

Concept Attainment Lesson Plan – Discrimination in WWII

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Subject(s): World History

Topic or Unit of Study (Title): World War II - Discrimination

Grade Level: 9

Materials:

- Dry erase/chalk/smart board
- Venn Diagram worksheets
- Projector/TV to show documentaries.
- Videos: “Holocaust Documentary”
<http://www.youtube.com/watch?v=CKmUZprD3RA>
“African American Troops Training”
http://www.pbs.org/thewar/detail_5373.htm

Summary (and Rationale):

Students will learn about discrimination that was present during WWII, by using the Concept Attainment method.

The teacher will identify the concept of discrimination and write it on the board. The teacher will then ask students to form a definition of discrimination, and provide example and non-examples of the concept. Then the teacher will show two videos, one about the Double V campaign in the United States, and the second about the Holocaust in Europe. Then students (with the teacher’s assistance) will identify attributes of discrimination that was present during WWII for African American and European Jews. Students will be asked what was similar/dissimilar about the discrimination inflicted on the groups. The students will then return to their definition for discrimination and refine it, if necessary. Finally, students will create a hypothesis about discrimination and African Americans and Jews during WWII.

I. Focus and Review (Establish Prior Knowledge):

[earlier homework] Prior to the day of this lesson, assign homework in the textbook: Read sections “Hitler’s New Order” Pg. 935, and “The Nazis Commit Genocide” Pg. 936, and fill out the Homework Sheet. Homework should take no longer than 20 minutes. (Rationale for homework prior to the lesson is so students will have a better understanding of the Holocaust, than what is presented in the short 5 minute video in class)

[approximately 5 minutes]

Review that so far in the unit, the lessons have focused on a broad overview of the war itself, but explain that there are many more important aspects of WWII, such as racial and gender discrimination, ethics, and economics.

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

<p>Objectives By completing homework, watching two short videos, and working with the class, students will understand the concept of discrimination, and how it affected African Americans and Jews during WWII. Additionally, students will be able to compare and contrast the discriminatory experiences of the aforementioned groups.</p>	<p>Assessments After completing homework, watching two videos and discussing as a class, students will use a Venn diagram worksheet to:</p> <ol style="list-style-type: none">1. Define Discrimination (1 point)2. Compare and contrast the discriminatory experiences of African Americans and Jews during WWII (3 points)3. Formulate a statement that summarizes the relationship between WWII and discrimination. (1 point) <p>Venn Diagram Worksheet: 5 points total</p>
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State the objective: [5 minutes]

Assessment: [5 minutes]

III. Teacher Input (Present tasks, information and guidance): [Entire lesson]

At the beginning of the lesson, the teacher will present and explain the tasks for the lesson, which are:

1. Formulate and identify definition, attributes, and examples/non-examples of discrimination.
2. Watch two videos
3. As a class, analyze how African Americans and Jews were discriminated against during WWII. Organize this information in the Venn diagram worksheet.
4. Return to original definition of 'Discrimination.' Edit, if necessary. Create a concluding hypothesis/generalization about discrimination and African Americans and Jews in WWII.

The teacher will then oversee steps 1-4. Teacher tasks for each step:

1. Write 'Discrimination' on the board. Ask students for attributes and examples/non-examples of discrimination. Comment on student's answers, and write on board.
2. Play two videos. (Both total approximately 10 minutes.)
3. Ask students how African Americans and Jews were discriminated against, according to the videos. Ask what the similarities and dissimilarities each group faced. Instruct students to use this information to fill out their venn diagrams.
4. Ask the students to think about their original definition of 'Discrimination.' Is there anything they would like to change? (By this time, the students should have a definition that resembles *acting unfairly or harshly toward an individual or group*. Make sure students know the difference between 'Prejudice', which is an attitude, not action.
5. Then, ask students to formulate a concluding statement or generalization about discrimination, African Americans and Jews, and World War II.
6. To conclude the lesson, discuss with students how discrimination during WWII has affected African Americans and Jews today?

IV. Guided Practice (Elicit performance): [20 minutes]

During step 3, while the class discusses the similarities and dissimilarities between the treatment of African American and Jews, students will fill in their Venn diagram worksheet, in correspondence with the teacher on the board.

V. Closure (Plan for maintenance): [10-15 minutes]

Discussion: Ask students how discrimination against African Americans and Jews during WWII has affected these groups, and the world today. How might things be different if these groups weren't discriminated against WWII?

STANDARDS: (NCSCOS)

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.

6.01 Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.

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. Discrimination was present on both sides of WWII.

Ex 2. Hitler used discrimination to create 'living space' in countries he invaded, while the Allies (U.S.) used discrimination to stop Hitler from invading more countries.

Grouping (Working with entire class): Students who may not be able see patterns, relationships, or generalizations as others can still do the work and receive credit.

References (APA style):

Blath13. (2011, June 2). Holocaust Documentary [Video File]. Retrieved from <http://www.youtube.com/watch?v=CKmUZprD3RA>

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>

PBS.org. (2007). African American Troops Training [Video File]. Retrieved from http://www.pbs.org/thewar/detail_5373.htm