

Lesson Plan #
Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
World History	Japan - The Rise of Fascism and WW2	Mr. Hylton	9/25/2023
Lesson Essential Question (LEQ)	How did Japan conquer East Asia?		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> • Main Content Strand Objective: • WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past. • WH.H.1.3 Explain how ethnocentrism, stereotypes, xenophobia, and racism impact human rights and social justice of various groups, tribes, and nations around the world, now and in the past. 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> • I.1.1 Compelling Questions • I.1.3 Gathering and Evaluating Sources 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Bell ringer designed around a replica kamikaze headband. Seven minutes will be given to discuss any prior knowledge or thoughts they have about the headband. Afterward, students will write down one question or compelling thought they had during the discussion (on a notecard that will be collected at the end of class).	This will have students thinking about what they know about the Japanese military and about Japanese society during the war. (nationalism and power, I.1.1)	7
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	A teacher-centered lecture starting with the February 28th incident and how firmly established the pro-military regime then directly led to the colonization of Korea and Manchuria, and eventually the partial conquest of China. It will end with briefly covering the Pearl Harbor attack and why Japan felt their East Asian Co-Prosperity Sphere was being attacked.	This lecture will establish broad content knowledge so that students know the depth of nationalism and the events that occurred with a devoted national citizenry. (nationalism, WH.B.2.1) (xenophobia and ethnocentrism, WH.H.1.3)	18
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Students will read and analyze "Hirohito's declaration of war" (see handout) against the United States to discuss two items: a) Japan's intentions and b) how it is meant to inflame the citizenry and soldiers. [Write on board]	By evaluating the primary source (I.1.3), students will put themselves in the shoes of the readers and brainstorm why this was so important to citizens and soldiers in supporting the war effort (nationalism, WH.B.2.1)	20

	Students will work in groups of four, and record their analysis on the group worksheet	(xenophobia and ethnocentrism, WH.H.1.3)	
Acquisition II/Break	Gallery walk where students decompress and look at a variety of political cartoons and historical photos (portraits and scene-setting photos) with the task of writing down one thing that notice about three pictures.	Students are able to relax while music plays and ease into the rest of the day while visualizing the material.	10
Acquisition III	Second half of lecture.		15
Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.	Students will pick out the three most inflammatory remarks and answer why they picked those and what the effect was on the reader (on a piece of paper that will be turned in).	Now that they have discussed as a group, students will pick their most important quotes to explain why they think that would have an effect on readers (I.I.1). (nationalism, WH.B.2.1) (xenophobia and ethnocentrism, WH.H.1.3)	15
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	Exit ticket having the students pick their favorite gallery piece and explain why they thought it was important to the lesson (on a piece of paper that will be turned in).	Measure what the students took away from the lecture by seeing what they personally thought was most important (I.I.1).	5
Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?			
Target Group of Student	Hearing Impaired Students	Strategies	They will receive lecture notes (handouts). Instructions will be written on the board along throughout the lesson. At the start of the lesson, there will be a visual schedule of activities for the day including materials needed.
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?			
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	Students will be tasked with pointing out what remarks in the declaration of war could be inspiring for Japanese soldiers/citizens and then point out why they		
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	The exit ticket will show me if the students find anything particularly interesting or complicated about the lesson.		
Materials & Supplies	<ul style="list-style-type: none"> Copies of Hirohito's declaration of war 	<ul style="list-style-type: none"> Gallery photos (Hirohito portrait, Co-Prosperity game board, Imperial flag, army training photo, destruction of a city, citizen work crew photo) 	<ul style="list-style-type: none"> Paper and pencil Whiteboard and projector for lecture

<p>Sources & Notes</p> <p>Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> • World History. (2014). Wikibooks, The Free Textbook Project. • Fitzgerald, C. P. A Concise History of East Asia. Praeger, 1966. • Strategies for hearing impaired students. Accessed December 6, 2023. https://www.educationcorner.com/strategies-for-hearing-impaired-students.html. • 	<p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> •
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