

*EXAMPLE

Cross-Curricular Unit Planning Template

*Use this template when planning with your colleagues to develop an integrated unit

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| Theme | War | |
| Essential Question | How does war impact people and their lives? | |
| Final Assessment/Project (tied to essential question) | Project Choice Board - describing multiple perspectives of how war impacted lives. *Collaboration encouraged <ol style="list-style-type: none"> 1. Podcast 2. Scrapbook 3. Comic Strip 4. Infographic 5. Video 6. Journal | |
| Essential Standards/Skills Crosswalk -Highlight areas where both subjects can intertwine ideas. | Subject: | Subject: |
| | Social Studies | ELA |
| | 8.6 WORLD WAR II - 8.6a Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule. 8.6b Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day. -Students will examine the role of the Tuskegee Airmen within the segregated military during World War II. -Students will investigate the effects of the war on the American economy and day-to-day life. | 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) |

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| | <p>-Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in Korematsu v. United States (1944).</p> <p>8.6c Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.</p> <p>-Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. Students will examine the structure and work of the United Nations.</p> | <p>8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p> <p>8W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically.</p> <p>8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>8W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p>8W1d: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>8W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>8W1f: Maintain a style and tone appropriate to the writing task.</p> |
| Formative/Summative assessments | <p><u>Formative:</u> Primary Source document Analysis, exit tickets</p> <p><u>Summative:</u> DBQ Essay</p> | <p><u>Formative:</u> Quick-Write one text/perspective</p> <p><u>Summative:</u> Quick-Write multiple text/perspectives</p> |

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| <p>Big Idea Topics</p> <p>*what needs to be covered?</p> <p>*what can be combined?</p> | <p>Origins of War</p> <p>Pearl Harbor</p> <p>Japanese Internment</p> <p>US Entry</p> <p>D-Day</p> <p>Holocaust</p> <p>War in Pacific</p> <p>Atomic Bomb</p> | <p>-Pearl Harbor-FDR Speech</p> <p>-Japanese Internment "Dear Miss Breed"</p> <p>-Holocaust - Anne Frank, Elie Weisel</p> <p>-War in Pacific - Unbroken</p> |
| Calendar Planning | See Calendar below to map out timeline | |
| <p>Lesson Planning</p> <p>*Day by Day</p> | <p>Day 1:</p> <ol style="list-style-type: none"> 1. Aggression frayer model 2. Origins of war, part I notes 3. Hitler Youth 4. Write a journal <p>Day 2-3:</p> <ol style="list-style-type: none"> 1. Appeasement 2. Origins of war part II 3. Clip of PH attack 4. Clip of speech 5. Pearl Harbor Speech - studysync <p>Day 4-6</p> <ol style="list-style-type: none"> 1. Warm-up 2. Document comparison 3. Gallery Walk 4. Dear Mrs. Breed with activities in StudySync 5. QuickWrite <p>Day 7:</p> <ol style="list-style-type: none"> 1. Warm-up (Frayer model) 2. Homefront Notes w/ McGraw hill video 3. WWII Propaganda Analysis 4. Exit ticket <p>Day 8:</p> <ol style="list-style-type: none"> 1. Warm-up 2. Flippity scavenger hunt 3. Virtual Field Trip to National WWII Museum 4. GimKit Review <p>Day 9-12</p> <ol style="list-style-type: none"> 1. DBQ Essay -Documents/Organizer/Essay <p>Day 13</p> <ol style="list-style-type: none"> 1. Warm-up 2. video | |

3. D-Day notes
4. Fulton D-Day article & Questions
5. Exit ticket

Day 14:

1. Warm up
2. Jamboard
3. Clip of landing on beaches full 30 minute clip
4. Kahoot

Day 15:

1. Warm up
2. Brainpop
3. Notes - The Holocaust
4. Anne Frank Play (text excerpt)
5. Studysync multiple choice
6. Exit ticket

Day 16:

1. Warm Up
2. Elie Wiesel - Night Excerpt annotation
3. Studysync Blast

Day 17:

1. Warm Up
2. Elie Wiesel Nobel Peace Prize acceptance speech annotation & questions
3. Exit Ticket - How was Elie Wiesel impacted by war?

Day 18:

1. Warm Up
2. Walking with Living Feet text/questions
3. Oprah Interview

Day 19:

1. Warm-up
2. Text: Our Story
3. Safe Haven Notes/Peardeck
4. Safe Haven Video (Start @ 22:00 mins)
5. Exit Ticket: How were the refugees impacted by war?

Day 20:

1. Warm up
2. Primary Source Photos
3. Video Clip-Band of Brothers

Day 21-22:

1. Notes: War Strategies
2. Studysync text - unbroken, annotate highlight details (short answer & vocab)

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| | <p>3. -movie clip-Unbroken of being in the camp</p> <p>4. Pictures - creative writing activity</p> <p>Day 23:</p> <ol style="list-style-type: none"> 1. Warm Up 2. WWII Technology video 3. WWII Technology notes <p>Day 24:</p> <ol style="list-style-type: none"> 1. Warm Up 2. Atomic Bomb Background notes 3. Photos 4. Hiroshima, No Pika 5. Exit Ticket - How were people of Japan impacted by war? <p>Day 25-26:</p> <ol style="list-style-type: none"> 1. Project Choice 2. T-Chart Brainstorming - How does war impact people and their lives? 3. Quick-Write - using multiple text <p>Day 27-30</p> <ol style="list-style-type: none"> 1. Warm Up 2. Project Work Time <p>Day 31:</p> <ol style="list-style-type: none"> 1. Project presentations |
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Month: February-April

| Sunday | Monday | Tuesday | wednesday | Thursday | Friday | Saturday |
|--------|----------------------------|------------------------------|-------------------------------|---------------------------|---------------------------|----------|
| 2/21 | 22 | 23 Origins of War | 24 Pearl Harbor | 25 Pearl Harbor | 26 Japanese Internment | 27 |
| 28 | 3/1 Japanese Internment | 2 Japanese Internment | 3 Japanese Internment | 4 US Entry | 5 US Entry | 6 |
| 7 | 8 US Entry | 9 DBQ- documents (Assess) | 10 DBQ- organizer (Assess) | 11 DBQ- Essay (Assess) | 12 DBQ- Essay (Assess) | 13 |
| 14 | 16 D-Day | 16 D-Day | 17 D-Day | 18 Holocaust | 19 Holocaust | 20 |

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| 21 | 22 Holocaust - Primary Source | 23 Holocaust- Elie Wiesel | 24 Holocaust - Elie Wiesel | 25 Holocaust- Living Feet | 26 Holocaust/ Safe Haven | 27 |
| 28 | 3/29-4/2 Spring Break | | | | | 3 |
| 4 | 5 War in Pacific | 6 War in Pacific | 7 WWII Technology | 8 Atomic Bomb | 9 Atomic Bomb | 10 |
| 11 | 12 Counterpoi nt | 13 Project Discussion | 14 T-Chart QW | 15 QW/start project | 16 Project | 17 |
| 18 | 19 Project | 20 Project/ Presentati ons | 21 Presentatio ns | 22 | 23 | 24 |