

<b>Unit:</b> World War II		<b>Designer:</b> Lauren Peterson
<b>Lesson</b> _2_ of _5_	<b>Topic:</b> Major Events and Leaders of WWII	<b>Teaching Date:</b> Day Two of Unit
<b>Class:</b> AP European History	<b>Grade Level:</b> 10 <sup>th</sup>	<b>Time Frame:</b> 100 mins – one block

<p style="text-align: center;"><b>Content Objectives</b></p> <ul style="list-style-type: none"> <li>Students will be able to explain the major events and identify the major leaders during WWII. (WHII.12a, NCSS power/authority/governance &amp; periodization)</li> </ul>	<p style="text-align: center;"><b>Skill Objectives</b></p> <ul style="list-style-type: none"> <li>Students will be able to make connections between previously learned events and events during WWII. (NCSS time/continuity/change, AP periodization)</li> </ul>
<p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Formative assessment regarding participation – students will be creating their own maps of the major events</li> </ul>	<p style="text-align: center;"><b>Materials</b></p> <ul style="list-style-type: none"> <li>White board, markers, and erasers</li> <li>Computer with Internet</li> <li>Classroom set up in normal arrangement</li> <li>Copies of blank maps for students</li> </ul>

<p><b>Content</b></p> <p>Content covered not necessarily in this order and some content will have more emphasis</p> <ul style="list-style-type: none"> <li>Major Events <ul style="list-style-type: none"> <li>Remilitarization of the Rhineland</li> <li>The Spanish Civil War</li> <li>Italy attack Ethiopia</li> <li>The Nazi-Soviet Pact</li> <li>Invasion of Poland</li> <li>Fall of France - defeat, collaboration, and resistance</li> <li>Battle of Britain</li> <li>Invasion of the Soviet Union</li> <li>Attack on Pearl Harbor</li> <li>Allied landings in Africa, Sicily, and Italy</li> <li>Battle of Stalingrad</li> <li>D-Day</li> <li>The Battle of the Bulge</li> <li>The Capture of Berlin</li> <li>Americans recapture the Pacific Islands</li> <li>Dropping atomic bombs on Hiroshima and Nagasaki</li> </ul> </li> <li>Major leaders <ul style="list-style-type: none"> <li>FDR</li> <li>Harry Truman</li> <li>Dwight D. Eisenhower</li> <li>MacArthur</li> <li>Marshall</li> <li>Winston Churchill</li> <li>Stalin</li> <li>Hitler</li> <li>Hideki Tojo</li> <li>Hirohito</li> <li>Mussolini</li> </ul> </li> </ul>
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### Instructional Strategies

- Hook / Intro (15 minutes)
  - Guernica – Picasso’s painting depicting event related to the Spanish Civil War  
Picasso’s style of painting will pull the students in as they attempt to figure out what the painting depicts. They will have read about the Spanish Civil War in their books, so they may be able to guess. This will lead into the major events lecture.
  - Data on shocking loss of life in the military conflicts (may be a hook to use to break up the lecture portion of the lesson)
- Timeline and Map Activity / Lecture (60 minutes)
  - Present timeline of events and interactive maps (<http://www.timemaps.com/history/europe-2005ad> use maps 1914 - 1960 to show changes), and also lecture on the important events and people. This will help students to visualize how everything fits together. This will be broken up with partner work and discussion for the students to do involving the events and timelines which they will create, but mostly this will be a day to make sure that students have seen and understood the vast amount of content that needs to be in this unit. The students in these classes do well with these types of lessons because they have had to cover a lot of content throughout the year prior to now.
- Conclusion and Reminder to do the Reading (10 minutes)
- Extra time built into this lesson in case we need to debrief the inquiry lesson further from the day before. If this is not needed, the map activity will be extended. Students will create their own map and timeline more on their own with less talking from the teacher.