Mr. Sears has asked me to inform you of the important material your class will be covering over the next few weeks - WWII! More specifically, the unit will emphasize the origins of the war, the course of the war, and how the war impacted American citizens and the American society. You will demonstrate your knowledge and understanding of these through enjoyable activities such as creating your own propaganda posters, writing a Letter to Home/Diary Entry from the perspective of an American impacted by WWII, mapping assignments, and a unit exam. You will also bring the outside community into the classroom by discussing the war with someone who lived through it, such as a grandparent or neighbor.

By the end of this exciting unit, you will find yourself enriched with new knowledge and understandings of events, people, and concepts, such as internment, the Atomic Bomb, and my all-time favorite - island hopping!

Well students, I must now return to work. I have just received word of suspicious activity from a Japanese fleet near our position. Enjoy the unit and settle for nothing less than your best!

From the U.S.S. Tennessee,
General Douglas McArthur

**Minnesota Social Studies Standard:**
I. U.S. History. M. The Great Depression and World War II, 1929-1945. The Student will understand the origins of World War II, the course of the war, and the impact of the war on American Society. 1. Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict. 2. Students will
demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed. 3. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.

**Essential Question:**

Why did the United States of America enter WWII and how did the course of the war impact America and its citizens?

**The students will:**

1. Demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict.
2. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.
3. Describe the impact of the war on people such as women, African Americans and Japanese Americans.
4. Examine and analyze home-front strategies, such as propaganda, the United States used to fund the war.

**Evaluation: The students will:**

1. Complete a multiple choice and essay question unit exam on the international background of World War II and the debates over American involvement, key leaders and events which influenced the outcome of WWII and how the allies prevailed, and the impact minorities and women had on the War.
2. Examine and analyze WWII propaganda posters in groups and demonstrate understanding of propaganda techniques by creating their own poster.
3. Write a "Letter to Home" from the perspective of a woman, or person of minority whose role in society is drastically changing in society, or an interned Japanese - American, to demonstrate the impact of the course of war and the effect on the various groups of people.
4. Complete mapping activities to demonstrate knowledge and understanding of the course of the war in Europe and the Pacific and how these locations were impacted.

**Day to Day Outline:**

**Day 1**

Students will:

1. Become more familiar with various concepts such as Isolationism, Communism, Fascism, Nazism, Nationalism, and Democracy.
2. Students will develop greater understandings of how post WWI tensions throughout Europe contributed to the onset of WWII.

Academic Language: Democracy, Communism, Isolationism, Fascism, Nazism, Nationalism

Students will view a slide lecture on post WWI tensions in Europe and how they had potential to spark future problems and fill out a graphic organizer on the PPT provided by the teacher. Students will view a pre-WWII map of Europe in the year 1938. Students will fill out a K-W-L on concepts like Isolationism, Communism, Democracy, Fascism, Nazism and Nationalism. Students will take a turn writing what they think one of the terms means on the whiteboard. Class discussion of the concepts will then be facilitated by the teacher as students continue to fill out their K-W-L. Students will turn in one paragraph on the significance of post WWI tensions in Europe and how they may have had implications for a future world was as a ticket out of class.

Day 2

Students will:

1. Become familiar with the event(s) which started WWII and how it progressed over the next two years and which nations became involved.
2. Compare and contrast a 1940 map of Europe to the 1938 map viewed the previous day
3. Discuss and compare and contrast the idea of isolationism and staying neutral vs. the pro-involvement movements which shook American society.

Academic Language: Compare, contrast, neutrality, Isolationism, Axis, Allies

Students will begin class by reading a short article about the goals of Axis nations and early movement. Students will then view the WWII Youtube introduction video found at http://www.youtube.com/watch?v=VcxI9fGWYxE. Students will listen to short lecture on Axis movements in contrast to U.S. isolationism. Following this, students will examine a map of Europe in 1940 in comparison to the one viewed the previous day of Europe in 1938. Students will point out differences in boundaries and spheres of influence. Students will take part in a graded class discussion/debate regarding post WWI international tensions and U.S. neutrality and isolationism vs. involvement in the war. Students will complete a vocabulary worksheet as homework due the following day.

Day 3

Students will:

1. Demonstrate knowledge and understanding of the implications of isolationism on U.S. economy.
2. Apply knowledge of Axis and Allied movements through a mapping activity

Academic Language: Implications, economy

Students will turn in their homework assignment. As a warm up activity, students will write a paragraph or two explaining the implications isolationism had on U.S. economy and state whether they would enter the war or not if they were in FDR's shoes. Students will view a slide lecture detailing specific battles in Europe prior to U.S. involvement.
Students will complete a mapping exercise where they will label Axis and Allied countries and movements through 1941 and neutral countries. Class will end with the teacher giving a brief lecture on the situation with Japan in the Pacific, as well as introducing a homework assignment which will be due on Day 10. Students will ask/interview a grandparent, neighbor, family friend, etc. who was alive during WWII about what they experienced and what they remember. Students will write up a one page summary about their discussion with this person and reflect on what they learned from doing this assignment. This assignment puts the students out into the community and provides them with an additional way to learn outside of the classroom.

Day 4
Students will:

1. Develop knowledge and understandings of why the United States finally entered the war.
2. Develop an understanding of the mobilization of the U.S. economy.

Academic language: Mobilization, economy
Class will start with students viewing a scene from the movie Pearl Harbor. Following this, students will take part in a discussion covering all the reasons why the U.S. entered war. At the end of the discussion, students will write ways in which the U.S. could have prepared for war on the whiteboard. Following this, the teacher will deliver a slide lecture on the mobilization of the U.S. economy and how the U.S. raised an army. Students will take notes on a note guide/sheet provided by the teacher. Students will be given a homework assignment in which they will find and read an article about the conditions for U.S. soldiers who fought in either Europe or the Pacific.

Day 5
Students will:

1. Share what they learned from the articles they read from the homework assignment.
2. Develop an understanding of civilian roles on the home front, including women and minorities.

Academic Language: Perspective, minority, economy
Students will share what they read with other students in groups of 4 or 5. The groups will then fill out a venn diagram comparing and contrasting the wars in the Pacific and Europe. Students will then be introduced to the Letter to Home/Diary Entry assignment. For the assignment, students will take the perspective of a woman, or minority member whose role in American society is drastically changing, or a Japanese-American whose is interned, and write a letter to home or diary entry about what they are experiencing. They may write about what they see, how they feel, their emotions, their physical health, level of pride, etc. Students will work on this throughout the rest of the unit and be expected to work on it at home as well. Students will then view a lecture with a PowerPoint focusing on civilians on the home front like women and minorities and take notes with a graphic organizer of their choice.
Day 6
Students will:

1. Develop an understanding of propaganda and examine WWII propaganda posters.
2. Create a WWII propaganda poster.

Academic Language: Propaganda
Students will view a brief PPT mixed with lecture on propaganda and the techniques used in propaganda. In a "problem solving group work" activity, students will examine several WWII propaganda posters. They will analyze the posters in their groups and come to conclusions about the propaganda technique used in each poster and the targeted audience of the posters. Groups will present their finding to the class. Each student will then create their own propaganda poster, using at least one technique and targeting a specific audience. Posters will be hung around the classroom at the end of class.

Day 7
Students will:

1. Develop an understanding of life as a Japanese-American during WWII including those that were interned.
2. Continue to work on their Letter to Home/Diary Entry.

Academic Language: Internment
Students will be split into two groups. The room will be rearranged. The students in the two groups will be placed in two very tight, cramped spaces along two walls of the room. They will leave all of their belongings behind at their desk except for a piece of paper and a writing utensil. They will be boxed in by a boundary that will be created by desks. Seated on the floor in these spaces, the students will listen to a few narratives of interned Japanese Americans which will be read aloud by the teacher. Students will then view a slide lecture on internment camps and how Japanese-Americans were impacted by the war. When finished, students will go back to their desks and reflect in a paragraph about how they felt throughout class and how it relates to what Japanese-Americans may have experienced. Students will turn this in to the teacher at the end of class. In the remaining class time, students can work on their Letter to Home/Diary Entry.

Day 8
Students will:

1. Develop knowledge of specific WWII battles.
2. Develop an understanding of the way the war was fought in both Europe and the Pacific.

Academic Language: Island Hopping, D-Day, compare, contrast
Students will view clips from the movies Saving Private Ryan and Midway. Following this, students will be put into pairs and the class will go to the library. Students will fill out a graphic organizer that compares and contrasts the styles of fighting and warfare used in Europe compared to the Pacific. Students will turn this in, then come back to class for a brief PowerPoint lecture which will touch on significant battles, such as the Battle of Stalingrad and
the Invasion of Normandy. Students will get a sense the war is beginning to turn in the Allies favor.

Day 9
Students will:

1. Become familiar with the Holocaust and view images of the Holocaust.
2. Develop an understanding of how victory was finally reached in Europe.
3. Continue to work on their Letter to Home/Diary Entry.

Academic Language: Holocaust, Genocide
Class will begin with the teacher reading aloud selections of Anne Frank's Diary. Students will listen and draw pictures representing what they hear to help process the material. Students will form small groups and share their drawing and reflect on the readings. Following this, students will view a PowerPoint slideshow mixed with lecture with images of the Holocaust. Students will take notes with a note sheet or graphic organizer. Students will then be given the rest of the class time to work on their Letters to Home/Diary Entry.

Day 10
Students will:

1. Develop an understanding of the end of the war in Europe and V-E Day.
2. Discuss the end of the war in Japan and also discuss the Atomic Bomb.
3. Critically think about the use of the Atomic Bomb.

Academic Language: Atomic Bomb, V-E Day
Students will view a Powerpoint Lecture on the end of the war in Europe. They will take notes with a guided note sheet or graphic organizer. Following this, students will watch a short Youtube video clip on the Atomic Bomb found at http://www.youtube.com/watch?v=6l5j4iO4-g&feature=related. The students will then take part in a discussion facilitated by the teacher regarding the dropping of the Atomic Bomb on Hiroshima and Nagasaki. The teacher will ask challenging questions during the discussion to get the students to critically think. Students will then write up a short paragraph about their initial thoughts of the use of the Atomic Bomb. Students will be informed of their homework for the night which will be to choose a side on the controversial issue of dropping the Atomic Bomb on Japan and research it to defend that stance during an Atomic Bomb debate the next day.

Day 11
Students will:

1. Debate the dropping of the Atomic Bomb on Hiroshima and Nagasaki and defend their stance.
2. Reflect on the debate

Academic Language: Debate, Atomic Bomb
Students will come to class with support for their stance on the Atomic Bomb. The two sides
will be split and a debate will commence, facilitated by the teacher. The teacher will write important pieces of support/statements for each side on the white board. If the debate slows, the teacher can ask thought provoking questions to spark the debate back up such as: Was it the U.S. only option? Did the U.S. properly test the Atomic Bomb? Following the debate, students will write a reflection paragraph on the debate and whether or not they have changed their initial opinions on the issue of the Atomic Bomb. Students will turn this in to the teacher as they leave class.

Day 12
Students will:

1. Read their letters to home to other classmates in small groups.
2. Review for the unit test.

Students will come to class with their Letter to Home/Diary Entry. Students will be split into groups of 4 or 5 and be matched as best as possible with students who wrote from different perspectives than their own. The students will each read their letter or diary entry, and discuss them all as a group when each student has read. Students will then turn their assignment in. For the rest of class, students will be split into two teams to play a review game for the unit test.

Day 13
Students will:

1. Take the unit exam.

Students will take the unit exam. If there is time left after class, students will take part in a discussion focused on how the results of WWII left the Cold War looming in the future

4.

I. U.S. History. M. The Great Depression and World War II, 1929-1945. The Student will understand the origins of World War II, the course of the war, and the impact of the war on American Society. 1. Students will demonstrate knowledge of the international background of World War II and the debates over American involvement in the conflict. 2. Students will demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed. 3. Students will describe the impact of the war on people such as women, African Americans and Japanese Americans.

Students will meet the standards and benchmarks in the unit through the summative evaluations selected for the unit as well as the various activities and assessments. Students will meet the benchmark of demonstrating knowledge of the international background of World War II and the debates over American Involvement in the conflict through the unit exam, as well as the graded debate concerning the Atomic Bomb. Students will meet the benchmark of demonstrating knowledge of key leaders and events of World War II and how the allies prevailed through the unit exam as well as the mapping exercises. Students will meet the benchmark of describing the impact of the war on people such as women, African Americans and Japanese Americans.
through the Letter to Home/Diary Entry. (See the Evaluation portion from the day to day outline as well as the following differentiation spreadsheet).

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Used in Unit</th>
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<tbody>
<tr>
<td><strong>Demonstrate knowledge of the international background of World War II and the debates over American Involvement in the conflict.</strong></td>
<td>It will be helpful for students to know this content as it will help them understand events discussed throughout the rest of the unit. Advanced learners may be able to critically think about this much more and make connections to what they will learn throughout the unit.</td>
<td>During the class lectures, students will be given the choice of certain note taking templates, such as note sheets vs. graphic organizers. Students have the choice to use whichever best fits their learning style. In addition, students will have access to audio recordings of the lectures on the course website, which they can listen to multiple times and at their own pace. This will benefit the ELL and lower level learners.</td>
<td>Lower level learners will be graded on the frequency they speak in the discussion and share their ideas, while higher level students will be graded on how well they critically think and make connections about the material and share that with the class to contribute to the discussion.</td>
<td>Students will be lectured about this over the first few days of the unit, and will also have slight knowledge from the previous unit. A graded discussion on the content will occur on day 2 and all students will be required to contribute to the discussion.</td>
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<td><strong>Demonstrate knowledge of key leaders and events of World War II and how the Allies prevailed.</strong></td>
<td>Each student will need to know the important events and figures that influenced the course and outcome of the war. Gifted students will be able to easily interpret the significance of these figures and events, and be able to connect them to past historical events and World Wars.</td>
<td>When completing vocabulary assignments, students will have the multiple options on how to process the meanings of words and concepts, such as using the words in a sentence, drawing a picture or symbol, finding a picture in a magazine of the internet, etc.</td>
<td>ELL and lower level students will be given additional instructions on mapping techniques and skills. In addition, students will spend time in mixed ability small groups to complete the mapping exercises, where advanced learners can help explain concepts and describe events and movements.</td>
<td>Students will complete mapping exercises as well as vocabulary worksheets a few times throughout the unit. Certain lectures and class discussion will also focus on this.</td>
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<td><strong>Describe the impact of the</strong></td>
<td>It is critical each student can</td>
<td>During the times/days students are given to</td>
<td>Higher level students will be</td>
<td>Students will be introduced to the</td>
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<tr>
<td><strong>war on people such as women, African Americans and Japanese Americans.</strong></td>
<td>describe in their own words the impact the war had on these certain groups of people. Gifted students will be able to describe the impacts in much more detail with greater understanding in their Letter to Home/Diary Entry assignment.</td>
<td>work on their assignment, ELL and lower level learners will work in support groups with the teacher, Para, or other support staff to discuss what has been taught in class about to the topic, notes they have taken, how to effectively write their thoughts and opinions in the assignment, and breaking down any further reading which will aid in completing the assignment. Advanced learners will not need differentiation for this stage.</td>
<td>required to include a bibliography with a certain number of primary sources in which they analyzed. Lower level students and ELL will not have to include primary source analysis.</td>
<td>Letter to Home/Diary Entry assignment on day 5, and will work time for this assignment on selected days throughout the unit.</td>
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<td><strong>Examine and analyze home-front strategies, such as propaganda, the United States used to help fund the war.</strong></td>
<td>All students will become familiar with propaganda techniques and how the United States used propaganda posters to help aid the war effort. When creating their posters, advanced learners will have the opportunity to be cleverer and show deeper thinking and interpretation in their created messages and slogans.</td>
<td>When examining the propaganda posters, students will be placed into mixed ability groups. Advanced learners will help lower level learners and ELL to understand the concepts and point out details in the posters such as who the message or poster is aimed at.</td>
<td>Lower level learners and ELL will be graded on their incorporation of 1 propaganda technique into their poster, and how it relates to WWII. Advanced learners will be urged to incorporate multiple propaganda techniques into their posters, as well as target multiple audience groups.</td>
<td>On day 6, students will create their own propaganda poster to show their interpretation of propaganda techniques and messages.</td>
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6.

Additional attention will be given to academic language through the vocabulary exercises. As explained in the differentiation spreadsheet, the vocabulary worksheets will promote comprehension and processing as they allow students to draw pictures or symbols, or use the word in sentences. In situations where vocabulary worksheets will not be used to address academic language, the teacher will spend an a short amount of time explaining the term showing pictures, symbols, or the word in context to address the academic language.

**Spiral Curriculum**

An extensive amount of modern day research on the teaching of history in secondary schools presents the benefits of incorporating more challenging activities to promote higher level thinking habits in students. Part of this may require history teachers to stray away from the traditional practices of teaching just the facts and heavy concentration on lecturing and instead teach through interactive, dynamic, and engaging instructional methods that constantly require students to think with an open mind and connect events of the past to today. One way teachers can do this is through a "Spiral Curriculum". According to Bring Learning Alive!, the spiral curriculum is an educational technique in which teachers show and enable students to discover knowledge for themselves and develop understandings and make connections based on that learned knowledge. If done correctly, students will move from elementary cognitive skills such as basic recall, observation and identification to higher levels of cognition such as interpretation, application, analysis, and synthesis.

The WWII unit reflects the spiral curriculum because it builds a basic knowledge set for students, and allows them to spiral to higher levels of cognition through numerous activities over the course of the unit. Students gain basic knowledge through class lectures and note taking. Students then comprehend and understand the significance of the basic information through class discussions, which are also spiraled by the teacher starting with basic questions and moving toward more complex questions that require critical thinking. One part of the unit where students apply their understandings and knowledge is in the design of maps and mapping exercises. This application helps them understand and perceive the course of the war through certain years. As the unit progresses it continues to spiral to increased complexity as students analyze and synthesize through activities and assignments such as the Letter to Home/Diary Entry and the Atomic Bomb debate. Completing these assignments will require them to use all levels of the spiral curriculum, from the recalling basic knowledge, to applying their understandings, and analyzing personal narratives and credible sources. The summative evaluation will be in the form of a unit exam, which will be constructed with Killoran approved multiple choice questions, and challenging, thought provoking essay questions (see #8 attachments).

The spiral curriculum is beneficial to the students learning for several reasons. First, when instruction follows a spiral curriculum template, it makes learning both enjoyable and worthwhile to the student. Students will respond and grow academically better from engaging,
dynamic activities to learn through instead of lecture, memorization, and reading verbatim from a textbook. The knowledge and understandings students gain from a spiraled curriculum will also most likely stay with them for long periods of time. The spiral curriculum will challenge students to think in new ways, as well as build lifelong learning habits.

8. Multiple Choice Questions:

1. During World War II, women and minorities made economic gains mainly because
   1. They fought on the frontlines
   2. New labor laws increased the minimum wage
   3. A shortage of labor created by men fighting the war opened opportunities for these groups in traditional workplaces.
   4. Better education opportunities allowed them to obtain prestigious degrees.
   5. Following WWII, the United States was better able to adjust their economy than their allies because
      1. They had more goods to sell
      2. They were much more interested in trade
      3. They obtained a vast majority of resources from countries that surrendered to them
      4. They suffered no widespread destruction on their home soil
      5. Which group of events is in the correct chronological order?
         A. V-E Day, Dropping of the Atomic Bomb on Japan, Attack on Pearl Harbor, Normandy Invasion (D-Day)
         B. Normandy Invasion (D-Day), Dropping of the Atomic Bomb on Japan, Attack on Pearl Harbor, V-E Day
         C. Attack on Pearl Harbor, Normandy Invasion (D-Day), V-E Day, Dropping of the Atomic Bomb on Japan
         D. Attack on Pearl Harbor, Dropping of the Atomic Bomb on Japan, Normandy Invasion (D-Day), V-E Day

1. At the beginning of WWII, a great focus of national debate was on whether the United States should continue or end the policy of
   1. Containment
   2. Imperialism
   3. Isolationism
   4. Democracy

Essay Question:
Elaborate on the issues surrounding the United States decision to use the Atomic Bomb. Discuss the motives of using the bomb as well as why it was controversial. Do you feel the United States made the best choice? Explain.

*I chose this essay question because it relates to the standard and benchmarks in the unit and challenges the students to think critically about the issue. To answer the question, students will need to have basic knowledge of the event, but also a deeper understanding and their own interpretation of why the U.S. dropped the atomic bomb. Students can answer the question by comparing and contrasting viewpoints on whether to drop the bomb or not, and then express their own opinion of the controversial issue. This is an excellent essay question because it reflects the spiral curriculum as students demonstrate basic knowledge and recall as well as deeper, complex understandings and their own analysis and thoughts. The question is also structured so that it will allow for students to be able to answer it in several different ways.