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**World War II**

**US History, Unit #5**

Chapters 11 & 12

CCCS Standards

State Standards 11.7

**Overview:** 1931 – 1945, this unit covers World War II. The Americans who participated in this war are today considered by some as the Greatest Generation of Americans. This unit covers WWII from the American perspective with focus on those Americans who sacrificed at home and abroad with special attention to the social strife that occurred at home during the war.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. What events precipitated US involvement in WWI?
	2. Analyze the effects / consequences of American participation in World War II both at home and abroad.
	3. Justify the United States’ decision to drop the bomb on Hiroshima and Nagasaki.
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Fascism2. Rationing3. Victory Gardens4. War Bonds | 5. Liberty Ships6. Lend-Lease Act7. Cost Plus Contracts8. Bracero Program | 9. Aviation10. Weaponry11. Communication12. Medicine |

1. **Historical People:** People are the movers and shakers of history (i.e., history is created by and then molded by the key figures of the day). The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. America First Committee 2. Tuskegee Airmen3. 442nd Regimental Combat team4. Navajo Code Talkers | 5. Rosie the Riveter6. Zoot Suit Riots7. A. Philip Randolph8. Franklin Roosevelt | 9. Eleanor Roosevelt10. Harry Truman11. MacArthur12. Eisenhower |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. Roosevelt’s Foreign Policy2. Pearl Harbor3. Battle of Midway4. Battle of Normandy | 5. Battle of Iwo Jima6. Battle of Okinawa7. Battle of the Bulge8. Hiroshima & Nagasaki | 9. Japanese Internment10. Nuremburg Trials |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Jewish Loses, 1939 – 19452. Migration in the US, 1940 - 1950 | 3. Island-Hopping in the Pacific, 1942-1945 | 4. WWII in Europe and Africa, 1939 - 1945 |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. Four Freedoms | 2. Fred Korematsu v. U.S. |  |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** Culminating activity that demonstrates mastery of the Essential Question.

Students will create and present a children’s book that tells the story of WWII that includes the causes, major battles, the home front during the war, and the dropping of the atomic bomb.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**11-12.7 -** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**11-12.8 -** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**11-12.9 -** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Writing History:**

**11-12.1 -** Write arguments focused on *discipline-specific content.*

1. Introduce precise, knowledgeable claim(s),establish the significance of the claim(s),distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counter claims, reasons, and evidence.
2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
3. Use words, phrases, and clauses as well as varied syntax 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.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from or supports the argument presented.

**11-12.10 -** 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.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students analyze America’s participation in World War II.**
		+ 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
			2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
			3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
			4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).
			5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu* v. *United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
			6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.
			7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
			8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.