

U.S. History
Unit 7: World War II (1939-1945)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on using historical thinking skills to examine the conditions that led to World War II, United States involvement in World War II, major turning points, political decisions, and the effects of World War II on American society.

Student Understandings

Students examine the causes of World War II and explain the reasons for the United States entry into the war. Students explain how the United States government financed the war, managed the economy, and encouraged public support for the war effort. Students examine the roles of minority groups on the home front and in the military and describe how their status in society changed. Students analyze the major events, turning points, and key strategic decisions of the war and describe how they affected the outcome of the war. Students describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War.

Guiding Questions

1. Can students describe the conditions that led to the outbreak of war in Europe and Asia in the 1930s?
2. Can students explain why the United States entered the war and describe how this event affected the course of the war?
3. Can students describe how the American public contributed to the war effort?
4. Can students describe the actions of key Allied political and military leaders and explain how their strategies affected the outcome of the war?
5. Can students explain how the outcome of the war led to two spheres of political ideologies and influence?
6. Can students describe the roles of minority groups on the home front and in the military?
7. Can student explain how the societal status of minority groups changed as a result of World War II?

Unit 7 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians' points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Becoming a World Power through World War II	
US.4.6	Examine the causes of World War II and explain the reasons for the U.S. entry into the war
US.4.7	Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort
US.4.8	Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society
US.4.9	Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war
US.4.10	Describe how key political and military leaders affected the outcome of World War II and led to the beginning for the Cold War
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	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.

RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.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.
RH.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.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.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.

Sample Activities

Activity 1: World War II (GLEs: US.4.6, US.4.7, US.4.8, US.4.9; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional)

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a vocabulary chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found on pages 4, 10, and 11 in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link:

http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf

Key Concept	+	?	-	Explanation	Extra Information
Treaty of Versailles				<i>Treaty that ended WWI.</i>	<i>The treaty that ended the “war to end all wars” did not create a “just and secure peace.”</i>

After completing all of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Failures of the Treaty of Versailles (GLEs: US.1.5, US.4.6; CCSS: RH.11-12.1, RH.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Failures of the Treaty of Versailles BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the weaknesses and failures of the Treaty of Versailles

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the weaknesses and failures of the Treaty of Versailles (see the Failures of the Treaty of Versailles BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the weaknesses and failures of the Treaty of Versailles and to complete their Failures of the Treaty of Versailles *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place, and the “After” column will be completed after students read or discuss the informational source.

Before reading about the weaknesses and the failures of the Treaty of Versailles, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Germans were angry because the treaty blamed them for starting the war and required them to pay reparations to the Allies for war damages. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Information on the weaknesses and failures of the Treaty of Versailles may be found on the following websites:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425>

<http://www.pbs.org/greatwar/resources/lesson8.html>

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students' attention on important aspects of the content.

Have students write a short descriptive passage in their *learning logs* ([view literacy strategy descriptions](#)) concerning their findings of the weaknesses and failures of the Treaty of Versailles. Ask student volunteers to read what they have written to the class.

Activity 3: Axis Aggression (GLEs: US.1.2, US.1.5, US.4.6; CCSS: RH.11-12.2, WHST.11-12.9; WHST.11-12.10)

Materials List: Axis Aggression BLM, Hitler's Quest for Territory BLM, Axis Aggression Word Grid BLM, chart paper and markers, primary and/or secondary sources (books, encyclopedias, Internet access optional) on Axis aggression and appeasement

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the Axis power aggression. Generate a statement pertaining to Axis aggression prior to World War II. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about Axis aggression prior to World War II might be:

A stronger League of Nations could have prevented a second world war.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are then recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students work in pairs to research and analyze military aggression in Europe and in Asia in the 1930s. Student attention should focus on the following: the Japanese invasion of the Chinese province of Manchuria in 1931, Germany's military buildup, Germany's invasion of the Rhineland March 7, 1936 (include blitzkrieg), Italy's invasion of Ethiopia October 1935-May 1936, Germany's incorporation of Austria in the Anschluss March 11-13, 1938, Germany's invasion of the Sudetenland (the Munich Agreement) September 30, 1938, Germany's annexation of Czechoslovakia March 14-15, 1939, and Italy's invasion of Albania April 7-15, 1939.

Information on military aggression in Europe and Asia may be found on the following websites:

Japanese invasion of Manchuria (September 18, 1931):

<http://militaryhistory.about.com/od/worldwarII/a/wwiipaccauses.htm>

<http://hnn.us/articles/5247.html>

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

German invasion of the Rhineland (March 7, 1936):

<http://www.history.com/this-day-in-history/hitler-reoccupies-the-rhineland>

<http://www.nationalarchives.gov.uk/documents/education/rhineland.pdf>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005439>

German invasion of the Rhineland primary sources:

<http://www.nationalarchives.gov.uk/education/lesson30.htm>

<http://www.annefrank.org/en/Subsites/Timeline/Inter-war-period-1918-1939/Emigrating-to-The-Netherlands/1936/A-mounted-unit-of-the-German-army-being-greeted-during-the-occupation-of-the-Rhineland-7-March-1936/#/en/Subsites/Timeline/Inter-war-period-1918-1939/Emigrating-to-The-Netherlands/1936/A-mounted-unit-of-the-German-army-being-greeted-during-the-occupation-of-the-Rhineland-7-March-1936/>

Fascist Italy invades, conquers, and annexes Ethiopia (October 2, 1935-May 1936):

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

<http://www.mtholyoke.edu/acad/intrel/WorldWar2/italy.htm>

<http://xroads.virginia.edu/~ma04/wood/mot/html/ethiopia.htm>

Germany incorporates Austria in the Anschluss (March 11-13, 1938):

<http://www.history.com/this-day-in-history/hitler-announces-an-anschluss-with-austria>

http://www.bbc.co.uk/scotland/learning/bitesize/higher/history/roadwar/anschluss_rev1.shtml

German invasion of the Sudetenland (the Munich Agreement, September 30, 1938)

http://avalon.law.yale.edu/subject_menus/munmenu.asp

<http://www.history.com/this-day-in-history/franklin-roosevelt-appeals-to-hitler-for-peace>

http://www.bbc.co.uk/history/historic_figures/chamberlain_arthur_neville.shtml

Germany annexes Czechoslovakia (March 14-15, 1939):

<http://www.bbc.co.uk/learningzone/clips/hitler-annexes-czechoslovakia-and-invades-poland/2473.html>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007762>

Italian invasion of Albania (April 7-15, 1939):

<http://www.history.com/this-day-in-history/italy-invades-albania>

World War II timelines:

<http://www.pbs.org/perilousfight/timeline/>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306>

<http://ehistory.osu.edu/wwii/timeline.cfm>

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information (see Axis Aggression BLM and the sample below):

Date: 1931	Topic: Japanese Aggression
What land area did the Japanese invade?	<i>Manchuria, a province of China</i>

Hold a class discussion and ask students to share their findings on the Axis aggression. Check student responses for accuracy and clarify any misconceptions of the content.

Have students use their textbooks to read about Adolph Hitler's open aggression in taking the Rhineland, the annexation of Austria, taking the Sudetenland, and the annexation of the remainder of Czechoslovakia. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning Hitler's quest for territory, France and Great Britain's appeasement policy at the Munich Conference, and America's policy of isolationism (see Hitler's Quest for Territory BLM and the sample below).

Reason Hitler takes the Rhineland in 1936:

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. Engage the class in a discussion on Hitler's quest for territory and the response of the world to his aggressive actions.

Neutrality Act of 1935:

<http://www.history.com/this-day-in-history/fdr-signs-neutrality-act>

<http://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm>

<http://teachingamericanhistory.org/library/index.asp?document=2184>

Neutrality Act of 1937:

<http://teachingamericanhistory.org/library/index.asp?document=1564>

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/fdr-neutrality/>

Neutrality Act of 1939:

<http://www.history.com/this-day-in-history/fdr-urges-repeal-of-neutrality-act-embargo-provisions>

<http://xroads.virginia.edu/~1930s2/time/1939/1939ne.html>

Non Aggression Pact 1939:

<http://history1900s.about.com/od/worldwarII/a/nonaggression.htm>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005156>

http://avalon.law.yale.edu/subject_menus/nazsov.asp

Have students use their *split-page notes* and their *process guides* to complete a *word grid* ([view literacy strategy descriptions](#)) that helps students to compare and contrast the aggressive acts of Japan, Germany, and Italy in the 1930s and the response of the League of Nations to each. See Axis Aggression Word Grid BLM and sample below.

	Germany	Italy	Japan
Manchuria 1931			

Ask students to share their completed *word grids*. Check presentations for accuracy of information. Have students compare and contrast the aggressive actions of Germany, Italy and Japan. Lead a class discussion of these aggressive acts. Students' completed *word grids* can serve as a study aid for other class activities and quizzes.

Using their *split-page notes* and *word grids*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain the open aggression displayed by the Japanese, Germans, and Italians during the 1930s. Ask students to share their completed *learning log* entry with the class.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of Hitler's acquisitions of territory, pacts, legislation, and other important dates should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Timeline for the 1930s may be found on the following site:

<http://xroads.virginia.edu/~1930s2/time/1935/1935fr.html>

Activity 4: The Road to War (GLE: US.4.6; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: Goals and Queries for QtC BLM, colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias,

Internet access optional) on FDR's "The Four Freedoms" speech, the Lend-Lease Act of 1941, the attack on Pearl Harbor (December 7, 1941)

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research FDR's "The Four Freedoms" speech, Norman Rockwell's paintings inspired by FDR's "The Four Freedoms" speech, the Lend-Lease Act of 1941 (Cash and Carry Policy and "the great arsenal of democracy"), and the December, 7, 1941, attack on Pearl Harbor.

Information may be found on the following websites:

FDR's Four Freedoms Speech:

<http://www.fdrlibrary.marist.edu/fourfreedoms>

<http://docs.fdrlibrary.marist.edu/od4freed.html>

http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_free_doms.html

<http://www.ourdocuments.gov/doc.php?flash=true&doc=70>

Norman Rockwell's paintings inspired by FDR's Four Freedom's Speech:

http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_free_doms.html

<http://www.loc.gov/exhibits/treasures/trm142.html>

Cash and Carry Policy:

<http://sp.uconn.edu/~wwwcoho/GLOSSARY.HTM>

<http://faculty.virginia.edu/setear/students/fdrneutr/Arsenal.html>

The great arsenal of democracy:

<http://www.presidency.ucsb.edu/ws/index.php?pid=15917#axzz1g9BKS55n>

<http://www.fordham.edu/halsall/mod/roosevelt-arsenal.asp>

Lend-Lease Act of 1941:

<http://www.pbs.org/behindcloseddoors/pdfs/LendLeaseAct.pdf>

<http://lcweb2.loc.gov/ammem/today/oct23.html>

<http://artandhistory.house.gov/highlights.aspx?action=view&intID=123>

December 7, 1941, Attack on Pearl Harbor:

<http://www.pearlharbor.org/>

<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/pearl-harbor.pdf>

<http://memory.loc.gov/ammem/today/dec07.html>

December 7, 1941, timeline:

<http://www.history.navy.mil/faqs/faq66-1.htm>

December 7, 1941, primary sources:

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

<http://www.history.com/topics/pearl-harbor>

<http://www.nationalww2museum.org/learn/education/for-teachers/virtual-field-trip-supplements/pearl-harbor.pdf>

Students will use *Questioning the Content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering FDR’s “The Four Freedoms” speech, Norman Rockwell’s paintings inspired by FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941 (“Cash and Carry” policy and “the great arsenal of democracy”).

The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder. Model the questions students are expected to ask while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with students while using a content source from the day’s lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the materials being read and learned.

Have students work in pairs to practice questioning the content together. Monitor and provide additional modeling and clarification where needed. The goal of *QtC* is to make questioning the content or author an automatic process for students to do on their own.

Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about FDR’s “The Four Freedoms” speech, Norman Rockwell’s paintings inspired by FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941, and the December, 7, 1941, attack on Pearl Harbor.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- According to FDR, what were the four universal freedoms that all people possess?
- What impact did the Lend-Lease Act of 1941 have on the war?
- Why did the Japanese attack Pearl Harbor on December 7, 1941?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed.

In a culminating activity, have students create a graffiti wall in which they create their own drawings of the four universal freedoms that all people should possess. Ask students to explain their graffiti. Display the four freedoms graffiti wall in the classroom.

Activity 5: America Enters World War II (GLEs: US.1.2, US.4.6, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: America Enters World War II BLM, Dates That Will Live in Infamy BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the attack on Pearl Harbor, December 7, 1941, and President Roosevelt's address to Congress on December 8, 1941.

Use *lessons impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the December 7, 1941, Japanese attack on Pearl Harbor and America's entry into World War II. Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a guess about what will be covered in the lesson (see America Enters WWII BLM and the sample below).

Impression Words: air raid, December 7, 1941, Pearl Harbor, Hawaii, Japanese pilots, "A date which will live in infamy," *USS Arizona*

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask student volunteers to read what they have written to the class. A student's impression text might look like:

On December 7, 1941, at Pearl Harbor, Hawaii, Japanese pilots made air raids. It is a date which will live in infamy in American history. The USS Arizona is a ship that was sunk on this date.

List the following key terms on the board:

- December 7, 1941
- Japanese air raids
- U.S. Pacific fleet
- 18 ships
- 350 planes
- 2,400 people killed
- *USS Arizona*

Have students read, listen to or view closely information involving the Japanese attack on Pearl Harbor on December 7, 1941, and America's entry into World War II. Ask students to compare their impressions text with the actual information presented.

Have students listen to Franklin Roosevelt's speech to Congress following the attack on *Pearl Harbor* on December 8, 1941. FDR proclaimed that December 7, 1941, would be "a date which will live in infamy." If possible, view a film or video segment that depicts the Japanese attack on Pearl Harbor. Ask students why this date would live in infamy and how it brought about the mobilization of the economic and manpower resources of the United States. Then, have them compare and contrast December 7, 1941, to a contemporary date which also lives in infamy—September 11, 2001. Have students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) to make their comparisons (see Dates That Will Live in Infamy BLM). Ask students to share their completed graphic organizers and then display the graphic organizers in the class.

Using their *graphic organizers*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they compare and contrast the attack on the United States on December 7, 1941, and the attack on September 11, 2001, and the resulting actions of the United States to each attack. Ask students to share their completed *learning log* entry with the class.

Audio and video clips of the attack on Pearl Harbor may be found at the following website:

<http://www.presidency.ucsb.edu/mediaplay.php?id=16058&admin=32>

<http://video.pbs.org/video/2155281610>

<http://memory.loc.gov/ammem/afcphtml/>

<http://www.history.com/topics/pearl-harbor/audio>

<http://www.pearl-harbor.com/arizona/arizona.html>

September 11, 2001:

[http://www.history.com/topics/9-11-](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011 s)

[attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011 s](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011 s)
[ept%2B11%2Bvideos&utm_source=google&utm_medium=cpc&utm_campaign=](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011 s)
[September%2011&utm_term=sept%2011%20videos](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011 s)

<http://www.history.com/interactives/witness-to-911>

<http://www.cnn.com/SPECIALS/2001/trade.center/multimedia.day.html>

<http://www.msnbc.msn.com/id/8926416/>

Activity 6: Major Events and Turning Points of WWII (GLEs: US.1.1, US.1.5, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: two copies per student of the Major Events and Turning Points of WWII BLM, Major Event or Turning Point of WWII RAFT BLM, colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the major events and turning points of World War II

Organize the class into eleven different groups. Assign each group a different topic: Battle of the Atlantic (include German U-boats), North Africa Campaign, Battle of Stalingrad (include Stalin's scorched earth tactics), D-Day, Higgins Boats, Island Hopping, Battle of Midway, Battle of Iwo Jima, Battle of Okinawa, Battle of Leyte Gulf and the first use of kamikaze pilots, and the Louisiana Maneuvers. Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to find information concerning the major events, turning points, and Louisiana connections to these important events and turning points.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine their assigned topic (see Major Events and Turning Points of WWII BLM and the sample below).

Topic and Date of event or turning point:	Details:
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As students research their assigned topics, have them analyze and interpret World War II maps of Europe, North Africa, and Asia. Ask them to list military operations that were major turning points in the European and Pacific campaigns. Have students identify major strategic events and describe how the strategic events and turning points affected the outcome of the war. Also, have them prepare maps showing changes in boundaries of countries and colonies as a result of the war and sites of major events and battles. The map key should identify the locations and victories of the Allied and Axis Powers. Post these maps around the room for future reference and discussion.

The following websites contain maps for this activity:

http://www.lib.utexas.edu/maps/historical/history_ww2.html

<http://www.mapsofworld.com/world-maps/world-war-ii-map.html>

Students will use their completed *split-page notes* to present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. As student groups present their reports, have other student groups record important facts and supporting details on their copies of the Major Events and Turning Points of WWII BLM for each topic presented.

Battle of the Atlantic (1939-1945):

http://www.bbc.co.uk/history/worldwars/wwtwo/battle_atlantic_01.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.militaryhistoryonline.com/wwii/atlantic/>

Battle of the Atlantic statistics:

<http://www.usmm.org/battleatlantic.html>

North Africa Campaign (September 1940-May 1943):

http://www.bbc.co.uk/history/worldwars/wwtwo/launch_north_africa_campaign.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007301>

North Africa Campaign video:

<http://www.history.com/shows/wwii-in-hd/videos/north-africa-campaign#north-africa-campaign>

Battle of Stalingrad (July 1942-February 1943):

<http://www.jewishvirtuallibrary.org/jsource/ww2/Stalingrad.html>

http://www.bbc.co.uk/history/worldwars/wwtwo/hitler_russia_invasion_01.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.history.com/this-day-in-history/battle-of-stalingrad-ends>

Battle of Stalingrad videos:

<http://www.pbs.org/wnet/secrets/features/deadliest-battle-preview-this-episode/550/>

<http://video.pbs.org/video/1498454793/>

<http://www.history.com/shows/wwii-in-hd/videos/battle-okinawa#world-war-ii-battle-of-stalingrad>

Stalin's Scorched Earth Tactic:

<http://www.history.com/topics/joseph-stalin>

Hitler's Blitzkrieg Tactics:

<http://www.history.com/topics/blitzkrieg>

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005437&MediaId=363

http://www.bbc.co.uk/history/worldwars/wwtwo/blitzkrieg_01.shtml

D-Day (Operation Overlord, Normandy Invasion, June 1944):

<http://www.nationalww2museum.org/search.jsp?query=d+day>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005158>

<http://www.history.navy.mil/faqs/faq109-1.htm>

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

D-Day videos:

<http://www.pbs.org/wgbh/amex/dday/>

http://www.pbs.org/wgbh/amex/dday/sfeature/sf_info.html

<http://www.history.com/this-day-in-history/d-day>

Higgins Boats:

<http://www.nationalww2museum.org/education/for-students/fact-sheets/higgins-boats.pdf>

Island Hopping:

<http://www.history.navy.mil/download/ww2-28.pdf>

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/pdfs/mapping-the-pacific-war.pdf>

Battle of Midway (June 4, 1942):

<http://www.history.navy.mil/photos/events/wwii-pac/midway/mid-2.htm>

<http://ehistory.osu.edu/wwii/articles/midway/>

<http://www.npr.org/templates/story/story.php?storyId=10727693>

Battle of Iwo Jima (February-March, 1945):

<http://www.nationalww2museum.org/focus-on/iwo-jima-fact-sheet.pdf>

<http://www.history.navy.mil/library/online/battleiwojima.htm>

<http://www.history.com/shows/wwii-in-hd/videos/battle-iwo-jima>
<http://www.nationalww2museum.org/focus-on/iwo-jima.html>
 Battle of Okinawa (April 1945):
<http://www.life.com/gallery/41302/image/3242263/wwii-battle-of-okinawa#index/0>
<http://www.history.com/shows/wwii-in-hd/videos/battle-okinawa#battle-okinawa>
 Battle of Leyte Gulf and the first use of kamikaze pilots:
http://www.bbc.co.uk/history/worldwars/wwtwo/japan_no_surrender_01.shtml
<http://www.2worldwar2.com/kamikaze-pilots.htm>
<http://www.english-online.at/history/kamikaze/kamikaze-suicide-pilots-worldwar.htm>
 Battle of Leyte Gulf videos:
<http://www.history.com/this-day-in-history/first-kamikaze-attack-of-the-war-begins>
http://www.pbs.org/perilousfight/psychology/the_kamikaze_threat/
<http://www.military.com/video/operations-and-strategy/second-world-war/ww2-kamikaze-pilots/644501168001/>
 Louisiana Maneuvers:
<http://www.history.army.mil/photos/WWII/Preps/WW2-Prep.htm>
<http://www.alexandria-louisiana.com/alexandria-louisiana-wwii-military-camps.htm>

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of major events and turning points of World War II should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

WWII Timeline:

http://www.nationalww2museum.org/history/final/interactive_timeline.html
http://www.nationalgeographic.com/pearlharbor/history/wwii_timeline.html
<http://www.pbs.org/perilousfight/timeline/>

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a major event or turning point in World War II (see Major Event or Turning Point of WWII RAFT BLM and sample below).

Role	Audience	Format	Topic
War correspondent reporting during World War II	U.S. newspaper subscribers	Newspaper article	Major event or turning point in World War II

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Activity 7: The War Conferences (GLE: US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: two copies per student of the War Conferences of WWII BLM, War Conferences of WWII Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the World War II War Conferences

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning the war conferences of WWII. List the following WWII war conferences on the board:

- Atlantic Charter
- Casa Blanca
- Tehran
- Yalta
- Potsdam

As students conduct research and gather information, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they make comparisons of the war conferences (see War Conferences of WWII BLM and the sample below).

War Conference	Date of Conference	Allies in Attendance	Issues and Decisions	Effect on the outcome of the war and postwar period	Other Information
<i>Atlantic Charter</i>	<i>August 9, 1941</i>	<i>Churchill-Great Britain and FDR-USA</i>	<i>Goals of WWII, “A Declaration by the United Nations” which stated the reasons for fighting against the Axis powers</i>	<i>Basis for the United Nations</i>	<i>Secret meeting off the coast of Newfoundland</i>

Information on the war conferences of WWII may be found on the following websites:

Atlantic Charter (August 9, 1941):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

<http://usinfo.org/docs/democracy/53.htm>

<http://militaryhistory.about.com/od/militarystrategies/p/atlanticcharter.htm>

<http://www.winstonchurchill.org/support/the-churchill-centre/publications/finest-hour/issues-109-to-144/no-112/688--sixty-years-on-the-atlantic-charter-1941-2001>

Casa Blanca (January 14, 1943):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

<http://avalon.law.yale.edu/wwii/casablan.asp>

<http://www.history.com/this-day-in-history/roosevelt-and-churchill-begin-casablanca-conference>

Casa Blanca primary source:

<http://www.nytimes.com/learning/general/onthisday/big/0114.html>

Tehran (November 28-December 1, 1943):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

http://news.bbc.co.uk/onthisday/hi/dates/stories/december/1/newsid_3535000/3535949.stm

<http://www.yale.edu/lawweb/avalon/wwii/tehran.htm>

<http://www.history.com/this-day-in-history/fdr-attends-tehran-conference>

Yalta (February 4-11, 1945):

<http://www.history.com/this-day-in-history/yalta-conference-foreshadows-the-cold-war>

<http://militaryhistory.about.com/od/worldwarII/p/yalta.htm>

<http://history.state.gov/milestones/1937-1945/YaltaConf>

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

Potsdam (July 16-August 2, 1945):

<http://www.history.com/this-day-in-history/potsdam-conference-begins>

<http://www.history.navy.mil/photos/events/wwii-dpl/hd-state/potsdam.htm>

http://news.bbc.co.uk/onthisday/hi/dates/stories/july/16/newsid_4685000/4685683.stm

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

Ask students to share their completed *graphic organizers* and then display the *graphic organizers* in the class.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) using the information from their completed War Conferences of WWII *graphic organizers*. Cards should be completed for each of the war conferences. See the War Conferences of WWII *vocabulary card* and sample below.

Date of Conference	Conference Issues/Decisions	
Photo or Clip Art	Conference Title	Effect on Outcome of War

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Activity 8: The Holocaust and Nuremberg Trials (GLEs: US.1.2, US.1.5, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: The Final Solution BLM, The Liberation of Ohrdurf *RAFT* BLM, chart paper or newsprint, primary and secondary sources (books, encyclopedia, Internet access—optional), books by Holocaust survivors such as *Night*, *Because of Romek*, and *I Have Lived a Thousand Years*, and information on the Holocaust and the Nuremberg Trials

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the Holocaust. Generate a statement pertaining to the Holocaust. This statement should be thought-provoking to encourage students to wonder and challenge information that will be presented in the lesson. For example, an *SQPL* statement about the Holocaust might be:

“The Nazis used their ‘final solution’ to condemn to death Jews, Jehovah’s Witnesses, gypsies, Free Masons, the handicapped, and other groups that they deemed inferior or unfit to be a part of the ‘master race’.”

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in groups of two to research and analyze the Holocaust. Assign student pairs different groups of people that the Nazis targeted for extermination (e.g., Jews, Jehovah’s Witnesses, gypsies, Free Masons, the handicapped, Communists,

Socialists, homosexuals, the mentally retarded, the insane, the incurably ill, Poles, Ukrainians, and Soviets). Have students include Hitler’s “final solution,” xenophobia, racism, and anti-Semitism pogroms in their research.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning Nazi extermination of targeted groups (see The Final Solution BLM and sample below).

Date of elimination:	Topic: Group Targeted by the Nazis
Explain why this particular group of people was targeted by the Nazis for extermination.	

Students will present their finding to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use separate *split-page notetaking* Blackline Masters of The Final Solution BLM as a guide to take notes on the different groups targeted by the Nazis for extermination while the other groups present information on their assigned targeted group.

Holocaust:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>

<http://www.ushmm.org/wlc/en/>

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

Holocaust timeline:

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

After all of the presentations, place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life as a person targeted as a subhuman by the Nazis during World War II.

On a sheet of paper, ask the first student to write the opening sentence of a *text chain* in which the students describe what life would be like during World War II as a person targeted as subhuman by the Nazis. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in our country has been very terrifying since being occupied by the Nazis.

Student 2: All day and night, the transport trucks and trains go through our town loaded with people.

Student 3: No one dares ask where these trucks and trains loaded with human cargo are going.

Student 4: Today the trucks and trains arrived to take us and no one dares to ask where we are going.

Gather the class back together. Solicit volunteers from each group to read their *text chains* and discuss them with the class. Compare student *text chain* stories checking for accuracy and making corrections when necessary. Some teacher guidance may be needed.

Have students read excerpts from writings of survivors of the Nazi concentration and extermination camps. Such writings include Elie Wiesel's *Night*, *Because of Romek* by David Faber, and *I Have Lived a Thousand Years* by Livia Britton-Jackson. Another option would be to view the interviews of Holocaust survivors that settled in Louisiana following the war. Information on the Southern Institute for Research and Education, Louisiana Holocaust Survivors' Interviews may be found on this website:

http://www.southerninstitute.info/holocaust_education/holocaust_survivor_testimony.html

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief newspaper article in which they **imagine they** are with General Eisenhower and his troops when they liberate the Ohrdruf camp in Ohrdruf, Germany, on April 12, 1945. Students will assume the role of an American newspaper reporter traveling with General Eisenhower. Students will describe what the Allied troops saw when they liberated the camp. Include information on the sights, sounds, and smells in the liberated camp. See The Liberation of Ohrdruf *RAFT* BLM and the sample below.

Role	Audience	Format	Topic
American newspaper reporter in Ohrdruf, Germany, on April 12, 1945	Newspaper subscribers	Newspaper article	The Liberation of Ohrdruf, one of Hitler's death camps

Information concerning the liberation of the Nazi concentration and extermination camps may be found on the following websites:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007769>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007051>

<http://www.archive.org/details/DeathMills>

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. As students present, check *RAFT*s for accuracy and facilitate any class discussion that follows.

If time permits, have students examine the work of Jewish artists, musicians, and writers in the Theresienstadt concentration camp, who created moving artistic expressions of their Holocaust experiences. Resources of the United States Holocaust Memorial Museum can be accessed online at www.ushmm.org.

Have students use primary and/or secondary sources to read and research information about the Nuremberg War Trials held to try Nazi war criminals for “crimes against the peace” (acts of aggression), “war crimes” (acts violating the rules of war), and “crimes against humanity” (extermination of innocent people).

Nuremberg War Trials:

<http://www.pbs.org/wgbh/amex/nuremberg/>

http://avalon.law.yale.edu/subject_menus/imt.asp

<http://law2.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

http://www.bbc.co.uk/history/worldwars/wwtwo/nuremberg_article_01.shtml

Nuremberg War Trials primary sources:

http://nuremberg.law.harvard.edu/php/docs_swi.php?DI=1&text=overview

Use *GISTing* ([view literacy strategy descriptions](#)) to help students summarize and paraphrase essential information about the importance of the Nuremberg War Trials.

The opening statement made by Robert H. Jackson, Chief of Counsel for the United States, in Nuremberg, Germany, on November 21, 1945, may be used for the *gist*.

“May it please Your Honors:

The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason.”

Have students read the first sentence and write a summary of the sentence using only 15 words or less. Have students read the second sentence and rewrite their *gist* statement by combining information from the first sentence with information from the second. Students’ revised *gist* statement should be no more than the allotted number of words. This process continues with the remaining sentences of the paragraph. As students read each succeeding sentence, they should rework their *gist* statement by accommodating any new information from the new sentence into the existing *gist* statement, while not using any more than the allotted number of words.

1. The first trial in history for crimes against world peace _____.
2. The trial that seeks to condemn and punish crimes so devastating that cannot be repeated.
3. Captive enemies will be tried by victorious nations for crimes that must never be repeated.

Have students share their *gists* for comment and critique by their peers. Some teacher guidance may be needed.

The opening statement made by Robert H. Jackson, Chief of Counsel for the United States, in Nuremberg, Germany, on November 21, 1945:

<http://www.roberthjackson.org/the-man/speeches-articles/speeches/speeches-by-robert-h-jackson/opening-statement-before-the-international-military-tribunal/>

In a culminating activity, discuss this question with the class:

“Is it ever appropriate to take the life of another human being?”

Have students focus on murder, genocide, criminal sentences of death, and killing during warfare in general. Ask students to compare and contrast other historical periods or historical conflicts in terms of similar issues and actions as they compare the Holocaust to similar events in other parts of the world (e.g., the Turks’ purge of the Armenians-1916, Stalin’s purge of opponents in the 1930s, the Serbs’ purge of the ethnic Albanians-1990s, genocide in western Sudan’s Dafur-2000s). Help students generalize about the motivations and emotions that drive such inhumane actions. Then have students, as a group, complete a formal policy statement about the appropriateness of taking a human life, and what consequences they would recommend for those who take it inappropriately.

Have students add the events of the Holocaust to the timeline they created in Activity 6. Events should include the rise of the Nazi party, the Nazification of Germany, the ghettos, the camps, resistance, rescue and liberation, and aftermath. Students should describe each event listed, and draw conclusions about the order of the events on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Holocaust timeline:

Rise of the Nazi Party: <http://fcit.usf.edu/holocaust/timeline/nazirise.htm>

Nazification of Germany: <http://fcit.usf.edu/holocaust/timeline/nazifica.htm>

The Ghettos: <http://fcit.usf.edu/holocaust/timeline/ghettos.htm>

The Camps: <http://fcit.usf.edu/holocaust/timeline/camps.htm>

The Resistance: <http://fcit.usf.edu/holocaust/timeline/resist.htm>

Rescue and Liberation: <http://fcit.usf.edu/holocaust/timeline/rescue.htm>

The Aftermath: <http://fcit.usf.edu/holocaust/timeline/after.htm>

Activity 9: The Manhattan Project and Japanese Surrender (GLEs: US.1.1, US.4.9; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.2, WHST.11-12.9)

Materials List: Two Days after the Bomb RAFT BLM; Photo Analysis BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on the Manhattan Project, the bombing of Hiroshima and Nagasaki, VJ Day, and the formal surrender of Japan

Conduct a class discussion to probe students' background knowledge of the Manhattan Project's extreme secrecy and the differing opinions over the President Truman's use of the atomic bombs on Japan. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the Manhattan Project and the bombing of Hiroshima and Nagasaki in August of 1945.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the extreme secrecy of the project, Truman's first knowledge of the project, the detonation of the first atomic bomb near Alamogordo, New Mexico, the opposing views of scientists on the use of the bombs, Truman's demand for an unconditional surrender by the Japanese, and his decision to order the bombing of Japan stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Information concerning the Manhattan Project may be found on the following websites:

<http://www.atomicarchive.com/History/mp/index.shtml>

<http://www.ushistory.org/us/51f.asp>

http://hss.energy.gov/healthsafety/ohre/roadmap/achre/intro_3.html

Manhattan Project primary source:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=77>

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students look at photos of Hiroshima and Nagasaki following the bombings on August 6 and August 9, 1945. Explain how after the second bomb was dropped on Nagasaki, Emperor Hirohito of Japan called for surrender, thus ending the war.

Information and primary source photographs concerning these bombings may be found on the websites listed below.

Photos of Hiroshima and Nagasaki:

http://www.english.illinois.edu/maps/poets/g_l/levine/bombing.htm

<http://history1900s.about.com/od/photographs/tp/Hiroshima-Pictures.htm>

<http://www.atomicarchive.com/Photos/index.shtml>

Students will use *RAFT* writing ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a scene in Hiroshima or Nagasaki two days after the atomic bombs were dropped (see Two Days after the Bomb RAFT BLM and the sample below).

Role	Audience	Format	Topic
War correspondent reporting from Hiroshima or Nagasaki two days after the bombing	U.S. newspaper subscribers	Newspaper article	Two days after the atomic bomb was dropped on Hiroshima or Nagasaki

Student should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Gather the class back together. Solicit observations from the students and compare and discuss their findings. Some teacher guidance may be needed.

Have students use primary and/or secondary sources to read about the unconditional surrender of Japan to the Allies on August 14, 1945. Organize the class into different groups and have each group locate different primary source photographs that were taken of the September 2, 1945, formal surrender ceremonies of the Japanese on board the USS *Missouri* in Tokyo Bay and of the celebrations in America following the announcement of the end of World War II America, and Victory in Japan Day that were taken on August 15, 1945.

Information may be found on the following websites concerning Truman's demand for unconditional surrender from the Japanese:

<http://www.ushistory.org/us/51g.asp>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-foreign/?flavour=mobile>

Harry Truman and the Potsdam Conference:

<http://www.trumanlibrary.org/teacher/potsdam.htm>

Truman's Radio Address to the American People after the Signing of the Terms of Unconditional Surrender by Japan September 1, 1945:

<http://www.trumanlibrary.org/educ/japan.htm>

The site listed below is an excellent source to use for analyzing photographs that would be useful in this activity. The document is in PDF format. Adobe Reader will be needed

to open the site. Adobe Reader is a free download using the following link:
<http://get.adobe.com/reader/> .

Photo Analysis Worksheet or see Photo Analysis BLM:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Photos of the formal surrender ceremonies on board the USS *Missouri*:

<http://www.history.navy.mil/photos/events/wwii-pac/japansur/js-8.htm>

<http://www.history.com/topics/v-j-day>

Photos of the celebrations on VJ Day:

<http://www.history.com/topics/v-j-day>

<http://www.bbc.co.uk/news/world-10955862>

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Have students create graffiti walls in which they create their own drawings and expressions of the celebrations in America on Victory in Japan Day and the formal surrender of the Japanese aboard the USS *Missouri*. Ask students to explain their graffiti. Display the graffiti walls in the classroom.

In a culminating activity, have students work individually, using the photo analysis worksheets and the graffiti walls, to write an informative text in which they include the narration of historical events based on the “story” of their favorite source photograph. Ask students to explain the process of analyzing and interpreting historical data using photographs. Have students cite specific sources used when writing their informative text.

Activity 10: World War II Political and Military Leaders (GLE: US.4.10; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: WWII Military and Political Leaders BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on the topic of the political and military leaders of World War II

Organize the class into seven different groups. Have students use primary and/or secondary sources (textbooks, class lectures, encyclopedias, and reliable Internet resources) to find information on the following important political and military leaders of World War II:

- Franklin D. Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry S. Truman
- General Dwight D. Eisenhower
- General Douglas MacArthur
- Admiral Chester Nimitz

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning these important World War II military and political leaders and their roles in determining the outcome of World War II (see WWII Military and Political Leaders BLM and the sample below).

Name of Military/Political Leader:	Topic: Role During World War II
Describe the point of view of _____ concerning WWII.	

Students will present their research findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) blackline master, WWII Military and Political Leaders BLM, as a guide to take notes on the different military and political leaders of WWII as other groups present information on their specific leader.

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning their designated topic relating to the role of World War II military and political leaders. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask the other student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. The “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate how the “Professors Know-It-All” should respond to their peer’s questions. Students should select a spokesperson for their group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer. Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. After five minutes, a new group of “Professors Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon the completion of the questioning of all student groups, engage students in a discussion involving the military and political leaders of World War II.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the role of their assigned World War II military or

political leader citing specific examples of his effect on the outcome of World War II and the beginning of the Cold War.

Activity 11: World War II on the Home Front (GLE: US.1.4, US.4.7; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: America on the Home Front BLM, markers, colored pencils, colors, posters, primary and/or secondary sources (books, encyclopedia, Internet access optional) on World War II and the American home front

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about how the United States government financed the war, managed the economy, and encouraged public support for the war effort. Generate a statement pertaining to the American life on the home front during World War II. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about American life on the home front during WWII might be:

The American economy had to quickly convert from making civilian goods to an economy that created massive quantities of war goods in order to win the war.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Divide the class into ten different groups. Using information from primary and/or secondary source readings, Internet resources, and lectures, assign each group a specific topic concerning America on the home front during World War II. Students will research and analyze America's shift from the economy of the Great Depression to a wartime economy. Student attention should focus on the agencies that were set up to deal with labor questions, scarce resources, and war production:

- Office of Price Administration (OPA)
- Office of War Mobilization
- rationing
- recycling
- patriotic activities
- propaganda
- victory gardens
- war bond drives
- role of Hollywood

- effects of deficit spending.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning their assigned topic (see America on the Home Front BLM and the sample below).

Date: 1941-1945	Topic: Rationing
Explain why rationing was instituted during the war.	<i>Supplies were needed for the troops fighting the war. People in America were asked to make sacrifices in order to support the troops.</i>

Students will present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) America on the Home Front BLM as a guide to take notes as the other groups present information on their specific assigned topic.

Have students view posters and other primary sources that encouraged Americans to support the war effort (see Internet sites listed below).

WWII War Propaganda Posters:

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html

<http://digital.library.northwestern.edu/wwii-posters/>

<http://bss.sfsu.edu/internment/posters.html>

<http://digital.library.northwestern.edu/otcgi/digilib/llscgi60.exe?query=OPA&MODE=PHRASE®ION=M653&db=0&SIZE=10>

Rationing during WWII:

<http://www.smithsonianeducation.org/students/idealabs/rationing.html>

<http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm>

http://www.ameshistoricalsociety.org/exhibits/ration_items.htm

<http://historymatters.gmu.edu/d/5158>

<http://www.archives.gov/northeast/boston/exhibits/homefront/>

Have students create collages in which they depict the sacrifices that Americans were asked to make in order to defeat the totalitarian dictatorships of the Axis Powers. Encourage the use of markers, colored pencils, colors, computer graphics, etc. Conduct a show-and-tell session in which the students explain their collages. Students should be able to describe the reaction of Americans to the request for sacrifice. Display the collages in the classroom.

To conclude this activity, have students write a summary in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe a recent public relations campaign by the government or other organization that encouraged people to support a policy or change in their behavior. Have students share their summaries with the class.

Activity 12: Japanese Americans on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Japanese Internment BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on Japanese Americans during World War II

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the role of minority groups on the home front and in the military and how the war changed their status in society. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins.

SPAWN writing should be viewed as a tool students can use to reflect on and increase their developing disciplinary knowledge and critical thinking. The *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations based on the *SPAWN* prompts. Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date.

Here are some sample prompts to use throughout this unit:

S-Special Powers

You have the power to change an event leading up to the Japanese Internment following the attack on Pearl Harbor on December 7, 1941. Describe what it is you would change, why you changed it, and the consequences of the change.

P-Problem Solving

You have learned that following the attack on Pearl Harbor, Japanese Americans (Nisei) faced great discrimination, prejudice, hatred and hysteria. Now that you have studied the federal government's solution to the hysteria toward Japanese Americans on the West Coast in the signing of Executive Order 9066, what alternative solutions would you propose to solve the plight of the Japanese Americans in February of 1942?

A-Alternative Viewpoints

Imagine you are a Japanese American living in California following the attack on Pearl Harbor. Write a description of the prejudice and hatred that you and your family faced in the days and weeks following December 7, 1941.

W-What if?

What if a Japanese-American family refused to be relocated and was arrested for refusing to leave their homes? Should they have been allowed to sue their state government for violating their Constitutional rights?

N-Next

Now that the family has been moved to an internment camp, write a description of how the move has impacted the life of the family.

Have students share their *SPAWN* responses with the class to stimulate discussion and check for logic and accuracy.

Using primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources), have students work in pairs to research information about Japanese internment, Executive Order 9066, the repeal of the Chinese Exclusion Act 1943 by the Magnuson Act, and *Korematsu v. United States* that occurred following WWII.

Students will use *split-page notetaking* (view [literacy strategy descriptions](#)) to record information as they examine the reasons why over 100,000 Japanese Americans were removed from their homes and placed in internment camps in desolate areas of the West (see Japanese Internment BLM and sample below). Students will also examine Executive Order 9066, *Korematsu v. United States*, the Nisei soldiers of the 442nd Regimental Combat Team that fought in France and Germany, and the repeal of the Chinese Exclusion Act 1943 by the Magnuson Act.

1941-1945	Japanese Americans during WWII Important information and supporting details:
Reasons why Japanese Americans were removed from their homes on the West Coast:	<ul style="list-style-type: none"> • <i>Hatred and hysteria toward Japanese Americans following the Japanese attack on Pearl Harbor.</i> • <i>Rumors of Japanese sabotage by Japanese Americans on the United States homeland</i>

Japanese Internment:

<http://www.pbs.org/childofcamp/history/index.html>

<http://www.archives.gov/research/alic/reference/military/japanese-internment.html>

<http://www.densho.org/>

Japanese Internment primary sources:

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

<http://www.sfmuseum.org/war/evactxt.html>

Executive Order 9066:

<http://historymatters.gmu.edu/d/5154>

<http://www.pbs.org/childofcamp/history/eo9066.html>

<http://www.history.com/this-day-in-history/roosevelt-signs-executive-order-9066>

Executive Order 9066 primary sources:

<http://ourdocuments.gov/doc.php?flash=true&doc=74>

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=219>

Korematsu v. United States:

http://www.oyez.org/cases/1940-1949/1944/1944_22

http://www.pbs.org/wnet/supremecourt/personality/landmark_korematsu.html

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/korematsu.html>

Nisei soldiers:

<http://www.the442.org/>

<http://www.sfmuseum.org/war/issei.html>

<http://www.njahs.org/misnorcal/essay.htm>

Repeal of the Chinese Exclusion Act 1943 by the Magnuson Act:

<http://history.state.gov/milestones/1937-1945/ChineseExclusionActRepeal>

http://library.uwb.edu/guides/usimmigration/1943_magnuson_act.html

<http://ocp.hul.harvard.edu/immigration/exclusion.html>

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Have students work individually, using the information from their Japanese Americans during WWII *split-page notes* to write a summary describing the treatment of Japanese Americans during WWII and compare it to a time in recent history when Americans and other nationalities were targets of hatred and hysteria following an attack on the United States.

Activity 13: African Americans on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.7, WHST.11-12.2, WHST.11-12.9)

Materials List: African Americans during WWII BLM, African Americans during WWII Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on African Americans during World War II

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the role of African Americans during World War II and the ways in which the war changed their status in society.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning World War II and its impact on African Americans (see African Americans during WWII BLM and the sample below).

Describe the effects of World War II on African Americans.
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Ask students to work with a partner to fill in the guide that includes the following topics: “Double V” Campaign, Tuskegee Airmen, Executive Order 8802, A. Phillip Randolph, Congress of Racial Equality (CORE), and the NAACP during World War II. Students are

then asked to share their findings with the class. Engage the class in a discussion of African Americans during WWII. Ask students to use their completed *process guides* when they participate in the discussion.

FDR's Executive Order 8802:

<http://docs.fdrlibrary.marist.edu/odex8802.html>

<http://www.pbs.org/fmc/timeline/eexec8802.htm>

<http://www.gwu.edu/~erpapers/teaching/glossary/fepc.cfm>

FDR's Executive Order 8802 primary source:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=72>

“Double V” Campaign:

http://www.gilderlehrman.org/historynow/12_2007/historian5.php

<http://www.nasm.si.edu/blackwings/hdetail/detailbw.cfm?bwid=bw0034>

http://www.pbs.org/blackpress/news_bios/courier.html

Segregation in the Armed Forces:

http://www.whha.org/whha_classroom/classroom_9-12-pressure-services.html

http://news.nationalgeographic.com/news/2001/02/0215_tuskegee.html

<http://www.digitalhistory.uh.edu/historyonline/integrating.cfm>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

A. Philip Randolph:

http://www.whha.org/whha_classroom/classroom_9-12-pressure-services.html

<http://www.bsos.umd.edu/aasp/chateauvert/mowmcall.htm>

Congress of Racial Equality (CORE):

<http://mlk->

kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_congress_of_racial_equality_core/

NAACP during WWII:

<http://myloc.gov/exhibitions/naacp/Pages/default.aspx>

<http://www.pbs.org/wgbh/americanexperience/features/interview/eleanor-jarrett/>

92nd Infantry Division, Buffaloes:

<http://www.archives.gov/research/african-americans/ww2-pictures/>

<http://www.loc.gov/today/pr/2008/08-203.html>

<http://www.smithsonianmag.com/history-archaeology/Memoirs-of-a-World-War-II-Buffalo-Soldier-.html>

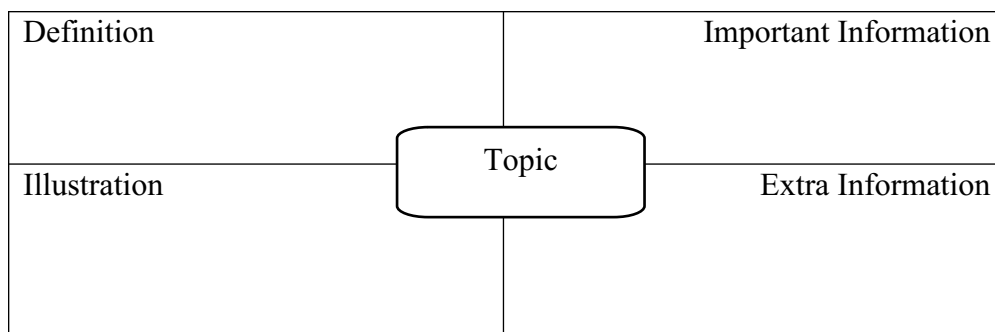
99th Fighter Squadron, Tuskegee Airmen:

<http://www.nps.gov/museum/exhibits/tuskegee/aircombat.htm>

<http://docs.fdrlibrary.marist.edu/tuskegee.html>

http://www.tuskegee.edu/about_us/legacy_of_fame/tuskegee_airmen/99th_fighter_squadron_officers.aspx

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the topics that they researched in their African Americans during WWII *process guides* (see the African Americans during WWII Vocabulary Card BLM and sample below).



Once cards are completed, ask for student volunteers to showcase their cards. Allow time for students to review their words individually or with a partner. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term.

Have students write an explanatory essay in which they discuss changes that have taken place in the treatment and status of African Americans in American society since World War II. Ask student volunteers to present their essays to the class.

Activity 14: Women on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.4, WHST.11-12.9)

Materials List: Women on the Home Front and in the Military BLM, Rosie the Riveter RAFT BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on American women during World War II

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the role that women played on the home front and in the military during World War II (see the Women on the Home Front and in the Military BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the role of women on the home front and in the military and to complete their Women on the Home Front and in the Military *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational source.

Before reading about the role of women on the home front and in the military during World War II, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Rosie the Riveter was a fictional character that the government used to attract women to join the workforce during World War II.				
Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students’ attention on important aspects of the content.

Women in the military:

http://www.mnhs.org/library/tips/history_topics/133women_military.htm

<http://www.nwhm.org/online-exhibits/partners/exhibitentrance.html>

<http://www.nwhm.org/online-exhibits/partners/9.htm>

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a reporter’s visit to a shipyard that employed women as welders, riveters, and steelworkers during the war. The reporter will interview a woman laborer to find out her reasons for working in the factory, describe her job, explain how the job has changed her status in society, and record any interesting occurrences while on the job (see Interview of a Rosie the Riveter RAFT BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter during World War II	Subscribers	Newspaper article	Interview with a “Rosie the Riveter”

Student should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 15: Other Minorities on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: Minorities on the Home Front and in the Military BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on Native Americans and Mexican Americans during World War II

Using primary and secondary source documents (books, encyclopedias, and reliable Internet resources), have students read about Native Americans and Mexican Americans on the home front and in the military during World War II. Students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify important information concerning the role of minorities on the home front and in the military during World War II. (See Minorities on the Home Front and in the Military BLM and sample below.)

Directions: Explain what you learned about the role of minorities on the home front and in the military during WWII.

Opportunities for Mexican Americans and Native Americans in Defense Industries
Mexican Americans and Native Americans found jobs in war industries such as shipyards, aircraft factories, and other defense industries during the war.

Bracero Program:

<http://www.pbs.org/kpbs/theborder/history/timeline/17.html>

http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5c.html

[http://www.unco.edu/cohtmlp/pdfs/Bracero Program PowerPoint.pdf](http://www.unco.edu/cohtmlp/pdfs/Bracero_Program_PowerPoint.pdf)

Zoot-Suit Riots:

<http://www.pbs.org/wgbh/amex/zoot/>

http://www.pbs.org/wgbh/amex/zoot/eng_tguide/index.html

http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html

Mexican Americans in the War:

http://www.cr.nps.gov/history/online_books/5views/5views5d.htm

<http://www.houstonculture.org/hispanic/memorial.html>

Native Americans in the War:

<http://www.history.navy.mil/faqs/faq61-1.htm>

<http://www.history.army.mil/html/topics/natam/index.html>

http://www.californiaindianeducation.org/native_american_veterans/pearl_harbor/

Code Talkers:

<http://www.nmai.si.edu/education/codetalkers/>

http://www.californiaindianeducation.org/native_american_veterans/navajo_code_talkers.html

<http://history1900s.about.com/od/worldwarII/a/navajacode.htm>

Call the class back together and discuss student findings concerning the role of minorities on the home front and in the military. Have students explain the information that they

included in their *graphic organizers*. During the discussion, students should check the information in their *graphic organizers* for accuracy.

In a culminating activity, use Inside-Outside Circles *discussion* ([view literacy strategy descriptions](#)) to have the students evaluate the role of Mexican Americans and Native Americans on the home front and in the military and describe how the war changed their treatment and status in society. Have students stand and face each other in two concentric circles. The inside circle will face out and the outside circle faces in. After posing a question concerning the role of minorities on the home front and in the military during World War II, ask students to discuss ideas and answers with the person standing most directly in front of them. Allow ample time for discussion. Ask the inner or outer circle to rotate until a command is given to stop. The discussion should begin anew. After a few rotations, randomly ask individual students to share their ideas or the ideas of the person(s) with whom they have been discussing the role of minorities on the home front and in the military during World War II and describe how the war changed their status and treatment in society.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Have students brainstorm information learned about the failures of the Treaty of Versailles. Have students use these facts and terms to write a short essay explaining what they learned concerning the failures of the Treaty of Versailles and how these failures led to World War II. Essays should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 6: Have students create graffiti walls concerning the major events and turning points of World War II. Content for the graffiti walls will be assessed according to established criteria distributed to students before the wall is created.
- Activity 11: Have students respond to photographs of women working in the defense industries during World War II. Have students brainstorm adjectives that describe the women at work in the factories. Students will use these adjectives to write a paragraph in which they describe what they see in the photograph. Students will analyze the role of the media and the government in raising awareness of the need for women's labor to help the war effort. Paragraphs should be assessed according to established criteria distributed to students before the paragraph is written.