

# Unit H -- WWII

Content Area: **Social Studies**  
Course(s): **Honors 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:

- \* The Path to War
- \* 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
- \* Beginning of the Cold War

## 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

## 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/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

## Standards/Indicators

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SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
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.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.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
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.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
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.
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
- Global Perspectives
- Information Literacy
- 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.E.5	Evaluate business practices and their impact on individuals, families, and societies.
PFL.9.1.12.E.6	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
PFL.9.1.12.E.9	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
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

VPA

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.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.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.9-10.2	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.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.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.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.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

## **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).

SWAG

Meetings at Delsea One

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

## **Modifications:**

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### **ELL Modifications**

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- SWAG
- Meetings at Delsea One
  
- 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
- Front load information
- Group students

- Repeat, reword, clarify
- Use real objects when possible
- Use visuals

## **IEP & 504 Modifications**

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- SWAG
  - Meetings at Delsea One
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- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
  - Current events can be watched or read
  - DBQs and RAFTs will include highlighted segments
  - direct teaching and/or assistance for organization, social skills/peer interactions
  - Options for type of project relating to content
  - Projects can be submitted digitally or paper
  - Read test aloud
  - Repeat reword and clarify
  - Repetition of key concepts through varied methods
  - Test in small groups
  - Use graphic organizer

## **G&T Modifications**

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- SWAG
  - Meetings at Delsea One
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- Analysis of current events to understand origins from historical periods.
  - Annotating
  - Argumentation and debate
  - Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
  - Document Based Questions on WWII (DBQs)
  - ELA - Cross-curricular connections, especially to historical events and people
  - ELA/History: provide rationale for thinking
  - Free Response Question on WWII (FRQs)
  - Jigsaw
  - Modeling
  - Thematic learning

## **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

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

### **Anticipatory Set:**

Ancestors who fought in WWII

Impact of WWII today

Recall events from WWI

Why do we learn about the Holocaust?

Prepare and Motivate students for their Test/Quiz

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on WWII Alliances, Weapons, Treaties, and Result

Self Assessment

Linkage

Whip Around

Turn To Your Partner

Review Quiz

Think-Pair-Share

Observation

Oral Questioning

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Summative Assessment**

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

## **Resources & Materials**

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- Chapter Primary Sources
- GoGaurdian
- Historical Maps of WWII
- Holocaust Commission

- Journey Into the Holocaust: Links, Articles, and Documents
- Kahoot
- Quizlet
- Textbook -- "World History : The Modern Era"
- Zachor Holocaust Curriculum

## 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/>
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- 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 Website -- <http://www.nj.gov/education/holocaust/>
  - Kahoot.com
  - Quizlet.com
  - Smartboard
  - Turnitin.com
  - YouTube -- <https://www.youtube.com/watch?v=JzFr-uNTXxc>

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.