8.PO5.b: Analyze aspects of World War II: military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)

Concept 9: Contemporary World

C9.PO5: Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Lesson Objectives:

1. Describe what D-Day was and why it is important.
2. Describe the General's viewpoint of D-Day and participate in a simulated General's viewpoint experience (Axis and Allies).
3. Describe the Foot Soldier's viewpoint of D-Day and participate in a simulated Foot Soldier's viewpoint experience (Call of Duty 2: Point Du Hoc mission).
4. Compare and contrast the experiences of the General and the Foot Soldier during WWII.
5. Compare and contrast the experiences of WWII soldiers and modern day soldiers.

Requirements:

1. Hardware
 - a. Computer Lab comprised of Intel / AMD computer systems
 - b. Headphones (36 pairs)
2. Software
 - a. Axis and Allies (Atari, Inc. (2004), ESRB: Teen) (36 Licenses)
 - b. Call of Duty 2 (Activision Publishing, Inc. (2005), ESRB: Teen) (36 Licenses)

Objectives	Check for Understanding	Unit Assessment
<ol style="list-style-type: none"> 1. Describe what D-Day was and why it is important. 2. Describe the General's viewpoint of D-Day and participate in a simulated General's viewpoint experience (Axis and Allies). 3. Describe the Foot Soldier's viewpoint of D-Day and participate in a simulated Foot Soldier's viewpoint experience (Call of Duty 2: Point Du Hoc mission). 4. Compare and contrast the experiences of the General and the Foot Soldier during WWII. 5. Compare and contrast the experiences of WWII soldiers and modern day soldiers. 	<p>Students will be asked to:</p> <ol style="list-style-type: none"> 1. Discuss the top-level view of the D-Day Invasion (General's viewpoint) 2. Use <i>Axis and Allies</i> to simulate the general's experience during D-Day. 3. Discuss the boots-on-the-ground view of the D-Day Invasion (Foot Soldier's viewpoint) 4. Use <i>Call of Duty 2: Point Du Hoc</i> mission to simulate the foot soldier's experience during D-Day. 5. Discuss the difference between the foot soldier's and general's points of view of the D-Day Invasion. 6. Discuss the experiences of WWII and modern day soldiers. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Write an essay discussing the following: <ol style="list-style-type: none"> a. What was D-Day? b. Why was it important? c. Compare and contrast the viewpoints of a general and foot soldier. d. What did your simulated experiences teach you about what it was like to be an Allied soldier during D-Day? e. Do you think that our soldiers today face the same type of experiences that WWII soldiers faced? 2. Develop a presentation discussing the findings of their analysis to the class.

Personalized Learning

Interest	Learning Styles	Readiness
<p>The complexity of a large scale invasion operation as seen through the eyes of the generals who plan them and foot soldiers that fight them.</p>	<p>Visual, Auditory, Whole group learning, Individual, Talk aloud modeling</p>	<p>This lesson builds off of prior knowledge gained regarding World War II.</p>

Learning Structures/Strategies

<p>Set for Interest</p> <p>Bellwork question at the beginning of class: Describe the difference between the generals' and foot soldier's point of view of D-Day.</p> <p>Teaching the Objective</p> <p>Discussion of bellwork question</p> <p>Describe the Generals' viewpoint of D-Day</p> <p>Describe the Foot Soldier's viewpoint of D-Day</p> <p>Check for Understanding</p> <p>Discuss the top-level view of the D-Day Invasion (Generals' viewpoint)</p> <p>Use <i>Axis and Allies</i> to simulate the generals' experience during D-Day.</p> <p>Discuss the boots-on-the-ground view of the D-Day Invasion (Foot Soldier's viewpoint)</p> <p>Use <i>Call of Duty 2: Point Du Hoc</i> mission to simulate the foot soldier's experience during D-Day.</p> <p>Discuss the difference between the foot soldier's and general's points of view of the D-Day Invasion.</p> <p>Discuss the experiences of WWII and modern day soldiers.</p> <p>Acquiring New Knowledge</p> <p>Analysis of D-Day from differing view points</p> <p>Synthesis and presentation of analytical results</p> <p>Closure</p> <p>Review the similarities and differences of these two view points.</p>
