

Unit #5: Causes, Practices, & Effects of War- The Second World War

Content Area: **Social Studies**
Course(s): **IB 20th Century Topics**
Time Period: **Third Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

This unit will enable the student to compare World War I to another total war. Like the First World War, the Second World War was a total war, which brought together a number of linked conflicts. This unit will examine these linked conflicts in Europe and in Asia. The students will examine how the resources of the Allied powers were brought to bear against the Axis, how the unprecedented manpower and industrial capacity were employed in the war, and how increasingly less distinction was made between military and civilian targets. The culmination of which was the use of atomic weapons against Japan in 1945.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
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.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after

World War I.

SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
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.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.

Essential Questions

- What are the causes of international conflicts?
- Is global conflict inevitable?
- Can modern conflicts be compared to WWII?
- Could World War II have been prevented?
- How has warfare changed over time?
- What strategies were employed in WWII?
- Should the victors always be allowed to structure a post-war peace?
- What elements are needed to create a fair and lasting peace?
- Should peace treaties be fair to all countries involved?
- How did the end of World War II set the stage for later conflict?
- How could the end of World War II been handled differently

Enduring Understanding

- 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 War II was a "total war" 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 War 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.

Students will know...

Allied Nations, American First Committee, annex, anti-Semitism, Atlantic Charter, appeasement, Axis Powers, Battle of Britain, Battle of the Bulge, Blitzkrieg, Cash and Carry, Civil Defense, Concentration Camps, D-Day, dictator, disarmament, Fair Employment Practices Commission, Fascism, genocide, holocaust, internment camps, island hopping, Lend-Lease Act, kamikaze, Maginot Line, Manhattan Project, mobilization, Munich Conference, Nazism, Nisei, Neutrality Acts, Nuremberg Laws, Operation Overlord, Potsdam Declaration, rationing, Soviet-German Non-Aggression Pact, totalitarian, United Nations, V-E Day, V-J Day, WAC's, WAVES, Neville Chamberlain, Benito Mussolini, Dwight D. Eisenhower, Hideki Tojo, Franklin D. Roosevelt

Students will be able to...

- Explain how the Treaty of Versailles and the aftermath of WWI led to another world war
- explain the causes of World War II
- Compare and Contrast the causes of WWI and WWII
- assess the social and economic effects of World War II
- Discuss the impact of technology on the outcome of World War II
- Analyze the results of WWII
- Identify geographical changes that resulted from World War II
- Chart the military course of World War II
- Analyze the impact of World War II on women, minorities, and religion
- Discuss how World War II led to future conflict
- Analyze the decision to drop the atomic bombs on Japan

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment During Lesson

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments- Suggested

- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

Benchmark Assessments

- writing samples
- literary responses
- oral reports
- demonstrations showing understanding how-to-manuals
- dramatizations
- memory maps

STAGE 3- LEARNING PLAN

Instructional Map

- Students will conduct fishbowl discussion on why World War II started.
- Flipped classroom activities "Origins of World War II"
- Student IBooks are updated to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing iBook textbook to be completed and used to study for the IB exam.
- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

Modifications/Differentiation of Instruction

In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.

In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.

In order to modify the unit for **students with special needs**, the teacher will provide extra time for

students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

Modification Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics

- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

Additional Materials

The National Experience: A History of the United States (8th Edition) Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

The Media at War St. Martin's Press by Susan L. Carruthers

Hitler and Nazi Germany Routledge by Stephen J. Lee

Peacemaking, Peacekeeping: International Relations 1918-1936 Cambridge University Press by Nick Fellows

Causes, Practices and Effects of Wars Cambridge University Press by Mike Wells

Causes, Practices and Effects of Wars Pearson by Keely Rogers and Jo Thomas

Authoritarian and Single-Party States Pearson by Brian Mimmack, Daniela Senes, Eunice Price

War and Peace: International Relations 1878-1941 Hodder Education by David G. Williamson