

Social Studies

Unit/Timeframe: US History II - World War II / 4 weeks	Grade Level: 10
Content Standards	2017 MA Literacy Framework
<p>USII.T3.1. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.</p> <p>USII.T3.2. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.</p> <p>USII.T3.3. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.</p> <p>USII.T3.4. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).</p> <p>USII.T3.5. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war:</p> <ol style="list-style-type: none"> German rearmament and militarization of the Rhineland The Munich Conference and Germany's seizure of Austria and Czechoslovakia the Nazi-Soviet Pact of 1939 and the invasion of Poland Japan's invasion of China and the Nanjing Massacre Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima the Yalta and Potsdam conferences <p>USII.T3.6. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.</p> <p>USII.T3.7. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.</p> <p>USII.T3.8. Explain the long-term consequences of important domestic events during the war.</p> <ol style="list-style-type: none"> the War's stimulus to economic growth the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California A. Philip Randolph and the efforts to eliminate employment 	<p>RCA-H.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.</p> <p>WCA.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <p>SCLA.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

<p>discrimination on the basis of race</p> <p>d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses</p> <p>e. the internment of West Coast Japanese Americans in the U.S. and Canada</p> <p>f. how the two world wars led to greater demands for civil rights for women and African Americans.</p>		
Essential Questions	Skills/Knowledge	
<p>Could World War II Have Been Prevented?</p> <p>What kind of a role should the U.S. play in world affairs?</p> <p>What Kinds of Sacrifices Does War Require?</p>	<p>Students will be able to trace the rise of dictators, the beginnings of war, and the American response in the 1930s.</p> <p>Students will be able to understand the military campaigns, political decisions, and efforts on the home front that won World War II.</p> <p>P1. Students will be able to demonstrate civic knowledge, skills, and dispositions.</p> <p>P2. Students will be able to develop focused questions or problem statements and conduct inquiries.</p> <p>P3. Students will be able to organize information and data from multiple primary and secondary sources.</p>	
Common Resources	Common Assessments	
<p>American Vision Chapter 20 & 21</p> <p>OpenStax Online Text Chapter 27: https://cnx.org/contents/p7ovukl@3.104:gMXC1GEM@3/Introduction</p> <p>US History (Online Text) Chapters 50 & 51: http://www.ushistory.org/us/</p> <p>Crash Course US History Videos x-x: https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s</p> <p>Franklin D. Roosevelt, “Four Freedoms” speech (1941)</p> <p>Franklin D. Roosevelt, First Annotated Typed Draft of War Address, “A Day of Infamy” speech delivered on radio (1941)</p> <p>Gordon Parks, Photographs of Ella Watson (1942)</p>	<p>Unit 5 Test (TBA)</p> <p>Isolationism (Choices)</p> <p>Foreign Policy in Interwar Years (MCU)</p> <p>World War II Core Documents (TAH)</p> <p>World War II (C3)</p> <p>The Proper Application of Overwhelming Force: US in WWII (TAH)</p> <p>Holocaust (C3)</p> <p>Atomic Bomb (SHEG)</p> <p>Hiroshima (Choices)</p> <p>Japanese Internment (SHEG)</p> <p>Japanese Internment (C3)</p> <p>Zoot Suit Riots (SHEG)</p> <p>Japanese Internment in WWII (UMBC)</p> <p>Women’s Contributions in WWII (UMBC)</p>	

Robert M. Jackson, <u>Opinion for the Supreme Court in West Virginia State Board of Education v. Barnette</u> (1943)	John Brown's Legacy (Beyond the Bubble) Japanese Internment (Beyond the Bubble)
Vocabulary	
<p>Tier II: exploit, dominate, violation, concentrate, transport, prohibit, assume, virtually, revise, purchase, underestimate, vehicle, draft, code, target, coordinate, justify, briefly, intense despite, nuclear</p> <p>Tier III: fascism, collective, internationalism, appeasement, blitzkrieg, concentration camp, extermination camp, hemispheric defense zone, strategic materials, cost-plus, disenfranchised, periphery, convoy system, Sunbelt, zoot suit, victory suit, rationing victory garden, amphetamine, kamikaze, hedgerow, napalm, charter</p> <p>People and Events: Benito Mussolini, Vladimir Lenin, Joseph Stalin, Adolf Hitler, Manchuria Neutrality Act of 1935, Axis Powers, Anschluss, Munich Conference, Maginot Line, Winston Churchill, Battle of Britain, Shoah, Nuremberg Laws, Gestapo, Wannsee Conference, America First Committee, Lend-Lease Act, Atlantic Charter, War Production Board, Office of War Mobilization, "Double V" campaign, Tuskegee Army, Oveta Culp Hobby, Women's Army Corps, Chester Nimitz, Douglas MacArthur, Bataan Death March, Corregidor, James Doolittle A. Philip Randolph, Bracero Program, Great Migration, Office of Price Administration, Casablanca Conference, D-Day, Omar Bradley, Guadalcanal, Battle of the Bulge, V-E Day Harry S. Truman, Iwo Jima, Manhattan Project, V-J Day, United Nations Nuremberg Trials</p>	
Additional Notes	
<p>Students may think that the United States, the United Kingdom, and the Soviet Union defeated Germany and Japan in World War II. Explain that, although it is true that the "Big Three" played a vital role in defeating Germany and Japan, one has to remember that the Allied coalition was made up of dozens of countries, including France, Poland, Canada, Australia, China, and many more, that supplied troops, logistics, and support.</p>	