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Iowa and its Farming during World War II

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Iowa and its Farming during World War II

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Bunger Middle School, Waterloo School District

Grade Level (Req.): 7th grade	Content Area (Req.): Human Geography, American History, Economics, English/Reading, Language Arts	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none">•••		
Time Frame (Req.): 4 days (1 day for introduction, 1 day for practice with partner, 2 days for main activity)	Goal (Req.): To understand how major world events can influence even the smallest aspect.	Objective (Req.): Students will have an understanding of the impact of World War II on Iowa and farming. Students will identify the type of propaganda used (name calling, glittering generalities, plain folk, bandwagon, celebrity endorsement).
Materials Needed (Req.): <ul style="list-style-type: none">• Computers• Flip Videos• Promethean• Examples of propaganda• Construction paper• Colored pencils, markers, pencils• Rulers, tape recorders	New Vocabulary (Opt.): <ul style="list-style-type: none">••••	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What aspects of World War II would've had an impact on Iowa farming?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none">1. The teacher will begin by introducing students to propaganda used during WWII as it related to life in Iowa. These may include the following: books, photos, video clips, or a speaker from the Grout Museum.2. The teacher will demonstrate an example on how one piece of propaganda reflected life in Iowa and impacted thinking in America.3. Next, students will turn to their partner and be given a piece of propaganda.4. They must first identify the propaganda used.5. Next, students will brainstorm how the propaganda reflected life in Iowa and impacted thinking in America.6. Finally, students would work to create a piece of propaganda. All propaganda must be related to life in Iowa during WWII.7. For each project, students must identify the technique used: Create a brochure, Design a magazine cover, Design a billboard, Create a newspaper ad, Make a short video commercial, Record a radio announcement.8.		

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Formative Evaluation (Req.): Class participation	Assessment (Req.): As a follow-up, students will compose a paragraph explaining how their project may influence thinking on society. A three-point rubric will be used to assess this project. Areas assessed include knowledge of propaganda, understanding of impact on society, and overall appeal (visually well-represented/fluctuation in voice for radio announcement).
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> • Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions. • Geography, grade 6-8: Understand how physical processes and human actions modify the environment and how the environment affects humans. • • • • • • • 	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • Writing, grade 6-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • How Culture and Experience Influence People's Perceptions of Places and Regions • • • • • • • • 	

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Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Location • Place • Human-Environmental Interaction • Region • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •
21 st Century Universal Constructs (Opt.): Creativity, Collaboration	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> • • • • • 	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"> • • • • 	