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| Teacher(s) | James Wilson | Subject group and discipline | Individuals and societies: Humanities | | |
| Unit title | Morality and the Atomic Bomb | MYP Year | Grade 10 - MYP Year 5 | Unit duration | 10 weeks (15 hours) |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context |
|--|--|---|
|  Perspective |  Individuals and societies  Causality (cause and consequence) |  Fairness and development  <i>Exploration to Develop: Power and privilege</i> |

Statement of inquiry

 Exploring the morality of war through the lens of scientific and technical developments

Inquiry questions

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| Factual What events led to the outbreak of war in Europe and Asia? (Great Depression, Nationalism) | Conceptual How did World War Two become a global war? How did the Great Depression link events across three continents? | Debatable What is morality in times of war? |
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Objectives

- A: Knowing and understanding**
- i. use a wide range of terminology in context
 - ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.
- B: Investigating**
- i. formulate a clear and focused research question and justify its relevance
 - ii. formulate and follow an action plan to investigate a research question
 - iii. use research methods to collect and record appropriate, varied and relevant information
 - iv. evaluate the research process and results.
- C: Communicating**

Summative assessment

Outline of summative assessment task(s) including assessment criteria:

Relationship between summative assessment task(s) and statement of inquiry:

There were two summative assessments for this unit. The first was focused on knowledge, understanding, and critical thinking. Success in this unit requires a sound knowledge base, and the skill of linking ideas. The second summative relates more specifically to the SOI. Students were given two options, both of which involved creating a video for a "kickstarter campaign," to crowd-source funding for either:

A. The Manhattan Project (for students who believe the Atomic Bomb dropped on Hiroshima was justified, and

B. Taking down the Enola Gay Exhibit at the Museum of Air & Space

Both options require students to have a good understanding of the state of World War II in 1944/45,

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

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| Task |
| September |
| 18 |
| Friday |
| 8:20 AM |

World War II exam (A, C)

Hi, I've just shared with you all the google slides we have been using in class to guide our discussion. To review for this exam, please review these slides. You should be able to answer all the questions. At the end, I have added several more "exam review" slides. Review these as well. Keep in mind, as grade 10 students, you are expected to explain yourself with specific and accurate evidence. For those of you aiming for higher than a 4/8, you need to make specific links between events, refer to specific people and specific events, and use dates. It is not only fact based. The exam requires you to justify your beliefs. I suggest you take time to consider what exactly your beliefs are concerning morality in times of Total War. This type of thinking requires reflection. Im happy to answer any questions you have meanwhile.

including the aims of both Germany and Japan, the extent to which they had achieved these aims, and viable alternatives to dropping the bomb. They will understand that it was a choice that had tragic consequences. Through developing this understanding, students will know that technology and science can be a source of tragedy on an enormous scale, and that real people have to make real decisions to determine the appropriate timing of such devastation.

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| Task |
| October |
| 27 |
| Tuesday |
| 9:00 AM |

Assessment presentation for feedback (B, D)

Next Tuesday, all groups will present on their progress, and receive feedback that needs to be included in the final project.

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| | <table border="1"> <tr><td>Task</td></tr> <tr><td>October</td></tr> <tr><td>30</td></tr> <tr><td>Friday</td></tr> <tr><td>8:00 AM</td></tr> </table> <p>Kickstarting the Atomic Bomb (B, D)</p> <p>Please see the google slides I've shared with you for information, including groups, project descriptions, and due date.</p> | Task | October | 30 | Friday | 8:00 AM | |
| Task | | | | | | | |
| October | | | | | | | |
| 30 | | | | | | | |
| Friday | | | | | | | |
| 8:00 AM | | | | | | | |

Approaches to learning (ATL)

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| <p> Individuals and societies</p> <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> i. use a wide range of terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples. <p>C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention. |
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|  <p>Communication</p> | <p>I. Communication skills <i>Exchanging thoughts, messages and information effectively through interaction</i></p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Share ideas with multiple audiences using a variety of digital environments and media <p><i>Reading, writing and using language to gather and communicate information</i></p> <ul style="list-style-type: none"> • Make inferences and draw conclusions • Take effective notes in class | <p>Learning Experiences</p> <p>Summative assessment will be a "kickstarter" campaign, based in 1945, to raise money for the Atomic bomb, or to "de-fund" the Enola Gay exhibit at the Air and Space Museum.</p> |
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|  <p>Social</p> | <p>II. Collaboration skills <i>Working effectively with others</i></p> <ul style="list-style-type: none"> • Delegate and share responsibility for decision-making • Manage and resolve conflict and work collaboratively in teams • Build consensus • Listen actively to other perspectives and ideas • Encourage others to contribute | <p>Learning Experiences</p> <p>In groups of 2-3, students will work together to create a video that addresses the summative requirements. Collaboration will involve reaching consensus on the option chosen, delegation of responsibilities, and the development of collective responsibility.</p> |
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| | <ul style="list-style-type: none"> • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback | |
|  Thinking | <p>VIII. Critical thinking skills <i>Analysing and evaluating issues and ideas</i></p> <ul style="list-style-type: none"> • Interpret data <p>IX. Creative thinking skills <i>Generating novel ideas and considering new perspectives</i></p> <ul style="list-style-type: none"> • Consider multiple alternatives, including those that might be unlikely or impossible | <p>Learning Experiences Source analysis will be the primary means for learning the content, including OPVL.</p> |

Action: Teaching and learning through inquiry

| Content | Learning process |
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| <p>Knowledge & Skills:</p> <ul style="list-style-type: none"> • Knowledge: <ol style="list-style-type: none"> 1. Causes of WW II in Europe-- The role of the Great Depression and German Nationalism 2. Causes of WW II in Asia-- The role of the Great Depression and Japanese Nationalism 3. Bombings of civilian areas-- London, Berlin, Dresden 4. Moral justification in times of war-- Understanding what is meant by Total War <p>Skills:</p> <ol style="list-style-type: none"> 1. How to find reliable data 2. How to argue with evidence 3. How to reach a conclusion based on evidence 4. How to create a video using imovie <div style="border: 1px dashed gray; padding: 5px; margin-top: 10px;">  </div> | <p>Learning Experiences</p> <ul style="list-style-type: none"> • Students have been provided rubrics that explain what is expected for each strand of each objective assessed • Students have viewed models of videos so they know what success looks like • Students will acquire the knowledge and skills through a range of activities and mediums • The knowledge and skills will be practiced through class discussions, quizzes, a knowledge-based summative, and role-plays • Prior knowledge will be assessed through regular formative assessments and a preliminary summative <p>Teaching strategies</p> <ul style="list-style-type: none"> • Quizzes and class discussions will be used to assess knowledge and understanding • The first summative of the unit focuses only on objective A, to gauge knowledge and understanding • Methodologies include: <ul style="list-style-type: none"> • Jig-saw activities for students to engage in reciprocal teaching • In-class readings and discussions • Problem-based learning in groups • Lectures, using Google Slides, which are shared with students • Videos and follow-up discussions • A pre- unit survey to assess the students moral compass in relation to targeting civilians during war <p>Differentiation:</p> |

- Key terms are defined for EAL students
- Extra support is offered in class and after class for struggling students

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| Task |
| August |
| 24 |
| Monday |
| 8:00 AM |

A brief history of war: A reading assignment

Hi, you were given a handout today, of which the activity we did on the morality of bombing was a part. For Monday, read the five pages of the chapter: 'A Brief History of War.' There are six questions in bold print asked throughout the chapter. The first question is "What was 'total war' in the ancient world? For each of the six questions, write a brief response. On Monday, six students will be selected at random to explain their answer to the class, with evidence from the reading.

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| Task |
| August |
| 28 |
| Friday |
| 9:00 AM |

Causes of WW II

Hi, I've attached a Power Point presentation -- it's someone else's creation, I don't know who so can not give them proper creds. It's a great resource for our purposes. It identifies 10 main causes for WW II, then devotes a slide to explaining each cause. For homework, review each cause and take notes, make sure you have at least a basic understanding of the main idea. On Friday, we will start the day with a quiz related to these 10 main causes.

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| Task |
| September |
| 4 |
| Friday |
| 9:00 AM |

Political Cartoon

Create a political cartoon based on one of the following events we've discussed thus far:

1. Total War
2. London Blitz
3. Bombing of Berlin
4. Bombing of Dresden

You will be asked to explain the message of your cartoon, so be sure to have a clear idea of what you want the cartoon to convey to the audience. Remember to bring with you to class on Friday the worksheet I handed out today. We will need it for a group activity on understanding the war in the Pacific.

Task

September

11

Friday

9:00 AM

Ellie and Ofir presentation: Development of the Atomic Bomb

Hi,
Please use the hand-out I gave you today and create a 5-8 minute presentation of the development of the atomic bomb. Key questions and information are provided in the handout. However you are encouraged to go further and provide related images, quotes, and/or video clips to give additional substance to your presentation. I have given you editing rights to the google slide for this unit. Please start creating after the slide titled 'War in the Pacific.'

Task

September

11

Friday

9:00 AM

War in the Pacific: Watch video

Hi, I've posted a video in the google slide presentation (which has been shared with you all), on 'War in the Pacific.' Please watch the first 20 minutes, while taking notes. You will need to understand terms and processes such as:

- Japanese imperialism
- Modernisation
- Impact of the Great Depression on Japan
- Reasons for Japanese invasion of China

Also, read the section from last Friday's handout on the 'War in the Pacific.' We will be doing group work based on the video and readings next Friday when we meet again....

Task

September

27

Sunday

9:00 AM

Historical Interpretation: Nanjing, 1937

Students read two versions of the Nanjing incident/massacre, one Japanese and one Chinese, and discuss issues relating to historical accuracy. Completed in class

Task

October

16

Friday

8:15 AM

Issues on the Atomic Bomb

Present on the issue your group was given today, 3-5 minutes, you can use a presentation mode, or the whiteboard. Be sure to explain what the issue is, and respond to the questions.

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| Task |
| November |
| 3 |
| Tuesday |
| 9:00 AM |

Submit videos + Reflection

Hi,

1. Please share your video with me through Google Drive. I will then post them on our classroom so we all have access.
 2. If you haven't already, share your google doc research page with me, so I can mark you for investigation
 3. Write an email to me that states the mark you feel you deserve for both objectives assessed: Investigating and Communicating.
- Please review the descriptors for each objective, on the Google Slides I shared with you. **USE THESE DESCRIPTORS TO GUIDE YOUR REFLECTION.**
- IN OTHER WORDS, SAY: " For Investigating, we were required to use a range of appropriate and relevant sources. I did / did not do this by using sources from "**

Describe how you will differentiate teaching & learning for this unit?

- * Multiple media for instruction to connect with various learning strengths, and the use of these multiple media in combination to connect with all learners
- * Extension tasks / presentations for more advanced students
- * Quizzes and formative assessments to continually assess understanding for all students
- * Definitions of key terms and concepts for EAL students
 - The Summative assessment has two options
 - Both options allow for the demonstration of a wide range of strengths
 - Groups have been arranged according to relative strengths and weaknesses

Service

Action: On October 23rd, as part of the U.N. International week of solidarity against the use of nuclear weapons, students will present their "kickstarter" campaign in front of the school, as part of a broader discussion on the issue of nuclear proliferation.

Learner Profile

Knowledgeable: Students will need a deep understanding of the causes and impact of WW II.

Communicators: Students will communicate understanding through a video aimed at crowd-sourcing funding.

Resources

Journal:

See Google Classroom

Reflection: Considering the planning, process and impact of the inquiry

| Prior to teaching the unit | During teaching | After teaching the unit |
|--|---|--|
| <p>Why do we think that the unit or the selection of topics will be interesting? What have students encountered in this discipline before? What attributes of the learner profile does this unit offer students opportunities to develop? What potential interdisciplinary connections can we identify? Could we develop authentic opportunities for service learning?</p> <p>World War II provides essential understanding into 20th century History. For this unit, rather than discuss it according to a chronology of events, with a focus on remembering people and place, the unit has focused on an essential question: What is morality in times of war? Students have shown interest in the philosophical dimensions of history, and on assuming the role of decision-makers at important moments. Some students have discussed World War II in the context of the Holocaust, however the broader causes, nature, and outcome have not been discussed during their tenure here at Elsa. Through investigating the essential question, students have the opportunity to develop several LP attributes, for example the critical thinking through attempting to arrive at solutions to complex problems. They are also given the chance to become better communicators through teaching topics to their peers, and through designing and performing the summative assessment.</p> | <p>What resources are proving useful, and what other resources do we need? What skills need more practice? What is the level of student engagement? What is happening in the world right now with which we could connect teaching and learning in this unit? What opportunities are we hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP theory of knowledge skills development)</p> <p>In general, the use of short video clips to guide discussions of morality in times of war have been effective, as have the use of primary and conflicting documents. For example, contrasting accounts from Japanese and Chinese sources on Nanking, 1937. Student engagement has been for the most part high from the beginning of the unit. I have realised the need for further developing the skill of creating links, with evidence and explanations, between events. This was made clear in the initial summative which required links between the Great Depression, Nationalism, and the outbreak of war. The targeting of civilians to achieve military aims continues to be an issue in world events. These are often discussed in the context of the current Syrian Civil War, and the use of drones to mitigate "collateral damage."</p> | <p>What were the learning outcomes of this unit? Was the task sufficiently complex to allow students to reach the highest levels? What artifacts of learning should we document? Which teaching strategies were effective? Why?</p> <p>The main learning outcomes of this unit were a richer understanding of two key historical concepts: Causality, including economic and political aspects, and perspective. Students also developed communication skills through tailoring a sophisticated historical argument into the format of a "kickstarter campaign." The use of contrasting documents to introduce ethical issues, such as the bombing of Berlin and Dresden, and the rape of Nanjing, helped to develop perspective. The result of these efforts was a seven minute, collaboratively constructed kickstarter video. When I do this unit again, and I will, as valuable learning on many levels was evident throughout, I'll broaden the ethical dilemmas to include 'Comfort Women' and the 'Holocaust,' which will connect to a wider range of student interests.</p> |