

# Only the dead have seen the end of war.

## ND State Standard:

- **Standards:**
  - Analyze historical achievements related to science and technology.
  - Explain historical changes related to religions and ideologies.
  - Analyze the effects of different political systems on people.
  - Analyze the influence of social, cultural, and economic developments on individuals.
  - Analyze causes and effects of global events in the past using primary and/ or secondary sources.
  - Explain how past events connect to the present.
- **Benchmark:**
  - Analyze the causes and global effects of the world wars.

## **Driving Question:**

- **How have the World Wars shaped the 21st century?**

## **Objective:**

- Create a podcast/videocast that explains the effects of the world wars in the 21st century. Use a primary source within the podcast to make the story(s) more personal. Create a piece of propaganda modeled after WWI or WWII to promote your podcast.

## **Learning Targets:**

- I can explain how colonialism affected different regions of the world in the 20th Century.
- I can explain how different theories of government led to economic recession, conflict, and a need for peacekeeping organizations.
- I can explain how advancements in technology, medicine, weaponry, or military strategy have affected people during and after the world wars.
- I can use statistics to show how industrialization affected the world wars and/or how the human costs in life, disease, and displacement, affected world populations.

## **Media:**

- **Podcast**
- **Videocast**

## **Directions:**

- You may work in groups of 2-3
- Learn about the World Wars through direct instruction from your teachers
- Supplement direct instruction with workshops on specific World War topics
  - Be thinking which theme you will use for your podcast/videocast
- Learn about your standard of focus using the research process
- Connect the past to the present through the lens of the DQ
  - Create a podcast that delivers key knowledge and concepts relating to the

- Learning Targets, standard of focus, and DQ
  - Create a piece of propaganda that links your audience to your podcast via QR Code
  - Present in a public forum (gallery walk displaying propaganda posters and QR codes)
- You will be assessed in two ways
  - First will be your checkpoints each week. The checkpoints are scaffolded to get you to the end with historical understanding and a product (the podcast/videocast). You will be graded for both the checkpoints and the podcast/videocast.
  - The final assessment will be a sit down with your teacher answering the DQ using the theme you selected as the lens you look back in history. As a part of this final assessment you will also receive a score for the creation of your podcast, propaganda, and viewer comments.

### Approved Sources:'

- [United States holocaust Memorial Museum](#)
- [History Learning Site](#)
- [History Channel](#)
- [US Army Center of Military History](#)
- [Infoplease](#)
- [National Geographic](#)
- [Best of History Websites](#)
- [PBS](#)
- [BBC](#)
- [National WWII Museum](#)
- [Jewish Virtual Library](#)
- [History in an hour](#)
- [History Place](#)
- [Eyewitness to History](#)
- [History Factor](#)
- [Crash Course](#)
- [Khan Academy](#)
- [CIA World Fact Book](#)
- [Alpha History](#)
- [First World War](#)

### Project Timeline:

- **Week 1**
  - Large Group

- Casualty Activity 1/17/20
  - Small Group
    - 80- Intro Project
      - DQ Inquiry Activity
      - Poll of interest and teams using [Master Google Form](#)
      - Establish Student Groups based on survey
    - 80- [Theme Workshop # 1 Colonialism](#)
    - 60- Intro activity using [100 Years Legacies of WWI](#)
      - Self exploration or webquest
  - Checkpoint
    - None for week 1
- **Week 2 (missing a day 2020)**
  - Large Group
    - World War I causes Lecture 1/24/20 (Fitterer)
  - Small Group
    - 80- [Theme Workshop # 2 Government](#)
    - 80/60- Socratic Seminar for Themes 1 and 2
  - Checkpoint
    - Grade for the seminar
- **Week 3**
  - Large Group
    - World War I effects Lecture 1/31/20 (Bushaw)
  - Small Group
    - 80- [Theme Workshop # 3 Technology](#)
    - 80- [Theme Workshop #4 Statistics](#)
    - 60- Socratic Seminar
  - Checkpoint
    - Socratic Seminar Grade
    - World Wars Cumulative Quiz # 1 (formative)
- **Week 4**
  - Large Group
    - Gas Mask Activity 2/7/20 (Bushaw)
  - Small Group
    - 60- Exemplar podcasts
      - Hidden Brain
      - NPR Throughline
      - Invisibilia
      - 15 Minute History

- [Dakota Datebook](#)
        - [Home page](#)
        - [The Great War](#)
        - [NPR WWI](#)
      - [Jacobson Marine Dad](#)
    - 80- Primary Source Letters Lesson
      - Written Discussion Activity
      - Finding a primary Source Story Exploration
    - 80- Work period to find resources and notes on theme and to identify a primary source story for podcast.
      - Group gathers to share primary source stories with each other and select one for the podcast.
  - Checkpoint
    - World Wars Cumulative Quiz # 2 (formative)
    - Primary source tentatively identified.
- **Week 5**
  - Large Group
    - World War II Causes lecture 2/14/20 (Brittany)
  - Small Group
    - 60- WWI Chalk Talk Activity and research day
    - 80- [Podcast/Videocast design Workshop](#)
    - 80-- [Propaganda Lesson](#)
      - Poster Creation and Design Time
      - Group identifies a propaganda example to imitate
  - Checkpoint
    - Formative check of DQ comprehension.
    - 3 resources and notes on theme.
- **Week 6 (missing 1 or 2 days, 2020)**
  - Large Group
    - World War II Consequences Lecture 2/21/20 (Jordan)
  - Small Group
    - 80/60- Group Work Week
      - Script writing
      - Record Podcast
      - Draw or design Propaganda
      - Editing Support
        - Research theme and prep DQ response
  - Checkpoint

- World Wars Cumulative Quiz # 3 (formative)
  - Script DUE at the end of this week. Must have it on the last day of class.
- **Week 7**
  - Large Group 2/28/20
    - Third Reich Rise - Pike and Grad
    - Small Group
    - 80- Peer Feedback at end of week
    - 80- Project Work time
      - Record Podcast Early in Week
      - Begin and finish Editing
    - 60- Work time
  - Checkpoint
    - Poster due last day of the week.
    - Podcast uploaded to Youtube (in other words editing should be done as a 1st draft.
    - World Wars Cumulative Quiz # 4 (Summative)
- **Week 8**
  - **Project Due 3/6/20**
    - 80- YouTube upload and QR code bellringer and/or mini lesson
      - Podcast first edit peer feedback
      - PRACTICE??? Upload Podcast to Youtube/Create QR Code
    - 80- Why should I listen to your podcast bellringer - symposium sales pitch collaborating
    - 60- DQ Brain dump
    - Symposium in Large Group Friday. Display the following:
      - Podcast on Youtube
      - Propaganda Poster for Soliciting Podcast
        - Must have QR Code
    - 3/9/20 - 3/12/20
      - Summative Teacher Conference Using Proficiency Scale

### Proficiency Scale:

<b>Exemplary</b>	<ul style="list-style-type: none"> <li>● Public Product           <ul style="list-style-type: none"> <li>○ Student podcast and artifacts go beyond expectations showing unique student directed criteria.</li> </ul> </li> <li>● Historical Knowledge           <ul style="list-style-type: none"> <li>○ Students' explanation of how the world wars changed the 21st</li> </ul> </li> </ul>
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	C. includes cause and effect and may cross themes or go beyond expectations showing mastery of this units DQ.
<b>Proficient</b>	<ul style="list-style-type: none"> <li>● Public Product <ul style="list-style-type: none"> <li>○ Student executed their role in creation of the product(s) for this project. The end product must include the following artifacts... a script, podcast/videocast uploaded to Youtube with 5 comments, propaganda poster, and a primary source.</li> </ul> </li> <li>● Historical Knowledge <ul style="list-style-type: none"> <li>○ Student provides a detailed explanation of how WWI and WWII shaped the 21st. C.using their theme and giving examples of cause and effect.</li> </ul> </li> </ul>
<b>Approaching</b>	<ul style="list-style-type: none"> <li>● Public Product <ul style="list-style-type: none"> <li>○ Student role in the project was not executed at a proficient level. There may have been work ethic issues or failure to complete role tasks.</li> </ul> </li> <li>● Historical Knowledge <ul style="list-style-type: none"> <li>○ Student explanation of how WWI and WWII shaped the 21st C. lacks evidence from the course and is more factual based rather as opposed to showing a synthesis of knowledge gathered in this PBL.</li> </ul> </li> </ul>
<b>Novice</b>	<ul style="list-style-type: none"> <li>● Public Product <ul style="list-style-type: none"> <li>○ Student role in the project was incomplete</li> </ul> </li> <li>● Historical Knowledge <ul style="list-style-type: none"> <li>○ Student defined their theme inside of WWI and WWII</li> </ul> </li> </ul>

## **TEACHER RESOURCES (students may ignore)**

### **Possible Primary Source**

- <https://www.firstworldwar.com/diaries/index.htm>
- [https://wwi.lib.byu.edu/index.php/Diaries,\\_Memorials,\\_Personal\\_Remiscences](https://wwi.lib.byu.edu/index.php/Diaries,_Memorials,_Personal_Remiscences)
- [https://www.docsteach.org/documents?filter\\_searchterm=WWI&filterEras=&filterDocTypes=&sortBy=relevance&filter\\_order=&filter\\_order\\_Dir=&rt=ebfswmCG6VMG](https://www.docsteach.org/documents?filter_searchterm=WWI&filterEras=&filterDocTypes=&sortBy=relevance&filter_order=&filter_order_Dir=&rt=ebfswmCG6VMG)
- <http://www.nww2m.com/category/letters-home/>
- [“See you Next Year”](#)

### **Theme Breakdown (For teacher use)**

- Colonialism
  - Fall of Empires
  - [Balkan Peninsula](#)
  - Middle East
  - [Japan \(Nanking Massacre\)](#)
    - [Japan annexes Korea](#)
  - [Scramble for Africa](#)
  - India
  - MAIN
- Government
  - League of Nations and the United Nations
  - Worldwide Economic Depression
  - Governmental Systems and Leadership
    - Nazism
    - Communism
    - Fascism
    - Monarchy
- Technology
  - Medicine
  - Weaponry
  - Military Strategy
- Statistical Analysis
  - Displacement of People

- Death Toll/Casualties
- Spanish Flu
- Industry
  
- Script Writer
  - Graphic Organizer
- Editor
  - 1st Draft Submission of video
  - Reflection of what to change after feedback
- Artist
  - Poster to imitate
  - 1st Draft???
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