

## World War II – Identifying the Antagonist

### Desired Results

#### BVSD Standard(s)/Essential Learnings

##### Standards

##### **Geography 4**

Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, movement, interdependence, cooperation, and conflict

##### **History 6**

Students know that religious and philosophical ideas have been powerful forces throughout history

##### **Civics 3**

Students know the political relationship of the United States and its citizens to other nations and to world affairs

##### **Language Arts 4**

Students read, write, speak, observe, and listen, to synthesize information, analyze and evaluate arguments, and to develop and defend argumentative positions

##### Essential Learnings

##### **7<sup>th</sup> Grade Geography 4**

- Identifies how cultural, political and economic processes interact to create change
  - Demonstrates how economic and cultural processes interact
  - Analyzes how economic and political processes influence movement
- Investigates how economic, political, and social processes shape patterns of cooperation and conflict
  - Describes patterns of cooperation and conflict in the Eastern Hemisphere
  - Argues a point of view of a group

##### **7<sup>th</sup> Grade History 6**

- Links past events and decisions to the present
  - Describes how the past affects the present
  - Compares the past to the present
  - Empathizes with issues people faced in the past
  - Recognizes similarities and differences between themselves and those in the past
- Creates a plan to solve problems based on knowledge of the past
  - Considers how the future might be influenced by the past and the present
- Applies reading and writing skills to inquire, think critically, and apply geographic concepts to new situations

- Creates accurately documented oral and written projects
- Creates cohesive expository writing that conveys a clear focus
- Creates cohesive multiple paragraph essays
- Communicates ideas and information orally in an organized and succinct manner

**7<sup>th</sup> Grade Civics 3**

**7<sup>th</sup> Grade Language Arts 4**

- Develops basic persuasive arguments using factual evidence, addressing reader concerns and counter arguments
  - Recognizes persuasive techniques of speakers and writers
  - Constructs a well-developed, persuasive argument through structured, factual evidence acknowledging other’s point of viewpoint and arguments
- Explains author’s purpose, point of view, and possible bias in increasingly complex material
  - Contributes relevant ideas, opinions, and feelings about author’s point of view and purpose in large and small group discussions
  - Distinguishes between fact from opinion related to the topic and evaluate their respective relevance given the audience and purpose
  - Makes predictions, draw conclusions, and analyzes what is read, heard, and viewed
  - Evaluates advertisements, editorials, and feature stories for relationship between intent and factual content
- Analyzes content and defends ideas through the use of persuasion
  - Asks questions and infers writer’s or speaker’s message using relevant details to support
  - Makes summary statements

**7<sup>th</sup> Grade Technology Integration and Information Technology**

- Finds relevant information from a variety of resources □
- Interprets, analyzes and applies information to respond to questions

**Unit Enduring Understandings**

- A writer or speaker portrays a perspective to an audience – this perspective can be influenced by experience
- Antagonists live both as characters in books and as real human beings in history
- Popular media from the present can be influenced by the United States’ relationship with other countries in the past

**Unit Essential Questions**

- What is an antagonist?
- What is the writer or speaker’s perspective?
- How can the perspective of an antagonist change over time?
- How do film media influence the portrayal of antagonists?

**Students will know.....**

- Identifying an antagonist is based a lot on perspective
- Antagonists live in both literature and history
- Antagonists are variable and change over time

**Students will be able to.....**

- Identify an antagonist
- Compare and contrast how a character is perceived over time
- Use a variety of media to explore varying perspectives of antagonists

**Academic Vocabulary**

Analyze, antagonist, Christianity, influence, Judaism, Nazi, perception, perspective, point-of-view, portrayal and variable

**Language Objectives**

Compare and Contrast using a Venn diagram or other graphic organizer to show understanding of fact vs. opinion, antagonist vs. protagonist, Judaism vs. Christianity, perspective and point-of-view

Create a cause and effect tree to demonstrate the effects caused by Nazis being portrayed as antagonists throughout time

## Assessment Evidence

**Performance/Transfer Tasks**

- Give students the opportunity to research and identify another historical antagonist who can be perceived in various ways through two or more forms of media
- Allow students to make another connection between a video game and its portrayal of a historically based event. Then, write a comparative essay elaborating on how it gives the historical situation a positive or negative portrayal
- Assign students the opportunity to create a sales

**Other Evidence**

- Give students a pre-test to demonstrate background knowledge on a major historical event (e.g. World War II), allow them to play a video game or other media-simulated activity based on that historical event, and readminister the assessment to identify changes in perception
- As a whole class, discuss the current political crisis in Egypt – who would be the antagonist in this situation? Brainstorm

<p>pitch for a video game that portrays a historical event in which a notable group of people or a person can clearly be identified as an antagonist</p>	<p>and sketch how a video game portrayal of this current event would look</p> <ul style="list-style-type: none"> <li>• Use the Internet to research other <i>Call of Duty</i> games – which political/historical events do they tie to? Who is portrayed as the antagonist? Outside of the video game, who or what is typically portrayed as the antagonist in this historical event?</li> <li>• Give students the opportunity to view short trailers or play short snippets of the Call of Duty video games (content-approved) and complete a compare-contrast graphic organizer which demonstrates the factual representation of the historical event in the video game</li> </ul>
<p><b>Rubric (please attach if applicable)</b></p>	<p><b>Student Self-Assessment and Reflection</b></p> <p>Students will write a 5 paragraph essay detailing the impact of influence from popular video games on important, historical events or persons. Their essay will detail how their perception of the antagonist has changed based on viewing different sources (e.g. documentary versus popular video game). Finally, an exit ticket will be administered - how has your understanding of antagonist grown or changed from this lesson?</p>

## Unit Design Template (continued)

### Learning Plans

#### Learning Activities

##### Introduction

- 7<sup>th</sup> Grade students are familiar with the events of World War II. They have an understanding of the cause of the war and the effects thereafter that impacted much of the world outside of Europe. Exploration of the United States' involvement has recently begun. As students begin to link the way the war impacted various societies, even indirectly, the underlying perception still remains – Nazi Germany and Hitler were malicious and have a negative connotation surrounding them. This is assumable and has been presented to these students as a compelling belief through various mediums for a majority of their schooling
- Introduce the idea of the antagonist. Students are capable of identifying an antagonist in literature, but how does the concept transfer to historical events? How can media of the present affect our perception of an antagonist from the past?

##### Pre-teaching

- On a white board, SMART board or on chart paper, make a list of notable antagonists without identifying their linking characteristic (e.g. the Wicked Witch of the West from Wizard of Oz, Voldemort from Harry Potter, the Joker from Batman, Dr. Evil from Austin Powers, Darth Vader, etc.).
- Pose the question – who are these characters? What role do they share?
  - i. Each is the evil-doer or antagonist from their story
- Define antagonist
  - ii. Antagonist is an adversary or someone who offers opposition, typically resulting in conflict
- Open a discussion – who or what is the antagonistic force in World War II?

##### Introduce Film Clips

- List film clip titles on the board or chart paper. Instruct students to create three-column notes in their Social Studies spiral notebook with the following headings: Film Clip, Who is the Antagonist?, Evidence
  - iii. Film Clip – list the film clip you are citing (#1, #2, #3)
  - iv. Who is the Antagonist? – identify the person or thing you believe to be causing a source of conflict or opposition
  - v. Evidence – detail why you believe that person or thing is causing opposition or conflict

##### Watch Film Clips

- View three film clips (*German Entry on Paris, End of Nuremburg, Hitler Suppresses Civil Liberties*)
- Instruct students to refer to spiral and complete three-column notes as they view the clips
- At the end of viewing, allow time to finish notes and instruct students to make an overall decision of who or what they would identify as the antagonist during World War II

### Post-viewing

- As a whole class, discuss choices for antagonists
- Pose the question – are there places today in media where World War II is portrayed? (See if anyone brings up video games, specifically *Call of Duty*)
  - vi. Introduce the idea of *Call of Duty: World at War*, and its use of World War II-era warfare as its backdrop
  - vii. How can video games influence perceptions of people?
- Put students in groups of 3-4 and have them read the *Call of Duty: World at War* synopsis article. Allow groups to log-on to classroom computers and visit the trailer for *Call of Duty: World at War (COD: WAW)*.
- Regroup as a whole class and discuss further the way in which Nazis are portrayed through various mediums of media

### Demonstrating Understanding of Learning

- Assign students a five-paragraph essay in which they must clearly identify who they believe is the antagonistic force of World War II. They must reference the documentary video clips as well as the different perception the video game or other popular media may impose to influence one's belief. Students must be able to articulate how a variety of media can influence one's perception of a person or force, as well as clearly define and identify an antagonist

### Materials

- Projector, screen, and computer
- Classroom desktops or laptop cart (enough computer access for class in small groups)
- Access to video clips via Internet or downloaded onto computers (see list of clips below)
- Chart paper, white paper, or SMART board

### Differentiation Strategies (including specific accommodations)

- Students with visual-sensory issues will be accommodated according to their IEP or 504 plan
- Students with religious beliefs or students who choose not to view particular video content may be assigned an alternate assignment to be completed in another classroom

### Technology and Information Literacy Integration

- MediaCAST film clips streamed to show visually how Nazis are/were portrayed
- Computer, iPod, or other smart-media devices may be used if students choose to do an extension activity
- PSP, Playstation 3, Wii, or Xbox 360 may be used to explore and reference video games for extension activities (outside of classroom)
- Film clip evaluation acts as information literacy integration

### **Access to video clips via the web**

- End of Nuremburg  
[http://mediacast.bvsd.org/inventivex/mediaresources/checkout\\_x.cfm?ContentID=180487&TransactionID=87880&Checksum=%20%20157606&RepServerID=&sJumpSeconds=0](http://mediacast.bvsd.org/inventivex/mediaresources/checkout_x.cfm?ContentID=180487&TransactionID=87880&Checksum=%20%20157606&RepServerID=&sJumpSeconds=0)
- German Entry in Paris  
[http://mediacast.bvsd.org/inventivex/mediaresources/checkout\\_x.cfm?ContentID=180425&TransactionID=87881&Checksum=%20%20772245&RepServerID=&sJumpSeconds=0](http://mediacast.bvsd.org/inventivex/mediaresources/checkout_x.cfm?ContentID=180425&TransactionID=87881&Checksum=%20%20772245&RepServerID=&sJumpSeconds=0)
- Hitler Suppresses Civil Liberties  
[http://mediacast.bvsd.org/inventivex/mediaresources/checkout\\_x.cfm?ContentID=180384&TransactionID=87882&Checksum=%20%20765212&RepServerID=&sJumpSeconds=0](http://mediacast.bvsd.org/inventivex/mediaresources/checkout_x.cfm?ContentID=180384&TransactionID=87882&Checksum=%20%20765212&RepServerID=&sJumpSeconds=0)
- Call of Duty: World at War Trailer  
[http://www.youtube.com/watch?v=Y\\_Ip\\_SaJpgg](http://www.youtube.com/watch?v=Y_Ip_SaJpgg)
- COD: WAW synopsis article  
[http://en.wikipedia.org/wiki/Call\\_of\\_Duty:\\_World\\_at\\_War](http://en.wikipedia.org/wiki/Call_of_Duty:_World_at_War)