

# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Part VIII: Assessment and Reflection

- **Critical Thinking Portfolios**
- **Objective:**
  - To create a comprehensive showcase of students' analytical skills, ethical reasoning, and personal growth throughout the unit.
- **Portfolio Contents:**
  - **Essays and Reflections:**
    - Include reflective essays on documentaries such as [\*Her War, Her Story: World War II\*](#) and [\*Survivors of Malmedy\*](#).
    - Incorporate self-reflections on how each documentary influenced their understanding of WWII complexities.
  - **Project Reports:**
    - Include reports and presentations from group projects such as ethical analyses and debates.
    - Provide detailed analysis on specific WWII events or policies, supported by historical evidence and ethical theory.
  - **Role-Playing and Simulation Exercises:**
    - Summarize key decisions made during role-playing exercises and simulations.
    - Reflect on the ethical considerations involved and how historical circumstances influenced decision-making.
  - **Portfolio Assessment Criteria:**
    - **Analytical Skills:**
      - Depth of historical analysis and critical evaluation.
    - **Ethical Reasoning:**
      - Ability to articulate and defend ethical stances.
    - **Personal Growth:**
      - Insights gained through reflection and self-assessment.
- **Peer Feedback Sessions**
- **Objective:**
  - Encourage constructive criticism and self-reflection, enhancing students' critical thinking and communication skills.
- **Session Implementation:**
  - **Project Presentations:**
    - Each group presents their project, whether an ethical analysis, debate, or strategic plan.
  - **Structured Feedback:**
    - Provide a feedback template that guides peers to give constructive criticism on:
      - Clarity and depth of analysis.
      - Creativity in presentation and argumentation.
      - Collaboration and teamwork within the group.



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- **Self-Reflection:**
  - After receiving feedback, students write a self-reflection on how they can improve their analytical and presentation skills.
    - **Self-Reflection Prompt**
    - **Objective:**
      - Assess students' development in understanding the complexities of World War II and their ability to engage in critical analysis and ethical reasoning.
    - **Prompt Questions:**
      - What did you learn about the ethical complexities of WWII through documentaries like *Her War, Her Story: World War II* and *Survivors of Malmedy*?
      - How did participating in group projects and role-playing exercises shape your understanding of decision-making processes in wartime?
      - In what ways have your critical thinking, communication, and teamwork skills improved throughout this unit?
      - How can you apply the skills and knowledge gained from this unit to contemporary ethical dilemmas?

### Implementation Timeline

- **Week 1:** Introduce Critical Thinking Portfolios and start assembling initial contents.
- **Week 2:** Conduct Peer Feedback Sessions on group projects and refine portfolios.
- **Week 3:** Complete self-reflections and finalize portfolios.

### Extension

- **Portfolio Exhibition Event:**
  - Host a public event where students showcase their Critical Thinking Portfolios to the school and community.
  - Invite local veterans, historians, and families to provide feedback and insights.

### Conclusion

By thoughtfully incorporating *Her War, Her Story: World War II* and *Survivors of Malmedy* into the curriculum, students are encouraged to delve deeper into the human experiences and ethical complexities of WWII. This approach not only enriches their historical knowledge but also fosters critical thinking, empathy, and a nuanced understanding of the past's relevance to contemporary ethical dilemmas.



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## "Valor & Virtue: A World War II Journey"

### **Part VIII: Assessment Strategies**

Assessment Strategies component of the "Valor & Virtue: A Journey Through World War II History" curriculum offers a multifaceted approach to evaluating students' learning and engagement with WWII history. These documentaries, along with associated assessment activities, enable educators to measure students' understanding comprehensively, from specific historical events to the broader implications of the war. Here is how these documentaries and their themed assessments might be incorporated:

#### **Unit 1: Portfolio Assessment (Pages 5-11)**

- **Objective:** Demonstrate a nuanced understanding of D-Day and its pivotal role in WWII through varied mediums.
- **Implementation:** Students incorporate analytical essays on [\*Day of Days\*](#) into their portfolios, alongside reflective pieces on the long-term impacts of WWII as depicted in "World War II: Saving the Reality." Portfolios may also include creative responses, such as artwork or digital storytelling projects that synthesize themes from both documentaries.
- **Evaluation:** Portfolios are assessed for depth, analytical insight, creativity, and the ability to interweave personal reflection with historical analysis.

#### **Unit 2: Performance Tasks (Pages 12-13)**

- **Objective:** Apply interdisciplinary knowledge to understand and communicate the complexities of D-Day and the global effects of WWII.
- **Implementation:** Tasks could involve designing a museum exhibit based on [\*Day of Days\*](#), requiring research, curation, and explanatory writing, or developing a presentation that explores the post-war world shaped by the outcomes of WWII, drawing on [\*World War II: Saving the Reality\*](#).
- **Evaluation:** Performance is evaluated on historical accuracy, creativity, synthesis of interdisciplinary knowledge, and presentation skills.

#### **Unit 3: Self-Assessment and Reflection (Pages 14-15)**

- **Objective:** Encourage personal growth by reflecting on the emotional and intellectual responses to the documentaries and the broader historical context.
- **Implementation:** After engaging with the documentaries, students write reflective essays or journal entries that explore their reactions, new insights gained, and connections to contemporary issues.
- **Evaluation:** While self-assessment might not be graded, it plays a crucial role in deepening students' understanding and personal connection to WWII history.

#### **Unit 4: Peer Assessment (Pages 16-17)**

- **Objective:** Develop evaluative and communicative skills through constructive critique and collaboration.
- **Implementation:** Students present their findings or projects on [\*Day of Days\*](#) and [\*World War II: Saving the Reality\*](#) to small groups, receiving feedback based on structured criteria.
- **Evaluation:** Peer feedback contributes to the final assessment, emphasizing communication, accuracy, and engagement with historical material.

#### **Unit 5: Interactive Quizzes and Games (Pages 18-19)**



## The World War II Foundation Multidisciplinary Integrated Curriculum "Valor & Virtue: A World War II Journey"

- **Objective:** Reinforce knowledge of WWII events and figures through engaging and interactive formats.
- **Implementation:** Create or utilize existing digital quizzes and games that cover key facts and narratives from [\*Day of Days\*](#) and [\*World War II: Saving the Reality\*](#), allowing for immediate feedback and reinforcement of learning.
- **Evaluation:** These tools provide insights into students' retention of facts and their ability to apply knowledge in different contexts.

By using these documentaries within a comprehensive assessment framework, students not only deepen their understanding of WWII but also develop critical thinking, empathy, and a greater appreciation for the complexities of history. This approach ensures that assessments are not merely evaluative but also enriching, contributing significantly to students' overall educational experience.

Curriculum created by Colonel John Fenzel (USA, Ret.). CEO of The World War II Foundation from January 2024 to May 2025. All mistakes and errors are the author's own.  
Edited from original format by Cindy Tatum, Curriculum Developer, Wreaths Across America.



# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Lesson Plan

### Part VIII: Assessment Strategies

#### Unit 1: Portfolio Assessment

#### Objective:

Demonstrate a nuanced understanding of D-Day and its pivotal role in WWII through varied mediums.

#### Resources:

##### Documentaries:

- *[World War II: Saving the Reality](#)*: Narrated by Dan Aykroyd. From the Holocaust to the dropping of the Atomic bombs, this film tells the story of an individual who owned the largest private collection of World War II artifacts in the world. Over 50 interviews with veterans and survivors of the war help tell the story of the meaning of the over 7,000 individual items in the collection of Kenneth W. Rendell. From the rise of Hitler and Nazism to the Holocaust and the war in Europe and the Pacific, this film marries the artifacts of WWII with the personal stories of those who were there. Narrated by Dan Aykroyd (Blues Brothers, Ghostbusters, Coneheads).
- *[Day of Days June 6, 1944](#)*: Narrated by Dan Aykroyd. From the Holocaust to the dropping of the Atomic bombs, this film tells the story of an individual who owned the largest private collection of World War II artifacts in the world. Over 50 interviews with veterans and survivors of the war help tell the story of the meaning of the over 7,000 individual items in the collection of Kenneth W. Rendell. From the rise of Hitler and Nazism to the Holocaust and the war in Europe and the Pacific, this film marries the artifacts of WWII with the personal stories of those who were there. Narrated by Dan Aykroyd (Blues Brothers, Ghostbusters, Coneheads).

##### Implementation:

- **Analytical Essays:**
  - Students write analytical essays on *[Day of Days](#)*, focusing on:
    - The strategic significance of D-Day in turning the tide of WWII.
    - The coordination and challenges faced by Allied forces during the invasion.
    - The personal stories of soldiers and their impact on the war narrative.
    - Essays should incorporate evidence from the documentary and additional primary/secondary sources.
- **Reflective Pieces:**
  - Include reflective essays on the long-term impacts of WWII as depicted in *[World War II: Saving the Reality](#)*.
  - Reflect on themes such as:
    - The legacy of WWII on global politics and society.
    - The influence of WWII veterans in shaping post-war culture.
    - How the war continues to resonate in today's world.
- **Creative Responses:**



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- Encourage students to include creative responses that synthesize themes from both documentaries, such as:
  - Artwork depicting D-Day landings or post-war realities.
  - Digital storytelling projects that weave together historical footage, interviews, and personal reflections.
  - Storyboards or short films reimagining pivotal moments in WWII history.

### Evaluation:

- **Depth and Analytical Insight:**
  - Assess the depth of research and analytical skills in essays and reflections.
- **Creativity:**
  - Evaluate creativity in expressing historical themes through artwork, storytelling, and film.
- **Interweaving Reflection with Historical Analysis:**
  - Review the ability to combine personal reflections with historical analysis for a comprehensive understanding.

### Formative and Summative Assessments

- **Formative Assessments:**
  - **Documentary Quizzes:**
    - Short quizzes on key facts and themes from *Day of Days* and *World War II: Saving the Reality*.
  - **Primary Source Analysis:**
    - Analyze primary sources like soldiers' letters, memoirs, and official reports.
    - Write brief reflections comparing the primary sources with the documentary narratives.
  - **Class Discussions and Debates:**
    - Participate in guided discussions and debates on WWII topics explored in the documentaries.
- **Summative Assessments:**
  - **Group Projects and Presentations:**
    - Work in groups to create comprehensive presentations on topics like:
      - The strategic planning of D-Day.
      - The role of intelligence and deception in the Normandy landings.
      - The reconstruction of Europe post-WWII.
  - **Role-Playing Simulations:**
    - Conduct role-playing exercises where students assume historical figures' roles to make strategic decisions.
  - **Final Exam:**
    - A comprehensive final exam assessing students' understanding of WWII themes, events, and ethical implications.

### Rubrics and Assessment Criteria

- **Analytical Essays and Reflections:**
  - **Thesis and Argumentation:** Clear thesis and logical arguments.



## The World War II Foundation Multidisciplinary Integrated Curriculum "Valor & Virtue: A World War II Journey"

- **Evidence and Sources:** Effective use of evidence from documentaries and primary/secondary sources.
- **Depth of Analysis:** Deep analysis of themes and historical significance.
- **Writing Quality:** Clarity, organization, and grammar.
- **Creative Responses:**
  - **Historical Accuracy:** Accurately depicts historical themes/events.
  - **Creativity and Originality:** Original approach to expressing WWII themes.
  - **Execution Quality:** Attention to detail in artwork, storytelling, or film.
- **Group Projects and Presentations:**
  - **Research Depth:** Comprehensive research and understanding of the topic.
  - **Collaboration and Teamwork:** Effective teamwork and collaboration.
  - **Presentation Quality:** Clear, engaging, and visually appealing.
- **Role-Playing Simulations:**
  - **Historical Understanding:** Accurate portrayal of historical figures and events.
  - **Strategic Thinking:** Logical and strategic decision-making.
  - **Collaboration and Teamwork:** Effective teamwork in decision-making.

### Implementation Timeline

- **Weeks 1-2:** Introduce the documentaries and conduct formative assessments (quizzes, discussions).
- **Weeks 3-4:** Analytical essays, primary source analysis, and reflection pieces.
- **Weeks 5-6:** Group projects, role-playing simulations, and creative responses.
- **Week 7:** Final portfolio assembly and submission.
- **Week 8:** Final exam and portfolio exhibition.

### Extension

- **Public Portfolio Exhibition:**
  - Host a portfolio exhibition event where students showcase their work to the community.
  - Invite local veterans, families, and historians to provide feedback and insights.

The comprehensive assessment strategies outlined in the "Valor & Virtue: A Journey Through World War II History" curriculum allow educators to measure students' understanding of WWII in a multifaceted manner, from analytical essays to creative projects and role-playing simulations. By engaging with the documentaries and activities, students will deepen their historical knowledge while developing critical thinking, creativity, and ethical reasoning skills.





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**WWII: Saving The Reality QUIZ**



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What years was World War II fought?
2. More than how many artifacts are on display at the World War II Museum?
3. What was the name of the treaty signed after World War I?
4. Who was the leader of Germany during World War II?
5. What country did the German Army invade on September 1<sup>st</sup>, 1939?
6. What does "Blitzkrieg" mean in English?
7. What was the name of the code-breaking machine the British used?
8. How many days did it take Germany to overrun Holland, Belgium, Luxembourg and France?
9. What date did the Luftwaffe begin bombing cities?
10. Was the Resistance to German occupation only in France?
11. What kind of soldiers guarded the concentration camps?
12. Was Israel Arbeiter sent to the Auschwitz camp?
13. How many red crosses are on the medic's helmet?
14. Did only the Allied Powers use propaganda?
15. True or False: The American propaganda was mostly against the Japanese.
16. True or False: Richard Dinning had served in the Navy.
17. True or False: Rommel's troops in Africa were called the Afrika Korps.
18. True or False: The German Army prepared for the Russian Winter.
19. True or False: A Mafia leader helped influence the Italians to side with the Allies.
20. When did Don McCarthy land on Omaha Beach?
21. What is the name of the boats with ramps used to land on Normandy?
22. How many of the 225 Rangers survive the scale of Pointe-du-Hoc?
23. True or False: General Douglas MacArthur was the Supreme Commander in the Pacific.
24. True or False: The Japanese soldiers planned on dying by the end of the day with their attacks.
25. What was the name of the ship that Bill Connolly was on that sank?





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WWII: Saving The Reality QUIZ



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What years was World War II fought? **1939-1945**
2. More than how many artifacts are on display at the World War II Museum? **6000**
3. What was the name of the treaty signed after World War I? **Treaty of Versailles**
4. Who was the leader of Germany during World War II? **Adolf Hitler**
5. What country did the German Army invade on September 1<sup>st</sup>, 1939? **Poland**
6. What does "Blitzkrieg" mean in English? **Lightening War**
7. What was the name of the code-breaking machine the British used? **Enigma Machine**
8. How many days did it take Germany to overrun Holland, Belgium, Luxembourg and France?  
**27 days**
9. What date did the Luftwaffe begin bombing cities? **July 10th**
10. Was the Resistance to German occupation only in France? **No**
11. What kind of soldiers guarded the concentration camps? **SS**
12. Was Israel Arbeiter sent to the Auschwitz camp? **Yes**
13. How many red crosses are on the medics helmet? **Four**
14. Did only the Allied Powers use propaganda? **No**
15. True or False: The American propaganda was mostly against the Japanese. **True**
16. True or False: Richard Dinning had served in the Navy. **False**
17. True or False: Rommel's troops in Africa were called the Afrika Korps. **True**
18. True or False: The German Army prepared for the Russian Winter. **False**
19. True or False: A Mafia leader helped influence the Italians to side with the Allies. **True**
20. When did Don McCarthy land on Omaha Beach? **June 6<sup>th</sup>, 1944**
21. What is the name of the boats with ramps used to land on Normandy? **Higgins Boat**
22. How many of the 225 Rangers survive the scale of Pointe-du-Hoc? **90**
23. True or False: General Douglas MacArthur was the Supreme Commander in the Pacific. **True**
24. True or False: The Japanese soldiers planned on dying by the end of the day with their attacks. **True**
25. What was the name of the ship that Bill Connolly was on that sank? **U.S.S. Lexington**



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**Day of Days: June 6<sup>th</sup>, 1944 QUIZ**



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What two beaches did the Americans invade on D-Day?
2. What country did the troops gather in before heading to Normandy?
3. What division did Ken Moore serve in on D-Day?
4. What division did Walter Szura serve in on D-Day?
5. What country is Normandy located in?
6. What percent of casualties did General Eisenhower say would occur?
7. What day was the invasion supposed to occur before it was delayed?
8. Which American Paratrooper Divisions participated in the invasion?
9. What kind of planes did the paratroopers take to get to Normandy?
10. What regiment did Don McCarthy serve in on D-Day?
11. What did General Eisenhower say the soldiers were about to embark upon?
12. Were the Germans prepared for the invasion?
13. Did the Paratroopers want to stay inside the planes for safety?
14. What color were the German tracers?
15. True or False: Most of the Glider planes were destroyed.
16. True or False: Bill Wingett landed in a tree.
17. True or False: The Higgins Boat (LVC) was a transport boat.
18. True or False: The Germans set up obstacles on the beaches to blow up ships.
19. True or False: Pointe-du-Hoc was where the Germans held their airplanes.
20. True or False: The Allies transported vehicles such as tanks onto the beaches.
21. True or False: You could tell a Navy soldier by a yellow stripe on their helmet.
22. True or False: The German coastal defense was called the Pacific Wall.
23. True or False: Field Marshal Rommel was away from Normandy during D-Day.
24. True or False: By 9:30 the beach exits 1, 2, and 3 were secured.
25. True or False: There is an American cemetery for the soldiers lost on D-Day in Normandy.



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Day of Days: June 6<sup>th</sup>, 1944 QUIZ



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What two beaches did the Americans invade on D-Day? **Utah and Omaha Beaches**
2. What country did the troops gather in before heading to Normandy? **England**
3. What division did Ken Moore serve in on D-Day? **101<sup>st</sup> Airborne Division**
4. What division did Walter Szura serve in on D-Day? **1<sup>st</sup> Infantry Division**
5. What country is Normandy located in? **France**
6. What percent of casualties did General Eisenhower say would occur? **94%**
7. What day was the invasion supposed to occur before it was delayed? **June 5<sup>th</sup>**
8. Which American Paratrooper Divisions participated in the invasion? **101<sup>st</sup> and 82<sup>nd</sup> Airborne Division**
9. What kind of planes did the paratroopers take to get to Normandy? **C-47**
10. What regiment did Don McCarthy serve in on D-Day? **116<sup>th</sup>**
11. What did General Eisenhower say the soldiers were about to embark upon? **The Great Crusade**
12. Were the Germans prepared for the invasion? **Yes**
13. Did the Paratroopers want to stay inside the planes for safety? **No**
14. What color were the German tracers? **Green**
15. True or False: Most of the Glider planes were destroyed. **True**
16. True or False: Bill Wingett landed in a tree. **False**
17. True or False: The Higgins Boat (LVC) was a transport boat. **True**
18. True or False: The Germans set up obstacles on the beaches to blow up ships. **True**
19. True or False: Pointe-du-Hoc was where the Germans held their airplanes. **False**
20. True or False: The Allies transported vehicles such as tanks onto the beaches. **True**
21. True or False: You could tell a Navy soldier by a yellow stripe on their helmet. **False**
22. True or False: The German coastal defense was called the Pacific Wall. **False**
23. True or False: Field Marshal Rommel was away from Normandy during D-Day. **True**
24. True or False: By 9:30 the beach exits 1, 2, and 3 were secured. **True**
25. True or False: There is an American cemetery for the soldiers lost on D-Day in Normandy. **True**



# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Lesson Plan

### Part VIII: Assessment Strategies

### Unit 2: Performance Tasks

#### Objective:

Apply interdisciplinary knowledge to understand and communicate the complexities of D-Day and the global effects of WWII.

#### Implementation:

#### Design a Museum Exhibit:

- **Inspiration:**
  - Use [\*Day of Days\*](#) as a foundational resource to create an exhibit on the Normandy landings.
- **Research and Curation:**
  - Conduct thorough research on D-Day, focusing on strategic planning, logistics, and personal stories.
  - Curate a collection of primary sources, including photos, letters, and maps, alongside documentary excerpts.
- **Explanatory Writing:**
  - Write detailed descriptions for each exhibit section, covering topics like:
    - Allied and Axis strategies leading up to D-Day.
    - The logistical challenges of transporting troops and supplies.
    - The personal experiences of soldiers and their impact on the war effort.
- **Exhibit Design:**
  - Design and organize the exhibit into logical sections, ensuring:
    - A clear narrative flow from planning to execution of the Normandy landings.
    - A visually appealing layout that incorporates multimedia elements.
- **Exhibit Presentation:**
  - Present the exhibit to peers and community members, explaining the significance of each section.

#### Explore the Post-War World:

- **Inspiration:**
  - Draw on [\*World War II: Saving the Reality\*](#) to explore how WWII shaped the post-war world.
- **Research and Presentation Development:**
  - Research key global effects of WWII, such as:
    - The establishment of the United Nations and international law.
    - The Marshall Plan and the reconstruction of Europe.
    - The rise of the Cold War and decolonization movements.
  - Develop a presentation that synthesizes this research into a comprehensive narrative.
- **Creative Presentation Formats:**
  - Encourage students to present their findings using creative formats like:
    - Digital storytelling projects that weave historical footage with personal reflections.



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- Interactive maps illustrating global changes post-WWII.
- Short documentaries or podcasts featuring interviews with veterans and historians.
- **Presentation Execution:**
- Present to peers and community members, highlighting how WWII shaped the modern world.

### Evaluation:

- **Historical Accuracy:** Ensure research is accurate, well-sourced, and reflects the complexities of WWII.
- **Creativity:** Evaluate creativity in designing exhibits or developing presentations.
- **Synthesis of Interdisciplinary Knowledge:** Assess the ability to synthesize knowledge from history, geography, and political science.
- **Presentation Skills:** Review clarity, engagement, and logical structure in presentations.

### Implementation Timeline:

- **Weeks 1-2:** Watch "[\*Day of Days\*](#)" and "World War II: Saving the Reality," and research for museum exhibits and post-war presentations.
- **Weeks 3-4:** Develop exhibits and presentations, incorporating creative elements.
- **Week 5:** Exhibit design and presentation execution.

### Extension:

- **Museum Exhibit Showcase:**
  - Host a public exhibition where students present their museum exhibits to the community.
  - Partner with a local history museum to display exceptional exhibits.
- **Podcast Series:** Create a podcast series where students discuss how WWII shaped the modern world, inviting veterans and historians to share insights.

### Conclusion:

By integrating documentaries like [\*Day of Days\*](#) and [\*World War II: Saving the Reality\*](#) into the "Valor & Virtue: A Journey Through World War II History" curriculum, students can develop a deeper understanding of WWII while enhancing their interdisciplinary knowledge and presentation skills through performance tasks.



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**Lesson Plan**

**Part VIII: Assessment Strategies**

**Unit III: Self-Assessment and Reflection**

**Objective:**

Encourage personal growth by reflecting on the emotional and intellectual responses to the documentaries and the broader historical context.

**Implementation:**

**Reflective Essays or Journal Entries:**

- **Documentary Reflection Prompts:**
- After engaging with the documentaries, students write reflective essays or journal entries that explore:
  - Their initial emotional reactions to the documentaries.
  - New historical insights gained and how these insights influenced their perspective on WWII.
  - Connections between the documentaries and contemporary issues.

**Sample Reflection Prompts:**

- *Day of Days:*
- How did watching *Day of Days* impact your understanding of the sacrifices made on D-Day?
- In what ways did the documentary challenge or reinforce your previous knowledge of D-Day?
- What personal stories stood out to you the most, and why?

*World War II: Saving the Reality:*

- What connections can you draw between the post-war world depicted in the documentary and contemporary global politics?
- How did WWII veterans' contributions shape the cultural and political landscape of the post-war era?
- How does the documentary highlight the importance of preserving historical artifacts and memories?

*Survivors of Malmedy:*

- What ethical dilemmas and moral questions arise from the events depicted in the documentary?
- How do the survivors' accounts shape your understanding of the human cost of war?
- What role should international law play in addressing wartime atrocities today?

**Self-Assessment Criteria:**

- While self-assessment might not be graded, it plays a crucial role in deepening students' understanding and personal connection to WWII history.
- Provide criteria for students to assess their own growth, such as:
  - **Depth of Reflection:** To what extent did you engage with the emotional and intellectual themes of the documentaries?
  - **Personal Growth:** How have your perspectives on WWII evolved through the documentaries and projects?



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- **Connections to Contemporary Issues:** Can you draw meaningful connections between WWII history and current global issues?

### Evaluation:

- **Reflection Quality:** Review essays and journal entries for the depth of reflection and personal growth.
- **Connections and Insights:** Assess the ability to connect documentary themes to contemporary issues.
- **Self-Assessment Insights:** Encourage students to share their self-assessment insights in group discussions.

### Implementation Timeline

- **Weeks 1-2:** Watch documentaries and start reflective essays/journal entries.
- **Weeks 3-4:** Complete self-assessments and refine reflections.
- **Week 5:** Submit reflections and participate in group discussions.

### Extension

- **Reflection Showcase:**
  - Create a "Reflections on WWII" booklet that compiles student essays and journal entries.
  - Share the booklet with the community or as part of a school exhibition.

### Conclusion

By incorporating self-assessment and reflection into the "Valor & Virtue: A Journey Through World War II History" curriculum, students are encouraged to engage deeply with WWII documentaries and historical themes. This process fosters personal growth and empathy while helping students understand the broader implications of WWII on today's world.





# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Lesson Plan

### Part VIII: Assessment Strategies

### Unit 4: Peer Assessment

#### Objective:

Develop evaluative and communicative skills through constructive critique and collaboration.

#### Implementation:

#### Project Presentations and Feedback Sessions:

- **Presentation of Findings or Projects:**
  - Students present their findings or projects on [\*Day of Days\*](#) and [\*World War II: Saving the Reality\*](#) to small groups.
  - Possible presentation topics include:
    - Strategic planning and execution of D-Day.
    - Personal stories of soldiers and their impact on the war narrative.
    - The global effects of WWII and the shaping of the post-war world.
    - Preserving the legacy of WWII through historical artifacts and documentaries.
- **Structured Peer Feedback:**
  - Provide structured criteria for peer feedback, including:
- **Historical Accuracy:**
  - Are the historical facts and interpretations presented accurate?
- **Communication Skills:**
  - Is the presentation clear, logical, and engaging?
- **Creativity and Engagement:**
  - Does the project creatively engage with historical material?
- **Critical Thinking:**
  - Are the arguments and analyses well-constructed and supported by evidence?

#### Reflection and Revision:

- **Feedback Reflection:**
  - After receiving peer feedback, students write a reflection on:
    - What aspects of their project were well-received and why.
    - Areas for improvement and how they plan to address them.
- **Project Revision:**
  - Students revise their projects based on feedback before submitting them for final assessment.

#### Evaluation:

- **Peer Feedback Contribution:** Incorporate peer feedback into the final assessment, emphasizing:
- **Communication:** Clarity, logical structure, and engagement in presentations.
- **Accuracy:** Historical accuracy and depth of research.
- **Engagement with Historical Material:** Ability to creatively and critically engage with WWII documentaries and historical themes.

#### Implementation Timeline:

- **Weeks 1-2:** Conduct project presentations and peer feedback sessions.



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- **Week 3:** Reflection and revision of projects.
- **Week 4:** Final project submission and evaluation.

**Extension:**

- **Peer Assessment Showcase:**
  - Host a showcase event where students present their final projects and discuss how peer feedback improved their work.
- **Cross-School Peer Assessment Exchange:**
  - Partner with another school to exchange projects and provide peer feedback, encouraging cross-school collaboration and diverse perspectives.

By providing and receiving constructive critique, students learn to collaborate effectively while enhancing their understanding of WWII history through diverse perspectives.



# The World War II Foundation Multidisciplinary Integrated Curriculum

## "Valor & Virtue: A World War II Journey"

### Lesson Plan

### Part VIII: Assessment Strategies

### Unit 5: Interactive Quizzes and Games

#### Objective:

Reinforce knowledge of WWII events and figures through engaging and interactive formats.

#### Implementation:

#### Digital Quizzes and Games:

- **Quiz Development:**
  - Create or utilize existing digital quizzes covering key facts and narratives from *Day of Days* and *World War II: Saving the Reality*.
  - Include multiple-choice, true/false, and short-answer questions focusing on:
    - Key figures and events in the Normandy landings.
    - Strategic planning and execution of D-Day.
    - Post-war reconstruction and the legacy of WWII.
- **Immediate Feedback:**
  - Provide immediate feedback on quiz answers to reinforce learning and correct misconceptions.
- **Sample Questions:**
  - **Day of Days:**
    - Which beaches were the main landing points during the Normandy invasion?
    - Who was the Supreme Allied Commander overseeing Operation Overlord?
    - How did Allied forces deceive the Germans regarding the invasion location?
- **World War II: Saving the Reality:**
  - What was the purpose of the Marshall Plan in post-war Europe?
  - How did WWII lead to the rise of the Cold War?
  - What is the significance of preserving historical artifacts and personal stories from WWII?

#### Educational Games:

- **Crossword Puzzles:**
  - Create WWII-themed crossword puzzles using key terms and figures from the documentaries.
- **Interactive Timeline Games:**
  - Develop interactive timelines where students arrange historical events in chronological order.
- **Escape Room Challenges:**
  - Design virtual escape rooms where students solve puzzles based on WWII knowledge to "escape" from scenarios like planning D-Day or negotiating post-war peace.

#### Evaluation:

- **Retention and Application of Facts:**



## The World War II Foundation Multidisciplinary Integrated Curriculum "Valor & Virtue: A World War II Journey"

- Monitor quiz and game results to gauge students' retention of facts.
- **Knowledge Application:**
- Assess students' ability to apply historical knowledge in different contexts (timelines, puzzles, escape rooms).

### Implementation Timeline

- **Week 1:** Develop and introduce digital quizzes and games.
- **Weeks 2-3:** Implement quizzes and games after documentary viewings.
- **Week 4:** Review results and provide additional reinforcement where needed.

### Extension:

- **WWII Quiz Bowl:**
- Organize a class or school-wide WWII quiz bowl competition, with questions drawn from the documentaries and related resources.
- **Global Conflict Game:**
- Create a strategy game where students simulate diplomatic negotiations and peacebuilding efforts post-WWII.

### Conclusion:

By incorporating interactive quizzes and games into the "Valor & Virtue: A Journey Through World War II History" curriculum, students can reinforce their understanding of WWII in an engaging way. These tools not only evaluate retention but also make learning enjoyable, ensuring assessments are both enriching and comprehensive.

