Unit 06: Fascism and World War II

Content Area: **Social Studies**
Course(s): **US History 2**
Time Period: **Semester 2**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

Enduring Understandings

1. Students will be able to identify the 13 key characteristics of fascsim and explain how the system is different from democratic republican governments and communist/leftist governments.

2. Students will be able to identify the 4 major fascist nations of the 20th century (Italy, Germany, Japan, Spain) and explain their rise and fall...or how they survived as with Spain

3. Students will be able to explain how Hitler came to power and how fascism morphed into the Nazi movement.

4. Students will analyze the impact of denying human equality and then issuing government policy based on these fascist principles and how they in turn led to the "Final Solution".

5. Students will explain how the USA was split between non-interventionism and interventionists forces both in government and society as a whole.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history.

Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. **Was war between the United States and Japan inevitable?**
2. **What led to the start of WWII?**
3. **What were the turning points in the War?**
4. **What is fascism and how is it linked to war and genocide?**
5. **What was the Holocaust and analyze if the USA could have done more to prevent the Holocaust.**

Knowledge and Skills

OBJ: What are the key characteristics of Fascism and what policies and actions did they lead to?

Fascism, Mussolini, Hitler, Franco, Tojo, The Spanish Civil War, Abraham Lincoln Brigade, The Popular Front, Himmler, The SS, the Gestapo, Jews, Communists, Undermenschen, re-settlement, Ghettoes, Dachau, Auschwitz, The "Final Solution", Zyklon B, The Resistance, rescuer, bystander etc.

OBJ: What was US policy prior to Pearl Harbor and how did it impact the "road to war"?
Neutrality Act, Arms Embargo on Spain, Ethiopia Appeasement, Chamberlain, The Munich Agreement, The Rome-Berlin Axis, Oil & Steel Embargo on Japan, China aid, The Flying Tigers, Lend Lease, Non-interventionism, Hitler-Stalin Non Aggression Pact, The Blitzkrieg, America First.

OBJ: What were the strategies used by the USA and her allies in both the Pacific and European/African Theaters?

Pearl Harbor, Defeat in the Philippines & Bataan Death March, The Bushido Code, Kamikaze, The Doolittle Raid, Island hopping, Aircraft Carrier warfare, Saipan, Guadalcanal, Midway, Iwo Jima, Okinawa, Liberation of the Philippines, MacArthur, the firebombing of Japan, Decision to use the Atomic Bombs.

Africa to Italy ="the soft underbelly", The Russian front, Stalingrad, scorched earth, the enigma code, Eisenhower, Montgomery, Bradley, D-Day invasion and plans, paratroopers, Omaha Beach, Air war over Europe (day v night raids), Mussolini overthrown & killed, Audie Murphy, The Battle of the Bulge, Liberation of the camps, Hitler suicide, partition of Germany

OBJ: What impact (pro & con) did the war have on US citizens and the homefront and what moral and political paradoxes for a democratic republic arose from the war

Women on the homefront, women in the service, blacks on the homefront, blacks in a segregated army, Industrialization and mass production war capabilities, Nisei, Japanese-American Internment camps, Japanese-American soldiers (the 442nd), General DeWitt, Arsenal of Democracy, Bob Dole, Daniel Inouye, FDR, Truman, German POWS, GI Joe, WACS, WAVES, Rosie the Riveter,

OBJ: What did the United States do for wounded/disabled soldiers.

GI Bill

Back to Work

Transfer Goals

Students will be able to independently apply their learning to understanding the moral paradox that arises for Americans as we fight to end tyranny, discrimination and oppression.

Students will be able to independently investigate commonalities and difference among Americans internally and with people in other nations, looking at role models in both leadership and personal heroism.

Resources

Textbook: The Americans by Gerard A Danzer 2012

American Yawp - Stanford University: Edited by Joseph Locke and Ben Wright; updated yearly starting in 2019

Who Built America by Christopher Clark et. al 2007

Openstax - Rice University 2003

Taking Sides by William Miller 21st edition 2002

AP Textbook: By the People by James Fraser 2014

Liberty, Equality and Power- Murrin 1999

ADDITIONAL RESOURCES

Including readings on the rise of fascism, Hitler's biography1930's;

Including examining World War II Propaganda via SHEG 1939-45

Mussolini speech on the nature of Fascism 1932

Including The Wave excerpt 1981

Including Inside the Third Reich except (from autobiography of Albert Speer in 1970s)

Including Triumph of the Will excerpt 1935

Including The Book Thief clip (shows dramatization of Kristallnacht and Nazi Education) 1939-43

Including Neo Nazis today (BBC World Report) 2020

U.S Neutrality docs (includes statements by Charles Lindbergh) 1941

Roosevelt Day of Infamy Speech 1941

WWII Dr. Seuss Cartoons 193-45

Including MacArthur vows he will return 1964

Excerpt from Saving Private Ryan - DDay scene 1998

Footage from dropping of Atomic Bomb and some battle footage from WWII 1939-45

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text levels/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

DocsTeach (Library of Congress)

Voices of Freedom, Foner

Amsco Review Book

Portrait of America (secondary source anthology)

Give Me Liberty, Foner

American History, Brinkley

Myth America, Keven Kruse

For the Record (primary source anthology)

The Atlantic Monthly

Dissent in America, Ralph Young (primary source)

Zinn: Voices of a People's History

American Spirit: Bailey/Kennedy (primary)

Taking Sides: Clashing Views in US History

New Visions for Learning

Stanford Thinking Like a Historian

Immigration Political Cartoons

PBS American Experience Video Clips

Facing History

60 Minutes

Lange Photos: Great Depression

News publications, including but not limited to NYTimes, Washington Post.

Washington Post

Newsela

Vox Videos

Upfront Magazine

Four Freedoms Speech - Roosevelt; Letters to Hoover and Roosevelt

Zinn Education Project

John Keegan: The Second World War

Movie: There Will be Blood

Move: Be Wafer" ESPN 30 for 30

Internet and AI (Gemini, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit