

**World War II**

Scott Atkinson

Cornerstone University



**Table of Contents**

[Unit Description](#unit_description) *3*

[Pre-Unit Thinking](#preunit_thinking) *5*

[Overview of Unit and Lessons](#overview) *11*

[Unit Evaluation](#unit_evaluation) *14*

[References](#references) *15*

[Lesson Plans](#lesson_plans) *16*

**Unit Description**

 This unit focuses on World War II, with an emphasis on the United States perspective. It would be found as a unit of study in a high school level United States history course. It would probably be taught to ninth or tenth grade students during the second half, or semester, for schools using the semester school calendar, of the U.S. history course. The unit would focus on events leading up to the war, the entry of the U.S. into the war, involvement in the Pacific and European theaters, domestic life in the U.S. during the war, the end of the fighting and war on both fronts, and some of the immediate after effects.

 World War II is a large topic of study with many resources available for reference making it a perfect unit of study for a typical high school class. The complexity of the war years and events combined with the countless resources makes it easy to find a topic which appeals to almost any student. Many students have some background knowledge of the war beforehand, so activating prior knowledge and gaining student interest is an easy task. This, in combination with the numerous web resources, movies, video and audio clips, primary sources, documents, and scholarly research, provide a vast pool of knowledge from which engaging lessons can be developed.

 The instructional design theory(s) that guide this unit of study are the ASSURE media development model and the Reiser and Dick systematic planning model. The Reiser and Dick systematic planning model operates similar to how I have approached lesson and unit planning in the past so I am familiar with the flow of things. It is straight forward and matches the linear path of thinking that I often take when planning a lesson or devising a plan to reach a certain objective and/or learning goal. Although it doesn’t consider student differences as part of the original plan, the overall model is wide open for interpretation in terms of instruction and materials, so it is easily adaptable on the fly as needed. The ASSURE media development model fits well into this unit because of the endless (so to speak) amount of digital media content available to help the teaching and learning process for World War II. The ASSURE model is direct and specific about planning and utilizing technology so the lessons can be all but guaranteed to make use of some form of technology aspect.

**Pre-Unit Thinking**

**School Profile**

 Harrison Center is an adult/alternative school within the Port Huron Area School District. The school provides classes designed in helping students meet the requirements for their high school diploma as well as GED preparation courses. The school typically serves as a “last chance” opportunity for students in the area who have fallen behind in high school credits or who have previously dropped out of school. Harrison Center has a very wide student demographic range, making it a unique program in the area.

 In order to enroll at Harrison Center, students must be at least 16 years of age by September 1st of the upcoming school year. There is, however, no age limitation after that and it is common to have a wide range of student ages, spanning from 16 to 70, or more, years old. The school is usually closely split between the number of male and female students. Typically, the number of male students slightly outweighs the number of female students from year to year. Since most students are returning to school after dropping out or simply falling behind in high school credits, Harrison does not formally recognize grade levels. Students keep track of their graduation progress by monitoring the number of credits they have accrued and/or still need to graduate with a diploma. GED students are simply preparing for the official test and have no formal time table for completion. Each required high school course is offered at Harrison Center, along with many elective classes. The school is unique in that students are only required to complete the core curriculum credits, as outline by the state of Michigan, so most students only need 16.25 credits to fulfill their graduation requirements. For this reason, the school and teachers focus on the necessary math, English, science, and social studies courses.

 Upon enrolling at Harrison Center, intake workers collect much of the student’s general educational history and also request formal documentation to further disclose pertinent information. One of the steps in the process involves administering the Test for Adult Basic Education (TABE) which generates a typical grade level equivalency score in reading and math for each student. Scores range widely, but on average, the overall student reading level is between and eighth and ninth grade level; math scores usually come in even lower. This is usually one good sign as to why the student(s) have fallen behind and/or dropped out of school. Many students at Harrison Center would also be classified as being economically disadvantaged, with recent data, from [www.mischooldata.org](http://www.mischooldata.org), showing around 71% of students being classified as such. Many students come from broken families in which the student lives with a single parent, or in many instance, a relative or person other than their biological parent(s).

 Local area students come to Harrison Center after previously attending one of the two high schools in the area: Port Huron High School or Port Huron Northern High School. There are a few exceptional students who live, or have lived, in outlying areas and attend Harrison because it is the only adult/alternative program in St. Clair County or because they have recently moved to the area and are either too old for a traditional high school, or have fallen too far behind. Many of the students have had similar educational backgrounds having grown up in the area and attended the same schools, all the way through high school. Students come to Harrison having a wide variety or development history. Although the program does not explicitly service special education students, many students classified as special education have struggled in their past schooling experiences, thus calling them to fall behind in credits. Since switching to the 16.25 credit requirement, Harrison Center has been required to accept and service all special education students; before this switch, students were required to sign-off on all special services. The school has many certified special education students ranging from learning disabled, cognitively impaired, emotionally impaired, and others classified with a 504 plan. Although the program has been adept at differentiated instruction, this has made working with some students a bit more difficult because the teaching staff does not have to be certified in special education. The variety in student backgrounds and abilities would lead most people to think that the student atmosphere may be more volatile than traditional schools. However, it is the combination of differences that generally make students fairly accepting of one another leading towards mostly positive, or neutral, interactions.

**Traditional Teaching Methods**

Traditionally, the content has been presented through either a textbook or the online learning platform, Edgenuity, which provides more of a lecture format for instruction. Additional reading resources with a question answer section are typically used as part of the textbook instructional method. Supplementary movies/videos have also been used to enhance certain units of study. The course has also required one research project to be completed on a topic of the student’s choice barring it relates to content learned during the course.

**Teaching the Content Differently**

 I would like to look more closely at different works published or written on the topic (as opposed to the textbook alone) as well as bring in a variety of alternative resources like video, audio, images, and primary sources when applicable. The way the unit has been taught previously doesn’t do justice the many of the important themes, especially the world wars. By presenting more “real” documents and multimedia pieces, the information becomes much more meaningful and interesting for students. This generally leads to a higher degree of understanding and learning.

**Learner Analysis**

 Students come to Harrison with a wide range of knowledge and skills. Some students enter the program having earned almost no high school credit, thus putting them well behind where they typically should be as a 16 (or older) year old. Other students, through any number of circumstances, are only a few classes or credits away from completing their diploma. These differences have helped teachers modify their instruction in order to cover the spread of student learning styles. This has helped provide many students with the motivation to stick with the program and complete their high school diploma or GED. Although learning styles is a main factor for many students’ lack of previous success, many seem to have poor attitudes towards school, thus leading to a major lack in motivation. Many of these students struggle, even with the differentiated instruction and personalized help. They have seen failure so often that they are either too discouraged or afraid that failure is the most likely option yet again. Between special education students, managing multiple instructional methods, and a severe lack in student motivation, teachers constantly struggle to find the solution for each student. The school is typically getting all of the students that the two main high schools were unable to properly teach to and/or service. The teachers at Harrison are left with the task of putting the pieces together differently in hopes of finding the combination that works for each student’s success.

 Harrison Center does not have any support personal such as counselors or social workers. The staff tends to find out information on their own and then collaborate with each other in order to share learning and relationship techniques for each student. If a student is certified special education, IEP meetings are set up to modify and develop a personal plan for those students, which is then passed on to each of the teachers. Outside of those avenues, it can be very difficult gaining insight for each student.

 Looking at the typical learning profile for students at Harrison Center, I have come to find that each student always has a unique situation. Their backgrounds and previous experiences are crucial to know/understand in order to help each one become a success story at the program. By developing a relationship with each student and finding the necessary means for each person’s success, I should be able to reach more students each school year and begin to develop a higher success rate each year thereafter.

 World War II offers many opportunities to reach all students where they are in the learning process because the scope of the topic provides almost all students with a topic of interest. This topic is also ripe with a multitude of learning resources aimed at students of almost all levels so the ability to tap books, audio/video sources, websites, timelines, maps, etc. provides learning platforms for all learning styles. World War II is almost a “perfect” topic for students in my program because the resources are seemingly endless and the learning approach can be easily modified for each learner.

**Media and Technology Possibilities**

Technology would provide more of the basis for finding and presenting information to students, either through direct instruction or individual research efforts. I will need computers with internet access and also an overhead projector and/or interactive white board. Students will be supplementing, and in some cases swapping, much more digital content as a means of finding information, answering questions, and developing assessment pieces that provide proof of understanding and learning.

**Resources and Constraints**

 To best maximize the teaching and learning efforts of the World War II unit, students need to experience the sights via pictures and video, hear the sounds, read the stories and accounts, as well as the general historical information. Having an overhead projector and/or interactive white board is going to be essential to immersing students into the war. Students should also have regular access to computers or internet ready devices (e.g. iPads, tablets, laptops, etc.) as a means of accessing information on their own while in class. Any necessary pre-made materials will be developed as needed and available to students either through hard copies or as an internet accessible file. Textbooks may also be utilized as needed, but should act as more of a supplemental material rather than a main source of information. Since each class period is just under one hour, lessons will need to be concise enough to fit within the confines of a class hour or else be modified enough to last through multiple hours. The lessons will also need to be developed so that students do not necessarily need to be present on the day it is presented due to the somewhat sporadic nature of student attendance. The more information is accessible at the student’s pace and through resources accessible individually, the easier the lesson will be to implement considering the individualized nature of the program.

**Overview of Unit and Lessons**

**Lesson One – Rise of Dictators and Fascism in Europe and Asia**

* The lesson discusses the reasons and causes for dictators and Fascist governments to gain power after World War I and during the depression.
* American neutrality would also be briefly discussed.
* The major activity would involve students developing a comparison/contrast chart showing the major Fascist governments including: Germany, Italy, and Japan.

**Lesson Two – Steps Toward War, Part 1**

* This lesson discusses the steps Germany, Italy, and Japan took as precursors to the outbreak of World War II. Topics discussed would include: Hitler’s defiance of the Treaty of Versailles and actions taken, Munich Conference and appeasement, failure of appeasement, and the Nazi-Soviet Pact.
* The major activity will include students looking at several viewpoints of the world leaders involved in the pre-war talks and come to their own conclusion, using details from the documents, on whether or not appeasement and apparent peace talks were the right decision to make at the time.

**Lesson Three – The Holocaust**

* This lesson discusses the Holocaust and topics including: Nuremberg Laws, Kristallnacht, concentration and extermination camps, and the Final Solution.
* The major activity involves students compiling a brief multimedia project using images, video/audio clips, survivor excerpts, maps, etc.

**Lesson Four – Steps Toward War, Part 2**

* This lesson discusses the final steps taken by Germany including: invasion of Poland using the blitzkrieg, fall of France, Dunkirk, Battle of Britain.
* The major activity will involve students comparing and contrasting the German military forces versus those of Poland, France, and Britain to show how Germany was able to make quick gains in the war.

**Lesson Five – America Draws Closer to War**

* This lesson discusses topics related to the U.S. coming closer to war in the Pacific and in Europe. Topics discussed include: Lend-Lease Act, Selective Service Act and the draft, restriction of materials and trade with Japan, bombing of Pearl Harbor, and the declaration of war on Japan
* The major activity will involve students listening to President Roosevelt’s speech after the Pearl Harbor attacks. Students will take on the role of a civilian, soldier, or Congressman and answer questions pertaining to their position and potential course of action to take.

**Lesson Six – Mobilizing for War**

* This lesson discusses the preparations by the U.S. to prepare for war. Topics include: converting the economy and industry to support a nation at war, building the armed forces, women and minorities roles in the armed forces.
* The major activity will require students to research various manufacturing companies to determine what the company previously manufactured and how it changed to prepare the U.S. for war.

**Lesson Seven – Early Battles**

* This lesson discusses some of the early fighting by the U.S. during World War II. Topics include: fall of the Philippines, Battle of Midway, fighting in North Africa, and fighting in Italy.
* The major activity will require students to compare and contrast the difference in the military approaches to fighting in the Pacific and North Africa/Italy. Students should develop a brief multimedia presentation of their findings.

**Lesson Eight – Life in the U.S. During the War**

* This lesson discusses what life was like for those living in the U.S. during the war. Topics include: roles of women and minorities; mobilization and manufacturing; propaganda as it relates to radio, print, and/or the movies; Japanese internment; rationing and victory gardens; legislation and censorship
* The major activity for this lesson is the development of a multimedia research project with the purpose of showing students’ personal interpretation of life during World War II.

**Lesson Nine – D-Day**

* This lesson discusses the D-Day invasion and includes the following topics: decision to attack Western Europe; Allied forces involved; planning for the attack; execution and events of the attack; immediate aftermath and outcomes of the Normandy invasion.
* The major activity for this lesson involves students writing a personal journal/narrative from the eyes of a soldier landing at one of the beaches in Normandy on D-Day.

**Lesson Ten – Victory in Europe**

* This lesson discusses the final battles and surrender of Germany. Topics include: Battle of the Bulge, Yalta Conference, death of Hitler, and surrender of Germany (V-E Day).
* The major activity will involve students listening to audio/video accounts from soldiers and/or civilians at the time of German surrender. Students will be tasked with writing a newspaper article or creating a radio announcement outlining the end of war in Europe.

**Lesson Eleven – Victory in the Pacific**

* This lesson discusses the final battles in the Pacific leading to the defeat and surrender of the Japanese. Topics include: Battle of Iwo Jima, bombing Japan, Battle of Okinawa, Manhattan Project, dropping of the atomic bombs, and surrender of Japan (V-J Day).
* The major activity will have students look at the battles leading up to the dropping of the atomic bombs and Japan’s military stance and develop a pro or con argument for using atomic bombs as a means to end the war with Japan.

**Lesson Twelve – Immediate Aftermath of War**

* This lesson discusses the immediate aftermath of World War II. Topics include: the war by the numbers, creation of the United Nations, and the Nuremberg Trials.
* The major activity requires students to look at the main reasons and purposes for forming the United Nations and develop chart giving examples of pre-war and post war ways in which it has helped people around the world.

**Explanation of Instructional Design Theory**

For this unit, I looked at a handful of different instructional design theories from which I modeled my lesson/unit development. Of the several instructional design models, this unit was most prevalently shaped by the ASSURE media development model, Zook’s systems model, and Bloom’s Taxonomy. When preparing the unit, I found myself using Zook’s model because I was trying to decide what I wanted students to produce as an end assessment before thinking about the lesson design. Having an idea in mind of what students should know when the lesson is complete requires the lesson content to be driven by the outcome, thus the teaching procedures will more likely be in line with the assessment.

 The ASSURE model helped guide many of the assessment decisions because I wanted students to be exposed to content and also have the opportunity to develop the assessment using technology. The availability of technology related resources also makes this particular unit a good model for integration of the various resources. The ASSURE model is intentional on integrating technology, which is reflected in several of the learning assessments as outlined in the unit sequence plan.

 Bloom’s Taxonomy has always helped me to get away from the most basic levels of learning and make it a habit to delve deeper into understanding by varying the type and complexity of practice and assessment. Many of the major activities listed involve students interpreting, analyzing, comparing and contrasting, formulating, creating, etc. to more explicitly prove that they understand the basics and can use that general understanding to develop a bigger picture thought or idea.

**Unit Evaluation**

* Are students able to identify the overall sequence of events of World War II?
* Are students able to identify and describe the major topics of study that constitute the World War II unit?
* Which teaching strategies appear to have the greatest learning transfer?
* Were the lesson assessments understandable and appropriate for the student cohort?
* Did the technology integration enhance student learning?
* Were students able to use technology to adequately portray learning?
* Was Universal Design for Learning applicable and/or utilized (when appropriate) to the lessons and assessments?

**References**

D-Day – World War II – History.com. <http://www.history.com/topics/world-war-ii/d-day>

Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day. <http://www.archives.gov/education/lessons/d-day-message/>

The National World War II Museum | New Orleans. <http://www.nationalww2museum.org/index.html>

The U.S. Home Front During World War II – World War II – History.com. <http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>

The War | PBS. <http://www.pbs.org/thewar/>

# [Today’s Document from the National Archives](http://www.archives.gov/historical-docs/todays-doc/). Document for June 6th: D-day statement to soldiers, sailor, and airmen of the Allied Expeditionary Force, 6/44. <http://www.archives.gov/historical-docs/todays-doc/?dod-date=606>

**Lesson Plans**

**D-Day Lesson Plan**

**Lesson Overview**

This lesson focuses on D-Day and the main European assault of the Allied forces during World War II. Topics discussed will include, but are not necessarily limited to: decision to attack Western Europe; Allied forces involved; planning for the attack; execution and events of the attack; immediate aftermath and outcomes of the Normandy invasion.

The lesson is part of a unit in a high school level United States history course centered around World War II with an emphasis on American involvement throughout the war.

**State Standards**

**7.2 World War II** – Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

**7.2.2 U.S. and the Course of WWII** – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

**Unit Outcomes**

Unit Title: World War II and the United States

Unit Goal:To show the causes and effects of World War II, especially focusing on the involvement of the United States.

Lesson Title:D-Day

Learning Focus of Lesson:Understanding the reasons for the assault including the planning, execution, and immediate aftermath of the attack at Normandy, France.

**Lesson Objectives**

Students will…

* Identify the main components of the D-Day invasion including: decision to attack Western Europe; Allied forces involved; planning for the attack; execution and events of the attack; immediate aftermath and outcomes of the Normandy invasion.
* Interpret their personal understanding of the D-Day invasion by composing a historical journal entry from a soldier’s point of view.

**Lesson Content**

### Anticipatory Set: To grab students’ attention, two letters produced by Dwight Eisenhower will be read, either aloud or individually. The first will be Eisenhower’s [D-day statement to soldiers, sailor, and airmen of the Allied Expeditionary Force, 6/44](http://www.archives.gov/historical-docs/todays-doc/?dod-date=606); the second will be the “[In case of failure](http://www.archives.gov/education/lessons/d-day-message/)” handwritten message. As a whole group lesson these will be discussed; as an individual lesson, brief question/answer responses will be given by the student(s). Brief video clips including actual D-Day footage will also be used to provide a visual of the event. Possible sources could include: [D-Day at History.com](http://www.history.com/topics/world-war-ii/d-day), or for more mature crowd, the opening scene of “Saving Private Ryan” could also be used.

**Introduce and Model New Content:** Students will be introduced to the D-Day information through a multimedia presentation and lecture. Questions and answers will be discussed during this portion of the lesson. The main topics will include, but will not necessarily be limited to: decision to attack Western Europe; Allied forces involved; planning for the attack; execution and events of the attack; immediate aftermath and outcomes of the Normandy invasion. Significant terminology will also be covered as necessary to understand the lesson.

**Guided Practice:** As guided practice, students will be shown interviews (video, audio, and written accounts) of World War II veterans who landed at Normandy on D-Day. Students will be walked through the accounts and prompted to answer questions about what these soldiers experienced during the invasion. Students should be shown how to note things including: which beachhead the soldier landed; what the soldier’s senses were picking up (e.g. utilize the five senses to recall or infer what sights, sounds, smells, feelings might have been taking place); what was their job/role (if any) once landed; what actually happened; at what point did they stop fighting and where did they end up immediately after D-Day.

**Independent Practice:** Students will use evidence discussed in the guided practice section of the lesson to create a personal journal or narrative from a soldier’s perspective during the D-Day invasion. Students should focus on the experiences and accounts described by the interviews and also incorporate their own interpretation of the different senses (e.g. think five senses) from the invasion. The student must take on the role of a soldier who lived through the battle (instead of using an example that they were killed in action immediately to avoid the writing assignment).

**Wrap-up:** As a conclusion to the lesson, final thoughts regarding the events of D-Day will be discussed. If time permits, and students are willing, journal/narrative pieces can be shared with the class.

**Assessment (formative and summative):** The assessment for this lesson is the writing assignment journal/narrative that students began working on during the independent practice time. The purpose of this assignment is to gauge student understanding of the complexity and importance of the D-Day invasion.

**Life in the U.S. During World War II**

**Lesson Overview**

This lesson focuses on life in the United States during World War II. Topics discussed will include, but are not necessarily limited to: roles of women and minorities; mobilization and manufacturing; propaganda as it relates to radio, print, and/or the movies; Japanese internment; rationing and victory gardens; legislation and censorship

The lesson is part of a unit in a high school level United States history course centered around World War II with an emphasis on American involvement throughout the war.

**State Standards**

**7.2 World War II** – Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.

**7.2.3 Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including:

- mobilization of economic, military, and social resources

- role of women and minorities in the war effort

- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)

- internment of Japanese-Americans (National Geography Standard 10, p. 203)

**Unit Outcomes**

Unit Title: World War II and the United States

Unit Goal:To show the causes and effects of World War II, especially focusing on the involvement of the United States.

Lesson Title:Life in the U.S. during World War II

Learning Focus of Lesson:Understanding what life was like for those not at war and living in the United States during the war time years.

**Lesson Objectives**

Students will…

* Identify different aspects of life within the U.S. during World War II.
* Interpret their personal understanding of life through the development of a multimedia research project which will depict life in the U.S. during the war.

**Lesson Content**

**Anticipatory Set:** As a way of initiating prior knowledge and engage thinking, students will be given a questionnaire pertaining to life during the war. The questions would reflect aspects of life that they are currently familiar with and may include things like: prices of goods; methods of learning information; typical jobs (outside of soldier); limitations on speech (censorship); food, in terms of obtaining and what may be available, etc. They will be asked to give their best answers to the series of questions which will relate to the topics that will then be discussed and looked at later in the lesson(s).

\* Note: This questionnaire could also be used again as a post-assessment or as a reflection component at the end of the lesson or unit.

* **UDL Connection:** Activating prior knowledge gives all students a chance to think about what they may or may not know on a topic and thus initiate engagement in the lesson for students. The information could be presented on an overheard, white board, handout, etc. and responses could be given through a discussion or by utilizing a classroom response program.

**Introduce and Model New Content:** The lesson will be introduced to students through a brief lecture on the main points of life in the U.S. during the war. The presentation would contain some images, video clips, important vocabulary, and key points pertaining to the topic. The presentation would model what will be expected from the final lesson assessment that students will be constructing.

* **UDL Connection:** Multiple means of information presentation is a key component of UDL. Students should be able to see, read, and hear the content presented as a means of maximizing content exposure and thus learning opportunities. Key vocabulary and ideas can be highlighted at this point before students delve deeper into the content later in the lesson. Also, the presentation can be linked to a classroom website, for instance, to allow students the opportunity to revisit it at any time for clarification.

**Guided Practice:** The guided practice will involve the teacher essentially unpacking the process used to put together the new content presentation. Various content relevant sources will be shown to students and the process of developing a shared document will also be highlighted. The teacher will also circulate for assistance as students come across questions or concerns while working within their groups where more individual and/or personalized guidance would be more effective.

Examples of possible resources to show students:

* <http://www.archives.gov/boston/exhibits/homefront/>
* <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html>
* <http://www.ushistory.org/us/51b.asp>
* <http://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii>
* <http://en.wikipedia.org/wiki/United_States_home_front_during_World_War_II>
* <http://www.pbs.org/thewar/>
* **UDL Connection:** Unpacking and chunking the practice methods help students absorb information easier than by just giving them whole directions with little guidance. Showing students what it looks like to reference, examine, and compile information is also an important learning process, especially when building up to a larger research type project. The visual representation is important for students because many need to see the process, not just read or hear about it.

**Independent Practice:** For practice, students will work in small groups and utilize a variety of resources to look up information related to the major topics presented in the lesson. Each group should consider splitting up sources as a means of efficiently looking over the information. Within the groups, each person should be ready to contribute factual information about their topic by using the shared document or by hand, but making sure that all the information does get logged on the groups’ file which will be shared with the rest of the class.

[Example of creating a Google Doc](http://www.gcflearnfree.org/googledriveanddocs/4)

* **UDL Connection:** Working collaboratively allows students to practice communicating and bouncing thoughts and learning ideas off one another. Also, by having the group compile information into a shared file, each student is able to work somewhat at their own pace and add/share information they find important while also seeing what others have learned. The shared document also becomes an easy reference point for later reference when needed.

**Wrap-up:** The small groups will compile their findings into an easily shared document (e.g. Google Docs) and all information will be placed in a mutually accessible location online. Print copies will also be made available for students who may not have regular access to an internet capable device. Information will also be reported to the class as a whole, with each group essentially teaching the other groups about their topic.

* **UDL Connection:** Students will get the chance to hear and see content developed by other students. Students also tend to remember information they teach more than what they are merely exposed to. Providing the information to students through presentation, online (where formats can be modified for ease or reading if necessary), and in paper ensures that students have been given the necessary means of exposure. The teacher could also record (audio or video) the brief presentations and post them online for future viewing and access.

**Assessment (formative and summative):** There will be both formative and summative assessments for this lesson. The first assessment will be the questionnaire relating to life in the U.S. during World War II. An additional optional use for this questionnaire would be to reassess student learning at the end of the lesson or unit.

The second assessment for learning will be the group collaboration assignments. Since this portion of the lesson is more loosely organized, the students will mainly be monitored throughout the process with emphasis on the document developed and shared with the class highlighting each group’s area of study.

Finally, as a means of gauging overall learning of the lesson, students will develop a multimedia research project with the purpose of showing their personal interpretation of life during World War II. This will be a formative assessment intended to gauge how well students have grasped the concepts discussed in the lesson(s). It will encompass each component highlighted by the individual groups with the purpose of checking for understanding, through personal interpretation of life during the war.

* **UDL Connection:** By giving students the opportunity to present information in a way that is personally meaningful, the chances of learning and remembering the content increases. The interpretation model also allows students to build a project focusing on their learning styles and strengths.