

<b>Teacher(s)</b>	Tiffany Ward	<b>Subject discipline</b>	group and	Language and Literacy 5 <sup>th</sup> Grade ELA	
<b>Unit title</b>	World War II Research Essay	<b>MYP year</b>	0	<b>Unit duration (hrs)</b>	21 hours

### **Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Development	Conflict	Fairness and Development Exploration - Peace and conflict

### **Statement of inquiry**

The development of conflict can have consequences on humanity.

### **Inquiry questions**

**Factual—What impact did WWII have on the world? What conflict brought on WWII?**

**Conceptual—How did conflict increase during WWII? How did conflict decrease during WWII?**

**Debatable—Does conflict always result in negative consequences? To what extent can conflict result in positive consequences?**

<b>Objectives</b>	<b>Summative assessment</b>	
<p><b>B: Organizing</b></p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the content and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent, and logical manner</li> <li>iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention</li> </ul> <p><b>C: Producing Text</b></p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Your goal is to write a 5 paragraph essay (introduction, body, and conclusion) based on a chosen topic from a provided list. This essay is a culmination of information learned from our study about World War II. The essay will be based on note-taking, a graphic organizer, a rough draft, editing, and a final copy.</p> <p>Your role is World War II Researcher/Fact Checker.</p> <p>Your audience is the general public.</p> <p>Your challenge is to summarize and narrow down the information into the requested format.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will choose to research a topic from a provided list of events occurring before, during, and after World War II. All of the topics relate to some type of conflict and the consequences that resulted.</p>

<p>arising from personal engagement with the creative process.</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>iii. select relevant details and examples to develop ideas</p>	<p>You have been asked to write a research report based on an event from WWII.</p> <p>Students will choose from one of the following:</p> <ol style="list-style-type: none"> <li>1. Research one or more of the Nazi Concentration/Death Camps during World War II. Where was the camp located? Describe the living conditions. Who was housed in the camp? What type of forced labor were the prisoners made to do? How many prisoners were held there? Was the camp liberated? Who liberated the camp?</li> <li>2. Research the life of Anne Frank. Describe her early life and the life of her family, her time in hiding from the Nazis, and how she ended up in a Concentration Camp. Describe how we know about her life today.</li> <li>3. Explain the Manhattan Project at Oak Ridge, TN. Why was Oak Ridge chosen as the ideal location for the secret project? Who was involved with the project? How is the facility used today?</li> <li>4. Research the Bombing of Pearl Harbor. Where and when did it occur? Describe the details of the bombing itself: How many U.S. military were injured or killed? Why did the Japanese attack this specific base? Who was President at the time? How did he respond? Do you agree with how the U.S. responded?</li> <li>5. Research Adolf Hitler and Winston Churchill. Compare and contrast their early lives, military history, how they rose to leadership positions, and your opinions on how each performed as a leader.</li> <li>6. **Other topics approved by Mrs. Ward.</li> </ol>	
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<b>Approaches to learning (ATL)</b>		
Research (Critical Thinking and Transfer), Reflection, Self-Management (Managing time and tasks effectively)		

### Action: Teaching and learning through inquiry

Content	Learning process
<ul style="list-style-type: none"> <li>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li> <li>W.5.7. Conduct short research projects that use several sources to build knowledge</li> </ul>	<b>Learning experiences and teaching strategies</b> <ul style="list-style-type: none"> <li>-Students will close read, study, and discuss events surrounding World War II (based on TN State Standards).</li> <li>-With teacher modeling, students will research and take notes from at least 3 reliable sources.</li> <li>-Using the POW+TIDE model, students will organize their notes.</li> <li>-Students will then write a Rough Draft (5 paragraph essay) based on the graphic organizer.</li> <li>-Students will peer review and edit their Rough Drafts.</li> <li>-Students will type a Final Essay.</li> </ul>
	<b>Formative assessment</b> <ul style="list-style-type: none"> <li>-Students will answer text-based questions from their study of WWII.</li> <li>-Students will determine correct answers to study guide questions.</li> <li>-Students will engage in teacher-led discussion, questions and answers, etc.</li> </ul>

through investigation of different aspects of a topic.	
	<b>Differentiation</b> -For struggling students, the teacher will choose the topic of research and give specialized attention. -For some students, the requirement will be a 3-paragraph essay instead of 5 paragraphs. -For higher achieving students, another topic related to WWII can be chosen (with teacher approval).
<b>Resources</b>	
Textbook, Various websites for research (ducksters.com, history.com, biography.com, jewishvirtuallibrary.org)	

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
	*Students will understand, discuss, and analyze major events of WWII.	*The students really enjoyed their study of World War II and the flexibility of choosing their own topic of research. Their comfort level with using the

<p>*This is the first research project where students will be required to take their own notes, organize them, and write an essay.</p> <p>*All of the appropriate Social Studies standards and information will be covered in class prior to the research project.</p>	<p>*Students will choose a topic to research, find reliable sources, and identify what qualifies as “good notes.”</p> <p>*Students will organize their notes, write a Rough Draft, edit, and type a Final Essay.</p>	<p>Chromebooks has grown, and they progressed through finding reliable websites, and taking good notes for their essays. Once the students had their notes, they were at ease with writing the essay itself.</p>
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