**WWII**

**5-4.4** Explain the principal events related to the United States’ involvement in World War II including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)

**5-4.5** Summarize the political and social impact of World War II, including changes in women’s roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments. (P, E, H)

**5-4.6** Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States. (P, E, H)

**5-4.7** Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)

**ELA Inquiry Standards:**

**Standard 1**: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

**Standard 2**: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

**Standard 3**: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.

3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Standard 4**: Synthesize integrated information to share learning and/or take action.

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

4.2 Reflect on findings to build deeper understanding and determine next steps.

4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Standard 5**: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.

5.2 Employ past and present learning in order to monitor and guide inquiry.

5.2 Employ past learning to monitor and assess current learning to guide inquiry.

5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

**Class Meeting Connection**:

-Read: *Yertle the Turtle* by Dr. Seuss <https://www.youtube.com/watch?v=9FFfbSWbLWw>

-Discuss how Yertle has characteristics of a bully.

-Compare and contrast Yertle and Mack.

-Can students draw any connections between the book and history? Can they make any predictions?

**Day 1 – The Great Depression leads to the desire for new leadership.**

**Students must know**: The principal events related to the United States’ involvement in World War II include the rise of European dictators such as Benito Mussolini in Italy and Adolf Hitler in Germany as a result of the worldwide depression. Students should understand that they were dictators and used military aggression against the rest of Europe to secure their goals. It is also important that students understand that although Josef Stalin was also a dictator, he was opposed to Hitler. Hitler’s fascism is a right-wing reaction to Stalin’s communism. Students do not need to know the difference between these two ideologies. Students should also know that the Japanese had a militaristic government that was seeking to expand its nation’s power. They do not need to know the details of the rise of the military dictatorship in Japan. Dictators in Germany, Italy, and Japan formed an alliance called the Axis powers.

**Reading**: Students will read an excerpt from *Hitler Youth* with names and other identifying information marked out. While reading, students will be able to annotate the text to enhance understanding. After reading, students will develop questions about who the text is referring to and in what time period. Using their prior knowledge, students will likely think this excerpt is speaking about Franklin D. Roosevelt; however, it is about Hitler. After they have developed their questions about the article, students will engage in a class discussion sharing their ideas and supporting their opinions with evidence found in the text. Once the discussion has taken place, the teacher will reveal the missing information. With this new understanding, students will discuss what evidence in the text led them to think it was about Roosevelt and compare this to how Hitler behaved during his rise to power.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
* 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Social Studies**: Driving Questions: How did the Great Depression impact other countries? How did this lead other countries to look for a strong leader? TTW discuss these ideas prior to allowing students to research as a means of directing their ideas. However, new questions will be welcomed after student research.

Student Activity: Students will explore websites (in the Its Learning folder: What led to WWII?) to discover how other countries were affected by the end of WWI as well as the Great Depression. After reviewing the information, students will record their wonderings about the time period. These wonderings will be posted on a class Padlet that will be used throughout the remainder of the unit.

Standards:

* Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

**Day 2 – Leadership during WWII**

**Social Studies**: Students will complete a jigsaw activity to learn more about important leaders during WWII. They will be given the names and countries of each leader and allowed to choose who they would like to learn more about. Before researching, they will get into groups based on their choice and brainstorm the questions they would like answered. There should be some guidance here to help students include: How did these leaders come to power? What did these leaders believe/ value? Websites for each leader are up on a Symbaloo provided on Its Learning. After researching their specific leaders, students will share their information with their home group.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

**Day 3– State of the war in Europe; Invasion of Poland; Battle of Britain**

Students must know: At first, the European leaders tried to avoid war and responded to the aggression of Hitler’s Germany with the policy of appeasement, giving in to his demands. When Germany invaded Poland, allied Britain and France declared war on Germany. Soon Germany defeated France and was constantly bombing Great Britain in an effort to break the spirit of the last undefeated European country. These continuous-feeling air raids were known as the Battle of Britain and were significant because they were the first instance in which Hitler’s plans of conquest were foiled. Germany also invaded the Union of Soviet Socialist Republics (USSR). The Congress of the United States passed laws that required President Roosevelt to maintain an official policy of neutrality. President Roosevelt tried to help British leader, Winston Churchill; the leader of the Free French, Charles de Gaulle; and the leader of the Soviet Union, Josef Stalin with supplies.

Aviation innovations included improved bombers that were able to fly farther and use radar to track these planes and to spot enemy planes. By the end of the war, jets were being developed. After the war, personal and business air travel and the transportation of goods around the world grew significantly because of the aviation technology.

**Social Studies: Image Walk:** Students will view several (appropriate) images of life when the WWII was beginning. As they view images, they will complete a wonderings chart noting their observations and their questions. Afterwards, students will discuss in a whole group setting.

With their questions, students will use printed texts and websites to research information about the start of the war in Europe. Websites can be found on the Early European Battles page in the European front folder on Its Learning. Using their questions as a driving force, they will record their thinking in their journals. (This comes after a mini-lesson on how to adequately record thinking and notes from research).

**Science**: We can begin working on our airplane design activity. Students will research the importance of aviation during WWII. To begin students will be asked to explore the following website for ten minutes: <http://www.airspacemag.com/military-aviation/history-ww2-25-airplanes-180954056/?no-ist>

After viewing the planes, we will reconvene as a group to discuss their thoughts on why planes were so important to the war effort. After discussion, TTW tell students that they are now tasked with designing an airplane based on their findings about aviation in WWII. From this they will work in small groups to design a plan for research. They will determine the information they need to find in order to create a plan for their planes. Research plans will be shared with the teacher prior to beginning. After conferencing to gain approval, students will begin their research.

Focus on helping them to think about the design of actual airplanes and how they can use those designs when they create their own fighter. Websites can be found on the tech. resources page in the New Technology folder.

After research, students will design a diagram of their proposed plane. These will then be created using provided materials. The groups will test their planes as a whole class. After testing, if time allows, students can revisit their plans and make revisions to improve.

Extension: If time permits, students may complete an additional weapon design challenge. When planes are tested, other students can use their weapon to try to take the planes down.

Standards:

* 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
* 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Day 4 – Holocaust**

Students must know: Adolf Hitler believed that the German people were a superior race. He and many German people, thought that the treaty that ended World War I was unfair and the economic sanctions placed on Germany after World War I were unrealistic and extremely punitive. Hitler’s goal was for Germany to avenge itself for this treaty by taking over the at least the rest of Europe, if not the world. With the establishment of extreme nationalism, Hitler was able to use his influence to successfully invade other areas of Europe such as Poland and France. Students should be able to locate German advances in Europe.

**Social Studies:** Using a teacher created collection of photos and websites on Its Learning, students will explore information on the Holocaust. Begin discussion of the Holocaust by reading *The Terrible Things*, which is an allegorical tale about the Holocaust. As you read, think aloud about the events. Have students consider the connections they can make to the historical information they are currently learning.

After reading, have students work in a whole group setting to develop questions they want to have answered. Post these on an anchor chart and have students use these to guide their research into the materials provided on Its Learning. (This provides a chance to review/remediate any issues students are having with developing questions and finding answers).

Standards:

* 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
* 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

**Science:** Students will continue to work on their airplane designs.

**Day 5 – U.S. Involvement; Pearl Harbor**

Students must know: The goal of the Japanese was to establish control of the Far East in order to ensure the economic prosperity of the Japanese people. After the Japanese bombing of the United States Pacific fleet at Pearl Harbor, President Roosevelt asked the United States Congress to declare war on Japan. Germany and Italy then declared war on the United States in order to support their ally, Japan, thereby becoming the Axis Powers. The United States, Great Britain, and the Soviet Union became known as the Allied Powers or the Allies.

**Reading/ Social Studies**: Students will read an article about the attack on Pearl Harbor. Students will practice Close Reading with this text, marking up the information to find important causes and effects of the event. These will be used to add to the growing research students have on WWII.

**Science**: Students will test their airplanes (and weapons if time allowed). When testing, students should determine the necessary variables. They should use measurement and controlled testing situations to record their information. After testing, students will reflect on the performance of their plane and determine possible revisions to their design.

**Day 6 – Japanese Internment**

Students must know: Japanese Americans faced the most profound discrimination. Following the bombing of Pearl Harbor, one hundred ten thousand Japanese Americans were moved to internment camps in the western deserts of the United States. Made to leave their homes and businesses with little warning or compensation for the loss of their possessions and livelihoods, they were imprisoned behind barbed wire fences without the right to a trial and without proof that they were disloyal. Nonetheless, the Japanese Americans continued to be loyal to the United States. Some of them served with distinction in military units in the European theater.

**Reading/ Social Studies**: Students will read a text about Japanese Internment. After reading and marking on the text, students will get an article from Newsela on Donald Trump and his self-comparison to Roosevelt: <https://newsela.com/articles/trump-muslimban/id/13412/>

After reading, students will compare and contrast the two events looking for connections to current issues affecting our country.

**Writing**: Quick Write: Students will respond to the following: Based on your reading of Roosevelt and Trump, do you feel that banning an entire people group is an effective way exercise caution during times of conflict? Use evidence from your reading to support your answer.

Standards:

* 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
* 4.2 Reflect on findings to build deeper understanding and determine next steps.
* 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Day 7-8 – Life on the Homefront (women and African Americans); Victory Gardens: Propaganda; Rationiong**

Students must know: The nation came together as each American was encouraged to “Do Your Part” in the war effort. Each and every American was called upon to conserve scarce materials by contributing to scrap metal drives and planting “Victory Gardens.” However voluntary conservation was not enough and Americans were required to use ration booklets. The economy was finally pulled out of the Depression by the war efforts. Everyone went to work to help win the war.

Women, as homemakers, were responsible for rationing and victory gardens. More women also began to work outside the home. They took the place of husbands, sons, and brothers in factories and built airplanes, trucks, and ships. Although women faced discrimination, ‘Rosie the Riveter’ became an icon of the period. Women were expected to return home when the war ended and the soldiers returned to their jobs. Despite hardships, such as discrimination and lack of child care, many women missed the workplace. This wartime experience helped lay the foundation for the women’s movement of the 1960s.

African Americans demanded the right to wartime jobs and President Roosevelt ordered that they be given opportunity. Many more African Americans moved to cities in the north and on the Pacific coast to work in wartime industries. African Americans made some strides in the military during the war, such as the Tuskegee Airmen; however, they still served in segregated units, as was the experience in previous wars, and were often assigned duties of lesser importance because of racial prejudice that often led those in power to doubt in their capabilities.

The role played by African American soldiers in the war and the treatment by whites on the home front during and after the war ended prompted President Truman to order that the army be desegregated after World War II.

**Social Studies: Driving Question:** What is the responsibility of a country’s citizens during a time of conflict?

Have students brainstorm their ideas to this question. Connect this idea to the concept of life on the home front during WWII. Resources on Its Learning: One page focuses on the groups students need to know or might want to learn more about (women, Japanese Americans, African Americans, and children), and the other page includes resources about ways that Americans on the home front served the war effort. Students will visit the resources and note the responsibilities of each group. After researching, have them consider if they think the steps that were taken by people on the homefront were necessary/helpful and why they think so. Discuss their ideas as a class.

**Do your part –Discuss victory gardens during science propaganda during writing**

**Writing:** Students will create their own example of propaganda after they read and view examples of propaganda used by people during WWII.

**Science:** If you have time, this lesson provides us with a chance to expand our design project. After learning about women’s role in factories, students can work to create their own weapon. This weapon can be used to “take down” the airplanes when we perform our final tests. If an airplane gets shot down, it does not accomplish its mission.

You might also wish to start your own Victory Garden with students. I am going to purchase potted herbs, and we are going to repot them in our own planter that we will keep in our classroom. I will use this time to review the needs of living things. Students will practice creating detailed and labeled diagrams of each plant. Over time, students will make observations and record measurements of each plant to assess its growth.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

**Day 9 – End of War in Europe – VE Day**

Students must know: The goal of the Allies was to stop the Axis Powers and defeat them unconditionally so that they could not invade other countries again. Students should be able to explain the strategies used by the Allied Powers in the European theater which included heavy bombing raids on Germany and landings of ground troops on the periphery of German occupied lands. The Allied landing in North Africa (Operation Torch) was to free the Mediterranean Sea from German control, protect the oil fields of the Middle East, and to take some of the pressure off of the USSR who was taking heavy losses as it was being invaded by Germany. The USSR was able to hold off the German advance and began defeating them on the eastern front. Allied landings in Italy brought the surrender of the Italians but German forces continued the bitter fight on the Italian peninsula. The invasion of Normandy on D-Day provided a second front against the Germans in the west and provided some relief for the Russian troops. The invasion of Normandy led to the eventual surrender of the Axis Powers in Europe, but the Allied powers continued to struggle against a Japanese army that was determined to fight until all was lost.

**Social Studies:**

Students will be asked the question: The War in Europe was over. Now what? Have students brainstorm their lingering questions. These may include: What caused Germany to surrender? What happened to Hitler? What happened to the Holocaust survivors? Were military leaders punished? Etc.

After they develop their questions, allow them to research the answers. While researching, encourage students to write down information they found especially interesting and to continue to develop questions. Their information will be shared at the end of the period. The teacher may need to interject some information into the discussion to make sure all standards are covered.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

**Day 10 – Island Hopping: Strategy: Coordinate Graphing**

Students must know: The purpose of the island-hopping strategy in the Pacific theater was to strategically take Japanese-held islands in order to move within range of the gasoline tank capacity of American planes so that they could bomb Japan in preparation for an invasion of the Japanese home islands. The Americans had heavy casualties as they fought to take Japanese-occupied islands because of the Japanese unwillingness to accept defeat. An ailing President Roosevelt died and Vice-President Harry S. Truman was sworn in as President. As the preparations for the invasion of Japan continued, scientists successfully tested the world’s first atomic bomb. The decision of whether to risk more American lives with an invasion of Japan or to use the atomic bombs fell to President Truman. The United States dropped two bombs, one on Hiroshima and a second on Nagasaki, which led to the surrender of the Japanese and brought about the end of World War II.

**Social Studies/Math/Science:** Provide students with a map of the Pacific Front during WWII. Explain to them the issue that planes were unable to successfully fly from the US to Japan to engage in warfare. Have them work in groups to develop a possible solution to this problem. Have them share their ideas with the class and provide an explanation for their thinking. After attempting to solve the issue themselves, allow them to research possible solutions that were used to assist in the issue. Direct them to the idea of Pacific Island Hopping as the strategy used.

**Math Connection:** Students can participate in a coordinate grid game to enforce the idea of island hopping. Give them a coordinate grid and have them place their “islands” strategically throughout the board, recording the coordinate points. Then have pairs play with a divider between them. They will guess points on their partner’s board and if their partner has an island there, they will have to surrender.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
* 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
* 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
* 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
* 4.2 Reflect on findings to build deeper understanding and determine next steps.
* 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Day 11 – Bombing of Hiroshima and Nagasaki; simulate a bomb, mass**

Students must know: Advances in weaponry were made in response to wartime needs. The two atom bombs dropped on Japan were developed by a team of scientists in the United States who were trying to beat the Germans to the technology. Although Albert Einstein encouraged President Franklin Delano Roosevelt to establish the Manhattan Project that developed the bomb, he was not involved in the process. Atomic technology has had a significant impact on the economy of the United States since World War II. The arms race started as a result of America’s exclusive control of the atom bomb. This race to develop new and better bombs and ways to deliver them to the target has resulted in extensive government spending which has both stimulated the economy and focused spending on the military. Tie this in with VJ Day.

**Reading**: Students will read accounts of the bombing from multiple perspectives including:

* <http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=0514> Debate between experts.
* <http://www.ushistory.org/us/51g.asp> Historical account
* <http://a-bombdb.pcf.city.hiroshima.jp/pdbj/search_rule.do?class_name=testify> (translated) Hiroshima Survivor Testimonies
* <http://www.colorado.edu/AmStudies/lewis/2010/atomicdec.htm> Military leaders’ reactions to dropping the bomb

After reading, students will begin to develop their own wonderings about the use of the atomic bombs. They will then visit a Symbaloo with carefully selected (because of the nature of the material) information. Students will use the information they find to answer questions. Lingering questions will be included on a class Padlet.

**Science**: <http://pbskids.org/designsquad/parentseducators/resources/on_target.html>

Design Challenge: Students will collaborate in groups to develop a way to drop a marble onto a predetermined target using provided materials. This will incorporate math and science into the concept of military strategy.

Standards:

* 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
* 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
* 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
* 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
* 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
* 4.2 Reflect on findings to build deeper understanding and determine next steps.
* 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

**Day 12-15**

**Inquiry/STEM Connection:**

Students will be able to choose one way to showcase their learning about a certain aspect of WWII. These will require use of the information learned throughout the unit as well as additional research based on student’s own questions. All products will be graded using teacher and student created rubrics. Options include:

* Bomb shelter – Minecraft-Based on their learning and additional research that will occur, students will design and build a bomb shelter using the school’s Minecraft account.
* Creating and Cracking Codes-Students will conduct research into the Navajo Code Talkers. After an initial exploration search, students will develop a research plan to learn more about this group of people and what their contribution was to the war effort. From this, students can then decide to design and share a code they’ve created, question the use of the Native Americans for military purposes after their negative treatment during Westward Expansion, or develop their own product to show their learning.
	+ <https://www.youtube.com/watch?v=5rSvm3m8ZUA> (good intro clip)
* Any other discussed project that may come up throughout the unit of study. Students will need to provide information on their choice and conference with their teacher for approval.