University of Mary Division of Education

Lesson Plan Format

**Grade Level: 11**

**Subject(s) Area: US History**

**Materials Needed:**

* Usual class materials

**Standards:**

* 9-12.1.2- Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.
* 9-12.2.5- Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)

**Objectives:**

* Students will be able to identify key world leaders from WWII
* Students will understand the significance of totalitarian governments in the buildup to WWII
* Students will be able to discuss the growing tensions in Europe before WWII
* Students will be able to identify key traits of Totalitarian governments

**Learning Activities:**

* Greet students at the door and assign them to their groups for the opening activity.
* Totalitarian Leaders Activity: (10-15 min)
  + Each group should have 5 pieces of paper with their group: Hitler, Mussolini, Stalin, Hirohito, double down
  + If the team answers correctly they receive a point, if they get the question wrong they subtract a point. Double down can be played on any round to double the reward/loss
  + Winning group will receive 2 bonus points on their caricature activity
* Power point presentation and notes: (20 min)
  + Go over the power point for the day. Stop at the Molotov-Ribbentrop slide in order to watch the video. Have students pair and share after the video to discuss their reactions. Prompt them to discuss the potential impacts of the Pact for Russia, Germany, and the eventual allied powers.
  + Finish the power point presentation
* Caricature activity: (10 min)
  + Students will use the remainder of class to draw caricatures of totalitarian leaders. Their drawings should demonstrate at least 3 major characteristics that all totalitarians share. (nationalized police, limiting free speech, complete economic and social control, etc.)

**Assessment:**

* Formative: Caricature Assignment, verbal check-ins
* Summative: Unit Test

**Reflection:**

* After teaching this lesson I would change a couple of things about it. First, I would like to incorporate more of the content of the lesson in the opening activity. Because this information should be a review, including more of the core lesson material in the opening activity would allow me to quickly assess what we need to spend the most time on. In addition to this, I would break up my lecture with more student driven activities. Because the entire middle section of my lesson was a power point it did not provide much opportunity for students to engage in activities that promote higher order thinking.