

Unit 6 World War 2

Content Area: **Social Studies**
Course(s): **U.S. History I, U.S. History II**
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Unit Overview

The *Treaty of Versailles*, which ended World War I created an uneasy peace. Amid postwar instability, Great Britain and France avoided conflict, and the United States sought to isolate itself from Europe's troubles. Meanwhile, however, Germany, Italy and Japan feel under the sway of leaders promising order and glory. By the end of the 1930s, their aggression would plunge the world once more into war. Despite its isolationist policy, beginning with the passing of the *Lend-Lease Act* the United States takes steps towards war. With the Japanese attack on Pearl Harbor, the United States has no choice but to jump into World War II. With the full force of both the United States military and its civilian population, the Allies are able to defeat the Axis powers in Europe and in the Pacific. However, the cost of victory and the discovery of the full horrors of World War II were staggering.

Enduring Understandings

- The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan
- Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women
- The Depression set the stage for the rise of various forms of dictatorship in the world
- Extreme nationalism produced military states in Europe and in Asia.
- The US involvement in WWII propelled it to an international leadership position in the world, which continues to this day.
- The use of the atomic bomb in WWII profoundly changed the way nations interact with each other and changed the nature of war and security.
- WWII was the last war in which Congress actually passed a declaration of war though the US has been involved in many wars since.

Essential Questions

- How effective were the responses by the United States and European countries to the aggressive policies and actions taken at this time?
- What role did geography play in the development of military strategies and weaponry in World War II?
- How did the various alliances among nations and their leaders' conduct impact the outcome of the World War II?

- What led to the decision to use the atomic bomb and what were the consequences of doing so?
- In what ways did the perspectives of victims, survivors, bystanders, rescuers, and perpetrators differ during the Holocaust?
- How did World War II and the Holocaust lead to the creation of international organizations (i.e., the United Nations) to protect human rights and what was the subsequent impact of these organizations?
- How can propaganda and rhetoric sway public opinion?

Standards/Indicators/Student Learning Objectives (SLOs)

Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s.

Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights.

Evaluate authors' premises regarding the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time.

Evaluate the short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII.

Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Army, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Central Postal Directory Company, Mexican Americans).

Explain the role that geography played in the development of military strategies and weaponry in World War II.

Analyze the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII.

Analyze the decision to use the atomic bomb and the consequences of doing so.

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
SOC.6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Lesson Titles

- Aftermath of Pearl Harbor and US Entry Into WW2
- Air War and Final Defeat of Germany
- Appeasement and Events Leading to WW2
- Attack on Pearl Harbor
- D-Day
- Effects of the War

- Introduction to the Holocaust
- Isolationism and Involvement
- Mobilizing For War
- Okinawa and the Atomic Bomb
- Schindler's List and Analysis
- The Allies Turn the Tide in Europe
- The Atlantic and European War
- The Holocaust and Its Effects
- The Home Front
- The Pacific War
- The Rise of Dictators
- War in Europe
- War in The Pacific
- WW2 Review Game

21st Century Skills and Career Ready Practices

- Global Awareness
- Civic Literacy
- Critical Thinking and Problem Solving
- Collaboration
- Media Literacy

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Inter-Disciplinary Connections

Health & PE/Medicine

English Language Arts

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.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
HPE.2.1.8.C.CS1	The prevention and control of diseases and health conditions are affected by many factors.
HPE.2.2.8.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

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

- Predict how resentment over the *Treaty of Versailles* helped set the stage for the rise of aggressive leaders in foreign nations.
- Justify the causes of using the Atomic bomb.
- Assess the various methods used to disarm an aggressor.
- Examine the loss of certain civil liberties in times of war.
- Argue the role of propaganda and rhetoric in swaying public opinion.
- Explain how the combination of resentment over the *Treaty of Versailles* and economic uncertainty led to a rise of dictators in a written response
- Foreshadow what was to come; Hitler moves in direction violation of the *Treaty of Versailles*-ultimately leading to Germany's blitzkrieg attack on Poland.
- Trace America's foreign policy- from isolationism to direct involvement in World War II.

- Discuss the role America (both on the home front and abroad) played in an Allied in World War II.
- Trace Hitler's policies of anti-Semitism concluding with *The Final Solution*.
- Describe the challenges the United States was faced with after World War II in a written summary
- Deductive Analysis
- Thematic Thinking
- Linking Historical Events
- Power Point Presentations
- Video Clips-View,analyze and appraise
- Movie Reinactments-DDay and Pearl Harbor
- Schindler's List and Questions fo Guided Discussion
- Map Analysis and Recognition
- Teacher Handouts
- Proganda Posters and Analysis
- Creative Writing
- Guided Discussion
- SWAG
- Delsea One

Modifications:

ELL Modifications

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge on imperialism and militarism to understand causes of WW2
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Assess ELL students continuously using formative assessment methods1:1 testingRepeat, reword, clarifyIntentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary dealing with World War 2
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-

- monitoring
- Provide learning objective and skill objective
- SWAG
- Delsea One

IEP & 504 Modifications

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read tests aloud
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- 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.
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study
- 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)
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- breaking larger assignments/projects into shorter tasks with clear deadlines for each
- monitoring student moods/behavior fluctuation patterns to report to caseman
- Preferential Seating
- Use visuals
- Tap prior knowledge of how World War 1 ended and helped cause WW2
- Provide academic (Tier III) vocabulary
- Repeat reword and clarify
- Repetition of key concepts through varied methods
- SWAG

- Delsea One

G&T Modifications

- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two. specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to make connections through historical time periods/linkage. (WW1 AND WW2)
- Encourage students to make transformations- use a common task or item in a different way. Different test items.
- Argumentation and debate (Use of the Atomic Bomb)
- SWAG
- Delsea One

At Risk Modifications

- Meetings or tutoring during Delsea One
- SWAG
- 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

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Formative Assessment

Warm-up:

- 1 minute essay on the events leading to WWII
- 321 on the creation of supreme commander of Allied forces
- Tap Prior Knowledge: How the home front in WWI differs from the Home Front in WWII
- Identify three reactions by the United States to the attack on Pearl Harbor
- Reading Prompt : Witnessing History/A Rendezvous with Destiny

Anticipatory Set:

- Video Clip on FDR's Message, Asking for War
- Discuss reaction by the US on the attack on Pearl Harbor
- Witnessing History - "Hitler's Brutal Determination"
- Political Cartoon Analysis on Hitler
- Political Cartoon Analysis on Japanese Imperialism
- Read Witnessing History - A Slow March to Victory
- Read Witnessing History/View Poster _ Rosie the Riveter
- Holocaust Images

Closure:

- Concept Map
- Exit Ticket
- Idea Spinner
- Index Card Summary
- Oral Questions and Review
- Whip Around

Summative Assessment

- Holocaust Quiz
- Dictators in Europe Quiz
- War in Europe Quiz
- The Coming of War Test
- WW2 Test
- Notebook Check
- DBQ Isolationism/US Entry into WW2

Resources & Materials

- US History Text (Prentice Hall) Chapter 23 The Coming of War and Chapter 24 WW2
- The Century DVD Series: 1936-1941/Over the Edge,1941-1945 /The Homefront,1941-1945 /Civilians at War
- Schindlers List
- Saving Private Ryan
- Pearl Harbor
- Flags of Our Fathers
- WW2 in Color : Battle of Midway
- Facing History and Ourselves-Holocaust
- NJ Commission on Holocaust Education/Museum
- Library of Congress
- Rand McNally Historical Maps
- Prentice Hall Map Collection
- Pearl Harbor Primary Source (First Sergeant Rodger Emmons)
- WW2 Photo Collection
- Internet: Google Images
- United State National Holocaust Museum
- Journey Into the Holocaust: Resources, Articles, and Links
- Zachor Holocaust Curriculum

Amistad Resources:

- Concentration Camps
- Gordon Kiyoshi Hirabayashi
- Treatment of Italian and German American POWs in WWII
- Lonely Eagles: Marilyn Nelson

Technology

- DVDs : Pearl Harbor (1941), Schindler's List, Flags of Our Fathers, Saving Private Ryan

- Battle of Midway/WW2 in Color : <https://www.youtube.com/watch?v=1v4I6RGRW50&t=17s>
- Century Series/Over the Edge : <https://www.youtube.com/watch?v=nbDSaBtr2mU&t=15s>
- Century Series/The Homefront : <https://www.youtube.com/watch?v=ZPP0ae2zrXY&t=21s>
- Century Series/Civilians at War : <https://www.youtube.com/watch?v=BMWYblZ8gwQ&t=1992s>
- Hiroshima/Atomic Bomb (BBC) : <https://www.youtube.com/watch?v=3wxWNAM8Cso>
- Rand McNally Maps: <https://worldatlas.randmcnally.com/map>
- United States National Holocaust Museum: <https://www.ushmm.org/>
- 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/>
- Smartboard to project outline notes, images and maps
- Chromebooks and Google Classroom
- Quizlet
- Kahoot

Amistad Resources:

- Concentration Camps: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7692>
- Jewish Virtual Library: <http://www.jewishvirtuallibrary.org/holocaust-photographs>
- Gordon Kiyoshi Hirabayashi: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7055>
- Treatment of Italian and German American POWs During WWII: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7780>
- Lonely Eagles: Marilyn Nelson: <http://www.njamistadcurriculum.net/history/unit/new-deal/content/4154/7150>

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.

