

Teacher:	Marie Feazel	
Course/Subject:	AP U.S. History	
Date of Instruction:	9/13/2021	9/17/2021
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standards: SSUSH 19- World War II	
	Domain Domain 4- Standards 15-19, 24% of EOC AP Time Period Time Period 7- 1890-1945, Progressive Era, World War I, 1920's, Great Depression, World War II	
	AP Framework 7.11, .12, .13. 14 <ul style="list-style-type: none">I can explain the similarities in attitudes about the proper role for the USA in the world.I can explain the differences in attitudes about the proper role for the USA in the world.I can explain how U.S. participation in World War II transformed American society.I can explain why U.S. participation in World War II transformed American society.I can explain the causes of the victory of the United States and its allies over the Axis powers.I can explain the effects of the victory of the United States and its allies over the Axis powers.I can explain the consequences of U.S. involvement in World War II.	
	Learning Target: <ul style="list-style-type: none">1. I can examine the origins of US involvement in World War II2. I can examine the major developments of the US in World War II.3. I can examine the domestic impact of the U.S. In World War II	
	Success Criteria <ul style="list-style-type: none">1. I can explain the role of the Lend-Lease Plan as an origin of U.S. involvement in World War II.2. I can explain the impact of the attack on Pearl Harbor for U.S. entry into World War II.3. I can explain the impact of World War II on the U.S. at home economically, politically, and socially.4. I can identify the significance of the Battle of Midway in the Pacific Theater.5. I can describe the challenges U.S. forces faced in the Pacific Theater.6. I can identify the Manhattan Project.7. I can describe the challenges U.S. forces faced in the European Theater.8. I can identify the significance of D-Day and the Fall of Berlin in the European Theater.	

	<p>9. I can explain how Roosevelt's executive powers affected the integration of defense industries.</p> <p>10. I can examine Roosevelt's use of executive power for the internment of Japanese Americans.</p> <ul style="list-style-type: none"> • Quick List of Due Dates: • 9/13/21- Group Work: Road to World War II Videos/Questions • 9/14/21- Jungle Week 2 • 9/15/21- Bonus Albert.io assignment for extra credit • 9/16/21- World War II Activity • 9/17/21- 8am Albert.io Review, Time Period 7 Exam during class time. <p>Introduction/Connection: Vocabulary Review SSUSH 19- World War II</p> <ul style="list-style-type: none"> • Lend-Lease Act- the US would lend or lease war material to the Allied nations (Great Britain) • Island Hopping- US strategy in the Pacific to retake the Pacific, take one island at a time, very bloody. • Manhattan Project- Los Alamos, New Mexico, Atomic bomb project, made 3 bombs, tested 1, dropped 2. • Rationing- limits on food and other supplies (steel, clothing, etc...) so that the troops would have more supplies available, helped allied nations win WWII. • Victory Gardens- helped allied nations win WWII by having US residents grow food instead of buying it in the store. • Executive Order 9066- Internment of Japanese-Americans and Japanese residents Executive Order 8022 and A. Phillip Randolph- FDR passed a rule that said government contractors could not discriminate government jobs on the basis of race, A. Phillip Randolph helped to pass the EO <p>Direct Instruction: Both In-person and google classroom</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Biographical Reading <input checked="" type="checkbox"/> Charts <input checked="" type="checkbox"/> Maps <input checked="" type="checkbox"/> Graphs <input checked="" type="checkbox"/> Diagrams <input checked="" type="checkbox"/> Political Cartoons <input checked="" type="checkbox"/> Primary Source <input checked="" type="checkbox"/> Secondary Source, Historians Account <input type="checkbox"/> Student Written Response, Question and Answer <input checked="" type="checkbox"/> Student Written Response, Visual Display, Drawing/Creating of Visual <input checked="" type="checkbox"/> Written Response to Photographs/Drawings
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<p><u>Work Period (We Do, You Do)</u></p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>Guided Practice: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/>Biographical Reading <input checked="" type="checkbox"/>Charts <input checked="" type="checkbox"/>Maps <input checked="" type="checkbox"/>Graphs <input checked="" type="checkbox"/>Diagrams <input checked="" type="checkbox"/>Political Cartoons <input checked="" type="checkbox"/>Primary Source <input checked="" type="checkbox"/>Secondary Source, Historians Account <input checked="" type="checkbox"/>Student Written Response, Question and Answer <input checked="" type="checkbox"/>Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/>Written Response to Photographs/Drawings <hr/> <p>Independent/Collaborative Practice/Differentiation: Both In Person and Google Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/>Biographical Reading <input type="checkbox"/>Charts <input type="checkbox"/>Maps <input type="checkbox"/>Graphs <input type="checkbox"/>Diagrams <input checked="" type="checkbox"/>Political Cartoons <input checked="" type="checkbox"/>Primary Source <input checked="" type="checkbox"/>Secondary Source, Historians Account <input checked="" type="checkbox"/>Student Written Response, Question and Answer <input checked="" type="checkbox"/>Student Written Response, Visual Display, Drawing/Creating of Visual <input type="checkbox"/>Written Response to Photographs/Drawings <p>Video Resources</p> <p>Lend/Lease Act (History Channel) https://www.youtube.com/watch?v=IjDyho6AZ6A&list=Plob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=191</p> <p>Pearl Harbor- History Channel https://www.youtube.com/watch?v=X8cgnKrUAq8&list=Plob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=50&t=0s</p> <p>Home front- World War II(History Channel) https://www.youtube.com/watch?v=9aRVVae2i_c&list=Plob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=192</p> <p>D-Day https://www.youtube.com/watch?v=a8x1yDgskRk&list=Plob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=3&t=0s</p> <p>D-Day: Rendezvous with History (42 minutes from First Coast News) https://www.youtube.com/watch?time_continue=2&v=NRRGvpDNw4Y&feature=emb_logo</p>
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	<p>D-Day African American Stories https://www.youtube.com/watch?v=dHA06Cst0sQ&list=PLob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=4&t=0s</p> <p>Midway- History Channel (15 minutes) https://www.youtube.com/watch?v=kipF5zoCGAk&list=PLob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=102</p> <p>JFK in WWII https://www.pbs.org/wgbh/americanexperience/features/jfk-rescue/</p> <p>Mrs. Roosevelt https://www.youtube.com/watch?v=dw7m_Ejaurk&list=PLob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=25</p> <p>George H.W. Bush in WWII https://www.youtube.com/watch?v=ZSCi7V2KQJc</p> <p>Zoot Suit Riots (APUSH) https://www.youtube.com/watch?v=KxtThBTf0sl&list=PLob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=100</p> <p>Women Fly in WWII https://www.pbs.org/wgbh/americanexperience/features/flygirls-women-avenger-field/</p> <p>Truman Meets Churchill and Stalin https://www.pbs.org/wgbh/americanexperience/features/truman-mr-usa/</p> <p>Truman on Ending a War- PBS https://www.pbs.org/wgbh/americanexperience/features/presidents-endwar/</p> <p>Japanese Internment Camps- History Channel https://www.youtube.com/watch?v=OU-k0uG8pAw&list=PLob1mZcVWOaggvYmwYIDYWK0vQwQA8Reo&index=96</p> <p>Mexican Americans IN World War II https://www.pbs.org/video/american-experience-mexican-americans-world-war-ii/</p>
<p>Closing (We Check) Describe the instructional process</p>	<p>Summarize/Share: Both <input checked="" type="checkbox"/> Think- Pair- Share <input checked="" type="checkbox"/> Written response to success criteria</p>

<p>that will be used to close the lesson and check for student understanding. TKES : 1,2,3,4,5,6,7,8</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Verbal response to success criteria <input type="checkbox"/> Ticket out the door summarizer <input checked="" type="checkbox"/> Review answers to class activity <input type="checkbox"/> Review Answers to Homework <input type="checkbox"/> 3-2-1 Review <p>Assessment Uses/Strategies:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time Period 7 Common Formative Assessment 9/17/2021 <input checked="" type="checkbox"/> Informal Assessment, Teacher Questioning <input type="checkbox"/> USAtestprep.com activity for current standard <input checked="" type="checkbox"/> Albert.io activity for current time period Bonus assignment due on 9/15/21, required exam review 9/17/21 at 8am
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