

# Surviving World War II

## Content Standards

### **C3 Social Studies Framework:**

**D2.His.1.9-12.** Evaluate how historical events were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.2.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.4.9-12** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**D.2.His.12.9-12.** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

### **Texas Social Studies TEKS**

**113.C.2** (A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

**113.41 (2)** History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and (B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II).

### **Common Core State Standards for Language Arts**

**Speaking and Listening 9.1, 10.1, 11.1, 12.1** Engage effectively in collaborative conversations with diverse partners on grade level issues, building on others' ideas and expressing their own clearly.

**Speaking and Listening 9.2, 10.2, 11.2, 12.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Writing 9.2, 10.2, 11.2, 12.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Social Emotional Learning Performance Descriptors**

**1A-G.3** Distinguish between different emotions (e.g., fear and anger, shame and sadness).

**2A.** Recognize the feelings and perspectives of others.

**Stage E.4.** Analyze the various points of view expressed on an historical, political, or social issue.

**Stage F.3.** Describe others' feelings in a variety of situations.

### **Next Generation Sunshine State Standards: Social Studies**

**SS: SS.912.HE.2.15** Describe the experience of Holocaust survivors following World War II...Students will discuss the experiences of survivors after liberation (e.g., repatriations, displaced persons camps, pogroms, relocation). Students will explain the various ways that Holocaust survivors lived through the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators (e.g., became partisans, escaped from Nazi controlled territory, went into hiding).

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

**ELA.9.C.5.2:** Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

**Texas English Language Proficiency Standards**

**1A** Use prior knowledge to learn new language

**1D** Speak using learning strategies

**1E** Use and reuse new basic and academic language to internalize language

**1F** Use accessible language to learn new language

**2B** Recognize English sound system in new vocabulary

**2C** Learn new language heard in classroom interactions and instructions

**WIDA ELD Standard 5:** English language learners communicate information, ideas, and concepts necessary for success in the content area of Social Studies.

<b>Appropriate for:</b>	<b>Student Background Knowledge:</b>
<ul style="list-style-type: none"> <li>● Students in grades 9-12</li> <li>● English Language Learners</li> </ul>	<p>Students should have some knowledge of the following:</p> <ul style="list-style-type: none"> <li>● World War II was a war fought alongside many global allies.</li> <li>● Familiarity with Ann Frank’s story. Consider reading one of the Suggested Readings prior to the lesson.</li> <li>● What was happening in London/Europe during 1942</li> </ul>

## Surviving World War II

<p><b>Essential Question:</b> How were people affected by World War II? ✓</p>
<p><b>Learning Objectives:</b> Students will :</p> <ul style="list-style-type: none"> <li>• Discuss and analyze the experiences of people who lived through, and during, World War II.</li> <li>• Depict the mood of people living during WWII.</li> <li>• Students will explain what happened to civilians (adults and children) during this time period.</li> </ul>

### Video Assignment

- Clare Islip – British Rationing During WWII
- Margaret Hopkovitz – Bergen Belsen



<b>Before viewing</b>	<p><b>Bell Ringer:</b></p> <ul style="list-style-type: none"> <li>• Give each learner a sticky note/index card/or small piece of paper. Present them with the question: <i>If you were ever going to steal something, what would it be? Why?</i> Emphasize that learners should NOT put their names on their responses.</li> <li>• Collect the learners’ responses. Read each response aloud. Allow students to reflect on whether these choices sound like something worth doing, something that should be avoided, or something that should be done only in a life/death situation.</li> <li>• Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Ms. Hopkovitz’s video discussion:             <ul style="list-style-type: none"> <li>• “People were dying like flies”</li> <li>• “Disappeared to many places”</li> <li>• “Concentration camp”</li> <li>• “crematory”</li> <li>• “They just take you”</li> <li>• “Liberated by the British”</li> <li>• “Tasted to us like an apple”</li> <li>• “typhoid”</li> </ul> </li> <li>• Differentiation considerations: Prior to viewing the video, it may be helpful to discuss the following words/phrases from Ms. Islip’s video discussion:             <ul style="list-style-type: none"> <li>• “Walking back to school”</li> <li>• “Nothing really happened”</li> <li>• “Evacuated again”</li> <li>• “Double decker buses”</li> <li>• “Dodge the flying bombs”</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Discuss why children were sent out of the city. Direct learners to understand how children were sent away by their parents for their own safety. Make the connection to the video that learners are about to watch.</li> </ul> <p>Please refer to the many different activities included in <b>GBC Stories’ Social Emotional Handbook</b>. It may be best to select the specific soft skills and related Social Emotional Learning activities from the handbook prior to teaching this lesson.</p>
<p><b>During Viewing</b></p>	<ul style="list-style-type: none"> <li>• Direct learners to watch the first video. As they watch, have them pay special attention to the events occurring in Ms. Margaret’s life. Upon finishing viewing, they should complete the part section on the <b>Timeline of Emotions</b> handout.</li> <li>• Direct learners to watch the second video. As they watch, have them pay special attention to the events occurring in Ms. Clare’s life. Upon finishing viewing, they should complete the second section on the <b>Timeline of Emotions</b> handout.</li> <li>• Differentiate: Aid learners who need additional assistance and second language learners by pairing them with peers to complete this portion of the lesson.</li> <li>• Differentiate: Provide additional assistance by providing some recorded events from the video for learners to choose from. They can place these events in the correct order on the handout and add the appropriate emotions. Or, if easier, they can draw emojis or facial expressions to depict the emotions expressed.             <ol style="list-style-type: none"> <li>i. Ms. Clare’s events (provide, if needed, for differentiation)                 <ul style="list-style-type: none"> <li>• She walked back to school.</li> <li>• She was evacuated again.</li> <li>• She had to dodge the flying bombs.</li> </ul> </li> <li>ii. Ms. Margaret’s events (provide, if needed, for differentiation)                 <ul style="list-style-type: none"> <li>• She gets assigned to work in the kitchen.</li> <li>• She hides two potatoes inside her dress.</li> <li>• She gets freed by the British.</li> </ul> </li> </ol> </li> </ul> <p>Students may take notes on the <b>Video Note-taking Guide</b> in <b>Reusable Resources</b>.</p>
<p><b>After viewing</b></p>	<p><b>Class Activity:</b></p> <p><b>Discussions:</b></p> <ul style="list-style-type: none"> <li>• Direct learners to think back to the initial question they answered at the beginning of class: <i>If you were ever going to steal something, what would it be? Why?</i> Have them weigh in on what Ms. Margaret did to feed her sister and herself. Provide some guided conversation about how her choice to do so was one out of necessity more so than wants.</li> <li>• Discuss the following questions with learners before moving on to the Class Activity:             <ol style="list-style-type: none"> <li>1. What are some of the emotions Claire went through as a child being evacuated from London?</li> <li>2. What did Margaret’s story reveal about the events occurring during World War II?</li> </ol> </li> </ul>

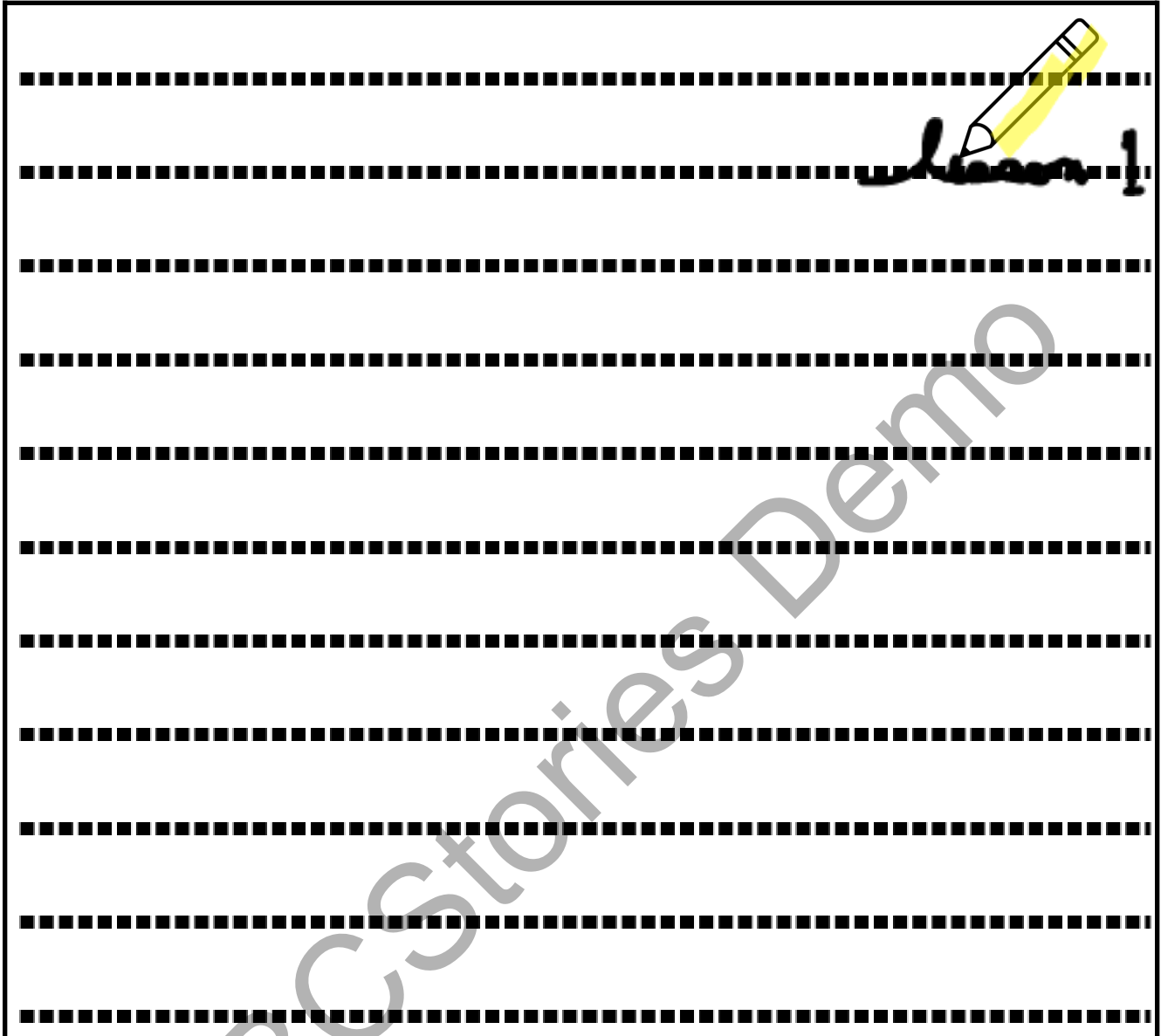
	<p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>● Assign one-half of the class to play the role of Ms. Margaret and the other class members play the role of Ms. Clare. Have each learner write down three or four questions they would like to ask the other person using the <b>Walking In Someone Else's Shoes</b> handout. Place students with a partner who was assigned the other person. Have them begin by discussing their Timeline of Events answers with each other. Then have them ask each other the three questions they recorded. Emphasize that they may not know the exact answers to the questions they are being asked, but they should try to use the information from the video to put themselves in that position in an attempt to feel what they may have felt.</li> <li>● Differentiate: Aid students who struggle and second language learners by pairing them with peers to answer the questions.</li> <li>● Differentiate: Provide additional assistance by writing questions for learners to use.</li> <li>● Possible questions (provide, if needed, for differentiation)             <ol style="list-style-type: none"> <li>1. What was the worst part of this experience?</li> <li>2. How would you react differently if you could go back in time?</li> <li>3. What was a source of strength for you during this time?</li> </ol> </li> <li>● Bring the class back to a whole group discussion. Focus on the essential question: "How were people affected by World War II?"</li> <li>● Ask learners: where do you think Ms. Clare and Ms. Margaret's parents might be at this time. (Guide learners to understand that many Jews were being transported to Concentration Camps. Families were killed and many children never saw their families again. Direct learners to watch the video again to see if they pick up any clues related to the girls' parents.</li> </ul>
<p><b>Exit Ticket</b></p>	<p>Have students use the <b>2-circle Venn Diagram</b> handout to complete comparing and contrasting Ms. Margaret and Ms. Clare's experiences during World War II. Encourage them to list three differences and two similarities.</p>
<p><b>Extension Activity</b></p>	<ol style="list-style-type: none"> <li>1. Students will write an article reporting on an event from World War II.             <ul style="list-style-type: none"> <li>● Brainstorm reporting topics with students. For example:                 <ul style="list-style-type: none"> <li>● Women Who Served in World War II</li> <li>● The Enigma Machine</li> <li>● Leaving London</li> <li>● The Horrors of World War II</li> </ul> </li> <li>● Guide students in their use of the <b>News Article Guide</b> by reviewing it with them.</li> <li>● To guide struggling learners, after reviewing the guide, project the first page for all to see (or for a small group) as you work through it, thinking aloud so that they hear your thought process.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>● If necessary, pair struggling readers and second language learners with a peer to get started on their guide.</li> <li>● If necessary, further differentiate by providing sentence starters on the guide for students who struggle.</li> <li>● Optional Grouping: Allow students to complete their news articles in small groups, each taking contributing roles. Or group the students who need additional assistance. Use the <b>Team Roles Tracker</b> and review it with them ahead of this effort.</li> <li>● Instruct students to use outside resources as needed to locate primary sources to add information to their news article. Review the <b>Primary Sources Checklist</b> with them to ensure they find primary sources.</li> <li>● When students have a first draft prepared, have them circulate among peers using the <b>Peer Review Organizer</b> to get and give editing feedback on their work.</li> </ul> <ol style="list-style-type: none"> <li>2. Have learners create a presentation about Concentration Camps. Consider having them view other videos related to World War II to learn more about this process.</li> <li>3. Have learners create a Question-Answer format where they ask questions related to how families were torn apart during this time period. After learners write five questions, they should research answers and write those down.</li> </ol> <p>Please refer to the many graphic organizers, rubrics, and other materials in <b>Reusable Resources</b> for ideas for additional Extension activities.</p>
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<b>Printable/downloadable:</b> <ul style="list-style-type: none"> <li>● Timeline of Emotions handout</li> <li>● Walking In Someone Else’s Shoes</li> <li>● 2-circle Venn Diagram <b>Reusable Resources Folder</b></li> <li>● News Article Guide <b>Reusable Resources Folder</b></li> <li>● Team Roles Tracker <b>Reusable Resources Folder</b></li> <li>● Primary Sources Checklist <b>Reusable Resources Folder</b></li> </ul>
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<b>Suggested Reading</b> <ul style="list-style-type: none"> <li>● History for Kids: <a href="https://historyforkids.org/world-war-2-facts-information-for-kids/">https://historyforkids.org/world-war-2-facts-information-for-kids/</a></li> <li>● The National WWII Museum: <a href="https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/draft-and-wwii">https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/draft-and-wwii</a></li> <li>● Smithsonian History Explorer: <a href="https://historyexplorer.si.edu/major-themes/theme/world-war-ii">https://historyexplorer.si.edu/major-themes/theme/world-war-ii</a></li> <li>● <i>I Am Anne Frank</i> by Brad Meltzer</li> <li>● <i>Anne Frank and the Remembering Tree</i> by Sandy Eisenberg Sasso</li> <li>● <i>The Tree in The Courtyard: Looking Through Anne Frank’s Window</i> by Jeff Gottesfeld</li> <li>● <i>Behind the Bookcase: Miep Gies, Anne Frank, and the Hiding Place</i> by Barbara Lowell</li> </ul>
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**Teacher Notes:**



A handwriting practice sheet with 12 rows of dashed lines. A yellow pencil is illustrated at the top right, pointing towards the first row. The word "Lesson 1" is written in a cursive font on the first row. A large, diagonal watermark reading "GBCStories Demo" is overlaid across the center of the page.