Unit 3

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States History 2 Academic: Grade 11

Unit 3: World War II

Belleville Board of Education

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Unit Overview

Unit 3 discusses the buildup to World War II in Europe and Asia. The US remains neutral until Pearl Harbor is bombed by the Japanese on 12/7/41. The Allied and Axis powers are explained; major battles are discussed; and America's use of the atomic bomb on Japan. In this unit, the Holocaust is explored and discussed.

The Treaty of Versailles, which ended World War I, left many European nations dissatisfied. The treaty's war-guilt clause placed the blame for the war solely on Germany. The treaty also demanded that the Germans pay reparations, or payments for damages and expenses caused by the war. The amount demanded far exceeded what the German government could actually afford to pay.

Instead of securing a "just and secure peace," the Treaty of Versailles caused anger and resentment. Germans saw nothing fair in a treaty that blamed them for starting the war. Nor did they find security in a settlement that stripped them of their overseas colonies and border territories. The terms of the treaty did serious damage to the German economy. It forced Germany to give up control of some of its major industrial regions, which made the reparations payments even more challenging. These factors helped bring about a period of severe inflation, or rising prices. Prices increased at such an incredible rate that by 1923, German currency had simply ceased to have any meaningful value. These problems overwhelmed the Weimar Republic, the democratic government set up in Germany after World War I.

Enduring Understanding

1. WWII was caused by a rise of dictators bent on world domination in the 1930s.

2. The struggle between the Allies and the Axis is the defining struggle of the 20th century.

3. After WWII began the European continent was not ready for the German Blitzkrieg.

4. The British evacuation from Dunkirk was the first in a series of breaks that allowed the war to continue in Europe.

5. Hitler's invasion of the USSR proved difficult and ultimately cost him the war.

6. The US government quickly mobilized the country and economy to fight WWII.

7. Between 1942-1945, the Western world was in a constant state of War in nearly every country and continent.

8. Stalingrad and El Alamein changed the tide of the war in favor of the Allied powers.

9. Island hopping and aircraft carriers signified the American strategy in the Pacific Ocean against Japan.

10. As the US came closer to mainland Japan, the fighting became fiercer forcing the American government to look at other options for ending the war.

11. The US dropped the Atomic Bombs on Japan to quickly end WWII.

12. Truman's use of the Atomic Bombs remains a source of controversy today, due to debate about possible other options he had.

13. The Holocaust was the systematic genocide of over 12 million people by the German Nazi government between 1933 and 1945.

14. The Holocaust is the worst genocide in modern history and was the logical end to a German anti-Semitic policy against the Jews of Europe.

Essential Questions

1. Why is WWII so closely related to the rise of Dictators in the 1930s?
2. Why is the result of WWII so important to the way that we live now?
3. How did German tactics surprise the Allies and nearly end the war quickly?
4. In what ways did the Battle of Britain and luck allow the Allies to remain in WWII?
5. What was Hitler's biggest mistake in WWII?
6. What changed about the American government and economy during WWII?
7. Why did France fall so quickly to the German Blitzkrieg?
8. Why are Stalingrad and El Alamein considered the turning points of WWII?
9. Which strategies were most effective for the US during WWII? Why?
10. What impact did the fighting on the Pacific have on the American military and government?
11. Why did the US drop the Atomic Bombs?
12. Was the US right to drop the Atomic Bombs?
13. Why did the Holocaust occur?

Exit Skills

By the end of Unit 3.

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays

and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
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	History, Culture, and Perspectives
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.

Interdisciplinary Connections

Witness for the Prosecution—High school students take on the role of investigative journalist and read the play Witness for the Prosecution by Agatha Christie. After each act of the play, students write news stories using facts from the play.
www.teachnet-lab.org/fklane/pmaslow/witness.htm

0xLA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
0xLA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
0xLA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
0xLA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
0xLA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
0xLA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
0xLA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
0xLA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
0xMA.9-12.S-CP	Conditional Probability and the Rules of Probability
0xMA.9-12.S-IC	Making Inferences and Justifying Conclusions
0xMA.9-12.S-ID	Interpreting Categorical and Quantitative Data
0xMA.9-12.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
0xTECH.8.1.12	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.
0xTECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
0xTECH.8.1.12.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
0xTECH.8.1.12.E	Students apply digital tools to gather, evaluate, and use information.
0xTECH.8.1.12.F	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Learning Objectives

1. Identify major leader and generals of WWII – Europe

2. The D-Day invasion of France 6/6/44 marked the beginning of Germany's downfall.

3. Define & provide examples of prejudice, discrimination, bias, stereotyping

4. Describe Nazi prejudices against the Jews and early persecution.

5. Explain the methods Hitler used to try to exterminate Europe's Jewish population.

6. Analyze various forms of resistance (spiritual, religious, etc.) and identify characteristics of those who stepped up as rescuers.

7. Describe the characteristics of the Totalitarian government of Japan.

8. Evaluate the conditions that led to the Japanese attack on Pearl Harbor.

9. Analyze the events of Pearl Harbor.

10. Explain the perceptions that led to Japanese-Americans being interned during WWII.

11. Evaluate Pacific naval battles of the Coral Sea and Midway Island.

12. The Allied strategy in the Pacific was to gain control of islands to get close enough to invade Japan.

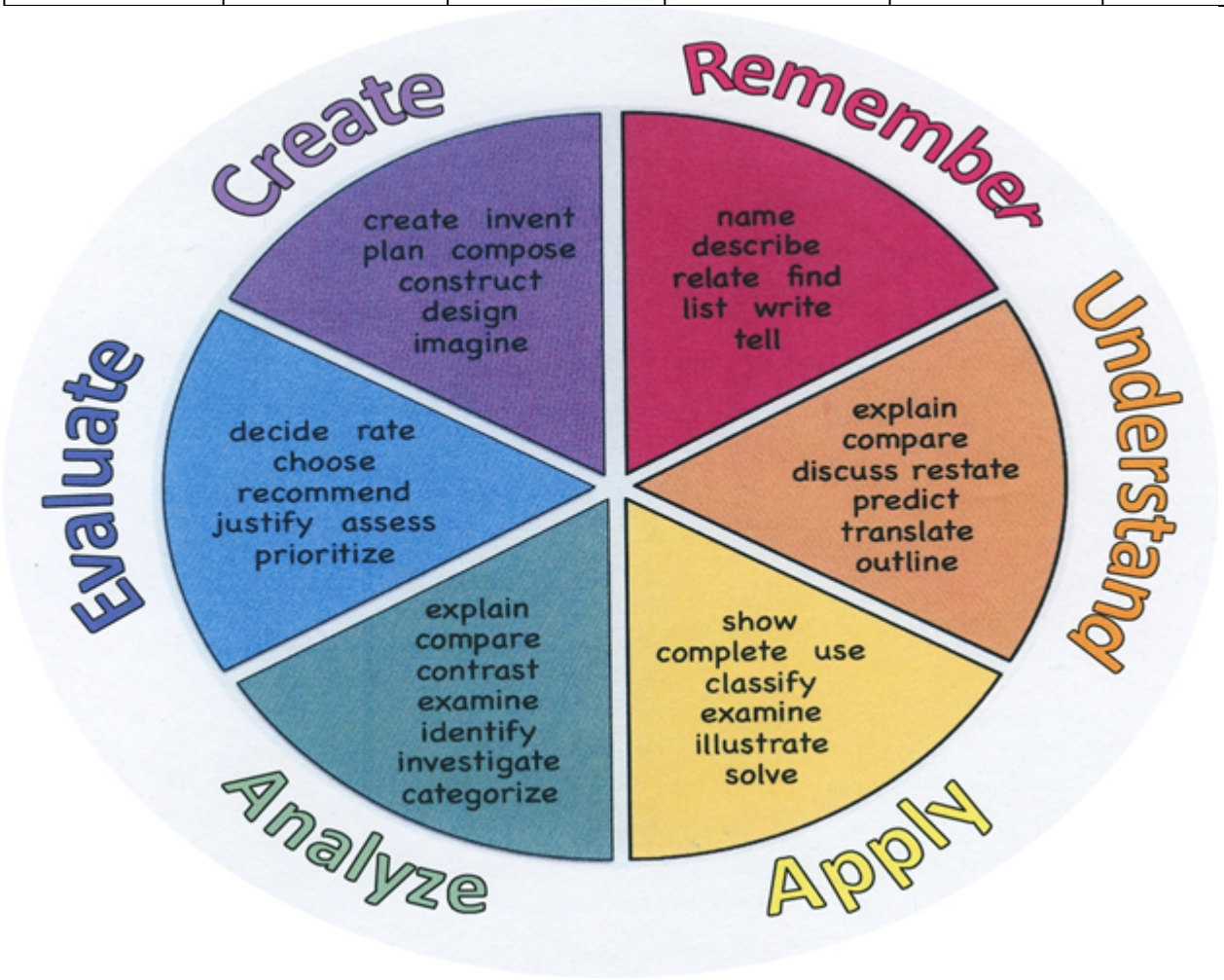
13. Understand the major generals and World War II battles.

14. Evaluate President Truman's decision to drop two atomic bombs on Japan.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design

List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to “sit and get” lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

- Research and report: how was the Holocaust an effect of Hitler's policies.
- Group assignment: discuss if we have the ability to stop future Holocausts.
- Time-line activity: using the time-line explain why did the Allies win World War II.
- Write a persuasive essay in response to the essential question. Your essay should include key people, decisions, circumstances, and turning points that resulted in victory for the Allies. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self-assessments
• Unit tests-summative assessment

- Quizzes
    - Write a persuasive essay in response to the essential question. Your essay should include key people, decisions, circumstances, and turning points that resulted in victory for the Allies. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion. - benchmark assessment

Written report-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Text: American History (2018) HMH Social Studies

Website The History Channel, and Channel One News

http://www.prattlibrary.org/research/tools/index.aspx?id=83746

http://libraryguides.missouri.edu/c.php?g=28142&p=173471

The Treaty of Paris

Ancillary Resources

https://books.google.com/books?id=ErvY2vC1WXMC&printsec=frontcover&dq=primary+sources+for+US+WWII&hl=en&sa=X&ved=0ahUKEwigk_DS-b7OAhWDFx4KHSutCcIQ6AEILzAC#v=onepage&q=primary%20sources%20for%20US%20WWII&f=false

https://books.google.com/books?id=Ohq7BAAAQBAJ&pg=PR3&dq=classroom+resources+for+US+WWII&hl=en&sa=X&ved=0ahUKEwjDmvej-r7OAhWH1R4KHY0sDMEQ6AEIVDAF#v=onepage&q=classroom%20resources%20for%20US%20WWII&f=false

Technology Infusion

- Create a PPT describing how the Natives were affected by the insurgence of the European culture.

- Use of Flipgrid when utilizing student presentations

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.



Alignment to 21st Century Skills & Technology

Ref's	Description
0x	• Global Awareness
0x	• Financial, Economic, Business and Entrepreneurial Literacy
0x	• Civic Literacy
0x	• Health Literacy
0x	• Environmental Literacy

21st Century Skills/Interdisciplinary Themes

Ref's	Description
0x	• Communication and Collaboration
0x	• Information Literacy
0x	• Media Literacy
0x	• ICT (Information, Communications and Technology) Literacy
0x	• Life and Career Skills
0x	• Creativity and Innovation
0x	• Critical thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

1. Content

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.

2. Process

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

3. Product

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.

4. Learning environment

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions

- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Ref's	Description
0x	• decreasing the amount of workpresented or required
0x	• using videos, illustrations, pictures, and drawings to explain or clarif
0x	• teaching key aspects of a topic. Eliminate nonessential information
0x	• tutoring by peers
0x	• having peers take notes or providing a copy of the teacher's notes
0x	• providing study guides
0x	• allowing students to correct errors (looking for understanding)
0x	• using computer word processing spell check and grammar check features
0x	• reducing or omitting lengthy outside reading assignments
0x	• allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
0x	• modifying tests to reflect selected objectives
0x	• using true/false, matching, or fill in the blank tests in lieu of essay tests
0x	• reducing the number of answer choices on a multiple choice test
0x	• allowing the use of note cards or open-book during testing

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- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:WW2

njsls :linked

Interdisciplinary Connection: ELA

Statement of Objective: SWDAT understand the start of the cold war

Anticipatory Set/Do Now: Linked A question of the day will be located on the board for them to answer in our Google Classroom.

.Lesson 21.1 in the online book.

Student Assessment/CFU's: Linked the Timeline will be reviewed in a Q and A session.

Materials: Text, notebooks, online textbook and paper

21st Century Themes and Skills: Linked

Differentiation: Linked Students have the ability to add or omit any item from the timeline.

Integration of Technology: Laptop, projector