

# Unit 14: World War II

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LBGT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Unit 14: World War II (1919-1945)

### Essential Skills

- Compare and Contrast: identifying similarities and differences between two or more like things
- Empathy: understanding and sharing the thoughts and feelings with people from the past

- Evaluate: taking a stance and supporting it with evidence
- Explain: breaking down a complex task into understandable terms and concepts
- Geographic Literacy: reading and interpreting maps to analyze and explain concepts
- Historical Reasoning: apply and recognize historical patterns in the modern world

## **Learning Objectives**

---

- Describe conditions in Nazi concentration and death camps
- Describe how Europe first responded to Hitler's rise to power
- Describe how the Nazis were able to conduct the Holocaust so easily
- Describe how the Treaty of Versailles impacted Germany
- Describe some key battles fought during World War II
- Describe the experiences of Japanese Americans during World War II, and determine if they were justified
- Describe the impact of the Navajo Code Talkers during World War II
- Describe why African Americans wanted to contribute to World War II
- Describe why women wanted to contribute to World War II
- Determine New Jersey's effect on World War II
- Determine whether using atomic bombs on Japan was justified
- Explain how bystanders impacted the Holocaust
- Explain how fascism rose across Europe
- Explain how many Germans were complicit in being perpetrators during the Holocaust
- Explain how the Great Depression impacted Europe
- Explain the causes and effects of the Lend-Lease Act
- Explain why Japan attacked Pearl Harbor
- Explain why some people chose to rescue oppressed peoples during the Holocaust
- Explain why the League of Nations was ineffective
- Explain why the USA dropped two atomic bombs on Japan

## **Essential Skills**

---

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste

- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

---

SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.6.1.12.CivicsHR.11.a	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.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryCA.11.a	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.HistoryCC.11.b	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.HistoryUP.11.a	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.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

## Essential Questions

---

- Do the ends justify the means?
- What should we do when we see injustice?

## Instructional Tasks/Activities

---

- Checks for comprehension
- Ducksters
- Guided Notes
- Holocaust Survivors in South Jersey Research Activity
- Make up previous work
- McGraw Hill textbook readings, Chapter 11

- Modified DBQ from DBQ Online
- Oral check for previous lesson understanding
- Primary Source Analysis: Holocaust Survivor Testimonies
- Video lesson review sheet
- WW2 Propaganda in Popular Culture (Disney, Looney Tunes, Dr. Seuss)

## **Assessment Procedure**

---

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

---

- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

---

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

---

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

---

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

---

N/A

## **Resources**

---

- Appropriately stimulating and educative multimedia (e.g., YouTube)
- DBQ Online
- Gimkit
- Internet research
- Primary Source Collection: Voices of Freedom: A Documentary History by Eric Foner, Vol. 1-2, 6th Edition, ISBN: 978039369612 (vol. 1) / 9780393696929 (vol. 2)
- Primary Sources, as mentioned in the McGraw Hill textbook
- Reading level appropriate on-line text
- Teacher-made PowerPoints
- Textbook: McGraw Hill United States History ISBN: 978-0-07-902313-1