

THE WORLD AT WAR

Subject: Social Studies

State/Group: NJ

Country: USA

School: Egg Harbor Township HS

Course/Grade: Grade 11

UNIT SUMMARY

This unit will examine the causes, events and effect of World War II.

UNIT RESOURCES

Resources:

Videos

- Band of Brothers
- Patton
- Saving Private Ryan
- Schindler's List
- Various World War II cartoons (Disney or Looney Tunes)
- The Atlantic Wall (<http://www.history.com/shows/modern-marvels/videos/the-atlantic-wall#the-atlantic-wall>)
- D-Day (<http://www.history.com/shows/wwii-in-hd/videos/d-days#d-days> or <http://www.history.com/videos/d-day-invasion-of-europe#d-day-invasion-of-europe>)

Internet Resource Links

- <http://www.history.com/topics/world-war-ii/>
- <http://www.historyinfilm.com/>
- www.unitedstreaming.com

Web Quest

- <http://library.thinkquest.org/CR0212881/>

Personal Stories

- <http://www.stelzriede.com/>

African-Americans in World War II

- http://www.nasm.si.edu/education/pubs/bw_teaching_poster.pdf

The Decision to Drop the Bomb

- <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/the-final-months-of-the-war-with-japan-signals-intelligence-u-s-invasion-planning-and-the-a-bomb-decision/csi9810001.html#rtoc3>
- http://www.historyofwar.org/articles/wars_downfall1.html
- http://www.history.army.mil/books/70-7_23.htm

Holocaust

- http://www1.yadvashem.org/exhibitions/album_auschwitz/content1.html
- www.loc.gov (Library of Congress)
- www.ushmm.org (US Holocaust Memorial Museum)
- www.americanrhetoric.com (American Rhetoric)
- www.nbclearn.com (NBC Learn)
- <http://njamistadcurriculum.org> (Amistad Commission)
- <http://www.state.nj.us/education/holocaust/> (NJ Holocaust Commission)
- <http://www.archives.gov/> (National Archives)
- www.history.com (History.com)
- www.pbs.org (PBS)
- www.digitalhistory.uh.edu (Digital History)
- <http://www.nypl.org/> (New York Public Library)
- www.world-war-2.info (World War II)
- www.Gilderlehrman.org (Studying American History)
- www.ushistory.org (American History)
- <http://americanhistory.si.edu> (Smithsonian Institution)
- www.calisphere.universityofcalifornia.edu (University of California)
- <http://www.havefunwithhistory.com>
- <http://authentichistory.com>
- <http://www.teacheroz.com/WWIIpropaganda.htm>
- <http://www.newseum.org/>

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

Students will be able to understand:

- Factors leading to the rise of totalitarianism.
- The consequences and actions of Adolf Hitler.
- Effects of the Treaty of Versailles.
- The causes and consequences of the Japanese attack on Pearl Harbor.
- The relationship between the US entrance into World War II and the end of the Great Depression.
- The importance of the home front during World War II.
- The importance of various turning points of the war.
- Rationale behind the use of the atomic bomb.

ESSENTIAL QUESTIONS

- How did postwar problems in Europe lead to the rise of totalitarian leaders?
- Why was the United States maintaining a policy of imperialism during the early years of the war?
- From 1938 – 1941, what were the signs the US was preparing for war?
- How did the US forces mobilize?
- What was the role of industry and science during World War II? How did this affect the outcome?
- What struggles and sacrifices did the home front experience?
- What was the most influential battle of World War II?
- What was the Nazi's final solution?
- How did the Japanese treatment of the POW's and conquered peoples compare to the treatment by the Germans and Soviets?
- Was the use of the atomic bomb justified?

KNOWLEDGE AND SKILLS

Students will know:

- World War I laid the foundation for World War II.
- The United States entered the war in stages.
- The actions taken by the Nazis and Japanese led to the persecution of millions.
- The turning points of the war.
- Territorial and political changes made as a result of World War II.

Students will be able to:

- Identify reasons for US entry into World War II.
- Analyze the US impact on Allied forces.
- Understand the odd nature of alliances created during wartime.
- Read and interpret maps.
- Identify key battles and turning points of World War II.
- Analyze the rationale behind the use of the atomic bomb.
- Compare and contrast tactics used by the Nazi's and Japanese during World War II.

PERFORMANCE TASKS

1. Write an Editorial

Based upon the Cabinet Council in-class assignment or primary source documents, students will write an editorial to the Press of Atlantic City on their feelings of the role the United States need to play while Europe is entangled in war.

2. DBQ

Students will complete a DBQ using primary source documents on the atomic bomb.

3. *Cabinet Council*

Cabinet Council: World War II

Time: September 4 – 5, 1939

Place: The White House, Washington, D.C.

Situation: On September 1, Germany suddenly and swiftly attacked Poland. Yesterday, September 3, Great Britain and France declared war on Germany. For the second time within a generation, the world is heading toward war.

Problem: The United States must develop an official position on American involvement in World War II.

Your role: Your group will act as advisors to President Roosevelt. Tomorrow, you will attend a White House meeting to present your position on American involvement in World War II. President Roosevelt will listen to five different groups before making his final decision.

Your job:

1. The class will be divided into 5 groups.
2. Each group will be assigned to prepare and present one of these positions:
 - a. The United States should remain strictly neutral in World War II.
 - b. The United States should remain neutral, but send non-military goods to Allies, Great Britain and France.
 - c. The United States should remain neutral, but adopt a “cash and carry” policy in which our Allies may buy American goods if they pay cash and carry the goods on their own ships.
 - d. The United States should remain neutral, but adopt a “lend-lease” policy in which American goods may be loaned or leased to our Allies.
 - e. The United States should declare war on Germany.

3. You will have the rest of today's class period to meet with your group to plan what you will say at tomorrow's meeting. You also need to decide which of your group members will present your ideas to President Roosevelt. A prepared presentation includes:
 - a. What you want the United States to do about American involvement in World War II.
 - b. Why you believe your position is the best situation for the United States.
 - c. Why the President should not select the other positions.
4. Use the timeline below, your text and notes to gather information to support your position.
5. Tomorrow, after each group has presented their ideas to President Roosevelt, he will make his decision based upon the **persuasiveness** of the presentations.
6. The class will then compare the decision made in class with the actual decision reached by President Roosevelt in September 1939.

T I M E L I N E

1919 Treaty of Versailles

Germany, alone, was blamed for starting World War I and was forced to:

1. Pay the Allies \$33 billion in war damages.
2. Reduce the size of army and navy.
3. Stop building airplanes, tanks, submarines or heavy artillery.
4. Give up its colonies in Africa and the Far East.
5. Reduce its land area by one-eighth its original size.

1920 League of Nations

This international peace organization was organized to prevent future wars. A unanimous vote was needed to take any action. 42 nations joined, but the United States refused membership. Many Americans were concerned that the United States might become involved in other wars.

1922 Mussolini Seizes Power in Italy

Benito Mussolini and his "Black Shirts", called "Fascists", came to power in a "March on Rome". Mussolini became dictator in 1923 and began to build up Italy's military forces.

1923 Munich Beer Hall Revolt

The National Socialist Party, called "Nazis", tried to overthrow the German Government; it failed. Adolf Hitler was arrested and promptly jailed. He wrote the book in prison called Mein Kampf ("My Struggle") in which he outlined his ideas, goals and programs. He blamed Germany's problems on two groups – the Communists and the Jews.

1928 Kellogg-Briand Pact

62 nations signed an agreement to always settle their disputes peacefully.

1931 Japan Invades Manchuria in North China

Japan needed more land and natural resources to support its growing population. The League of Nations warned Japan to withdraw, but took no further action. Japan ignored the order and withdrew from the League.

1933 Hitler Comes to Power in Germany

President Hindenburg named Adolf Hitler as the new German Chancellor. Hitler immediately called for new elections. His private army, called "Storm Troopers", intimidated opposition candidates. The Nazis also secretly set fire to an important

government building and successfully blamed it on the Communists. The Nazis received more votes than any other political party.

1934 **Hitler Become German Dictator**

When President Hindenburg died in August, Hitler became “Der Fuherer” of Germany. He soon announced that Germany would no longer obey the Versailles Treaty restrictions. Germany began to build weapons and to increase the size of its military forces.

1935 **Italy Invades Ethiopia**

Mussolini’s troops overran this small, backward African nation. The Italians were armed with modern weapons, while the Ethiopians used spears and stones. The League of Nations took no action.

March 1936 **Germany Occupies the Rhineland**

German troops moved into the area between France and Germany along the Rhine River. This territory had been taken away from Germany in the Versailles Treaty. Once again, nothing was done.

July 1936 - 1939 **Spanish Civil War**

Germany and Italy sent troops and weapons to help the Spanish rebels under General Franco. The Nazis used the war to test out their weapons and strategies. The League of Nations took a position of neutrality.

October 1936 **The Rome-Berlin Axis**

Germany and Italy sign the first of several military alliance treaties.

November 1936 **The Anti-Comintern Pact**

Germany and Japan sign the first of several military alliance treaties. Italy joined this alliance in 1937.

1937 **Japan Invades Chinese Mainland**

Six years after Japan moved into Manchuria, it launched a full-scale attack on the rest of China. No direct action was taken to stop Japan.

March 1938 **Germany Occupies Austria**

German troops march into Austria with little to no resistance.

September 1938 **The Munich Agreement**

Great Britain and France sign an agreement with Germany yielding to many of Hitler's demands. This policy of granting concessions in return for peace became known as "appeasement". Germany now had control over the Sudetenland, a German populated section of Czechoslovakia. The British Prime Minister Neville Chamberlain told the world, "We have peace in our time."

March 1939 **Germany Moved into Czechoslovakia**

Nazi troops suddenly move troops into Czechoslovakia and part of Hungary. This action ended the British policy of appeasement. Great Britain and France promised to defend Poland, Greece and Romania.

April 1939 **Italy Attacks Albania**

Mussolini's troops invaded and conquered nearby Albania with German support.

August 1939 **Russo-German Non-Aggression Pact**

Russia and Germany shocked the world by agreeing not to attack one another. A secret clause in the treaty gave Russia a free hand to attack Finland while the Nazis could invade western Poland without Russian interference.

September 1939 **Germany Invades Poland and World War II Begins**

On September 1, Nazi troops suddenly and swiftly move into Poland. Great Britain and France declare war on Germany on September 3. World War II is underway!

4. *Read Hiroshima by John Hersey*

Students will read *Hiroshima*. Possible evaluations include written or multiple choice test, create a scrapbook or make a video presentation.

Name:

Date:

Hiroshima

Choose one essay.

Describe the physical and psychological hardships the atomic bomb had on the people of Hiroshima. Use specific examples from the book!

Follow the journey of a character from the book. Use specific examples of what they were doing before, during and after the attack and how it affected them.

In the book, Ms. Nakamura says, "It was war and we had to expect it." Was the physical and emotional damage caused by the bomb justified? Explain your answer using specific examples from the book.

What health impact did the bomb impose upon the people of Hiroshima? Use specific examples of the injuries experienced by the characters in the book to explain your answer.

The book follows Ms. Nakamura and her three children. Describe their journey and the impact the bomb had on them mentally, physically and economically in the days and years to follow. Use specific examples of the injuries in the book to explain your answer.

5. World War II Scrapbook



DUE:

WHAT I DID

DURING THE WAR:

**FROM GRANDPA'S OR GRANDMA'S
SCRAPBOOK**



Introduction

"At a time in their lives when their days and nights should have been filled with innocent adventure, love, and the lessons of the workaday world, they were fighting in the most primitive conditions possible across the bloodied landscape of France, Belgium, Italy, Austria, and the coral islands of the Pacific. They answered the call to save the world from the two most powerful and ruthless military machines ever assembled. . .They faced great odds and a late start, but they did not protest. They succeeded on every front. They won the war; they saved the world. They came home to joyous and short-lived celebrations and immediately began the task of rebuilding their lives and the world they wanted."

"They came of age during the Great Depression and the Second World War and went on to build modern America--men and women whose everyday lives of duty, honor, achievement, and courage gave us the world we have today."

Tom Brokaw, *The Greatest Generation*

The scene: You are now approaching your eighties. You've lived through the very period your favorite grandchild is now studying in history. At a family dinner, you begin chatting about World War II. It's clear that the events and mood of the period are very remote to your grandchild.

To give him or her a richer picture of life back then, you go down to the basement (or up to the attic) and pull out and dust off the wartime scrapbook, in which so many of your critical memories are stored. What's in the book? Who were you back then? What facts and feelings would be most important for you to share to enable your grandchild to better understand life during this period?

The Task:

Your assignment is to **create an authentic looking scrapbook** to share with your grandchild and to **present the scrapbook and its contained memories to the class** in the voice of the grandmother or grandfather, a person who lived through the Second World War. You may work in groups of up to four people.

As you develop your scrapbook, consider the essential question, "How has the individual impacted history?" You may look at your own character or the important people of the day and place.

On sea, by land, in the air, in the camps.	On the home front
<p>• •</p> <p><i>Choose a theater of war, a branch of the military, and a particular period of two years. You may be a male or female soldier, nurse, prisoner of war (POW), officer, aide to or under the command of a general, in a specific concentration camp liberator, etc. You may be with either the Allied or Axis forces.</i></p> <ol style="list-style-type: none">1. The Pacific (You should include such events as Pearl Harbor, Battle of Midway, island hopping and reclaiming islands by the US, Japanese imperialism in China, etc., Hiroshima and Nagasaki, post-war occupation of Japan, Guadalcanal, Battle of Coral Sea)2. Western Europe (You should include such events as the siege of Stalingrad, Battle of the Bulge, German invasion of the Soviet Union, German blitzkrieg of Poland, German occupation of France, annexing of the Sudetenland, Battle of Britain, Dunkirk, D-Day, post-war occupation of Germany, Yalta Conference, British appeasement policy under Chamberlain, life as an SS Officer, life as an ordinary citizen in any European country)	<p><i>Choose a persona and identify a two year period for one of these characters:</i></p> <ol style="list-style-type: none">11. A soldier's sweetheart following him in a specific theater of war through his letters and the news media12. A Japanese-American about to be "relocated"13. A German prisoner of war (POW) in the United States14. Navajo code reader15. A Rosie-the-Riveter type girl16. A scientist (or other worker) at Los Alamos17. A teen whose older brother has been drafted18. Air raid warden19. USO entertainer or volunteer

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3. North Africa (You should include events relating to both the US and British campaigns.)
4. Italy (You should include events relating to both the US and British campaigns, from Sicily north. Italian campaign in Ethiopia.)
5. Prisoner of War in any theater, Bataan Death March
6. United States (working on a base or in a POW Camp)
7. A WAVE (Women Accepted for Volunteer Emergency Service)
8. A WAAC (WAC) (Women's Army Auxiliary Corps)
9. A WASP (Women Air Force Service Pilot)
10. A kamikaze pilot

The Process

THE SCRAPBOOK

Make sure your scrapbook appears authentic (of the period!) and includes the following:

- A description or timeline of the major events of the two years you are following
- At least ten authentic and relevant historic photographs.
- At least five actual news clippings. A good source for these is the *New York Times*.
- At least three personal letters you create based on historical fact.
- At least two documents relevant to your experience during the period (speech, legislation, poster, etc.)
- At least five artifacts with explanations. These might include: images of your weapon(s), drawings, political cartoons, an invitation, medals, images, mock ups of draft notices, representations of clothing, badges, posters, currency, your ship, your tank, your factory, your buddies, etc.
- Every item in your scrapbook should be dated and *annotated* with at least a **paragraph** explaining its importance.
- Works Cited pages should appear in the back of your scrapbook.

Though your stories should be historically accurate, feel free to embellish and to be creative!

THE PRESENTATION

During your presentation:

- Speak as if you were describing your experience to your teenage grandchild.
- Offer detailed explanations of the contents of your scrapbook for the two years covered.

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- Engage your audience with good stories and solid presentation skills!

Resources:

- [GaleNet's Student Resource Center Gold](#)
- [United States at War](#)
- [Biography Resource Center](#)
- [History Study Center](#)
- [History Reference Center](#) (in [EBSCOhost](#))
- [Student Research Center](#) (in [EBSCOhost](#))
- [ABC-CLIO American History](#)
- [ABC-CLIO World History](#)
- [ProQuest Historical Newspapers](#)
- [Daily Life Through History](#)

- [Facts.com](#)
- [AP Photo Archive](#)
- [Beyond Books European History](#)
- [Beyond Books American History](#)
- [netTrekker](#)
- [ActiveHistory](#)
- [Google Directory World War II](#)
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Remember, though the Web is a rich source of information on World War II we have a fine collection of books in the stacks and in the reference area.

Major Sites

- PBS: Perilous Fight <http://www.pbs.org/perilousfight/>
- World War II Timeline <http://history.acusd.edu/gen/WW2Timeline/start.html>
- War Poster Collection <http://content.lib.washington.edu/postersweb/index.html>
- Children of World War II <http://www.bbc.co.uk/history/ww2children/>
- World War II: People's War <http://www.bbc.co.uk/dna/ww2>
- World War II Commemoration http://gi.grolier.com/wwii/wwii_mainpage.html
- [America from the Great Depression to World War II](#) (Library of Congress) Image database
- The Perilous Fight: America's World War II in Color (PBS) <http://www.pbs.org/perilousfight/>
- They Drew Fire: Combat Artists of World War II <http://www.pbs.org/theydrewfire/>
- Veteran's Day Links <http://mciu.org/~spjvweb/wars.html>
- Holocaust Chronicle <http://www.holocaustchronicle.org/>
- U-Boat Net <http://uboat.net/>
- Historic Government Publications from World War II <http://worldwar2.smu.edu/>
- Nuremberg Trials http://nuremberg.law.harvard.edu/php/docs_swi.php?DI=1&text=overview
- Rutgers Oral History Archives of World War II <http://fas-history.rutgers.edu/oralhistory/orlhom.htm>
- What Did You Do in the War, Grandma?
http://www.stg.brown.edu/projects/WWII_Women/tocCS.html
- Grolier WWII Links http://gi.grolier.com/wwii/wwii_mainpage.html
- WW II: People's War <http://www.bbc.co.uk/dna/ww2>
- Fly Girls <http://www.pbs.org/wgbh/amex/flygirls/>

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- Power of Persuasion: Poster Art of World War II
http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html
- Voices of World War II <http://www.umkc.edu/lib/spec-col/ww2/>
- Veteran's History Project <http://www.loc.gov/folklife/vets/>
- Confinement and Ethnicity: An Overview of WWII Japanese American Relocation Sites
http://www.cr.nps.gov/history/online_books/anthropology74/
- World War II Poster Collection (Northwestern)
<http://www.library.northwestern.edu/govpub/collections/wwii-posters/>
- World War II Primary Source Document Collection <http://www.ibiblio.org/pha/>
- Voices of the Holocaust <http://voices.iit.edu/>
- Telling their Stories: Oral History of the Holocaust <http://www.tellingstories.org/>
- Holocaust Survivors <http://www.holocaustsurvivors.org/>
- US Holocaust Memorial Museum <http://www.ushmm.org/>
- World War II in Color <http://www.ww2incolor.com/>

Evaluation

Scrapbook Project

The World at War

Teacher Name:

Student Group: _____

CATEGORY	20	15	10	5
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Pictures and primary resources	Student included exceptional pictures and primary resources to help identify events or enhance scrapbook.	Student included some pictures and primary resources to help identify events or enhance scrapbook.	Student included few pictures and primary resources to help identify some events or enhance scrapbook.	Student included pictures, but no primary resources to help identify events or enhance scrapbook.

Conclusion

You have been engaged in exploring history through the perspective of a "player" in a period of modern history that dramatically shaped your life today. History is essentially the story of people and all people have perspectives. Perspective is the place where you stand relative to what you are viewing. By analyzing multiple interests and values, we develop a richer understanding how people really lived and of the great issues of our past. How we view our history may well determine how we perceive and act in the present.

"The only way in which a human being can make some approach to knowing the whole of a subject is by hearing what can be said about it by persons of every variety of opinion and studying all modes in which it can be looked at by every character of mind.

No wise man ever acquired his wisdom in any mode but this." - John Stuart Mill

OTHER EVIDENCE

- Watch films.
- Homework
- Quizzes
- Tests
- Peer/self evaluation

LEARNING ACTIVITIES

Teacher will:

- Introduce unit on World War II with vocabulary, background, discussion and primary source readings.
- Give a various quizzes.
- Conclude with a unit test.

Students will:

- Understand and examine reasons for war and America's entrance/role in World War II.
- Examine the rise of totalitarianism.
- Note key vocabulary, people and events.
- Examine a variety of primary source documents.

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Teacher and students will:

- Attend field trip to Washington, DC to visit the Smithsonian's and war monuments.
- Identify crimes against humanity perpetuated during the war.
- Examine and discuss the use of the atomic bomb to end the war.
- Analyze the results of the war and the economic, political and military consequences.
- Relate United States domestic policy with other acts of intolerance.
- Examine total war on the United States home front from a variety of aspects.