

LESSON PLAN 6



6: Was the Second World War going to be different from the First World War?

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- Comparative History Worksheets (11 x 17" Ledger paper printouts, 8.5 x 11" for Google doc).
- Access to online resources or alternative print resources gathered by the teacher.

OTHER NOTES FOR EDUCATORS

- Helping students to understand the complex concept of CHANGE in history isn't always easy. We think change is apparent, but there are many things that change gradually or altogether invisibly, that make change difficult to see and even measure in history.
- Try the game: "Change 3 Things" to help students understand "WHY" things change.
- Establishing a learning community in your classroom is an important step for any successful lesson. Several instructional strategies in this lesson can help to build a sense of community.

HISTORICAL THINKING CONCEPT & RATIONALE

CONTINUITY & CHANGE

Students will work to extrapolate the differences between Canada's experience in The First World War as compared to The Second World War. In reviewing and researching a variety of topics, they will draw conclusions about both wars, and try to identify the forces of change at work between the wars.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Play: Change 3 Things

Comparing Demographics

Gather & Organize

Researching Comparative Evidence about The Second World War

Interpret & Analyse

Analysing Comparative Evidence

Evaluate & Decide

Reporting Conclusions in Informal Presentations

Group Discussion

Communicate

Exit Pass

Construction of Class T-Chart

1. FORMULATE QUESTIONS: (25 minutes) - With Activation and Exploration

1. Activation: How do you know that something's changed? (10 minutes)

Play "Change 3 Things" from "Springboard"

<http://www.boomerangproject.com/store/books/springboard-quick-creative-activities-launch-learning>

Here's a video link that shows the activity in use <https://www.youtube.com/watch?v=1HhNjOWK1oE>

- A. Students find a partner and stand back-to-back with them.
- B. The object of the game is to "stump" your partner. Standing back-to-back, the teacher will count down from 20 seconds to zero. In those 20 seconds you will change 3 things about yourself.
- C. When the countdown reaches "ZERO" you will turn and face your partner and try to guess the 3 things that have changed about them.
- D. Do 3 rounds, switching partners each time.
- E. Engage in a debriefing conversation about the nature of CHANGE. Use the following questions to prompt your discussion.
 - a. Did you find it easy or difficult to notice what changed? Was anyone "stumped"?
 - i. Sample Response: *"It was easy"*
 - b. Why was it easy to see what changed?
 - i. Sample Response: *"We could see it. We compared what was there before with what we saw afterwards."*
 - c. Is change always visible? Did anyone feel like their mood changed during our game?
 - i. Sample Response: *"Sometimes change is invisible, or hard to see."* *"I was having fun and"*
 - d. Does change happen in history as well?
 - i. Sample Response: *"Yes"*
 - e. Can you give me an example of things that change in history?
 - i. Sample Response: *"People grow older."* *"Ideas change, like people get more rights over time"*, *"Population increases/diversifies."* *"Governments change, like through elections."*
- F. Why do things change in history? Brainstorm the "forces" of change and record these on the white/blackboard for use throughout the lesson.

2. Exploration: What do demographics tell us about a changing Canada? (10 minutes)

In this first activity, the teacher will walk the entire class through a sample comparative analysis. By modelling the process and product of this comparison together, students will be equipped to conduct their own comparison in the next step of their investigation.

Students can work in a small group to analyse the demographic data provided (pie graphs).

Students will work to:

- a. Identify what has changed between The First World War and The Second World War.
- a. Draw conclusions about Canada based on the identifiable changes.
- a. Brainstorm ideas for WHY things changed; what forces of change are at work between the wars?

2. GATHER & ORGANIZE – With a Focus on Gathering Comparative Evidence (20 minutes)

Comparing The First World War and The Second World War

3. Assign each group a topic by giving each a different “Comparative History” worksheet. (See given resource).

**Note: The given worksheets are 11 x 17” (Ledger) and 8.5 x 11” (Letter) sized. If working on paper, I suggest the use of 11 x 17” to provide groups with sufficient room to research and work together collaboratively. At the conclusion of the lesson they can also be posted to create a rather large Comparative T-Chart for your classroom wall. Alternatively, the same information can be distilled into a working digital document (ie. Google doc) to build the class T-Chart collaboratively and in a paperless fashion. The 8.5 x 11” (Letter) sized document will be easier to do this with.*

- a. Students will work to complete the “Comparative History” by researching comparative information from The Second World War. Gathering “good evidence” will allow them to complete the “Comparative History” worksheet on the given topic.
 - i. Comparing Causes (4)
 - ii. Comparing Declarations of War
 - iii. Comparing Recruitment & Propaganda
 - iv. Comparing Prime Ministers
 - v. Comparing Statistics of Loss

3. INTERPRET & ANALYSE – Analysing Comparative Evidence (15 minutes)

4. Each group will pass their research document to another group of students in the room for analysis. Fresh eyes on the evidence provided and researched will allow for more in-depth ideas to be generated in this step.
5. The group will record the results of their comparative analysis (previous modelled). The group will record their answers to the following prompts;
 - a. Identify what has changed between The First World War and The Second World War.
 - b. Draw conclusions about Canada based on the identifiable changes.
 - c. Brainstorm ideas for WHY things changed; what forces of change are at work between the wars?

4. EVALUATE & DECIDE – (10 minutes)

6. Conduct informal presentations in a round robin format on the conclusions reached by each group. Share and review these conclusions with the entire class.
7. Having reviewed all the conclusions. Each group will now make a decision about today’s investigation question; “Was The Second World War going to be different?” Based on the information they reviewed today, what do they think their answer is?

5. COMMUNICATE – Was the Second World War Going to be Different?

8. Each student can record their response on an “Exit Pass.” A simple “Yes” or “No” is fine to start, but students must also support and explain the reason for their response.

Your “Exit Pass” could be:

- a. A sticky note posted on the door of your classroom.
 - b. A cue card or ¼ sheet of paper handed in.
 - c. Posted to an existing online discussion forum used by your classroom.
 - d. Assigned as a homework response in a unit journal or binder.
9. The best communication of today’s learning is to post your comparative analysis on the classroom wall for further use in your unit of study. The chart itself is reflective of the learning objectives achieved in this investigation.

Lesson Resources:

- Are linked in the worksheet document for the purpose of citation and further research