

# Unit 4

Content Area: **Social Studies**  
Course(s): **Sample Course, US History 2H**  
Time Period: **February**  
Length: **6 weeks, 11th grade**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

United States History 2 Honors: Grade 11

Unit 4: World War II

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Social Studies Teacher, Joseph Fischer

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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## **Unit Overview**

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In Unit 4 students will learn about the events that led to the outbreak of World War II. They will discover how political decisions, military campaigns, and home front sacrifices led to an Allied victory. They will examine the outbreak of the war, the Holocaust, American involvement in the war, the effort on the home front, and the end of the war.

## **Enduring Understanding**

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1. The rise of rulers with total power in Europe and Asia led to World War II.
2. During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other "non-Aryans".
3. The United States hesitated to become involved in another global conflict. However, it did provide

economic and military aid to help the Allies achieve victory.

4. Following the attack on Pearl Harbor, the United States mobilized for war.

5. Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.

6. After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.

7. While the Allies completed the defeat of the Axis Powers on the battlefield, Allied leaders were making plans for the postwar world.

## **Essential Questions**

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1. Why did the Allies win World War II?

2. What were the main causes of World War II?

3. What are the characteristics of a government run in the form of Totalitarianism?

4. What were the similarities & differences of the leaders of the Pact of Steel?

5. Why did the Japanese Attack Pearl Harbor?

7. How did the United States Respond to the Attack on Pearl Harbor?

8. Was the United States justified in the Internment of Japanese-Americans?

9. How did propaganda affect civilian support during WWII?

10. Was the use of the atomic bomb against Japan justified?

## **Exit Skills**

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By the end of Unit 4,

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.

## **Task**

Write an persuasive essay that answers this question:

What should be the role of the government of the United States during economic crises?

1. Your essay should include the key people, decisions, and circumstances behind the United States' recovery from the Great Depression.
2. Cite evidence to support your position.
3. Organize your essay into an introduction, body, and conclusion.

Vocabulary

Adolf Hitler, Benito Mussolini, Douglas MacArthur, Dwight Eisenhower, Franklin D. Roosevelt, Harry S. Truman, Joseph Stalin

## **New Jersey Student Learning Standards (NJSL-S)**

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|                   |   |
|-------------------|---|
| SOC.6.1.12.A.11   | Civics, Government, and Human Rights  |
| 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.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   | Economics, Innovation, and Technology   |
| 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.C.13.d | Relate American economic expansion after World War II to increased consumer demand.   |
| 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.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.6.1.12.CS11   | The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.  |
| SOC.6.2.12.CS4    | A Half-Century of Crisis and Achievement: The Era of the Great Wars: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. 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 Wars I and II were "total wars" 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 Wars I and 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. |

## **Interdisciplinary Connections**

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**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](http://www.teachnet-lab.org/fklane/pmaslow/witness.htm)

|                                   |   |
|-----------------------------------|---|
| 0x <sup>LA.11-12.SL.11-12.2</sup> | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 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.SL.11-12.1.A                 | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.                           |
| 0xLA.W.11-12.1                    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| 0xLA.W.11-12.7                    | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;  |

|                   |  |
|-------------------|--|
|                   | narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| 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-IC.B  | Make inferences and justify conclusions from sample surveys, experiments, and observational studies  |
| 0xMA.9-12.S-ID.A  | Summarize, represent, and interpret data on a single count or measurement variable   |
| 0xMA.9-12.S-MD    | Using Probability to Make Decisions  |
| 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.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.                                    |
| 0xTECH.8.2.12.C   | The design process is a systematic approach to solving problems.   |
| 0xTECH.8.2.12.E   | Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.  |

## **Learning Objectives**

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1. 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.
2. Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
3. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
4. Analyze the decision to use the atomic bomb and the consequences of doing so.
5. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6. Explain the role that geography played in the development of military strategies and weaponry in World War II.
7. 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.

8. Relate new wartime inventions to scientific and technological advancements in the civilian world.
9. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
10. 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.
11. 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.
12. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
13. 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

**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.

### 1. Engage with History

Imagine that you are a journalist in 1955, working for a major magazine that is preparing an issue focusing on the ten-year anniversary of the end of World War II. Write an article in which you look back at the changes

in American life brought about by involvement in the war. Discuss political and economic changes that resulted from the war as well as social changes that stemmed from issues on the home front.

## 2. Focus on Writing

Write an expository essay in which you explain the Holocaust as an instance of genocide. Include varying perspectives, such as those of victims, perpetrators, and observers.

## 3. Multimedia Activity

Conduct library or internet research to learn more about some of the actions the U.S. government took between World Wars I and II to preserve its isolationist policy. Then investigate the events that drew the country into World War II. Consider the perspectives of people on both sides of the debate. Use your findings to draw a political cartoon that supports or opposes the U.S. policy of neutrality at the beginning of World War II. Write a caption to accompany your cartoon.

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### **Assessment Evidence - Checking for Understanding (CFU)**

- Exit Tickets-formative assessment

|                                   |
|-----------------------------------|
| • Admit Tickets                   |
| • Common benchmarks               |
| • Evaluation rubrics              |
| • Self- assessments               |
| • Unit tests-summative assessment |
| • Quizzes                         |

Focus on Writing: Write an expository essay in which you explain the Holocaust as an instance of genocide. Include varying perspectives, such as those of victims, perpetrators, and observers.-benchmark assessment

Web-based assessment-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**

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**Text: American History (2018) HMH Social Studies**

**Website: The History channel, PBS, United streaming and Channel One News**

## **Ancillary Resources**

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History Channel Videos

"Digging In"

"The Holocaust"

"The Lend-Lease Act"

"Black Soldiers in World War II"

"Battle of the Bulge"

"Battle of Midway"

"Mourning FDR"

"The Manhattan Project"

Document-Based Investigations

Graphic Organizers

Interactive Games

Carousel: World War II Propaganda Posters

Image with Hotspots: D-Day, June, 6 1944

## **Technology Infusion**

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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.

- Google Classroom activities
- Google exit tix
- Use of Google Chrome Books
- Google Classroom to communicate information to the students

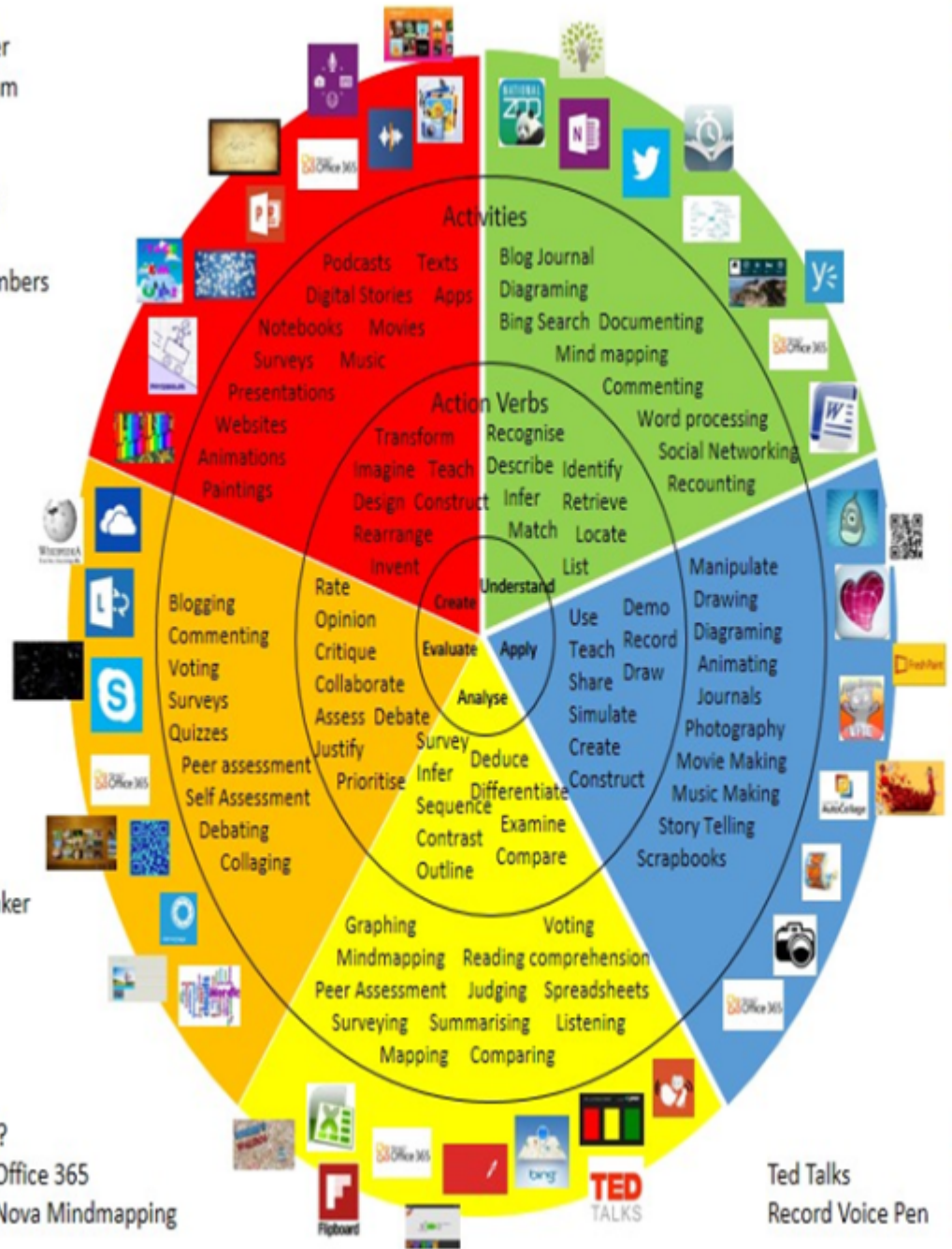
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel      Office 365  
 Flipboard      Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century Skills/Interdisciplinary Themes**

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- 0x • Global Awareness
- 0x • Financial, Economic, Business and Entrepreneurial Literacy
- 0x • Civic Literacy
- 0x • Health Literacy
- 0x • Environmental Literacy
- 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**

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

## **Differentiation**

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**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

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

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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
- multiple test sessions



- multi-sensory presentation
- 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)**

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

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented 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**

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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 work presented 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)**

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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

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Unit Name: World War 2

Students will understand and explain why the United States entered the war.

Interdisciplinary Connection: Language Arts

Statement of Objective: Students will understand how WW2 effected the economy and changed the global order.

Anticipatory Set/Do Now:

- 1-Minute research
- 3-5 question
- Quick Video

Learning Activity: Students are working in tiered groups on a series of research questions that would give them an idea of what what changes where on the horizon.

Student Assessment/CFU's:

- Creative Writing
- Exam/Quiz
- Class Participation

Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills:

- Civic literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year.