

Humanitas Interdisciplinary Thematic Unit

School: Reseda High	Track: Traditional	Grade: 10 th grade	Timeframe: Spring
Team Members:	Heather Penrod, Paul Miller		
Subject Area:	Social Studies, English		

Unit Theme: War and Democracy: How it Defines Us

Rationale	<p>War seems to be constant in our history and current reality. World War II constituted the aspect of total war from World War I, but introduced a new, lethal threat to the entire world: Nuclear warfare. This unit focuses on the psychological rationale of war, the immediate aftermath of war, social changes brought about by the advent of nuclear warfare, and the transformation of our world to one defined by nuclear might.</p>
Student Outcomes	
Focus Standards	<p>World History:</p> <p>10.8 Students analyze the causes and consequences of the Second World War, in terms of:</p> <p>10.8.4 the political, diplomatic and military leadership (e.g., biographies of Winston Churchill, Franklin Delano Roosevelt, Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower)</p> <p>10.8.6 The human costs of war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China, and Japan.</p> <p>English 10 :</p> <p>2.3 Write expository composition, including analytical essays and research reports:</p> <ol style="list-style-type: none"> a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources. c. make distinctions between the relative value and significance of specific data, facts, and ideas. d. Anticipate and address reader' potential misunderstandings, biases, and expectations. e. Use technical terms and notions accurately. <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>

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Understandings	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - How to write an interdisciplinary expository essay evaluating the implications of government in relation to war. - How to develop this essay by synthesizing a variety of media, comprised of both primary and secondary sources. - The political, diplomatic and military leadership of Hirohito, President Truman, and Joseph Stalin and their contribution to the human cost of war. - The bombing of Hiroshima and Nagasaki, and the resulting outcome. - The course and consequences of the Atomic bomb from various perspectives: of the leaders and victims. - The influence of the Atomic bomb legacy on Japan, U.S, and Cold War 	Theme-related Essential Questions	<p>Do the ends justify the means?</p> <p>Does “might make right?”</p> <p>Is democracy the least violent form of government?</p> <p>How do war and the out come of war define who we are?</p>
Interdisciplinary Essay Prompt	<p>Someone said war is hell, but is that hell an integral part of humankind? This semester, we have studied communism, fascism, and socialism. Compared to these other forms of government, is American democracy more or less violent? Drawing from your knowledge of World War II, how has the war and its outcomes defined the U.S. as a people and a nation? Support your answer using at least two sources from your history class and two from English. Additionally, at least half of your evidence must be primary sources.</p>		

Subject-Area Unit Plan

School: Reseda High

Teacher: Heather Penrod

Subject-Area: World History

Quarter: Spring

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> - The cause and consequences of the WWII. - The political, military leadership of Hirohito, President Truman, and Joseph Stalin. - The human costs of war. 	<p>Students will know...</p> <ul style="list-style-type: none"> - The political, military leadership of the following leaders: Hirohito, President Truman, and Joseph Stalin. - The Human costs of WWII, with particular attention to Japan and the bombing on Hiroshima and Nagasaki. 	<p>10.8 Students analyze the causes and consequences of the Second World War, in terms of: 10.8.4 the political, diplomatic and military leadership (e.g., biographies of Winston Churchill, Franklin Delano</p>

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<p>Guiding Questions</p> <ul style="list-style-type: none"> - Do the ends justify the means? - Does “might make right?” - Is democracy the least violent form of government? - How doe war and outcome of war define who we are? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Create a bumper sticker either supporting the use of the Atomic bomb or opposing the use of the Atomic bomb. - Research primary and secondary source documents and create interview questions. - Use their research and interview questions to conduct a mock Quiz show to interview historical world leaders and characters form the novel <u>Hiroshima</u>. - Use their research of primary source documents to debate their opinion of the use of the Atomic bomb during WWII in a comer room debate. - Use their research to answer the guiding questions and participate in a Socratic Seminar. - Use their research of the internet resources to create their own U.S. Post-war Monument. - Write an Interdisciplinary Essay drawing on the activities and readings from both the World History course and English 20B course. 	<p>Roosevelt, Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower)</p> <p>10.8.6 The human costs of war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China, and Japan.</p>
<p>Assessment Evidence</p>		
<p>Formative Assessments</p> <ul style="list-style-type: none"> - Pre-test - KWL Chart - Quick-Writes 	<p>Summative Assesments</p> <ul style="list-style-type: none"> - Bumper Sticker - You Were There Quiz Show - Corner Room Debate - Socratic Seminar - Building U.S. Post-war Monument - Interdisciplinary Essay 	
<p>Learning Plan</p>		

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<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p>Materials:</p> <p>Text:</p> <ul style="list-style-type: none"> - Prentice Hall World History - Breaking Away from the Textbook Ron H. Pahl <p>Television:</p> <ul style="list-style-type: none"> - Twilight Zone: “The Shelter” <p>Documentary:</p> <ul style="list-style-type: none"> - <i>Hiroshima: A mother’s Prayer</i> - <i>The Atomic Café</i> <p>Internet Resources:</p> <ul style="list-style-type: none"> - Truman Library - Hiroshima Peace Museum - Geneva Convention of war <p>Websites:</p> <ul style="list-style-type: none"> - http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php - http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large.documents/pdfs/48.pdf#zoom=100 - http://www.pcf.city.hiroshima.jp/index_e2.html - http://avalon.law.yale.edu/20th_century/geneva01.asp - http://avalon.law.yale.edu/20th_century/bact.asp <p>Power Point Slides:</p> <ul style="list-style-type: none"> - Hiroshima Peace Museum <p>Activities:</p> <ul style="list-style-type: none"> - Bumper Sticker: Create a bumper sticker for 1945 either supporting or opposing the use of the atomic bomb against the Japanese in WWII. - You Were There Quiz Show: Interviewing major world leaders and characters from <i>Hiroshima</i>. - Corner Room Debate - Socratic Seminar - Building U.S. Post-war monument 	
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Subject-Area Unit Plan

School: Reseda High School Teacher: Paul Miller Subject-Area: English 10 B Quarter: Spring Semester

Essential Understandings	Knowledge/ Skills	Focus Standards
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Important Concepts <ul style="list-style-type: none"> - Expository essay writing - Constructing a thesis - Researching primary and secondary sources - Evaluating distinctions between data, facts and ideas. - Anticipating readers' potential misunderstandings. 	Students will know... <ul style="list-style-type: none"> - How to write an expository essay. - How to construct a thesis for an expository essay. - How to research primary and secondary source documents - How to utilize sources in their essays. - How to make distinctions between the value of data, facts and ideas. - How to anticipate and address readers' potential misunderstandings, and biases within their essays. - How to write a Haiku 	Focus Standards: 2.3 Write expository composition, including analytical essays and research reports: <ul style="list-style-type: none"> a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources. c. make distinctions between the relative value and significance of specific date, facts, and ideas. d. Anticipate and address reader' potential misunderstandings, biases, and expectations. e. Use technical terms and notions accurately. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
Guiding Questions <ul style="list-style-type: none"> - Do the ends justify the means? - Does "might make right?" - Is democracy the least violent form of government? - How doe war and outcome of war define who we are? 	Students will be able to... <ul style="list-style-type: none"> - Research primary and secondary source documents. - Use their research to answer the guiding questions and participate in a Socratic Seminar - Write a Haiku - Use their research of internet sources to create their own U.S. Post-war Monument. - Write an Interdisciplinary Essay drawing on the activities and readings from both the World History course and English 10B course. 	
Assessment Evidence		
Formative Assessments <ul style="list-style-type: none"> - Quick-writes - KWL Chart 	Summative Assessments <ul style="list-style-type: none"> - Haiku (which could be used as part of their Monument). - Build U.S. Post-war Monument. - Interdisciplinary Essay/ 	
Learning Plan		

Humanitas Interdisciplinary Thematic Unit

<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p>Materials:</p> <p>Workbook:</p> <ul style="list-style-type: none"> - The Write Path Teacher’s Guide <p>Excerpt:</p> <ul style="list-style-type: none"> - <i>Why War?</i> by Sigmund Freud <p>Novel:</p> <ul style="list-style-type: none"> - <i>Hiroshima</i> by John Hersey <p>Film:</p> <ul style="list-style-type: none"> - <i>Grave of the Fireflies</i> <p>Poetry:</p> <ul style="list-style-type: none"> - http://www.aya.or.jp/~marukimns/english/genbakuE.htm <p>Websites:</p> <ul style="list-style-type: none"> - http://www.art-for-a-change.com/Atomic/atomic.htm <p>Activities:</p> <ul style="list-style-type: none"> - Socratic Seminar - “I Am Poem” - Timeline: of each character from Hiroshima - Construct a geographical map of Hiroshima, showing the center of the bomb; explosions and the locations of each character. - T-chart comparing/contrasting <i>Graveyard of the Fireflies</i> with <i>Hiroshima</i>. - Writing Haiku poetry - Pre-writing, journaling, drafting, and outlining for essay prompt. - Building U.S. Post-War monument 	
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Subject-Area Unit Plan

School: _____ Teacher: _____ Subject-Area: _____ Quarter: _____

Essential Understandings	Knowledge/ Skills	Focus Standards
Important Concepts	Students will know...	

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Guiding Questions	Students will be able to...	
Assessment Evidence		
Formative Assessments	Summative Assessments	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation		

Subject-Area Unit Plan

School: _____ Teacher: _____ Subject-Area: _____ Quarter: _____

Essential Understandings	Knowledge/ Skills	Focus Standards
Important Concepts	Students will know...	

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Guiding Questions	Students will be able to...	
Assessment Evidence		
Formative Assessments	Summative Assessments	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation		