

Lesson Plan adapted for Autism

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Lesson: Mobilizing for War

Length: 75 minutes

Age or Grade Intended: 11th grade

Academic Standards: USH.5.6 Identify and describe the impact of World War II on American culture and economic life.

Performance Objective: The students will analyze the mobilization effort during WWII and explain its accomplishments in a paper with 80% accuracy.

Students will be able to identify important topics from the mobilizing effort during the unit exam with a 75% average.

Assessment: The students will be assessed on their papers at the end of the period on how well they can explain the accomplishments of the mobilization effort. The students should be able to list four different factors that helped the Americans be successful with their final war effort. I expect the students to have an 80% average on this assignment. The students will also be assessed on their end of unit exam on important topics from this lesson.

Advanced Preparation:

1. Make PowerPoint on mobilization efforts of the United States in WWII
2. Make a note-taking guide and make copies for entire class
3. Have different visuals prepared for Autistic students.

Procedure:

Introduction/Hook: Begin class with a discussion on if the students remember the period after 9/11 of patriotism in the United States. Explain to them the intensified feelings of patriotism during the several months after the devastating attacks on 9/11. It would be fun to wear the uncle Sam hat I purchased in that time period (which looks very goofy) along with some pictures of different towns around the United States that decorated with flags to show their support of America after the attacks. Begin to relate this discussion to the Pearl Harbor attack by the Japanese and if the students believe that the same sense of patriotism hit the United States after that shocking attack. Have students compare the similarities to the two attacks and the differences in how they affected the American economy and army. (Gardner's: Verbal-Linguistic, Interpersonal) (Bloom's: Knowledge, Analysis)

Step-by-Step Plan:

1. Hand out the note-taking guides for the students to follow along with. The underlined words are the ones that will not be provided and the students will be expected to fill in the blanks.
2. Once the discussion about the comparison of Pearl Harbor and 9/11 is complete, begin the PowerPoint presentation about the mobilization of war. This lecture/note taking period will provide information on the conversion of the economy by the Government by giving companies incentives to switch to war production, tanks replacing cars, liberty ships/Henry Kaiser, The War Production Board, building the army up, segregation and discrimination in the military, and lastly women in the military. (Gardner's: Visual-Spatial, Verbal-Linguistic).
 - a. What would you have changed about the economy entering WWII? (Bloom's: Synthesis)
 - b. Would it be better if the government used cost-plus contracts to help stimulate the economy today instead of the stimulus package? Why or why not? (Bloom's: Evaluation)
 - c. Can the automobile companies in the USA still convert to a war industry today? (Bloom's: Knowledge)
 - d. Do you believe it would have been better to build higher quality ships opposed to building ships as quickly as possible? Compare the positives and negatives of both. (Bloom's: Analysis)
 - e. What changes could have been made to the WPD to start to make it more efficient? (Bloom's: Synthesis)
 - f. Should the United States have a military draft for the war in the Middle East? Explain. (Bloom's: Evaluation)
 - g. Would have the military functioned better or worse with an interracial military in WWII? What is your reasoning? (Bloom's: Analysis)
3. Once the PowerPoint is completed have the students write one page about the accomplishments of the mobilization effort during WWII. The students will not be allowed to use their notes and they need to draw on 4 different

accomplishments/facts about the mobilization for war in the United States prior to and during WWII. Depending on the length of the PowerPoint presentation may have to make this a take home assignment or reduce the number of accomplishment/facts to 2 or 3 for the sake of time. The assignment will be graded out of 8 points. If the students answered with four different accomplishments/facts with at least two sentences detailing what happened or who accomplished something they will receive 8 points, 2 points for each accomplishment/fact. Try and make it an in class assignment so the students can truly be assessed on what they learned in class, not on what they took notes over. (Gardner's: Intrapersonal/Verbal-Linguistic) (Bloom's: Comprehension)

Conclusion: To end class have the students turn in their one page written assignment, if the student does not complete it make sure they come and talk to you why they did not finish the assignment (time, or a student with a disability may not be able to write as quickly). Remind the students that the next class period they will be going to the computer lab to do the Web Quest!

Adaptations/Modifications: Students with Autism- For students with autism I would make sure to use multiple visual aids during my PowerPoint with both images on the screen as well as things I can bring in (such as the goofy Uncle Sam hat). I will use these to keep their attention and make it easier for them to pay attention. I will also make sure to warn them of the transitions with subtle hints towards them. For example on the second to last slide of the PowerPoint I will tell the students they will be writing one page at the end of the PowerPoint and that the assignment will be described once we finish the PowerPoint. With the knowledge of when transitions are going to occur it should not be as difficult for the students to transition from different activities.

Self-Reflection: Did the introduction/hook gain the students attention at the beginning of class? Was there a good variety of students discussing or did a few students dominate the conversation? Did the parallel to 9/11 help the students relate to the mobilization for WWII better? Was the transition to the PowerPoint smooth or were students chattier because of the discussion to start class? Did I do a good job keeping the students engaged with a variety of questions during the PowerPoint presentation? Did my visual aids increase the effectiveness of the presentation or did it distract students and hinder the

effectiveness of providing the content? Did the students have enough time to cover four different accomplishments/facts with the time remaining after the PowerPoint? Could have I done a better job explaining what I wanted with the assignment? Were the students able to complete the task without notes or their books?