

# Unit H -- WWII

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **March**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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This unit will cover the events that happened in WWII. Students will learn what caused this war, the significant events that happened during it, and its long lasting effects. The unit will cover the following information:

- \* Expansion Efforts By Germany
- \* Axis Powers
- \* Appeasement
- \* Non-Aggression Pact
- \* WWII Begins
- \* Blitzkrieg
- \* Battle of Britain
- \* New Weapons
- \* American Neutrality
- \* American Enters the War
- \* Major Battles
- \* Allied Victory/D-Day
- \* The Holocaust
- \* The Atomic Bomb
- \* Post WWII

## Enduring Understandings

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- People were singled out for prejudicial treatment because of race or nationality.
- The U.S. government attempted to stay neutral in the early days of the conflict
- The war caused significant economic changes that ended the Great Depression and solidified America's position as the world's leading economic power

- World War II was a major political, social, and economic event of the 20th century

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

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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).

6.2.12.C.4.b

6.2.12.B.4.b

6.2.12.C.4.c

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

RH.9-10.1

6.2.12.D.4.e

Conduct short research to determine how social, economic, and political roles of women were transformed during this time period (e.g., job opportunities, political participation, military service, the role of Eleanor Roosevelt in promoting human rights).

WHST.9-10.7

6.2.12.D.4.j

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.

6.2.12.D.4.i

### **Essential Questions**

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- How did America initially respond to the events leading to WWII?
- How did the war affect minority groups during the period?
- How did the war change the American home front, both culturally and socially?
- We did the Allies give in to Axis demands before the war?
- What effect did the war have on American industry?
- Why do genocides happen?

## Lesson Titles

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- Chapter Pre-Reading Activity
- The Path to War
- WWII Begins
- America Enters the War
- The Holocaust
- Wnd of WWII
- Valkyrie Incident
- Review for Test

## Standards/Indicators

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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.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.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.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.CS4	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.

## 21st Century Skills and Career Ready Practices

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- Communication and Collaboration

- Critical Thinking and Problem Solving
- Media Literacy

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.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
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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### ELA

#### Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
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.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.4	American values
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality

## At Risk Modifications

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- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

## Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

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Blooms:

Students will define vocabulary terms from the unit (Remembering).

Students will identify that WWII was caused by events that happened in WWI (Understanding).

Students will be able to explain why Germany was anti-semitic (Applying).

Students will compare and contrast WWI and WWII (Analyzing).

Students will dispute those who say the Holocaust was a myth (Evaluating).

Students will predict if other future genocides will take place (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- DBQ
- Delsea One
- Lecture/Discussion
- Map Activity
- Prepare For Marking Period Assessment
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercises
- Writing Exercises

## **Modifications:**

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### **ELL Modifications**

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- Group students
- Assess ELL students continuously using formative assessment methods
- Be flexible with time frames and deadlines
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Delsea One
- Repeat, reword, clarify
- SWAG
- Use real objects when possible
- Use visuals

### **IEP & 504 Modifications**

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- allowing co-teaching with general education and special education teachers/aides in the same

classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- Current events can be watched or read
- Delsea One
- direct teaching and/or assistance for organization, social skills/peer interactions
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- Options for type of project relating to content
- Projects can be submitted digitally or paper
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used. scaffolded notes
- Read test aloud
- reducing homework length to just those most important for review
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG
- Test in small groups

## **G&T Modifications**

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- Analysis of current events to understand origins from historical periods.
- Argumentation and debate
- Delsea One
- ELA - Cross-curricular connections, especially to historical events and people
- ELA/History: provide rationale for thinking
- Jigsaw
- Modeling
- SWAG

## **Technology**

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- Journey Into the Holocaust Articles: Resources, Articles, and Links: <https://www.ajourneyintotheholocaust.com/resources-articles/>
- Journey Into the Holocaust Documents: <https://www.ajourneyintotheholocaust.com/resources-documents/>
- Journey Into the Holocaust Links: <https://www.ajourneyintotheholocaust.com/resources-links/>
- Zachor Holocaust Curriculum: <https://zachorlearn.org/>
- YouTube -- <https://www.youtube.com/watch?v=JzFr-uNTXxc>

- Chromebooks
- DVD -- Clips from the mini series "Band of Brothers"
- DVD -- Clips from the movie "Enemy at the Gates"
- DVD -- Clips from the movie "Pearl Harbor"
- DVD -- Clips from the movie "Saving Private Ryan"
- GoGuardian.com
- Google Classroom
- Holocaust Commission Webpage --<http://www.nj.gov/education/holocaust/>
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Current Event Quizzes

### **Anticipatory Set:**

Ancestors who fought in WWII

Impact of WWII today

Why do we learn about the Holocaust?

Prepare and Motivate students for their Test/Quiz

### **Closure:**

Debriefing



Homework Assignments

Quizzes on WWII Alliances, Weapons, Treaties, and Result

Self Assessment

Linkage

Whip Around

Turn To Your Partner

Review Quiz

Think-Pair-Share

Oral Questioning

## **Summative Assessment**

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- DBQ on WWII
- Essay on WWI/WWII Compare and Contrast
- Notebook
- Test on WWII

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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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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- [Chapter Primary Sources](#)
- [GoGaurdian](#)
- [Historical Maps of WWII](#)
- [Holocaust Commission](#)
- [Journey Into the Holocaust : Links, Articles, and Resources](#)
- [Kahoot](#)
- [Quizlet](#)
- [World History -- Connections To Today](#)
- [Zachor Holocaust Curriculum](#)