Unit 3: World War II

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **November - December**
Status: **Published**

Unit Overview

World War II was and still is the bloodiest conflict in human history. Nearly 60 million people perished in this large-scale war, and it lasted about six years. Students will be studying this war from a number of different perspectives, including the reasons behind the start of the war, the military aggressiveness of the totalitarian leaders, and how America became involved. While the war itself is important, how the war affected life at home was just as important. By researching persuasive techniques used in World War II, re-enacting how the soldiers prepared for war, and their ultimate embark into either the European or Pacific Theaters, students will gain an inside perspective about being in the war, the Holocaust and the atomic bomb. Overall, World War II was one of the most important events in the 20th century.

During this unit, the historical content will be infused with information relevant to building students' understanding of civics. One of the most critical civic lessons in this unit will feature gaining an understanding of the way in which a democracy works as opposed to other governmental systems. This will also shine through when considering the rights of American citizens as opposed to citizens in other countries. Students will gain an understanding of the impact of volunteering and acting as a responsible citizen and how this plays a role in the larger war effort.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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.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.

Essential Questions

- What was the most important cause of World War II?
- How do dictatorships compare to democracies?
- How did World War II affect the home life in America?
- What provoked the Holocaust and what was its lasting impact?

- Why is World War II known as the “war to end all wars?”

Application of Knowledge and Skills...

Students will know that...

- 1. The Rise of Dictators, such as Hitler, Mussolini, and Tojo – How did they come into power and how do their countries differ from America? What types of laws did they employ in their nations?
- 2. Expansion of War – Why did WWII happen? Cause and Effect on roots of WWII.
- 3. American involvement and the legacy of Pearl Harbor:
- 4. The war at home – American War Time Domestic effort and the importance of it
- 5. European and Pacific Theatres – Battles, military strategy, leaders, and weapons.
- 6. The Holocaust: Survivors stories
- 7. Nuclear Warfare and the Impact of World War II

Students will be able to...

- A. Describe causes of World War II.
- B. Clearly identify important leaders, like Eisenhower, Truman, and Patton, places, such as Pearl Harbor, Guadalcanal, Midway, and Stalingrad, events, like Executive Order 9066 and D-Day, and vocabulary associated with World War II.
- C. Visually represent the concept of persuasion and how they were used in WWII.
- D. Define military strategy's and use geography to visualize the movement of countries and armies in World War II.
- E. Delineate cultural differences of the WWII era and today.
- F. Identify questions that will pertain to WWII veterans which will gain a closer perspective on war and how it changes people and nations.
- G. Outline the main facts from the Holocaust.
- H. Diagnose the end of the war and just why WWII is important.
- I. Explore the connection between the Neutrality Act, the Lend-Lease Act, and the bombing of Pearl Harbor
- J. Decide whether Japanese internment was necessary or an overreaction by the American people.
- K. Explore persuasion techniques during WWII through the propaganda of the time.
- L. Identify the pro's and con's of using the atomic bomb on Japan based on first-hand accounts (primary sources). Create a justification for dropping the bomb and an argument against its usage.

Assessments

- Holocaust Memorial Summative: Exhibition Groups of students will contribute different items to a Holocaust Memorial, which includes poems, letters, and remembrance items in honor of the Holocaust and its victims. 6.1.12.A.11.c 6.1.12.A.11.e 6.1.12.D.11.d 6.1.12.D.11.e RH.6-8.4 RH.6-8.6 RH.6-8.7 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.5

- World War II Persuasive Poster Summative: Other written assessments Test students on the Roots of World War II by taking a small assessment on World War I and its history. 6.1.12.D.11.a RH.6-8.4 RH.6-8.10

- World War II Persuasive Poster Summative: Visual Arts Project Students will create a poster on a variety of issues to try to motivate and stimulate the war effort, both at home and abroad. These posters will accurately use persuasion and patriotism to garner their goals. Students will write an accompanying short essay explaining their imagery as well as how their poster relates to the war effort. 6.1.12.D.11.b 6.1.12.C.11.a 6.1.12.D.11.c RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.10 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5

- World War II Test Formative: Written Test Test knowledge gained on roots of war, military leaders, persuasion, the war at home, the Holocaust, and legacy of World War II. 6.1.12.D.11.b 6.1.12.A.11.d 6.1.12.C.11.b 6.1.12.D.11.b RH.6-8.4 RH.6-8.10

Activities

- Rise of Dictators Graphic Organizer/Jigsaw: Students research different leaders and present their findings in groups.
- World War II Battle Map - Use geography to map out countries involved in the war and their military strategies.
- Pearl Harbor Notes and Yes, No, Maybe Game: Notes based in Pearl Harbor History and attitude assessment questions to gauge how students feel about war.
- Pearl Harbor Video Reaction Questions: Movie Clips from the Hollywood Movie "Pearl Harbor" and real-life footage. Students will respond to what they witness and hand in as an exit card.
- "9066 to 9/11" Video Questions/Responses: Documentary video based on discrimination of Japanese Americans and Arab Americans and similarities between Pearl Harbor and 9/11.
- Persuasive World War II Poster - Directions and rubric to create a poster to get domestic home front excited and engaged in the war effort. Along with the poster, students must write a short essay describing their poster.
- America at War Role Play: Students will role play the end of the war using fictional countries to try to end the war as peaceful as possible.
- Holocaust Remembrance Memorial Posters - In groups, students will create and add different items to a memorial poster about the Holocaust and its survivors.
- Holocaust Picture Prompt Essay: Take a picture about the Holocaust and write a survivor tale from the perspective of a child during the Holocaust.
- To Drop or Not To Drop Atomic Bomb Role Play: Students role play Harry Truman's fateful decision to end World War II. The role play has them come up with their own ideas of how to end the war.
- World War II Review, Study Guide, and Test
- Use the Maps101 World War II (European theater) map to write a paragraph describing the events of WWII by citing details found on the map, including identifying various occupied territories and the routes Axis and Allied forces took during the course of the war (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3091%3Aworld-war-ii--european-theater%2C-1940-1945&cid=86%3Ahistory&Itemid=11

Dictators Jigsaw Directions

Jigsaw Graphic Organizer

Military Aggression Worksheet
9066 Movie Questions
Military Draft Scenario
WWII Poster Directions
End of War Role Play
World War II Test
World War II Study Guide
http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3091%3Aworld-war-ii--european-theater%2C-1940-1945&cid=86%3Ahistory&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials

- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Completed Military Leaders Sheet to help students out with organizational issues.
- Pair mixed ability students together to work on battle maps to improve geography skills.
- Scaffold Holocaust Picture prompt essay.
- Give students with organizational issues filled out Study Guides and modified World War II test.

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: totalitarian state, fascism, aggression, appeasement, rationing, internment, island hopping, kamikaze, nazi, genocide, neutrality

Content specific modifications to extend learning for gifted students may include:

- Have students research other holocausts that went on during the 20th century and how they compared to the World War II holocaust.

Filled In Study Guide
Modified World War II Test

Integrated/Cross-Disciplinary Instruction

- Performing Arts and Theater Arts connection, discuss persuasion in movies, especially in the forms of

comic books and Walt Disney.
- Science connection with atomic bomb and the Manhattan Project. Involve students in the science behind the elements and how Einstein and others created the weapon.

Resources

- America: History of US: Chapter 24 (Prentice Hall)
- America: History of US Note Taking Workbook
- Teacher-created handouts, worksheets, and daily homework assessments
- "9066 to 9/11" DVD documentary Video
- "Pearl Harbor" DVD movie Video
- Walt Disney Vault War Movie Collection
- Albert Einstein Biography Collection
- http://www.maps101.com/

Propaganda Website

Pearl Harbor Primary Source

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

	apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.