

# Unit J -- World War II

Content Area: **Social Studies**  
Course(s): **Advanced Placement Modern European History**  
Time Period: **March**  
Length: **Approximately 3 Weeks**  
Status: **Published**

## Unit Overview

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This unit covers totalitarian governments and events before, during, and after WWII. The unit will cover the following:

- \* Authoritarian States
- \* Stalin's Soviet Union
- \* Life and Culture in Soviet Society
- \* Great Purges
- \* Mussolini and Fascism in Italy
- \* Hitler and Nazism in Germany
- \* Nazi Expansion
- \* Beginning of WWII
- \* The Holocaust
- \* Fighting in WWII
- \* End of WWII
- \* Origins of the Cold War

## Enduring Understandings

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- Historians analyze and recognize how people, places, and ideas change over time.
- Historians examine cause and effect to see relationships between people, places, ideas, and events.
- Historians make inferences and generalizations about various types of information and draw conclusions from a variety of sources.

## Essential Questions

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- How can examining cause and effect help us understand relationships between people, places, ideas, and events?

- How can people, places, and ideas change over time?
- How can the study of history help us connect continuity and change?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
- How have the actions, ideas, and values of people changed over time?
- How have the cultural and physical characteristics of places changed over time?
- How have the ideas of people changed over time?
- Is the world today a better place than the world of the past?
- Why are historians concerned about cause and effect?
- Why should we understand how people, places, and ideas have changed over time?
- Will our future world be better than today's world?

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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SWBAT cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

SWBAT analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

SWBAT write arguments focused on discipline-specific content.

SWBAT use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SWBAT assess government responses to incidents of ethnic cleansing and genocide.

SWBAT determine how geography impacted military strategies and major turning points during World War II.

SWBAT explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

SWBAT compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

SWBAT assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

SWBAT explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

SWBAT assess the cultural impact of World War I, the Great Depression, and World War II.

SWBAT use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939.

SWBAT compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, and geographic impact on war tactics/military strategies) and social/

environmental impact (i.e., national mobilization, loss of life, destruction of property, and biochemical and nuclear weapons).

SWBAT cite specific textual evidence to compare how Allied countries responded to the expansionist actions of Germany and Italy (i.e., Munich Conference).

SWBAT compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

SWBAT analyze cause and effect relationships of intended decisions at the end of World War II regarding the boundaries in Germany (Berlin) and Japan (Sakhalin) and the unintended consequences of the boundaries in Eastern Europe, the Baltic States, and Korea.

SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

## Lesson Titles

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- Hitler and Nazism in Germany
- Mussolini and Fascism in Italy
- Nazi Expansion and the Second World War
- Stalin's Soviet Union
- The End of WWII
- The Holocaust

## 21st Century Skills and Career Ready Practices

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### Analyze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between

abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.2

Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

## **Inter-Disciplinary Connections**

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This unit will cross-content with the following:

- English -- Review excerpts of Mein Kampf
- Science -- Reviewing new weapons of WWII
- Sociology -- Reviewing the sociological impact of dictatorships
- Visual and Performing Arts -- Reviewing artwork that was used for propaganda

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RH.11-12.2

Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

LA.RH.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LA.WHST.11-12.1.B

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the

	audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
9-12.HS-PS1-4.PS1.A.1	A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.

## **Instructional Strategies, Learning Activities, and Levels of Bloom's/DOK**

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- Analyzing Primary Sources on WWII (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One
- Lecture/Discussion on WWII battles (Compare and Contrast/DOK 2)
- Lecture/Discussion on WWII governments (Compare and Contrast/DOK 2)
- SWAG
- Video Analysis on WWII (Analysis/DOK 4)
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from WWII (Synthesis/DOK 3&4)

## Modifications

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### Formative Assessment

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- Anticipatory Set: Explain review game rules
- Anticipatory Set: Governments of WWII
- Anticipatory Set: Impact of the Holocaust
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review WWII quiz
- Closure: Whip Around from WWII lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in Europe today
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results
- Warm Up: Review WWII homework
- Warm Up: Review WWII Lecture

### Summative Assessment

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#### [MPA](#)

- Alternate Assessment: Student created AP Questions on WWII
- Benchmark: AP Testing strategies
- Benchmark: Differences in Politics
- Marking Period Assessment: Authoritarian Essay
- Marking Period Assessment: Quiz on WWII
- Marking Period Assessment: Test on WWII

### Benchmark Assessments

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)