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EDSS 541

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ITU Project – Unit Calendar

**Integrated Thematic Unit Calendar**

*War and Society*

**Mission Statement:**

Our mission is to create an integrated thematic unit that bridges English and World History together. Providing students with an equitable and engaging learning experience that impacts multiple intelligences on multiple levels. This differentiation will strengthen all students of all learning styles and levels understanding of the effects war has on society.

**Enduring Understanding**

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| The impact of the effects that war has on the people who have served or lost loved ones drastically changes society.  How the cultural and societal perspective shifts are reflected in the art and literature of the time.  The freedom and way of life that our society has grown accustomed to, has a price and that price is paid by the men and women who have given the ultimate sacrifice of their own lives.  How the inner battle of good vs. evil that every person faces manifests itself in society during times of war. |

**Essential Questions**

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| Do people have the responsibility to respond to injustice?  How does art and literature reflect the shifts of society’s perspective before, during and after war?  What is society’s obligation to those who have served? |

**Assessments (Rubrics are provided with assignment)**

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| * Political Cartoon Analysis * Pecha Kucha Presentation * Quick Write Prompt * Interview Questions * Mission Statement * AXES Paragraph * Iconic Image |

**Topics Covered:**

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| * World War II – Conclusion * Cold War * OFI/OEF (Operation Iraqi Freedom/Operation Enduring Freedom) * Lord of the Flies * Pre-World War II Europe |

**Skills Covered:**

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| * Identifying similarities and differences * Nonlinguistic representations * Reading strategies * Cues, Questions, and the Use of advanced organizers * Higher order thinking skills * Generating and Testing Hypotheses |

**Learning Styles Covered:**

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| * *Visual* (spatial): Students will be provide visual aids, observe videos, as well as, express their own interpretations with visual references. * *Aural* (auditory-musical): Students will listen to lectures, peers, videos, and songs relevant to subject matter during this unit. * *Verbal* (linguistic): Students will do daily quick-writes and an essay, present a current event and projects in class, and collaborate in groups. * *Physical* (kinesthetic): Students will make posters and construct projects, as well as, move around the room in various class activities. * *Logical* (mathematical): Students will use logic and reasoning to predict outcomes and analyze historical decisions. * *Social* (interpersonal): Students will work in groups weekly, in and outside the classroom. * *Solitary* (intrapersonal): Students will have individual assignments weekly to learn and perform tasks alone. |

**California Department of Education State Standards Covered in Unit 1:**

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| **History**  **10.8.6:** Discuss the human costs of WWII, with particular attention to the civilian and military losses in Russia, Germany, the United States, China, and Japan.  **10.9.2:** Analyze the causes of the Cold War, with the free world on one side and the soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.  **English**  “Reading Standards” - 2. “Determine a theme or central idea of a text and how it is conveyed through particular details.” (CCS p. 47)  “Writing Standards” - “9. Draw evidence from literary or informational texts to support analysis, reflection, and research.” (CCS p. 74)  **English Learner**  2.A.1: (Expanding) exchanging ideas  2. Interacting via written English “Collaborate with peers to engage in short, grade‐appropriate written exchanges and writing projects, using technology as appropriate. |

**Unit 1**

**Foundations of American Government**

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| **Learning Objectives** | **Essential Questions** | **Common Core** | **CA ELD Standards** |
| **Students will be able to:**  Discuss the human costs of WWII, with particular attention to the civilian and military losses in Russia, Germany, the United States, China, and Japan.  Analyze the causes of the Cold War, with the free world on one side and the soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. | Do people have the responsibility to respond to injustice?  How does art and literature reflect the shifts of society’s perspective before, during and after war?  What is society’s obligation to those who have served? | “Reading Standards” - 2. “Determine a theme or central idea of a text and how it is conveyed through particular details.” (CCS p. 47)  “Writing Standards” - “9. Draw evidence from literary or informational texts to support analysis, reflection, and research.” (CCS p. 74) | **Collaboration**  1.Exchanging information / ideas  2. Interacting via written English  3. Supporting opinions and persuading others  4. Adapting language choices  **Interpretive**  5. Listening attentively  6. Reading / viewing closely: b) explain inferences and conclusions  7. Evaluating language choices  8. Analyzing language choices |

**Unit 1**

**Vocabulary**

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| **Key Vocabulary:** Marshall Plan, Truman Doctrine, Containment Policy, Communism, Democracy, Capitalism, Socialism, Middle Path, Iron Curtain, Brinkmanship. Askew, Strident, Embroil, Effulgence, Muddle, Opaque, Liberate, Tacit, Inscrutable, Incredulous  **Key Literature:** *Lord of the Flies* by Robert Golding  **Key Historical Events:** World War II, Cold War, Iraq and Afghanistan Wars  **Key Historical/Literature Figures:** FDR, Harry Truman. Adolf Hitler, Joseph Stalin, George C. Marshall, Hirrorito, Piggy, Ralph, Jack, and Simon |

**Followed the format of, used terminology from, and suggestions straight from:** *Escondido Union High School District American Government Unit Calendar (2011)*