

Lesson Plan Modified for Gifted and Talented

Name: Robbie McKerr

Lesson: Island Hopping in the Pacific

Length: 70 minutes

Grade Intended: 11th grade US History

Academic Standards: USH.5.3 Identify and describe key leaders and events during World War II.

Performance Objectives: In pairs, students will complete the worksheet on the island hopping strategy with 100% completion.

Students will create a post-card written as a soldier in the Pacific with an average of 80% based on the rubric.

Students will be able to describe the island-hopping plan in the unit test with 80% accuracy.

Assessment: The students will be assessed on the participation during discussion/lecture and will be expected to have 100% participation. The students will also be assessed on their worksheets that will be completed in pairs with 100% completion. Lastly the students will be assessed on the post-cards created by students written as if they are a soldier in the Pacific with an average of 80% based on the rubric which stresses creativity, relation to content, and how well the post-card flows.

Advanced Preparation:

1. Make lecture notes for the students to follow along during my lecture on the Pacific.
2. Create worksheet and make copies for students to work on in pairs.
3. Make sure to provide students with 4x6 note cards and markers/colored pencils for the post card activity.

Procedure:

Introduction: To refresh the student's memory from a few days prior, I will remind them about the war in the Pacific and how it was going in 1943. I will remind them that the U.S. victory over the Japanese Navy at Midway succeeded in stopping the Axis advancement in the Pacific (this was covered earlier in the Web Quest). I will then begin the discussion on the island hopping strategy. To gain their attention I will play a short 5 minute clip from episode seven of the film *The War* by Ken Burns. The clip I will show will demonstrate how the Japanese were preparing for a land invasion from the United States by training men, women, and children how to defend themselves if the invasion did occur. I will have to explain that this clip exemplifies the spirit of

the Japanese in battle and how they were willing to fight to the death rather than submit to their enemies. (Gardner's Visual-Spatial)

Step-by-Step Plan

1. Once the introduction activity is completed, hand out the lecture notes to students. Put a copy on the overhead or projection screen so the students can follow along with you as you fill in the information. Go through the notes with them and create class discussion with some of the higher level blooms questions (Gardner's: Verbal-Linguistic).
 - a. When going through lecture, go on www.glencoe.com to the teacher section and show the three minute clip going through the battles in the pacific (Gardner's: Visual-Spatial).
2. Once the lecture is complete, have the students get into pairs. Once the students have selected their partner for the activity, hand out a worksheet regarding the island-hopping strategy in the Pacific, specifically regarding Okinawa and Iwo Jima. Have the students complete this worksheet with their partners and then bring the class together again to discuss their answers. Make sure to pay attention to the different answers, some students may have great input that you did not think of before! If any information is left out, or if it is incorrect, be sure to fill in the blanks or correct the students so there is no confusion. (Gardner's: Interpersonal/Verbal Linguistic)
 - a. Why do you think the battles of Okinawa and Iwo Jima influenced the decision to use the atomic bomb? Explain. (Bloom's: Analysis)
 - b. Why was it important for the army to have soldiers speaking a variety of languages in the Pacific, and particularly Navajo? (Bloom's: Knowledge)
 - c. In one to two paragraphs, describe the strategy of island hopping in your own words. Also include your opinion on if there could have been a better strategy used to defeat the Japanese Empire in the Pacific. Please explain this different strategy. (Bloom's: Comprehension, Evaluation)
3. For the last activity, hand out 4x6 note cards to the students. The students will be assigned a post-card activity to complete by the next class. I will expect a drawing of some sort on the blank side of the note card, with a minimum five sentence "letter to home" on the lined side of the note card. The letter home should be as if you are a soldier fighting in the Pacific. You will be recounting the horrors you have seen in battle as well

as noting on spirit of the Japanese soldiers. This will be assessed on neatness and creativity of the post-card. For example a stick figure drawing in pencil will result in a poor grade, but if the student obviously makes an attempt at creating an image on the note card, they will receive credit. I WILL NOT BE GRADING ON HOW GOOD OF AN ARTIST THEY ARE! I figure I am a horrible artist, how can I judge them on their talent? I will be assessing the post card on the neatness, the obvious attempt at creativity with the image as well as the content on the written side of the card. The note card will be worth 15 points total (five points for neatness, five for creativity, and five for written content). I will both present these instructions orally as well as write them on the board so all students understand the procedures to finish the assignment. (Gardner's:

Visual/Spatial, Intrapersonal) (Bloom's: Application)

Closure: End the class by collecting the group work that was completed during class as well as providing time for the students to work on the post-card assignment. Provide the students with markers/colored pencils to complete the task. With roughly 5 minutes left in class remind them that the next class period will be spent as a study session for the test which will be in two class periods. Make sure to hand out a study guide on the unit so the students can study the content more efficiently.

Adaptations/Enrichments:

The students with High Ability or Gifted and Talented in my classroom will have a variety of enrichments throughout this unit. For this particular lesson I will have the high ability students discuss more of the higher level of Bloom's questions during the lecture. I will also have them help the students around them to help them explain the material to other people, thus learning it better themselves. When we split into pairs I might suggest that these students work together so they can look into the questions deeper and really critically think about them. Even if the high ability student paired up with a normal student or a student with a learning disability of some sort, they could enhance the learning for their fellow student. Then lastly with the post card activity, the students who are creatively gifted and talented would love this and they could really design a very neat post card. For the students who are high ability in English/writing this activity could also become an enrichment for them because I could ask them to really dig into the details of what they would see if they were a soldier, really be descriptive of what the island looks like and what is around you, so they could be more creative with their response.

In other lesson plans I will also have enrichments set up for the high ability students. In the lesson plan regarding life on the home front I could have the high ability students do a more in depth analysis of the oppressions minorities faced at home. I could possibly have them analyze and compare the racist tendencies in the army and compare that to how life on the home front for the same minority group was going. I could also engage students in this lesson plan with higher level Bloom's questions. I believe that is the best way to keep these kids engaged is by making them use critical thinking skills. If they are asked only lower level Bloom's questions then they will get bored very quickly and be distracted in your class, so it is easy to say that for every lesson I design I will gear the higher level questions towards the high ability students.

A third lesson that I designed and could use enrichments would be the lesson over the rise of dictators. I said in the lesson that I would allow these students to do more in depth research on Mussolini, Stalin, and Hitler on the classroom computer or my teacher computer so they can do further research and learn more about the dictators. This would be a great way for the student to get more in depth with the content.

While I love having enrichments for these students, sometimes the enrichment can simply be helping their fellow classmates. I feel like these students can understand content even better if they are willing to help classmates that maybe do not understand the content as well as they understand it. I also believe that these students require less instruction, so in many of my lessons I may have them begin work while I am still giving oral instructions to the students that do not catch on as quickly. This would be a way for them to get more in depth and thorough with their work as well, if they could possibly receive the extra couple of minutes for an assignment at the end of class. They may be able to finish faster but I would encourage them to dig deeper into the content instead of just finishing the assignment quickly.

Self-Reflection: What could have I done better with the intro? Did the video clip grasp their attention or should there be some sort of activity to engage them at the beginning of the lesson? Did the lecture notes help provide guidance for the students learning? Did the lecture provide the information necessary for the students? When doing the first group activity, did the students fully participate? Were the questions too difficult for them to answer? What could have been done better regarding the discussion based on the questions handed out? With the post card assignment, did the students understand how to complete the assignment? Were my instructions clear? Did the students gain knowledge about island-hopping and the brutality of the war in the

pacific? What could be improved about the post card assignment to make it more beneficial for the learning experience?

For the interactive map, this website is required:

<http://www.glencoe.com/quickpass/public/quickpass.do? flowExecutionKey= cCCDCD95-5F98-89C6-108C-F348E45755F0 k59AF94DE-B887-BDF1-B3BE-8D09F454A031>

Island-Hopping Lecture Notes

- While the Allies were concentrating on invading France, The United States was simultaneously developing a strategy on invading Japan.
- The Americans wanted a two-pronged attack against Europe and the Central Pacific.
- The two generals leading the attack in the Pacific were General Nimitz and General MacArthur.
- The two generals decided to attack the Pacific by hopping from island to island, thus the name Island hopping.

- The fall of 1943 the navy was ready to launch the island-hopping campaign against Japan
- Tarawa was the first island that the Americans attempted to capture. It was a long and gruesome battle; only one in three American soldiers made it onto shore alive. More than 1,000 marines died on Tarawa.
- After the battle of Tarawa, the marines invested in more amphtracs, which were tanks that could roll through coral onto the shore.
- The Americans then aimed at taking Saipan, Tinian, and Guam from the Japanese. These islands were crucial because the Americans were planning on stationing B-29 bombers on them to bomb the Japanese mainland.
- The Navajo Code Talkers played a crucial role in organizing and defeating the Japanese because their language was so different that the Japanese could not decode it.
- General MacArthur began his campaign by attacking Guadalcanal in the Solomon Islands.
- MacArthur was aiming at taking the Philippines back more so than any other place in the Pacific
- In the Leyte Gulf more than 700 American ships and 160,000 American troops took part in the largest naval battle in history.
- In this naval battle, the Japanese used Kamikaze pilots, who were pilots that would deliberately crash their planes into American ships.
- In the battle for the Philippines, more than 80,000 Japanese died and fewer than 1,000 surrendered.
- More than 100,000 native Filipino civilians were killed in the battle
- Americans decided to invade Iwo Jima to have an island closer to the Japanese mainland for B-29 bombers to refuel at.
- This island had very hard terrain to fight on, with a volcano and very jagged ravines and rocky cliffs, which made it very difficult to invade for the Americans

- The Americans sent 60,000 troops to invade Iwo Jima on February 19, 1945 and 6,800 marines were killed during the invasion
- The island of Okinawa was the next target for the American military because it was only 350 miles away from the Japanese homeland.
- The United States wanted to take Okinawa because they believed the only way to have Japan surrender would be by invading the mainland and Okinawa was the best island to stockpile supplies and build up troops.
- Okinawa also had very rugged terrain which made it very difficult for American troops to capture it
- More than 12,000 American soldiers died trying to capture Okinawa

Name: _____

WWII in the Pacific:

Group Work

1. Why do you think the battles of Okinawa and Iwo Jima influenced the decision to use the atomic bomb?

Explain

2. Why was it important for the army to have soldiers speak a variety of languages in the Pacific?

3. In one to two paragraphs, describe the strategy of island hopping in your own words. Also include your opinion on if there could have been a better strategy used to defeat the Japanese Empire in the Pacific.

Please explain this different strategy.

World War II Study Guide

THINGS TO KNOW:

Policy of Appeasement
Battle of Britain
Lend-Lease Act
Cost-Plus Contracts
Converting the economy
Liberty ships
War Production Board
Segregation in the Army
Double-V Campaign
Oveta Culp Hobby
Women's Army Corps
Battle of El Alamein
Battle of Moscow
Battle of Stalingrad
Battle of the Bulge
Battle of Berlin
Battle of Midway
Guadalcanal
Iwo Jima
Okinawa
Convoy system
Office of price administration
Rationing

Victory gardens
What funded WWII
Omar Bradley
D-Day
The Tehran Conference
Strategic bombing
Casablanca Conference
Island-hopping strategy
Kamikaze
Douglas MacArthur
The Phillipines
Japanese Fighting Spirit
Mussolini
Stalin
Hitler
Axis/Allied Powers
The Holocaust
Nuremberg Laws
Kristallnacht
Manchuria/Manchukuo

Ethiopia
Gestapo
America First Committee
Isolationism/Expansionism/Internationalism
Cash-and-carry
Hemispheric Defense Zones

Possible Essay Questions:

Lend-Lease Act information
Island-Hopping Strategies
Douglas MacArthur
Holocaust Information
America's Entrance into WWII
Appeasement
2 changes for minorities on Home Front