

## World War II Unit Plan

### I. Descriptive Characteristics

- Title: The Second World War
- Student Population/ Grade Level: 25/Grade 11 U.S. History
- Estimated Time Required: 10-12 class periods
- Rational and Overview: A unit on WWII is vital in understanding the modern world. Without learning about WWII, the origins of women entering the workforce would be lost. Additionally, this unit leads into studying the Cold War, which had great impacts on the U.S. and the rest of the world.

The learning that will take place in this unit will be a mixture of factual understanding of terms, wartime events, and historically significant people, as well as opinion-based learning. This unit presents a lot of serious, yet difficult questions for students to confront. An example of this would be the issue of morality, seen in concepts of the infamous Japanese internment, the Holocaust, or the atomic bombing of Japan. Students, even in adolescence, should strive to discover their stance on issues, even if it is tentative and unsure, because it strengthens a student's ability to think critically and to be tolerant of the opinions of others.

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### II. Standards and Benchmarks

- Social Studies Standard 1: Students apply Social Studies skills and resources.
  - 9–12.1.5: Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
- Social Studies Standard 2: Students understand important historical events.
  - 9–12.2.5: Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)
  - 9-12.2.6: Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)
  - *A brief sketch of how WWII developed on a global scale will be given so as to solidify the causes and effects of the conflict.*
- Reading Standard for Informational Text
  - Code RI.1: Cite strong and thorough textual evidence 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.

- Code RI.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.
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### III. **Goals**

- 1. Understand the political, economic, and social factors that led up to WWII.
  - 2. Understand the roles the United States played in WWII.
  - 3. Examine the suspension of civil liberties.
  - 4. Evaluate the course and impacts of WWII.
  - 5. Demonstrate competency in writing and comprehension of reading materials.
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### IV. **Objectives**

- 1. Understand the political, economic, and social factors that led up to WWII.
  - i. A. Identify the Allied and Axis powers, their government systems, and their leaders through lecture and classroom activity.
  - ii. B. Summarize the reasons behind German, Italian, and Japanese aggression through in-class dialogue.
  - iii. C. Explain the failure of the Munich conference and the breakout of WWII by way of a jigsaw activity.
- 2. Understand the roles the United States played in WWII.
  - i. A. Evaluate the isolationist and interventionist debate in group discussion and by way of written responses.
  - ii. B. Identify particular wartime production industries and demonstrate the purpose of workers and federal programs through written explanation.
  - iii. C. Explain the reasons Japan attacked the United States at Pearl Harbor.
- 3. Examine the suspension of civil liberties.
  - i. A. Summarize and debate the revocation of civil liberties for Japanese Americans via discussion and written assignments.
  - ii. B. Investigate the similarities and differences between the Holocaust and Japanese American internment by way of group research and discussion.
- 4. Evaluate the course and impacts of WWII.
  - i. A. Distinguish the significance of the following: Battle of Britain, Battle of Stalingrad, Operation Overlord, and the Battle of the Bulge via map representations and written explanations.
  - ii. B. Distinguish the significance of the following: Battle of Midway, Battle of Leyte Gulf, Battle of Okinawa, Battle of Iwo Jima via map representations and written explanations.
  - iii. C. Debate and develop stances on the American use of atomic weaponry on Japan.
  - iv. D. Identify the purpose of the Nuremburg trials, as well as who were prosecuted.

- 5. Demonstrate competency in writing and comprehension of reading materials.
  - i. A. Construct reflective essays that clearly display knowledge and opinions of subjects, including the revocation of civil liberties during WWII.
  - ii. B. Read and comprehend the various reading materials presented in class or provided by the instructor.
  - iii. C. Evaluate and identify historical and personal bias in reading materials and media sources.

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## V. Teaching Strategies and Activities

- Day 1: Allied/Axis Powers
  - i. PowerPoint slides 1-10
  - ii. Lesson #1
  - iii. Handout #1
  - iv. Technology
    - PowerPoint
- Day 2: German Aggression
  - i. PowerPoint slides 11-13
  - ii. Lesson #2
  - iii. Jigsaw Activity
  - iv. Jigsaw Worksheet (*formative*)
  - v. Jigsaw Quiz (*formative*)
  - vi. Technology
    - PowerPoint
- Day 3: American Neutrality
  - i. PowerPoint slides 14-27
  - ii. Lesson #3
  - iii. Exit Slip (*formative*)
    - Isolationism vs. Interventionism Debate
  - iv. Technology
    - PowerPoint, German Aggression Interactive Map
- Day 4: America Enters WWII
  - i. PowerPoint slides 28-38
  - ii. Lesson #4
  - iii. Bean Bag Toss (*formative*)
  - iv. Technology
    - PowerPoint, FDR Declaration of War video
- Day 5: American Homefront
  - i. PowerPoint slides 39-46
  - ii. Lesson #5
  - iii. Exit Slip (*formative*)

- List 2 things that Rosie the Riveter represented
  - iv. Technology
    - PowerPoint, Rosie the Riveter video
- Day 6: Civil Liberties
  - i. PowerPoint slides 47-50
  - ii. Lesson #6
  - iii. Civil Liberties Group Activity
  - iv. Civil Liberties Worksheet (*formative*)
  - v. Technology
    - PowerPoint, optional videos on Japanese internment and anti-Japanese attitudes post-Pearl Harbor
- Day 7: War in Europe
  - i. PowerPoint slides 51-63
  - ii. Lesson #7
  - iii. Battle Map Activity (*formative*)
  - iv. Technology
    - PowerPoint, Operation Overlord video
- Day 8: War in the Pacific
  - i. PowerPoint slides 64-72
  - ii. Lesson #8
  - iii. Battle Map Activity (*formative*)
  - iv. Technology
    - PowerPoint, Battle of Iwo Jima video
- Day 9: Atomic Bomb Debate
  - i. PowerPoint slides 73-75
  - ii. Atomic Bomb Group Activity
  - iii. Atomic Bomb Arguments Worksheet (*formative*)
  - iv. Technology
    - PowerPoint, Jing videos, Pro-Bomb video, Anti-Bomb video
- Day 10: Conclusion
  - i. PowerPoint slides 76-83
  - ii. Study Guide
    - Handed out to students completing traditional exam
  - iii. Technology
    - PowerPoint, Mind-mup
- Day 11: Review
  - i. Jeopardy Game
  - ii. Kahoot Game
- Day 12: Exam
  - i. 3 Options

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## VI. Resources

- Textbook: ‘The American Vision: Modern Times’
  - PowerPoint
    - i. Separate Attachment
  - Handout #1: Allied/Axis Powers Outline Table
    - i. Separate Attachment in Lesson #1
  - Jigsaw Questions
    - i. Separate Attachment in Lesson #2
  - Atomic Bomb Readings and Questions
    - i. Separate Attachments in Lesson #9
  - Battle Maps
    - i. Separate Attachments in Lessons #7 and #8
  - Civil Liberties Worksheet
    - i. Separate Attachment in Lesson #6
  - Jeopardy Review Game
    - i. <https://www.superteachertools.net/jeopardyx/>
      - Overview of various Goals and Objectives for purpose of review.
      - Students will be divided into teams of 5, with one spokesperson per group. Instructor leads the activity and reads off the questions.
      - The winner, the team with the most points at the end of the game, will receive a Bonus Ticket for each team member. The Bonus Ticket will be worth 3 points and may be used on any homework assignment, quiz, or exam grade.
      - Review game will not be graded, except for participation.
      - Optional; dependent on time and readiness of students.
  - Kahoot Review Game
    - i. <https://getkahoot.com/>
      - Overview of various Goals and Objectives for purpose of review.
      - At the end of the game, the students with the top 5 scores will receive a Bonus Ticket. The Bonus Ticket will be worth 3 points and may be used on any homework assignment, quiz, or exam grade.
        - a. If the 5<sup>th</sup> top score is a tie with the 6<sup>th</sup>, the tied students will both get a Bonus Ticket.
      - Review game will not be graded, except for participation.
      - Optional; dependent on time and readiness of students.
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## VII. Evaluation Procedures

- **Formative**

- i. Jigsaw Worksheet in Lesson #2
- ii. Jigsaw Quiz in Lesson #2
  - Evaluates failing of Munich Conference and German aggression
- iii. Exit Slips
  - Lesson #3
    - a. Isolationism vs. Interventionism
  - Lesson #5
    - a. Rosie the Riveter
- iv. Bean Bag Toss Questioning
  - Evaluating the U.S. entering WWII
  - Lesson #4
- v. Civil Liberties Worksheet
  - Lesson #6
- vi. Battle Map Activity
  - European Theater Battles (5)
  - Pacific Theater Battles (5)
- vii. Atomic Bomb Debate Worksheets
  - Lesson #9
- viii. Mind-Map Activity
  - Lesson #10

- **Summative**

- i. Student Choice
  - Objective Unit Exam
  - WWII Video Project
  - WWII Explanatory Report
    - a. For guidelines and rubrics to Video Project and Report, refer to: WWII Unit Plan > WWII Unit Exam folder > Exam Rubrics
  - For complete description of all 3 options, refer to: WWII Unit Plan > WWII Unit Exam folder > Differentiated Assessment Options WWII Unit

- **Rubrics**

- i. Separate Attachment in Lesson #7 and #8
  - Titled 'Battle Map Activity Rubric'

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## VIII. Other

- **Technology**

- i. Teacher Use
  - PowerPoint

- Various Videos
  - Interactive Map
- ii. Student Use
  - Various Videos
  - Interactive Map
  - Mind-mup
- iii. Assessment Use
  - Mind-mup
  - Jeopardy Game
  - Kahoot Game
  - Final Assessment option of Video Project
- **Differentiated Instruction**
  - i. Readiness Level
    - Lesson #1
  - ii. Student Learning Styles
    - Lesson #3, #6, #7, #8, #9
    - Assessment Options allow for Differentiated Instruction in Assessment
  - iii. Personal Interests
    - Dependent on individual students on a case by case basis
    - Potential interest and content connections include:
      - a. WWII era warplanes and aviation of today
      - b. Rosie the Riveter and her effect on females of today
      - c. Baseball and how the famous Jackie Robinson served in WWII
      - d. Internment and suspicion of German Americans; many students may have German ancestry
      - e. Internment and suspicion of Japanese Americans; many students may have Japanese ancestry
    - Students have a personal choice in the German Interactive Map; can choose to explore what interests them.