Python Coding – WW II Choose Your Own Adventure   Length: 6 Weeks
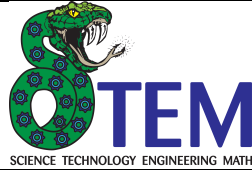
	Social Studies Unit Plan
Teacher: Joe Evans	Grade: 10 Course: US History

Unit Title: Python Coding – WWII Choose Your Own Adventure

LEARNING TARGETS
LT 1: I can evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RH.11-12.3)   LT 2: I can offer differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (CCSS.ELA-LITERACY.RH.11-12.6)   LT 3: I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. (CCSS.ELA-LITERACY.WHST.11-12.8)   LT 4: I can use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.WHST.11-12.6)

UNIT OVERVIEW	**Overall summary of the unit, activities, tasks, and/or content.**

This unit will cover the time of WWII. Students usually come to study history with the assumption that Historical events were somehow predestined. They also come with the idea that Group A or Group B were "always" making certain decisions, or having certain characteristics. This activity hopes to alleviate the concept that history is predestined and that the decisions and actions of individuals is what shapes and writes history.   Activities will both establish a skill set research and proper research. Students will build a character that is based on the decisions of those that fit into the group chosen. Students will also present the information in the form of a Choose Your Own Adventure story (more information here: http://en.wikipedia.org/wiki/Choose_Your_Own_Adventure) that uses historically accurate events to have the character make a diverse set of choices that were chosen by historically accurate events. Students will then take the Choose Your Own Adventure story and using the Python coding language, we create a text based game.   Content will be driven by a blended strategy through Edgenuity's website. This includes video lectures and interactive images that will allow students to ascertain state standard knowledge based facts. The students will use these to interact in seminar and discussion questions that will allow them to hit higher order thinking and evaluative writing. Content summative will include Identification exercises that help identify unique people, places and things and in class essays that presents a historical event or process that can be argued.

	MOTIVATORS			Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)

~ Students will be asked to list the Heroes/Villains of WWII. After a discussion of the list, students will read primary/secondary sources of certain famous participants from WWII that presents a paradox of bad people doing good things/good people doing bad things. The students will then create a journal entry that answers the question, "Can history be reported or passed down without bias?"
~ First person accounts of D-Day from both the American and translated German perspective.
~ Seminar on Japanese Internment. With the Primary Sources of Executive order 9066 and Diary entries from Japanese Americans at various points of internment.

Wk	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1-3	1. I can offer differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 2. I can evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Aushwitz Essays-Heroes and Villians: http://www.auschwitz.dk/id3.htm George Takai-http://www.ted.com/talks/george_takei_why_i_love_a_country_that_once_betrayed_me?language=en Primary/ Secondary Sources: • http://www.ourdocuments.gov/doc.php?flash=false&doc=74&page=transcript • http://researchguides.library.tufts.edu/content.php?pid=93647&sid=698831	Essential Questions Where and why does history have gray areas? Set Students will be asked to list the Heroes/Villains of WWII. After a discussion of the list, students will read primary/secondary sources of certain famous participants from WWII that presents a paradox of bad people doing good things/good people doing bad things. The students will then create a journal entry that answers the question, "Can history be reported or passed down without bias?" Teaching Strategies **Socratic Seminar** Students will be asked for outside WWII examples of gray areas of history from previous sections. With gained through customized units in Edgenuity.com, we will build upon the ability to see conflict and history and create a thesis to state belief with evidence. Flipped Classroom for the gathering of information but also scaffolding the information for use. **Edgenuity (individual online work):** Students will work individually on assigned website content through Edgenuity. Edgenuity work includes video lectures and tasks to give the students knowledge/comprehension of the assigned content. Content for these three weeks covers: · Rise of Nazi Germany and annexation of neighbor countries · US involvement and Pearl Harbor Summarizing Strategy Students will be asked to standardize what makes a hero/villain regardless of country of origin in written journal entry. Students will have to defend why their characteristics of a hero/villain are universal.	Remediation Students will receive direct instruction with LT specific IDs with emphasis to developing and demonstrating a thesis for an argument. Enrichment Students will engage in multiple source locations to gain numerous back-ups for their selected thesis. Learning Styles A/V Learning through Video. Reading strategies reinforced through upper level sources.	Formative: Use of evidence to reinforce analysis in journal entry.

		Homework Edgenuity.com for content. Research methods with DBQ organizers for journal entry.		
4-6	1. I can evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RH.11-12.3) 2. I can offer differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (CCSS.ELA-LITERACY.RH.11-12.6) 3. I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. (CCSS.ELA-LITERACY.WHST.11-12.8) 4. I can use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.WHST.11-12.6)	Executive order 9066: http://www.ourdocuments.gov/doc.php?flash=false&doc=74&page=transcript How to create a story board: http://www.wikihow.com/Create-a-Storyboard WWII First Person Accounts: http://www.teacheroz.com/WWII_Oral_History.htm	Essential Questions What choices do we have each day? Are people predestined to greatness or failure? Can a single event/person change the course of history? Set Students choose groups that are directly/indirectly involved with the events surrounding WWII. Teaching Strategy **Primary Source Analysis:** Once a group has been chosen, they students will use primary documents to account for decisions that were made in similar situations by members of their chosen group. Students will use the APPARTS strategy to ascertain the needed information for their story flow. **Edgenuity:** Students will use Edgenuity for gaining overall content and record and utilize any event that may have directly involved or affected their group. **Storyboard:** Storyboards will be introduced and students will practice the concept with personal events in which they had multiple decisions to make. **Python Coding**: Students will reproduce their story's path in the Python coding language. Students will use codeacademy.org to independently learn coding and utilize what they learn in a playable version of their story. Story must follow the same rules as the summative and code must let the player restart when he/she comes to a dead-end. Homework Edgenuity.com form content along with previous mentioned videos and view guides. Students will work toward the completion of their storyboard for weeks 5-6.	Remediation Students will be separated into groups based on missed or underperformed learning targets. Students will assess each member's product and give suggestions or feedback during the improvement process. They will then request remediation and re-present the storyboard for reassessment. Enrichment Students with PR and AD levels of understanding will go further and produce their storyboard by digital means either with a Digital App that they create or by using other gaming programming modules (like Unity) to create a storyboard that is interactive.	Choose your own adventure story board: Students will create a scenario that a chosen group is involved. The student will also utilize the decisions of their nameless character to be given choices of historical events or accounts. Students will create a storyboard in a way that creates a Choose Your Own Adventure Model. Students will have the freedom to choose how they display this information as long as it follows: 1. The display must be physical. 2. The Display must not allow the student to see into the future. Students will be assessed through the quality of the work shown as measured by the Learning Targets. Students must present their story orally on a one-on-one basis with prompts toward analysis and evaluation of events and decisions.