

# WWII

**Objective** - The learner will discuss the major issues and events that led to the United States entry into World War II. Students will learn about the important topics while building research skills. The war also led to the development of many technological innovations. Students will explore these advancements and see how they contributed to the war effort.

## **TEKS** –

*1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present.*

1A The student is expected to identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.

1C The student is expected to explain the significance of the following dates: 1898, 1914-1918, 1941-1945 and 1957.

*6 History. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States.*

6A The student is expected to identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor.

6B The student is expected to analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-American, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb.

6C The student is expected to explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton.

*9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:*

9B Identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

*22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States.*

22B The student is expected to explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs.

## **CCRS** –

IF1. use a variety of research and analytical tools to explore questions or Issues thoroughly and fairly.

VA1. use appropriate oral communication techniques depending on the context or nature of the interaction.

## Day 1

Engage – Teacher will write **foreign policy** on the board. Teacher will then ask the following questions: **What is foreign policy? What is America’s foreign policy toward various countries in the world today? How would you describe America’s current foreign policy?**

Teacher will use students responses to lead to a discussion about worldviews that existed among several countries prior to WW II.

Teacher will show the students the following political cartoon:



Students will discuss the following questions:

What does this political cartoon represent?

Do you agree with what the political cartoon is implying?

Explore – Students will examine the following maps:

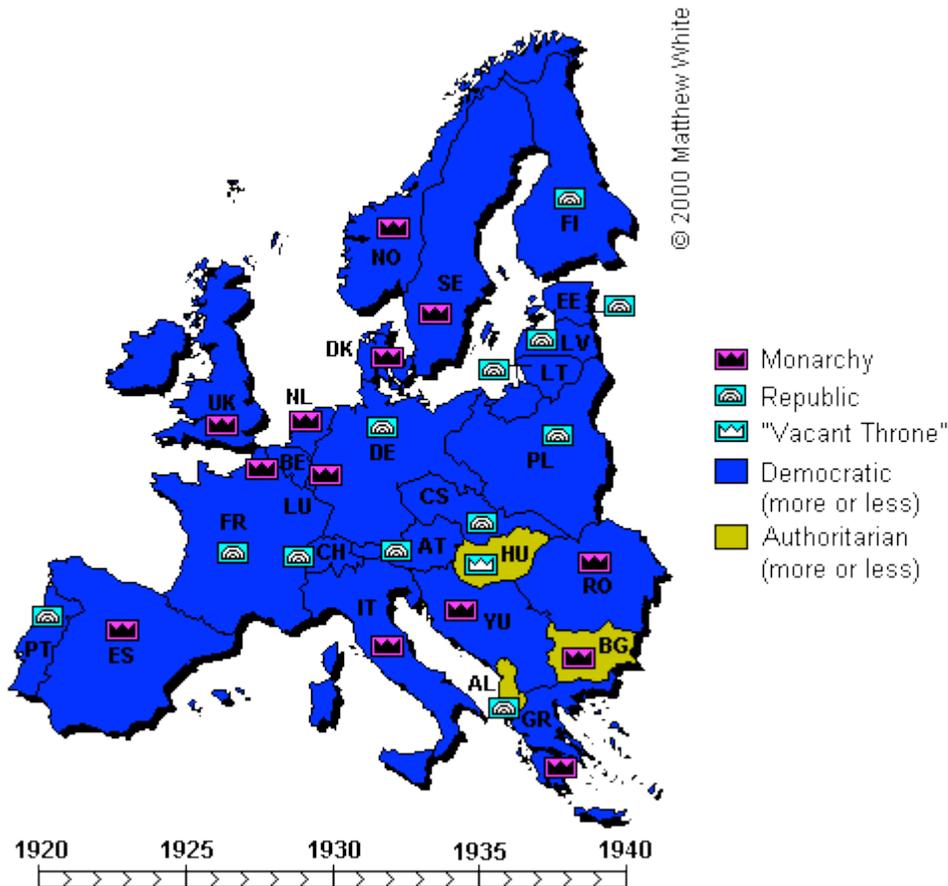
## Europe in 1937:



- Authoritarian Governments
- Democratic Governments
- Colonies
- Monarchies
- City with over 1 million inhabitants

<http://users.erols.com/mwhite28/euro1935.htm>

## Governments of Europe and the Rise of Fascism, 1920-37:



<http://users.erols.com/mwhite28/euro1935.htm>

Teacher will ask the following questions:

What can you infer about Europe in the late 1930s?

What happened to the political boundaries on this map?

What else do you notice by looking at this map?

Teacher will post the following WWII events on the board:

- Growth of dictatorships following WWII
- The attack on Pearl Harbor
- Fighting the war on multiple fronts

- The internment of Japanese-Americans
- The Holocaust
- The Battle of Midway
- The invasion of Normandy
- The development of the atomic bomb
- Harry Truman's decision to use the atomic bomb
- Germany's invasion of Poland (Sept 1939)
- Italy's invasion of North
- Battle of the Bulge
- D-Day

Students will be investigating the major events of World War II. Teacher will divide the class into pairs. Before beginning research, teacher will review with students the importance of evaluating sources. Students will use the library or computer to gather information to bring to class tomorrow.

## **Day 2**

Explain – In their research groups, students will share the information they acquired for homework. Teacher walks around, asking students questions, clarifying information, and providing any additional information as needed. Each group writes a summary explaining the part played in WWII by the event researched. They each take turns reading their summaries aloud to the class. Once every group has taken a turn, students will build an illustrated timeline that addresses the TEKS requirements (1C,6A,B,C) Teacher will provide a blank sheet of copy paper. Students will create their illustration. When completed, they will string them together to form their timeline.

Requirements for time line:

- Identify reasons for US involvement in WWII
- Analyze major issues and events of WWII

Teacher will spark a discussion so that students use what they have learned to answer questions like:

- What was Europe like before WWII?
- How do dictators take control of a nation?
- When did WWII begin?

- What different beliefs and values were at stake for the countries involved?
- When did the US enter WWII? Why?
- What were the major events of WWII?
- How did the boundaries of countries change during the war? Why?

### **Day 3**

Explore – Teacher will divide the class into pairs. Teacher will distribute the Handout: **Leaders of World War II** to each student. Teacher will use a letter from Dwight D. Eisenhower to Omar Bradley to help the students complete one row of the handout.

<http://www.eisenhowermemorial.org/presidential-papers/first-term/documents/1351.cfm>

Students will read the document silently then try to answer:

- Who wrote the document?
- What is the main idea of the document?
- What significance does this document have to Omar Bradley?

After the teacher demonstrates, then in pairs, the students will work together to complete handout. Students may use their textbooks and other classroom materials to complete. While completing assignment, students will look for similarities and differences among the leaders. Teacher will ask students

- Do you think any of these men were heroes? Why/why not?
- Should any of these men be considered heroes today? Why/why not?

### Leaders of World War II (p. 1 of 2)

Leader	Role	Country	Battles	Impact/ Connections
Omar Bradley*				
Dwight Eisenhower*				
Douglas MacArthur*				
George Marshall*				
George Patton*				
Chester Nimitz				
Bernard Montgomery				
Erwin Rommel				

Leaders of World War II (p. 2 of 2)

Leader	Role	Country	Worldview	Battles	Ranking	Impact/ Connections
Yamamoto						
Adolf Hitler						
Benito Mussolini						
Joseph Stalin						
Winston Churchill						
Franklin D. Roosevelt						
Harry S. Truman						

## **Day 4**

### **Elaborate –**

Teacher will place a list of scientific discoveries and technological innovations on the Elmo which include:

- Airplanes – Bomber Series (B-17,B-24,B-29)
- Machine guns
- Submarines
- Mines
- Tanks
- Radar
- Aircraft carrier
- Atomic bomb
- Plasma
- Antibiotics –penicillin
- Sulfanilamide
- Atabrine
- Morphine

Students will investigate an advancement/innovation from WWII. Students will present their information to class on Day 5. They will present their findings in a powerpoint demonstration. Their powerpoint should include:

- Origins
- Significant events
- Impact
- Interesting facts
- How this item met a need during WWII
- Illustration/picture

Their presentation should contain 5-10 slides.

## **Day 5**

Evaluation – Each student will present their powerpoint presentation to the class. Student will be graded on the material presented and if they included origin, significant event, impact, interesting facts, illustration, and how this item met a need during WWII.

Students should use their textbooks and computers to complete any/all assignments. Also, throughout the week students are paired with another person to help them complete the assignment. Teacher will assign partners if she feels that one person is not compatible with another or if only one student is working. I think that enough time is being devoted each day for questioning. If students need extra time, they can come afterschool to ask for help or for extra material to complete task.