



WWII: History of the Volkswagen and the Nazi Regime

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Prior Knowledge: (Assumptions about students' prior knowledge)

- Definition and functions of an automobile
- Brief background on WWII
- Who Hitler was
- Characteristics of the Nazi Regime
- General geography of Europe
- Who Henry Ford was
- Conceptual knowledge of Nationalism
- The effect of nationalism in War
- Industrialization and assembly lines
- Importance of having a strong economy
- International relations prior to WWII
- Germany's independent mindset during the pre WWII years
- Importance of alliances
- Allied and Axis powers
- Citizen's role in state affairs (contributions, national decisions, etc)
- Who won WWII

Essential Questions/Standards

Essential Question(s)

1. How did the Automobile industry relate to World War II?
2. How did the Volkswagen contribute to the Nazi regime?
3. How influential was the Volkswagen in Germany and the United States?

Standards (applied in the Benchmarks)

1. Standard - 5.1.W.B

Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)

2. Standard- 5.1.W.F

Evaluate the role of nationalism in uniting and dividing citizens.

3. Standard- 5.2.12.B

Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

History of the Volkswagen

Suggested for 10th-12th grade

Knows

Vocabulary:

- Volkswagen
 - Allied Powers
 - Axis Powers
 - Production Line/Assembly Line
 - Nazi
 - Regime
 - Anti-semitic
 - Reichsmark
 - Nationalism
 - Fascism
 - Dictatorship
 - Economy
 - Savings Plan
 - East/West Germany
 - Range/Land Rover
 - GAZ
 - Renault
 - Model T
 - Type I Beetle
 - Fiat
 - Toyota AA
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- When was World War II
 - 1940-1945
 - Allied Powers
 - Great Britain (United Kingdom)
 - The USSR
 - France
 - United States
 - Axis Powers
 - Germany
 - Italy
 - Japan

- Each of the countries had their own “state vehicle”
 - Great Britain (Range/Land Rover),
 - USSR (GAZ),
 - France (Renault)
 - United States (Model T)
 - Germany (Type I Beetle)
 - Italy (Fiat)
 - Japan (Toyota AA)
- Why did these country have their own cars?
 - Nationalism
 - Independence
 - Trade/economy
 - Prepares for war at any time
- What did this do for the German Economy?
 - attempt to improve economy and self produce
 - in reality gave false inflation
 - would hurt the country later during the war b/c of over financing with limited funds
- What does Volkes mean
 - Means “People’s”
 - Wagon -Car
 - Volkes became a very popular word during the 3rd reich
 - everything for the country
 - all for one mentality
- Where/why/when were the volkswagens created
 - Where-Volkswagen vehicles were first created in Germany
 - When-During Hitler’s regime-
 - Specific year 1938
 - as a civilian car
 - Why-transportation/nationalism/self reliance
- How- inspiration came from Henry Ford/nationalism
 - because Ford had similar Anti-semitic views
 - seen as friend of Hitler b/c of this admiring attitude
 - cheap/fast production was essential to fast growth of Germany
 - Ford was US Car Maker
 - created assembly line- processed would be used by Germany during war
 - Adolf Hitler and Ford were connected: Ford received award of the Grand Cross of the Supreme Order of the German Eagle in ‘38
 - Why did he receive this?
 - Given to prominent foreigners (usually diplomats) supportive of Nazi regime
 - award was started in ‘37

- What was this?
 - recognition of success
 - Given by Germany to any other country
- Raised praise for Nazi regime. What was the price?
 - savings plan- Hitler and the regime approved all financial plans and who was capable of buying car, worked with the people but closely monitored by Nazi's
 - Used Reichsmark - \$396 US Dollars (1940)
 - Only Nazi regime could approve a person for buying the car
 - this instilled compliance from the populace
 - further weapon of public control through 3rd reich
- How was volkswagen used during the war
 - moved from civilian to military use
 - through jeep like vehicles
 - Elite vehicles for SS officers
 - average soldier's car
- Overall impact/purpose
 - goal was to appeal to Germans- have Germans buy German products
 - Increase Nationalist Feelings- Germany can produce better cars than other countries
 - Create a sensation of power- Germany can be independent
- Volkswagen company survived the war
 - passed onto allied control in split Germany (East v West Germany)
 - West Germany was where it was located
 - Britain Controlled the company
 - British thought the company would never survive
 - Britain imported the cars to US in '50s
 - no one knew the history behind the volkswagen or its connections to Nazi Regime
 - became insanely popular in the US thus making Volkswagen thrive

Dos:

Students will:

- Match events to time line/period
- Define key vocabulary of the unit
- Identify Allied and Axis countries as well as the geographic location in which each country is located
- Identify what countries formed the Allied and Axis during WWII
 - IE Axis (Germany, Italy, Japan, etc) v. Allies (US, England, France, etc.)
- Compare/Contrast Volkswagen to Model T/other cars
- List reasons why Volkswagen was started
 - Why independence from other countries was necessary
 - Explain transition from cooperation to nationalism (self-exclusion)

- Connect automobile with its producing country
- Recognize the difference between a citizen and militaristic purpose
 - IE what a factory is building (is it building cars for civilian transportation or tanks for military uses)
 - Changing the use of an object for another purpose
- Summarize the economic influences and steps toward faulty inflation
 - IE why was the car so cheap
 - How did the price influence nationalism
 - How did the Nazi's exploit ownership of the car
- Explain how the ownership of the company changed before/during/and after the war
- Demonstrate chronological order
- Conclude why the Americans accepted the vehicle/explain what could have inhibited success
 - IE if Americans knew it was made by Nazis would never have purchased
- Identify the importance of Volkswagen in the German war effort
- Recognize the symbolism of nationalism related to the Volkswagen

Learning-Focused Strategies Extending Refining Lesson Plan:

Unit: Car Unit- Volkswagen in WWII

Class: 10-12th grade World History

Date of lesson: Lesson 1 of 6

Anticipated time: 50 Minutes

<p><u>ESSENTIAL QUESTION:</u> What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>UEQ: How did the automobile industry relate to World War II? LEQ: What connections exist between the Volkswagen and Germany?</p> <ul style="list-style-type: none">• Standard - 5.1.W.B <i>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)</i>• Standard- 5.1.W.F <i>Evaluate the role of nationalism in uniting and dividing citizens.</i> <p>SWBAT:</p> <ul style="list-style-type: none">• Retrieve and express previous knowledge on WWII through writing• Connect Previous knowledge to the day's lesson by answering "Check for understanding" questions given by the teacher• Identify important facts by using the facts in the acrostic poem
<p><u>Activating Strategy:</u> How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word-splash, etc.) AND/OR</p>	<p>Post it: Students arrive in class and once seated are given the following task: "You have five minutes; I want to hear about everything that you know about World War II. It can be anything you know, you can repeat what other people have said. Write it all down on the front board. Ready, set, GO!" When the time is up students sit down and the teacher quickly reviews the terms, images, dates, etc. that the students wrote on the board. A quick review may turn up students mentioning tanks and airplanes as well as other forms of transportation. If this is true use their remarks as a jumping point to ask what inspired such vehicles. If the students did not write about tanks, planes, and other modes of transportation ask them "How did soldiers move from one place to another? How were supplies transported?" Then introduce the lesson.</p> <p>(Anticipation of 8-12 minutes)</p>

<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson? (Examples: graphic organizer, distributed guided practice, distributed summarizing, collaborative pairs)</p>	<p>A power point will be projected onto the board (and can also be handed out in printed packets) to students. The powerpoint details the history of how the volkswagen was founded, the impact the war had on the company, and provides examples of cars that are best known from other countries at the same time period. Intermittently checks for understanding will be given such as asking "What do we already know about Henry Ford? What is a production line? Do we still use this today? Can you give me an example of how we show nationalism today?"</p> <p>(Anticipated time: 20-25 Minutes)</p>
<p><u>SUMMARIZING STRATEGIES:</u> How will students summarize what they are learning during the lesson and at the end? (Examples: Ticket out the Door, 3-2-1, etc. Answer the EQ)</p>	<p>Students will create an acrostic poem of their choice to summarize their understanding of the Volkswagen's impact on Germany. The following words will be given as choices:</p> <p>Industry Germany Peoples Car Nationalism</p> <p>We will provide an example with the word Volkswagen-</p> <p>V- Vehicle O- Operated by German Labor Front L- Land Rover K- Kept Germany ahead in industry S- Similar to Model T W- Went from civilian to militaristic needs A- Affordable \$140 G- German Labor Front E- Easily accessible N- Nationalism prospered in Germany Materials Needed: Sheet of Paper, markers, pencils etc. (Anticipated Time: 10 minutes)</p>
<p><u>Differentiation:</u> How is the lesson modified for students of different learning abilities?</p>	<p>For students who struggle with vocabulary and expressing themselves in writing they can do an alternative assignment in which they express what they learned through drawing a picture and/or including some terms from the lesson. Additionally, students have the option of proposing a smaller word in which they can do an acrostic. They can fill in some of the acrostic poem and insert small drawings for the letters they can not fill out. Working in pairs is also an option for these students so they can pair and share.</p>

Learning-Focused Strategies Extending Refining Lesson Plan:

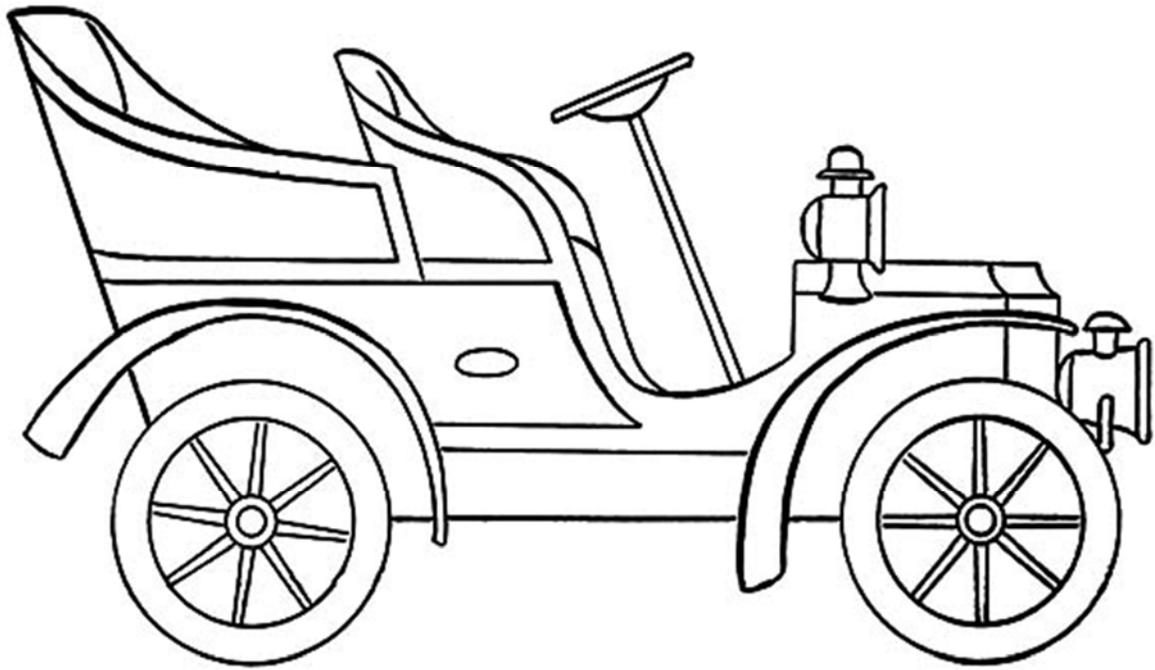
Unit: Car Unit: Assembly Lines

Class: World History 10-12th grade

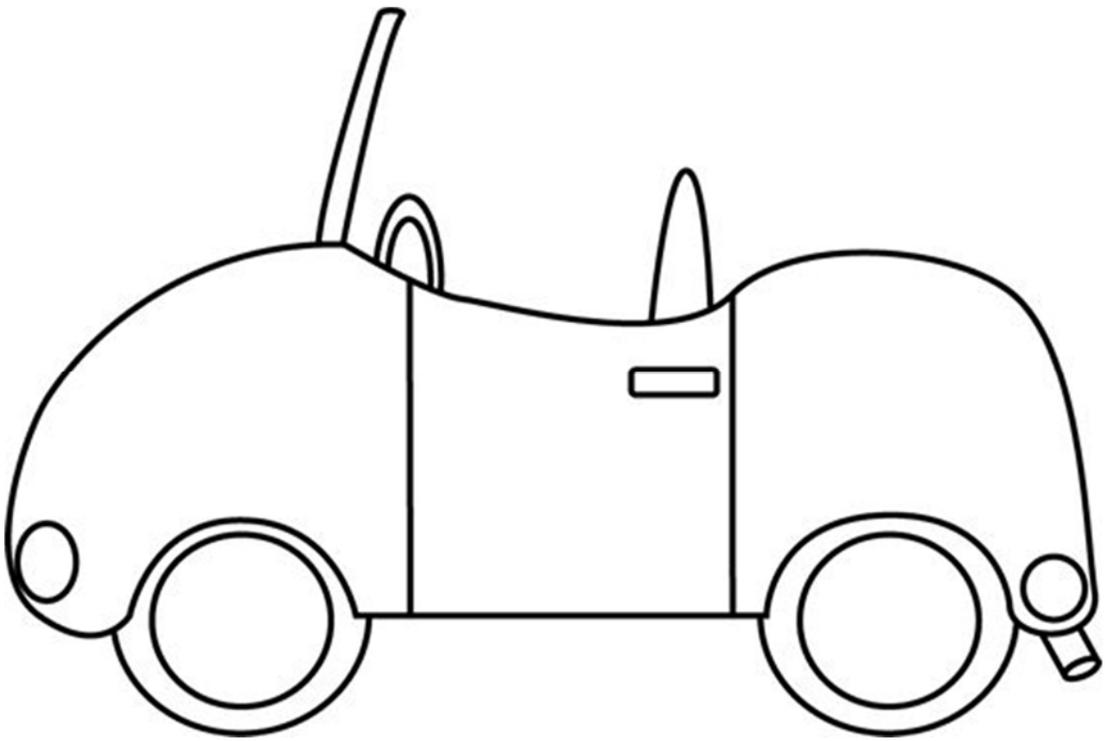
Date of lesson: Lesson 2 of 6

<p><u>ESSENTIAL QUESTION:</u> What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>LEQ: How was Germany influenced by Henry Ford and the auto industry?</p> <p>UEQ: How influential was the Volkswagen in Germany and the United States?</p> <ul style="list-style-type: none">• Standard - 5.1.W.B <i>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)</i>• Standard- 5.1.W.F <i>Evaluate the role of nationalism in uniting and dividing citizens.</i> <p>SWBAT:</p> <ul style="list-style-type: none">• Compare and contrast American and German Auto Industries• Recall information from previous experiences/knowledge• Explain the processes of Assembly lines and productivity
<p><u>Activating Strategy:</u> How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word splash, etc.)</p>	<p>We will remind students of the various models reviewed in the previous day's lesson. We will quickly review by saying, "Recall back to yesterday's lesson. We discovered the Volkswagen and its importance in Germany. We also saw that many countries perfected their own vehicle. Remember that Henry Ford established the Model T. Hitler used many of Henry Ford's ideas like the assembly line...."</p> <p>https://www.youtube.com/watch?v=thQfzzMnU3U</p> <p>This two minute video will introduce the assembly line and modern development. Following the video students will be selected at random to summarize the assembly line.</p> <p>Estimated time: 5 minutes</p>
<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson? (Examples: graphic organizer, distributed guided practice, distributed summarizing, collaborative pairs)</p>	<p>Assembly line project: (five minutes for class to settle and to explain the instructions) NEED TO HAVE THE DESKS IN AN ORGANIZED FASHION THAT RESEMBLES A U OR A CONTINUOUS LINE WITHOUT BREAKS THROUGHOUT THE CLASSROOM.</p> <ul style="list-style-type: none">• Provide the students with two minutes to practice their assembly line and their duties.• When the students are ready they will have five minutes to create as many cars as possible.• Students rearrange their desks into the normal classroom format while the teacher counts the amount of cars that count/don't count• Teacher and students do the math to determine how productive they were (the amount of good products divided by the amount of failed products)• Post Project Discussion:<ul style="list-style-type: none">○ How did this work?

	<ul style="list-style-type: none"> ○ What were difficulties that you had? ○ How were assembly lines used in war time? ○ What are some products that are made on assembly lines? ○ Where in our lives do we see assembly lines? ○ Why did assembly lines succeed? ○ How did you feel only having one task to do? ○ What effects did the assembly line have on the war effort? <ul style="list-style-type: none"> ▪ What would happen if they did not reject “faulty” products? ▪ How would increasing the demand for a product affect the quality? ▪ Why would nationalism and pride be important for assembly lines and production work? <p>(estimated time 25-30 minutes) Materials: plenty of paper (at least 120 sheets per class) Examples to be placed in front of the students of what the finished car should look like is provided at the bottom of the lesson plan.</p>
<p><u>SUMMARIZING STRATEGIES:</u> How will students summarize what they are learning during the lesson and at the end? (Examples: Ticket out the Door, 3-2-1, etc. Answer the EQ)</p>	<p>Batteries not included:</p> <p>Students write a “description” about how an assembly line works. Just like most packages come with descriptions of what is inside and how it can be used the students will write a description of assembly lines, their uses, and the construction of them.</p> <p>Ex: The Newest, the latest, the Assembly line! Featuring a variability of workers, the speed, the processing ability like no other. Not included are workers, supplies, materials, and work ethic. Process does include strict rules and regulations for how to run and keep productive factories.</p>
<p><u>Differentiation</u> Content presentation and delivery method Process product :</p>	<p>Role positions: Students who have physical disabilities that may hinder their ability to draw and work in the assembly line can act as the managers who oversee the work and keep the workers “in line” with rules that you give the students to follow.</p> <p>Students who have reading, writing, and communicative difficulties should find the lesson accessible to all needs because the work requires drawing not writing. For students who have difficulties speaking independently to a large group the post activity discussion can occur in small groups in which the students are comfortable in their positions.</p>



OR



Learning-Focused Strategies Extending Refining Lesson Plan

Unit: Car Unit: Economics of Volkswagen

Class: World History 10-12th grade

Date of lesson: Lesson 3 of 6

<p>ESSENTIAL QUESTION: What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>LEQ: What impact did the Volkswagen have on the German Economy?</p> <p>UEQ: How influential was the Volkswagen in Germany and the United States?</p> <p>Standards:</p> <ul style="list-style-type: none">• Standard - CC.2.2.HS.D.9 <p>Use reasoning to solve equations and justify the solution method.</p> <ul style="list-style-type: none">• Standard - 5.1.12.F <p>Evaluate the role of nationalism in uniting and dividing citizens.</p> <ul style="list-style-type: none">• Standard - 6.1.9.D <p>Explain how incentives cause people to change their behavior in predictable ways.</p> <p>SWBAT:</p> <ul style="list-style-type: none">• Identify economic cause-effects• Solve simple mathematical equations• Answer the LEQ <p>Items needed:</p> <ul style="list-style-type: none">• Pencil, Paper, Calculator, PowerPoint, Masking Tape• Paper, colored pencils/crayons/markers, computers <p>Sources Used: http://www.historylearningsite.co.uk/nazi-germany/the-nazis-and-the-german-economy/ http://fusion.net/story/203415/volkswagen-nazi-history-hitler-world-war-2/</p>
<p>Activating Strategy: How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word splash, etc.)</p>	<p>Solve It: The following question will be posted on the board for students to work on at the start of class. Students will be provided access to calculators or other computing devices. They will not know that they are identifying Germany's unemployment rates. Identify the unemployment rate of Nazi Germany:</p> <p>Students will be provided with the following information:</p> <p>6 Million people have no jobs in 1933. The total population is approximately 18 Million people. What is the unemployment rate? (33%)</p> <p>There are still 18 Million people in the country. Calculate the unemployment rate for the following years:</p> <p>1934 → 3.3 Million Unemployed (18.3%) 1935 → 2.9 Million (16.1%) 1936 → 2.5 Million (13.8%)</p>

	<p>1937 → 1.8 Million (10%) 1938 → 1.0 Million (5%) 1939 → 302,000 (1.6%)</p> <p>Was the leader effective in lowering the unemployment rate? What was the final Unemployment rate in 1939? What is the difference between 1939's and 1933's unemployment numbers? (-31.4%). The average unemployment rate today is 5%</p> <p>Reveal that these numbers are of Germany after the Nazi regime took power in 1933.</p> <p>Approximately 10 Minutes</p>
<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson? (Examples: graphic organizer, distributed guided practice, distributed summarizing, collaborative pairs)</p>	<p>So we know that the unemployment rate dropped massively between 1933 and 1939. How did the Volkswagen contribute to Germany's booming economic success?</p> <p>Google Slides Presentation</p> <p>Stressing the fact the economy was tanked to begin, Third Reich created a stable environment-albeit a Ponzi scheme, and the Gov't had sponsored vacations increasing demand for vehicles all while having ulterior reasonings behind owning/operating the factories. This would lead to pre-war activities and attitudes by 1940.</p> <p>Approximately 20-25 Minutes</p>
<p><u>SUMMARIZING STRATEGIES:</u> How will students summarize what they are learning during the lesson and at the end? (Examples: Ticket out the Door, 3-2-1, etc. Answer the EQ)</p>	<p>Pick a Side</p> <p>The teacher will place a strip of masking tape down the center of the classroom on the floor. Students will be posed with a series of questions of the teacher's choosing in which they need to pick a side on the topic. Such examples of sides can be yes and no, good or bad, Germany or United States, etc. This can be used as a review activity for the economy lesson or can be tied into the larger themes of the unit with the material thus covered.</p> <p>Approximately 10 Minutes</p>
<p><u>Differentiation</u> Content presentation and delivery method Process product :</p>	<p>Students who struggle with taking notes can be provided with a printed version of the powerpoints to take notes/highlight with. Students who have difficulty with math can be provided a calculator. Those who are proficient and advanced in math can be challenged to complete the activating strategy using only a paper and pencil.</p>
<p><u>Rationale/Reflections</u></p>	<p>This lesson was planned to have integration of mathematics and economics. Students will be able to solve basic equations (assistance may be required in providing a formula for solving unemployment rate [unemployment number divided by total population equals percentage in decimal form]). By the end of the lesson students should acquire some basic understanding of how the economic situation in Germany, and the rapid transition from depression to booming economy produced many necessary factors for war.</p>

Learning-Focused Strategies Extending Refining Lesson Plan

Unit: Car Unit: The War Years

Class: World History 10-12th grade

Date of lesson: Lesson 4 of 6

<p><u>ESSENTIAL QUESTION:</u> What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>LEQ: How did WWII affect the production of the Volkswagen?</p> <p>UEQ: How influential was the Volkswagen in Germany and the United States?</p> <p>Standards:</p> <ul style="list-style-type: none">• <i>Standard- 5.1.W.F</i> <i>Evaluate the role of nationalism in uniting and dividing citizens.</i>• <i>Standard - 5.1.9.A</i> <i>Apply examples of the rule of law as related to individual rights and the common good.</i> <p>SWBAT:</p> <ul style="list-style-type: none">• Read for understanding• Identify key facts/arguments in a piece of writing• Hypothesis potential changes/solutions to how the war was resolved• Discuss and listen to peers opinions and ideas <p>Materials: Print out of articles listed, computer and projector</p>
<p><u>Activating Strategy:</u> How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word splash, etc.)</p>	<p>Checklist:</p> <p>Using a computer projecting onto a screen have the students brainstorm all the information they can think of about Germany in World War II. Type or have one of the students type down the answers in a word document. After a few minutes guide the students into thinking and responding about the economy. How were things produced? Who worked the factories? What was the pay and living conditions like? What did they produce? What was easily accessible? What was scarce? Forced Labor? Imports and exports?</p> <p>Lead the discussion into the idea of forced labor in factories and fields.</p>
<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson? (Examples: graphic organizer, distributed guided practice, distributed summarizing, collaborative pairs)</p>	<p>Students will read the following article on how slave labor was used during the Nazi Reich in the production of cars and other goods. http://www.dailymail.co.uk/news/article-2663635/Revealed-How-Nazis-helped-German-companies-Bosch-Mercedes-Deutsche-Bank-VW-VERY-rich-using-slave-labor.html</p> <p>It is suggested that the teacher print the article in sections and have students work in stations to read and review sections with peers. The teacher has the option to have the class read it as a whole together and to lead a class discussion or in the stations to create and assign some form of note taking on what the teacher deems the most relevant information in the article.</p> <p>Alternative articles. http://www.history.com/this-day-in-history/volkswagen-halts-production-during-world-war-ii</p>

	<p>http://www.todayifoundout.com/index.php/2013/04/the-nazi-origin-of-the-volkswagen-beetle/</p> <p>http://www.todayifoundout.com/index.php/2013/04/the-nazi-origin-of-the-volkswagen-beetle/</p>
<p><u>SUMMARIZING STRATEGIES:</u> How will students summarize what they are learning during the lesson and at the end? (Examples: Ticket out the Door, 3-2-1, etc. Answer the EQ)</p>	<p>Reflection: Think about the situation in which forced labor occurred in factories in WWII. Would such conditions ever be justifiable? What reparations or acknowledgments do you think the survivors deserve? Should these companies have been allowed to continue working under the same/different management? Should the companies have been dissolved?</p> <p>Turn to a partner and discuss.</p>
<p><u>Differentiation</u> Content presentation and delivery method Process product :</p>	<p>Differentiation in presentation: Multitude of different articles at different reading levels for students who may struggle with reading fluency.</p>

Learning-Focused Strategies Extending Refining Lesson Plan

Unit: Car Unit:

Class: World History 10-12th grade

Date of lesson: Lesson 5 of 6

<p><u>ESSENTIAL QUESTION:</u> What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>LEQ: How did Americans use the VW?</p> <p>UEQ: How influential was the Volkswagen in Germany and the United States?</p> <p>Standards: <i>Standard - 5.1.W.B</i> <i>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)</i> <i>(related specifically to advertisements and connections)</i></p> <p><i>Evaluate the role of nationalism in uniting and dividing citizens.</i></p> <ul style="list-style-type: none"> • <i>Standard - 6.1.9.D</i> <p>SWBAT: -Stimulate thinking by answering directed questions -Connect the Volkswagen purpose to the particular country assigned -Creatively develop an advertisement that reflects their ability of understanding -use a creative project to project nationalism, history, and understanding of the Volkswagen in different countries -notice themes and patterns amongst the class examples</p>
<p><u>Activating Strategy:</u> How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word splash, etc.)</p>	<p>Quick Questions: Students will respond to the person next to them answering the following question: What is the purpose of an advertisement? How can they contribute to overall understanding of a product? Once students discuss with their peers, the instructor will take over and explain the importance of advertisements, and how a country may have used this propaganda for their own personal goals. The instructor will introduce and intertwine themes of nationalism and the German economy.</p> <p><i>The entire activity will take around 10 minutes.</i></p>
<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson? (Examples: graphic organizer, distributed guided practice, distributed summarizing, collaborative pairs)</p>	<p>Create an AD: Have half of the students create a Volkswagen poster advertisement for Germany, and the other half of the classroom will create American advertisements. Students will have the choice to work in pairs. They will have roughly 20 minutes to create the poster. Sample posters will be displayed and reviewed by the instructor to show a general theme amongst the posters. The given posters will allow students to framework their posters in a similar manner and show an example of nationalism and political agendas within advertisements. Students will be encouraged to create a physical poster so that way they</p>

	<p>can be displayed in the classroom throughout the unit. However, if students need another option or a modification they may also create an online ad or poster on Canva.com or Glogster. This must be approved by the instructor. When finished the students will present their advertisements to a pair that did an advertisement for the opposite country. IE Germany paired with America.</p> <p>Since students are expanding their creative minds and thinking outside of the box, ads will be graded on a completion basis. Students will receive full credit if they connect their Ad to the larger theme of the purpose and position of the country. They will receive points off for failing to connect ideas, no apparent creative thought, or failure to incorporate the country's agenda for the Volkswagen.</p> <p><i>The assignment will be worth 15 in class participation points.</i></p> <p><i>Materials: Poster sheet, printer for images if needed, markers, crayons, scissors, glue, colored pencils, pens, computer if needed</i></p>
<p style="text-align: center;"><u>SUMMARIZING STRATEGIES:</u></p> <p>How will students summarize what they are learning during the lesson and at the end? (Examples: Ticket out the Door, 3-2-1, etc. Answer the EQ)</p>	<p>Graffiti Wall: <i>For the remaining 5 minutes</i>, students will stick a Post-It note to the board when exiting the classroom. The Post-It's should relate to obvious observations and differences amongst the two countries and their agenda for VW. They may comment and discuss specific Ads created in class. They may also explain patterns or noticeable trends in the advertisement themes.</p> <p>Materials: Sticky note, pencils</p>
<p style="text-align: center;"><u>Differentiation</u></p> <p>Content presentation and delivery method Process product :</p>	<p>Students will have a partner to reflect ideas off of one another. Additionally the prompts will help students to formulate an idea and begin to think in a particular mindset. The posters will not be restricted to a certain image, visual, fact, or word requirement so students will have the choice to only include visuals or to simply include all descriptive informative facts. The advertisements will allow creative approaches and various examples can spark ideas amongst pairs. However there is no right or wrong approach allowing students to create their own understanding and model of an ad that could be used in history for the VolksWagen. Students may also use an online method of production by creating a canva or glogster, etc.</p>

Learning-Focused Strategies Extending Refining Lesson Plan

Unit: Car Unit:

Class: World History 10-12th grade

Date of lesson: Lesson 6 of 6

<p><u>ESSENTIAL QUESTION:</u> What is the MOST important concepts or skills? With key questions if necessary.</p>	<p>LEQ: How has the Volkswagen contributed to the history in Germany and United States?</p> <p>UEQ: How influential was the Volkswagen in Germany and the United States?</p> <p>Standards: Standard - 5.1.W.B <i>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.)</i></p> <ul style="list-style-type: none"> • Standard- 5.1.W.F <i>Evaluate the role of nationalism in uniting and dividing citizens.</i> <p>Standard - 8.3.9.D <i>Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</i></p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>SWBAT: Pull out five facts that are essential for further review in regards to a unit assessment or test Summarize the main ideas from the unit Receive immediate feedback from kahoot review Challenge themselves to answer review questions provided and link learned material together Summarize the Unit through a short and simple hashtag that describes Germany and the Volkswagen</p>
<p><u>Activating Strategy:</u> How will you activate your lesson or link to prior knowledge? (Examples: KWL, work maps, Word splash, etc.)</p>	<p>Five Finger Facts. Write down the five most important facts from each lesson. Students will trace their hands on a sheet of paper and put the most important fact or main idea in each finger available that corresponds to each lesson. This will allow a sense of summarization to prepare for the kahoot available. Materials needed: Piece of paper, pencil, thinking caps</p>
<p><u>TEACHING STRATEGIES:</u> What instructional strategies will you use in your lesson?</p>	<p>KAHOOT: Students will complete a kahoot that gives them 15 seconds to answer each question. There will be 20 review questions. Students will complete the Kahoot as a class and participate individually. Each student will receive a login and enter the given gamer pin and go through the questions simultaneously.</p>

<p>Summarizing Strategy!</p>	<p>https://create.kahoot.it/#quiz/a742ee80-e05f-4e03-84e5-130d38c73b3e (will provide login information as needed)</p> <p>Materials: Laptop</p> <p>Sweet Tweet: Students will write down hashtags on the board that relate to their favorite idea throughout the unit. Students will write down on the chalk or whiteboard before exiting the class. The hashtag should be a good summarizing phrase or word of the entire unit and must be more than simply #Volkswagen or #Germany IE: #HitlersBuggie #VWMoreThanJustACar #BeetlesForLeaders</p>
<p><u>Differentiation</u></p>	<p>Students will have an option to receive a hard copy of the Kahoot to practice for the final assessment. Students may choose the five most important facts that stuck with them throughout the entire unit. They will have to decipher what is most important and will not be penalized by a grade but encouraged to write down the summary of the lessons. (Same goes with the hashtag) The hashtags can be brief and simple but must relate to the Volkswagen and Germany.</p>

History of the Volkswagen Test

Multiple Choice

Write the letter of the CORRECT answer for the following questions:

1. _____ What country was the Volkswagen manufactured in?
 - a. The United States
 - b. Japan
 - c. France
 - d. Germany

2. _____ Which American Automaker did the Volkswagen company model their production methods after?
 - a. Walter Chrysler
 - b. Henry Ford
 - c. Henry M. Leland
 - d. Nikola Tesla

3. _____ When was World War II in Europe?
 - a. 1914-1918
 - b. 1920-1924
 - c. 1928-1936
 - d. 1940-1945

4. _____ What does the German root word "Volkes" stand for?
 - a. People's
 - b. Affordable
 - c. German
 - d. Victory

5. _____ In what year was the Volkswagen first produced?
 - a. 1940
 - b. 1938
 - c. 1939
 - d. 1942

Matching

Using the word bank MATCH the following Cars to their corresponding country of origin. Write the correct word next to the appropriate country.

-Gaz AA	-Renault	-Type I Beetle	-Toyota
-Range/Land Rover	-Model T	-Fiat	

_____ United States

_____ Germany

_____ USSR

_____ Italy

_____ Japan

_____ France

_____ Great Britain

Short Answer

Fully answer each question using the BEST possible answer. Use COMPLETE SENTENCES.

1. What countries comprised the ALLIED POWERS in World War II?

2. What countries comprised the AXIS POWERS in World War II?

3. Explain ONE reason why countries manufactured their own vehicles.

4. List TWO effects that the Volkswagen had on the German economy. (This does not have to be in sentence form)

True or False

WRITE True or False in the blank next to the sentence. **IF** the question is False **EXPLAIN WHY** the question is False.

_____ Henry Ford was best known for his creation and use of the assembly line.

_____ The Volkswagen in 1940 cost the equivalent of \$680 (US).

_____ The Volkswagen was not used by the German military in WWII.

_____ When WWII ended Great Britain took control of the Volkswagen company.

Essay Question

Explain how the Volkswagen tied into German Nazi Nationalism. What properties of the Volkswagen were “borrowed” from other countries? In what ways did the Volkswagen help the German Economy? In what ways did the Volkswagen hurt Germany? Support your answer with facts.