

Unit 9: World War 2

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

State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.
Holocaust Law: N.J.S.A. 18A:35-28	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
History and Contributions of Asian American and Pacific Islanders P.L.2021, c.416	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 New Jersey Student Learning Standards in Social Studies.

Learning Objectives

- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II
- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 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.
- 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.
- Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

Essential Skills

- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman)
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Governments around the world support universal human rights to varying degrees.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- There are multiple and complex causes and effects of historical events.
- To better understand the historical perspective, one must consider historical context.
- To better understand the historical perspective, one must consider historical context.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Standards

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.EconET.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.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.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
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.

Instructional Tasks/Activities

- Analyze primary source documents leading to US involvement in the war and identify the steps the US took before becoming fully involved in the war
- Analyze the decision to drop the bomb and answer key questions about the decision then write a persuasive essay to defend your position on the use of the weapons to end the war
- Analyze the key aspects of war on the home front and complete a group presentation defining one of the key aspects
- Discuss Japanese internment and complete an exploratory activity to learn about life in the prison camps
- Discuss Key battles of World War II from the US perspective and identify the outcomes of each
- Explore the Attack on Pearl Harbor through a collection of primary sources
- Guided Reading / Outlining / Notes
- Review Game
- Watch Saving Private Ryan and complete the video questions
- Watch the battle scene from the film Pearl Harbor and complete the History vs. Hollywood 5 paragraph essay
- Watch World War II on the Home Front and complete the video questions

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now

- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Saving Private Ryan Discussion Questions
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- 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

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ).

- Experience an increased number of quiz/test questions, which will be more in depth
- Faster Paced class where the focus is the development of College level study habits.
- Students will use primary source documents to complete a DBQ

Resources

- ABC-CLIO online textbook
- AVA Video – World War 2 On the Home front
- Internet research
- Pearl Harbor
- Primary Source Documents
- Saving Private Ryan
- Teacher Created notes and resources