

Unit #3: The Second World War and the Americas 1933-45

Content Area: **Social Studies**
Course(s): **IB History of the Americas**
Time Period: **Second Marking period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions preceding and during the Second World War. It also examines the impact of the war upon the Americas.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

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.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
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.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
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.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.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
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.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
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.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.

Essential Questions

- Have governments acted fairly in relations with their own people?
- Can people change the way their lives are impacted by gov't policy?
- Can people increase their rights through action?
- How are the daily lives of people affected by outside factors?

Enduring Understanding

- Countries interact with each other with varying degrees of success and failure.
- American foreign policy greatly affected the entire Western Hemisphere.
- Consequences of various actions were a direct result of international competition.
- Competition is not always good or bad but can have outcomes that are unpredictable.

Students will know...

I. Key Ideas and Concepts

II. Possible Misunderstandings

III. Identify key terms and specific information that students will know at the end of the unit.

- United States: Good Neighbor Policy, Montevideo Conference Pact in 1933; Buenos Aires

Conference in 1936; Lima Conference in 1938; Panama in 1939; Havana in 1940; Rio Conference in 1942, Eximbank 1934, Office of Inter-American Affairs 1941, Cash and Carry, Lend Lease, Atlantic Charter, Conferences at Tehran, Yalta, and Postdam,

- Canada:
- Latin America: Fuerza Aérea Expedicionaria Mexicana, The Brazilian Expeditionary Forces

Students will be able to...

- Examine how FDR's Good Neighbor Policy was applied in the region.
- Evaluate the effects of the Good Neighbor Policy in the region.
- Identify the inter-American diplomacy that emerged in response to the events in Europe.
- Examine United States diplomatic relations with the nations of Europe at war.
- Examine the military role the United States played during WWII
- Examine Canada's role in WWII.
- Examine the experience of minorities during WWII.
- Examine the role and impact of Canadian minorities during WWII.
- Examine the treatment of the Japanese Americans and Canadians during the Second World War.
- Examine the reaction to the Holocaust in the United States and Canada.
- Examine the diplomatic and economic impact of WWII on the Americas.

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

Benchmark Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Outline an instructional plan from introducing to assessing the unit.

Modifications/Differentiation of Instruction

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 United States History I course is typically offered during the Sophomore 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 United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

Additional Materials
