Unit #11: World History Accelerated - World War II

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

Unit Introduction

The unit will investigate some of the major events of the 2nd World War. Comparisons between World War I and World War II will be used to demonstrate changes and continuities. Significant focus will be placed on the war's impacts and the global shift away from European hegemony to the bipolar extremes of the Cold War.

Standards

SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.

Common Core Standards

CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.7	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.
CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- How do strategy and technology affect warfare?
- How might the aftermath of war lay the groundwork for future conflicts?
- What political effects do alliances have on nations?

Goals/Objectives

Students will be able to

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions

- Evaluate communication of information for soundness of evidence and potential bias

- Evaluate concepts and themes through historical periods

- Examine source data to test credibility and evaluate bias

- Formulate questions from multiple perspectives, using multiple sources

- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction.* Orlando, FL: Holt McDougal, 2012.

- Allied Powers

- Decolonization

- Demilitarization of Axis powers

- Development and use of the Atomic Bombs

- Emergence of Superpower

- Establishment of the United Nations

- German's acts of aggression

- Global response to war crimes

- Hitler's Leadership

- Hitler's World View including the Final Solution and Holocaust.

- Impact of Nazi domestic policies

- Invasions

- Japan's acts of aggression

- Key People

- Non-Aggression Pact

Skills

- Analyze charts and tables

- Analyze political cartoons

- Assessing validity of sources

- Critical thinking

- Data analysis

- Distinguish facts and opinions

- Drawing inferences

- Identify main ideas and details

- Read for content mastery

- Recognize bias

Assessment of Learning

- Debate
- Discussion/Questioning
- Graphic Assessment
- Mapping
- Primary Source Analysis
- Projects
- Quizzes
- Statistical Analysis
- Unit Test
- Writing

Instructional Strategies

- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

Differentiation

- Alternative assessments

- Choice of activities

- Flexible grouping

- Guided reading

- Homework options

- Independent research and projects

- Leveled rubrics

- Modified materials

- Multiple texts

- Pre-teach

- Re-teach

- Stations/Centers

- Supplemental materials

- Supplemental teaching

Technology

- Computer Lab/Laptops

- DVDs/CDs/Videos/TV

- Internet Resources

- iPads

- Overhead Transparencies

- PowerPoint

- SMART Board

TECH.8.1.12	Educational Technology: 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.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

TECH.8.2.12.A.CS2	The core concepts of technology.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

Interdisciplinary Connections

- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages