

# 07 World War II (1929–1945)

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **3 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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United States History II is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the post-Reconstruction period to the present.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Enduring Understanding:**

- 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.

### **Social Studies NJSLs 2020 Essential Question(s):**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## **CONTENT AREA STANDARDS**

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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.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
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.EconNE.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
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.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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). •

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g.,

	formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.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.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.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.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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Students will understand:

- Past grievances, particularly on the part of some Germans helped to lead to WWII.
- Rapid population growth in various parts of the world led some leaders to look to expand their territory.
- Focused, fanatical, militaristic leadership in some countries pushed the world to war.
- The isolationist attitude of the United States led Hitler and some of the military leadership of Japan into believing that Americans were weak and would not interfere.
- The technology of death became even more overwhelming.
- Technological developments initially created to destroy would prove to be beneficial to the world afterwards.
- Medicine improved as doctors had to deal with more gruesome wounds.
- How the American homefront responded to the United States' intervention in World War II
- Key battles of World War II
- How World War II came to an end
- The causes and effects of Japanese internment
- The Holocaust

## **Procedural Knowledge**

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Students will be able to:

- Determine if American policies towards the Japanese during WWII were a denial of civil rights.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Explain the reasons for the creation of the United Nations and the Universal Declaration of Human Rights.
- Evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 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.
- Analyze the impact of the post-war shift back to domestic production.
- Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- Evaluate the role of New Jersey and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 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).
- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 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.
- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or other open-ended responses will be used to determine student progress toward learning targets

## **Summative Assessments**

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- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs about the War for Independence. Essay questions will include prompts such as:
  1. How did the lives of African Americans, women, Native Americans, and Japanese Americans change during World War II?
  2. Identify and explain three reasons why the United States decided to use atomic weapons to end World War II.
- Students can select a topic from the late 19th century to 2000 to write a year long research paper. This will help to enhance their understanding of the topic and to further develop their research and writing skills.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### *Core:*

*American History*. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Band of Brothers HBO video

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

Letters From Iwo Jima Directed by Clint Eastwood

### *Supplemental:*

Various primary and secondary sources of the time period (i.e. Executive Order 9066, images of the atomic bombs, The Rosie the Riveter poster, WW II propaganda, images of the Holocaust, accounts of the St. Louis refugee incident, etc.)

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts:**

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

### **Technology/Multimedia:**

- Google
- Media Literacy

### **Math:**

- Statistics

### **Career Readiness:**

- Use technology to enhance productivity

- Employ valid and reliable research strategies.

### **Visual and Performing Arts:**

- Debates

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Gifted and Talented modifications may include:**

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **For Students with Disabilities, modifications may include:**

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes