

Emotional Chaos After Friendly Fire

Content Standards

Social Studies C3 Framework:

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Texas Social Studies TEKS:

113.18.2 (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

Next Generation Sunshine State Standards: Social Studies

SS.7.CG.4.3 Describe examples of the United States' actions and reactions in international conflicts.

SS.8.A.1.5 Identify with both primary and secondary sources, the author, audience, format, and purpose of historical documents.

SS.8.A.1.6 Compare interpretations of key events and issues in American History.

Common Core State Standards for Language Arts

SL.1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Florida's B.E.S.T. Standards: Language Arts

ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.

ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

WIDA ELD Standards:

5. Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Texas ELPS:

1.A Use prior knowledge and experiences to understand meanings in English

1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

Social Emotional Learning Performance Descriptors

1A: Identify and manage one's emotions and behavior.

1A-2: Describe emotions associated with personal experiences.

1A-3: Practice expressing positive feelings about others.

Appropriate for:	Student Background Knowledge:
<ul style="list-style-type: none">• Students in grades 6-8• English Language Learners	Students should have some knowledge of the following: <ul style="list-style-type: none">• World War II• The USS <i>Iowa</i> Battleship• President Roosevelt• <i>William D. Porter "Willie D"</i> World War II destroyer

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<p>Essential Question: How did World War II naval destroyers impact history?</p>
<p>Learning Objectives: Students will:</p> <ul style="list-style-type: none"> ● Analyze Mr. Huber’s description of ferrying President Roosevelt as it relates to WWII history. ● Compare and contrast the USS <i>Iowa</i> and the USS <i>William D. Porter</i>

Video Assignment



Bill Huber – “Ferrying President Roosevelt”

<p>Before viewing</p>	<p>Bell Ringer:</p> <ul style="list-style-type: none"> ● Read learners the following statements. Have them respond by going to one of the four corners in the room labeled 1, 2, 3, 4 (low to high) based on their excitement level in response to each statement. (Alternatively, you can have learners hold up 1, 2, 3, or 4 fingers to respond. <ol style="list-style-type: none"> 1. I get to travel on a USS Destroyer Warship. 2. I get to aid the President in traveling to a secret destination. 3. I get to be a member of the United States Navy. 4. I witnessed a historic accident. 5. I get to meet a person who traveled with President Franklin D. Roosevelt. ● Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Mr. Huber's discussion: <ul style="list-style-type: none"> ● First leg ● Show off ● Gun posts ● Bermuda ● Court marshal ● Torpedo chamber ● This is no drill ● Hard right turn ● Sabotage ● Mast ● Chief petty officer ● Begin by explaining the words - connotation and denotation. Have learners reflect on how different the words <i>aroma</i> and <i>stench</i> make them feel. ● Explain that connotation refers to the emotions a word conveys. It is like a message attached to the meaning that makes people feel something based on the word.
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	<ul style="list-style-type: none"> ● Explain that denotation refers to the dictionary definition of a word. It is just what the word means and does not necessarily elicit any feelings or emotions on its own.
<p>During Viewing</p>	<ul style="list-style-type: none"> ● Present learners with the It's in the Words handout. Explain to learners that they are going to watch the same video twice. Explain that when a short amount of information is given in a short time span, it can be hard to capture the entire message in one single viewing. Have students watch the video for the first time. Have learners fill out words that are important to understanding World War II in the Historic Vocab column. ● Have learners watch the video a second time. Have learners fill out the Emotionally Charged Words column. ● Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson. ● Differentiate: Provide additional assistance by providing learners with the following word bank and have them record the words in the appropriate column on the It's in the Words handout. <p>Word Bank:</p> <ul style="list-style-type: none"> ● President Roosevelt ● Iran ● USS <i>Iowa</i> ● Army ● captain ● Air Force ● top-secret ● wonderful ● enjoy ● wish ● destroyer ● show off ● combat ● firing ● die ● assassination ● attempt <p>Students may take notes on the Video Note-taking Guide in Reusable Resources.</p>
<p>After viewing</p>	<p>Class Activity:</p> <p>Directions:</p> <ul style="list-style-type: none"> ● Have students discuss the words they recorded in each column. Following the discussion, have them answer the question on the bottom of the It's in the Words handout. ● Provide a way for students to research the five questions they recorded in the I Wonder... section of the It's in the Words handout. (If Internet access is not available for research, provide library books or allow the students to complete the research for homework.)

Exit Ticket	Allow students to volunteer to share one of their questions and answers with the class.
Extension Activities	<ul style="list-style-type: none"> ● Paste pictures of the following five World War II warships on large pieces of paper or poster board. On the top of each poster board, write its name. Explain to students that they are going to annotate details they notice about the warship or write questions they have about specific components of the warship. Consider allowing students a specific amount of time to rotate to each station or have them rotate when told to do so until everyone has been to all five stations. <ul style="list-style-type: none"> ● The Scharnhorst ● USS Missouri (BB-63) ● USS New Jersey (BB-62) ● USS Iowa (BB-61) ● USS William D. Porter (Willie D) ● Discuss specific questions and comments as they relate to each warship. Leave the posters up, so learners can complete the enrichment activity if desired. ● Provide the Enrichment opportunities for learners who are interested. (Consider using this as extra credit or added learning for older students.) <ul style="list-style-type: none"> ● Have students create a diorama of the USS <i>Iowa</i> or the USS <i>Willie D. Porter</i> ● The USS Willie D. Porter has been regarded as the unluckiest ship in the history of the world. Invite learners to research this topic and write a short story from the perspective of someone who has worked aboard the <i>Willie D. Porter</i>. ● Have learners research the use of warships during World War II. Use the insights gained to write an article relating to the topic. (Consider using The Feature Article Organizer handout for this process.) ● Have learners draw a picture that they feel captures the emotions felt by people aboard the USS <i>Iowa</i> when the <i>Willie D. Porter</i> fired on them. ● Have students use the posters from the station activity with the USS warships to springboard a Google Slides presentation about one or all of the warships. Allow them to present their findings to the class. <p>Please refer to the many graphic organizers, rubrics, and other materials in Reusable Resources for ideas for additional extension activities.</p>

Printable/downloadable:
<ul style="list-style-type: none"> ● It's in the Words handout ● Feature Article Organizer handout in Reusable Resources ● Essay Organizer in Reusable Resources ● Video Note-Taking Guide in Reusable Resources

Suggested Reading
<ul style="list-style-type: none"> ● World War 2 Ships https://www.historyforkids.net/world-war-2-ships.html ● 10 Facts About World War 2 https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/ ● <i>World War II Warships</i> by John Batchelor

Teacher Notes:

