The Second World War ‖ Strategy of Appeasement

## Goals & Objectives

Goal: Students will understand the role that appeasement played in the pre-World War II world.

Objective: Students will evaluate the impact of appeasement in the rise of Nazi Germany and analyze a political cartoon depicting appeasement by identifying three major components of the cartoon and summarizing its meaning.

## California State Content Standards

10.8.2- Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

## Common Core Literacy Standards

[CCSS.ELA-LITERACY.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Driving Historical Question

### How did appeasement play into the hands of Adolf Hitler and the Third Reich?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 min**

When students take a seat in the classroom the teacher will orally administer a quick write prompt which students have to write down and answer in their journals. The prompt will be: Think about a situation in which you had to give into the demands of another person. How did you feel? Was the situation resolved or made worse? After students write down their response the teacher asks for volunteers to share their responses with the class. If there are no volunteers then the teacher randomly calls on students.

### Vocabulary (Content Language Development) ‖ **Time:**

1. Appeasement
2. Third Reich
3. Munich Conference

Vocabulary will be introduced and discussed throughout the lecture presentation. The key vocabulary terms will be located at the beginning of the guided notes in order to familiarize students with the terms from the start of the lesson.

### Content Delivery (Method of Instruction) ‖ **Time: 20 min**

The teacher using a prezi presentation will begin instruction by reviewing important information and concepts addressed in previous lessons in order to ensure that students have a solid foundation on which to build new knowledge. Then the teacher will proceed through the prezi presentation stopping at critical points to check for understanding, ask critical thinking questions, and allow students time to think-pair-share. Students will be provided with guided notes that will help them follow along throughout the prezi presentation. Furthermore, understanding the information and concepts presented in the lecture will enable students to interpret the political cartoon that they will analyze towards the end of the lesson.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 25 min**

Students will follow the prezi presentation through the completion of guided notes. The guided notes engage students throughout the lesson through think-pair-share activities in which students are asked critical thinking questions that they must discuss with partners and then share in whole group class format. Furthermore, students will pair up in their respective table groups and analyze a political cartoon that depicts appeasement. Working as a group, students will answer the questions that go along with the political cartoon.

### Lesson Closure ‖ **Time: 5 min**

Students will be asked to write about what they learned about appeasement. Furthermore, students will be asked to use information and concepts that they attained through the lecture presentation and write their response to whether appeasement was the appropriate approach to dealing with Adolf Hitler.

### Assessments (Formative & Summative)

Formative Assessment: The journal entries at the beginning and end of the lesson would serve as formative assessments. Student discussion and student responses in whole class discussion will also serve as formative assessments.

Summative Assessment: The guided notes would serve as a summative assessment. They will be collected and graded for completion and accuracy of information. Students will then be returned their guided notes with a grade and comments.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

Accommodations for English Learners: The inclusion of vocabulary terms will help English Learners identify important terms that will be utilized throughout the lesson. Furthermore, the use of images and videos will provide English Language Learners a visual representation of the material to help them conceptualize the lesson. Furthermore, pair discussions and whole class discussions will provide English Learners with opportunities to practice their speaking skills.

Accommodations for Striving Readers: The inclusion of images and videos will help striving learners by reinforcing the information and concepts that they read and being presented with the material in a different format.

Accommodations for Students with Special Needs: The interactive nature of the presentation and the supplementary visual material will help students with special needs by providing them with multiple opportunities to comprehend the information and concepts in different ways. Furthermore, because each student is different, special accommodations will be made according the needs of individual students.

### Resources (Books, Websites, Handouts, Materials)

1. Guided Notes
2. Prezi Lecture Presentation