

LESSON PLAN: WWII Cause and Effect Model (Choice Lesson)

Author: Morgan Wintsch

Date Created: April 8, 2012

Subject(s): World History, Social Studies

Topic or Unit of Study (Title): WWII

Grade Level: 9

Materials: Cause and Effect chart, Dry erase/chalk board for teacher to write chart or Smart board

Summary (and Rationale): Towards the end of the WWII unit, students will be able to use the Cause and Effect chart to organize where WWII fits into the broader spectrum of historical events, by identifying its more recent causes and effects, as well as its even earlier causes and later effects.

I. Focus and Review (Establish Prior Knowledge): [Class Period] In order to complete the Cause and Effect chart, the students will rely upon and review their prior knowledge about WWII from the unit.

II. Statement of Instructional Objective(s) and Assessments:

Objectives	Assessments
Following a unit on WWII and while working with the class, students will be able to identify and sort: causes, effects, prior causes, and later effects of WWII into the cause and effect chart. There must be at least 3 events in each column.	Each student must have at least 3 events, a description, and rationale of how it is a cause or effect of WWII, in each of the following columns: causes, effects, prior causes, and later effects, totaling at least 12 events. Grading scale: Number of events/12 11 events = 92% 10 events = 83% 9 events = 75% 8 events = 67%...

State the objective: [3 minutes]

Assessment: [3 minutes]

III. Teacher Input (Present tasks, information and guidance): [10 minutes = explaining tasks, and drawing chart on board]

The teacher will present the task: To use knowledge from the unit about WWII to fill out the Cause and Effect chart as a class. Each student will have their own Cause and Effect chart, and the teacher will draw a large chart on the board to fill in the student's answers/responses. The teacher will also explain, that in order to receive full credit, each event must have a description and an explanation for how it is a cause or effect of WWII.

IV. Guided Practice (Elicit performance): [Most of the class period (≈60 minutes)] Students will provide answers to fill in the chart, and the teacher will respond to answer and fill it in on the chart. The teacher may provoke discussion by saying, for example, “What does the class think? Should this event be considered a cause or prior cause?”

V. Closure (Plan for maintenance): [> 10 minutes] If the class does not complete the chart by the time the class period ends, students will complete the chart for homework. Teacher will reiterate that by using the Cause and Effect chart, we may better see patterns in History, as well as, where events fit in the grand scheme of things. The teacher will also suggest this method as a way to study in the future, and/or a tool to keep events organized.

STANDARDS: NCSCOS 9th Grade World History

1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.

5.01 Analyze the causes and course of World War I and assess its consequences.

5.03 Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.

6.02 Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.

6.06 Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

Plans for Individual Differences:

Scaffolding: provide examples of conclusions or generalizations.

Ex.1: After analyzing the causes and effects of World War II, it can be considered a major turning point in modern history.

Ex.2: The aftermath of World War II still affects the world today in numerous ways, especially international diplomacy and the continuing prosperity of the U.S. economy which began during the war.

For Creative and Practical intelligences: When forming conclusions and generalizations, students can be asked to apply those to real life situations.

References (APA style):

NCSCOS Standards:

department of public instruction. (2006). Retrieved April 8, 2012, from NC Standard Course of Study website: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/058ninthgrade>