

Unit 8: World War II (1931-1945)

Unit #:	APSDO-00022874	Duration:	3.0 Week(s)	Date(s):	
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Team:
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Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will understand America's involvement in World War II. The students will understand the factors that contributed to America's decision to go to war, the impact of the war on Americans both at home and abroad, America's contribution to the Allied victory, and the ways the war changed the United States and the world. In addition to a unit test, students will use a source analysis to create a position statement on the extent to which total warfare was justified during World War II. Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and or artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <i>CCSS.ELA-LITERACY.RH.11-12.1</i> • 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, 	<p>T1 (T2) Create question(s) or statement(s) that advance research and analysis. T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U101) Governments use of power benefits or harms its citizens in varying degrees. U2 (U103) Governments allow individuals and groups varying access to participation and power.</p>	<p>Q1 How could quicker and more decisive action from the United States have prevented or minimized World War II?</p>

demonstrating understanding of the subject under investigation. *CCSS.ELA-LITERACY.WHST.11-12.7*

- Draw evidence from informational texts to support analysis, reflection, and research. *CCSS.ELA-LITERACY.WHST.11-12.9*

Connecticut Goals and Standards

Social Studies : 11

- Analyze the relationship between historical sources and the secondary interpretations made from them. *HIST.9-12.9*
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. *INQ.9-12.5*
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. *HIST.9-12.1*
- Evaluate the consequences of human-made and natural catastrophes on global trade, politics and human migration. *GEO.9-12.11*
- Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. *INQ.9-12.4*
- Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities and limits that have changed over time and that are still contested. *CIV.9-12.4*
- Gather relevant information from

U3 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.

U4 (U603) Cooperation: Cooperation occurs when there is a shared interest or desired outcome.

U5 (U702) People`s rights and individual needs must be balanced with the rights and needs of others.

U6 (U703) Effective leaders have the ability to influence the direction of a group.

Q2

When should or shouldn't the United States tolerate dissent during times of war and other crisis?

Q3

In times of crisis to what extent should America be allowed to violate citizen's rights to ensure citizens' safety?

Q4

To what extent was the United States justified in using nuclear weapons on Japan?

Q5 (Q601) What causes conflict between groups?

Q6 (Q602) How can conflict be beneficial or detrimental?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

Geographic access and availability of resources creates global conflict

K2

Policies of appeasement and neutrality created an opportunity for belligerent nations to expand without fear of reprisal

K3

Strong leaders can change the political, economic and social direction of a country

K4

Technological advancements changed the

S1

Conduct short research task to answer a question or solve a problem

S2

Construct arguments using sound reasoning, appropriate sequence and relevant details

S3

Evaluate a given action or series of actions to determine effectiveness in relation to a goal

S4

Cite specific textual evidence from primary and secondary sources to support analysis

<p>multiple sources representing a wide range of views while using the origin, authority, structure, context and corroborative value of the sources to guide the selection. <i>INQ.9-12.6</i></p>	<p>way that warfare was conducted</p> <p>K5</p> <p>Essential Concepts/Terms: totalitarian, fascism, nazism, Neutrality Acts, appeasement, nonaggression pact, blitzkrieg, Holocaust, Kristallnacht, genocide, ghetto, concentration camps, Axis powers, Lend-Lease Act, Atlantic Charter, Allies, D-Day, League of Nations</p>	
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