Glennie State College  
Veteran’s Legacy Project  
Daily Lesson Plan

Candidate_____________________________________Date___________________________

Subject Area and Grade__ Secondary Education * teachers may change objectives in order to accommodate the grade level he or she is educating.

Materials__ Pen, pencil, paper, computer with internet access, recording device for interviews (optional), and access to relatable documents in a local library.

Objectives and Content Standards

After watching the video “Tradition of Service: The West Virginia Veteran’s Legacy Project”, students will be able to discuss the importance of preserving our primary sources in history before it is lost.

Students will be able to conduct their own research on World War II by watching the video “Tradition of Service: The West Virginia Veteran’s Legacy Project” and using other sources such as books, news articles, and interviews.

Students will be able to debate whether the decision of using a nuclear bomb was plausible in order to obtain victory of World War II.

Students will be able to obtain comprehension under WV CSO SS.11.H.CL4.3 to “assess the ambitions of the Japanese in their decision to attack Pearl Harbor and its influence on the outcome of World War II.”

Anticipatory Set

Determine the level of knowledge students have of World War II. Ask questions such as, who in the classroom has relatives that were in World War II? Have your relatives told stories about the war and what was it like to live during this time period?

Show a clip of an interviewee in “Tradition of Service: The West Virginia Veteran’s Legacy Project”

Engage students in the topic of World War II by letting students imagine themselves as an interviewer of a World War II Veteran. What kind of questions would they ask the interviewee?

Teacher Modeling/Demonstration/CFU

Show the full video of “Tradition of Service: The West Virginia Veteran’s Legacy Project”. This will help the students comprehend the seriousness of war, the amount of causalities that were involved, and the impact the war had on survivors.
Discuss both sides of the argument of dropping the nuclear bomb on Hiroshima and Nagasaki. Students will form their own opinion about this decision that changed the ending of the war completely.

Provide students with time during class to conduct their own research via online with websites such as:
- http://www.powtaiwanz.org/singapore.html

Ask the students if there are any questions regarding the topic discussed during class and the assignment given.

Form two different rubrics for students. The first will be the expectations of the group as a whole evaluating the participation, valid research, and discussions of the topic with a scale from 1 to 10. The next rubric will be the individual evaluation. Did the student on a scale from 1 to 10 participate and provide research for the group? Did the student speak clearly and make eye contact with the audience during his or her presentation? Did the student overall become important assets to the group’s function?

**Practice/CFU**

Have the students form into two groups on the opposite sides of the classroom. One side will debate the dropping of the nuclear bomb as the appropriate decision to end World War II. The other side will disagree and contemplate different approaches to end the war.

Students will create an outline with facts and references from the video “Tradition of Service: The West Virginia Veteran’s Legacy Project” and from previous research conducted during class to debate with the opposing group.

Students will determine the order of speakers and turn in a copy of each group’s detailed approach to the debate for evaluation.

**Closure/Assessment/CFU**

Students will debate the topic given during class. If available, have two or three different teachers sit on the debate to provide advice and assistance to the debaters.

At the end of the debate, provide advice to both groups and provide positive feedback to instill confidence in their work.

Are there any questions?

Evaluate the students using both rubrics.
Inclusion

Provide websites of research with the “Read to Me” option with available headphones.

Provide worksheets with additional information regarding World War II

Have an available DVD copy of “Tradition of Service: The West Virginia Veteran’s Legacy Project” for additional note taking.

If available, find an additional room for noise reduction and additional concentration for the students.