

The Effects of War

Greenwood School District

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Subject: Reading/Social Studies	Technology/Equipment/Supplies Needed: Computer Internet connection Projector Screen
Topic: WW II	
Grade Level: 4	Collaboration (w/media specialist, other staff):
Lesson Length/No of Sessions: 2 weeks	

Task/Objectives:

Focus Question: How does war affect people, animals, and the environment?

1. To listen to stories, read book excerpts and letters, view video clips and photographs, and participate in a play to identify how war affects people, animals, and the environment.
2. To write a letter from the viewpoint of a fictional character describing how war has affected his or her life.
3. To name the approximate time period of WWII.

Process (strategies & activities):

1. Brainstorm responses to focus question. Students record responses in notebook.
2. Introduce objectives of lesson to students.
3. Give a brief introduction to WWII (time period, Hitler, allies, axis, Jewish people).
4. View video clip “World War II” (Digital Resources for Teaching Wisconsin Studies – 8b).
5. Read aloud *Child of the Warsaw Ghetto*. Discuss and record responses to focus question. **May use Think-Pair-Share strategy or some other thinking and sharing strategy in discussion.**
6. Read aloud *The Faithful Elephants*. Discuss and record responses to focus question.
7. Read aloud *Sadako and the Thousand Paper Cranes*. Discuss and record responses to focus question.
8. View video clips letters from World War II (Digital Resources for Teaching Wisconsin Studies – 8b). Discuss the information contained in the letters and record responses to focus question.
9. Have students read an excerpt from *Women Remember the War* and a letter from *Letters from the Front*. Discuss the information contained in the printed materials and record responses to focus question.
10. View digital World War II photographs from the Wisconsin Historical Society website. Discuss and record responses to focus question.
11. Read and perform “Everyone’s Doing Their Part: A Wisconsin Family During World War II” in reader’s theatre.
12. Have students write a letter from the viewpoint of a fictional character describing how war has affected his or her life.

13. Introduce the letter writing rubric and model the assignment using the writing process and the RAFT technique.
 - R: Assumed role or character (example: soldier, parent, civilian or animal in war zone)
 - A: Audience, person being written to (example: parent, sister, animal owner)
 - F: Format (in this case, a personal letter)
 - T: Topic (example: describe, show, or tell)
14. Offer the option of illustrating ideas for special needs children and enrichment for other children.
15. Share letters and illustrations during Author's Chair.

Resources:

<http://video1.cesa10.k12.wi.us:8080> – Video clip 8b
www.wisconsinhistory.org – Connecting to the Classroom, World War II, Images
Child of the Warsaw Ghetto by David A. Adler
The Faithful Elephants: a True Story of Animals, People, and War by Yukio Tsuchiya
Sadako and the Thousand Paper Cranes by Eleanor Coern
Letters from the Front edited by Michael E. Stevens
Women Remember the War edited by Michael E. Stevens
“Everyone’s Doing Their Part: A Wisconsin Family During World War II” from *Wisconsin History on Stage: Scripts for Grades 4 through 8* by Matt Blessing
Letter writing rubric
Writer’s Express – writing handbook

Teacher Notes:

World War II Letter Writing Assessment Rubric

Name _____

Date _____

Rubric adapted from *6 + 1 Traits of Writing* by Ruth Culham and *Cultural Horizons of Wisconsin* teacher guide from the Wisconsin Educational Communications Board

	RESULTS				
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points	WOW! 5 points
Ideas	I'm not sure what my topic is. The picture is not very clear. I'm afraid my reader won't follow this.	Small hints of how my character is affected by war.	My reader will get the general idea that war affects my character. I need to add details.	It tells, but it doesn't show very clearly how war affects my character. You might have some questions.	It makes sense. My reader will learn a lot about how war affects my character. It is really clear. Good juicy details.
Voice	I don't hear myself in this paper. This topic is boring. SNORE! I wish I didn't have to do this	I'm not speaking to my reader yet, although there is a tiny hint of feeling.	I can hear a bit of the character in my writing. I'm hiding my feelings and ideas a little, but I'm starting to have fun in a few places.	This topic matters to me. You can "feel" the character's personality in my writing.	I became my character! I'm speaking right to the reader. This is what I think. I might make you laugh or cry,
Conventions	Errors are extremely distracting. I forgot to organize using paragraphs. I will need to read this letter to my reader so they can understand what I wrote. This letter is not edited.	I have numerous errors in punctuation, spelling, grammar, and in capitals. Paragraphing doesn't make sense or I forgot to do it. My letter is very difficult to read.	Punctuation is basically correct. Capitals are correct at the beginning of sentences and names, but not in trickier places. Paragraphing was attempted. I have more spelling errors than I think I should. I hastily edited.	Most things are done well. My spelling is correct on common words. Paragraphing was attempted and helps organize my writing. There are minor problems in grammar/usage. I edited, but I may have missed some things.	Punctuation smoothly guides the reader. The grammar contributes to clarity and style. Capitals are handled well. Paragraphing helps organize. Spelling is mostly correct-even on harder words. Only light editing is needed.
Appropriate Date	No date was included in letter or it was not even close to WWII dates.	Date was included, but it was a stretch for a WWII date.	Date was close to the WWII era but more than a year off.	Date was very close to the WWII era. I was off by only a year or less.	Date was appropriate for WWII era.