

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** U.S. History    **Unit Name:** America at War

**Quality Core Objectives:**

Unit 9 America at War	
A.1. Process Skills	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
E.1. America at War	a. Describe circumstances at home and abroad prior to U.S. involvement in World War II
	b. Identify the significant military and political aspects of World War II
	c. Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes
	d. Evaluate the social, political, and economic impacts of World War II on the home front
	e. Identify and evaluate the scientific and technological developments in America during and after World War II

**Purpose of the Unit:**

Students need to see the team effort at home and abroad and understand the world changing social, political, and military events that took place with WWII.

**Prerequisites:**

The study of WWII in World Civilization combined with the study of World War I and the Great Depression in U.S. History will give students a good idea of why the world events happened the way they did.

**Daily Lesson Guide**

<b>Day</b>	<b>Lesson Content and Objectives</b>	<b>Focus Questions</b>	<b>Critical Thinking (High Yield / Literacy /LTF/etc.)</b>	<b>Engagement</b>	<b>Assessment and/or Accommodations</b>
<b>1</b>	<b>Pre-test to see what the students remember from world civ study on WWII E.1.a E.1.d</b>	<b>How much do you know about WWII?</b>	<b>Summarizing and Note-taking – notes on how the world is outside the U.S. in the 1930s</b>	<b>Clear/modeled expectations- labeling map of Europe and Asia</b>	<b>Formative Pre-Test- to see knowledge  Map labeled to review geography</b>
<b>2</b>	<b>E.1.b – political aspects</b>	<b>Fascism v democracy?</b>	<b>Advanced cues and organizers- WWII vocabulary notebook  Summarizing and notetaking</b>	<b>Clear/modeled expectations  Personal Response  Emotional safety Vocabulary notebook allows for all 3</b>	<b>Summative-Vocabulary notebook- Notebook check –teacher walking around for formative</b>

3	E.1.b E.1.d- Social impact and military events	Why is December 7 <sup>th</sup> infamous to Americans? Explain	Summarizing and note-taking-annotating reading  The War – Ken Burns- Pearl Harbor	Learning with others- Day of Infamy-reciprocal reading with partner  Sense of audience And expectations	Formative- Teacher walking around to check for understanding
4	E.1.a prior to WWII  E.1.d- social, economic impact at home  E.1.e-technology	How was life prior to Dec 7 <sup>th</sup> different than life after Dec. 7 <sup>th</sup> ?	Summarizing and note-taking – teacher notes  Identifying similarities and differences	Personal response- Agree/Disagree sheet over America- Story of Us	Summative- homework – sim and diff of before and after WWII  Formative – America-Story of Us A/D sheet for tech understanding
5	E.1.d – social impact (segregation and propaganda)	How was propaganda used by both axis and allied powers?	Summarizing and note-taking- propaganda poster analysis	Tuskegee Airmen  Personal response- student analysis of propaganda posters	Summative- Propaganda Poster Segregation in military quiz
6	E.1.d – social impact –segregation in the military	How would you feel about fighting for a country that didn't respect you?	Summarizing and note-taking- Tuskegee Airmen	Tuskegee Airmen- Personal response- on how students' feel	Segregation in military quiz
7	E.1.b- military	Knowing what Germany controls, where would you	Summarizing and note-taking- map- North Africa, Russians, and D-Day	Personal response- where to attack and why	Summative-Tuskegee Airmen quiz  Formative- teacher walking around to check for understanding

		attack?	Advanced cue and organizers and generating and testing a hypothesis	Clear/modeled E/I safety- ok to be wrong	
8	E.1.b- military impact- Russians to D-Day	If they could have retreated at D-Day, do you think they would have? Explain  Would the allies win without the Russians?	Summarizing and note-taking-annotating D-Day reading  Generating and testing hypothesis.	E/I Safety- Ken Burns – The War  Novelty and Variety- student simulation in Higgins boat  Personal Response- why?	Oral questioning to check for understanding  Summative- WWII quiz
9	E.1.c- Finding Holocaust	Why do some (Iran) refuse to believe attempted genocide happened?	Summarizing and note-taking-annotating Holocaust reading	Learning with others- reciprocal reading  Emotional safety  Personal Response- why? Ken Burns- The War	Holocaust reading- check for understanding  Oral questioning
10	E.1.b – military impact- Pacific	Knowing what Japan controls, how would you attack?	Summarizing and note-taking – teacher notes	Personal Response- attack plan  Ken Burns The War	Oral questioning for understanding

11	E.1.b – military impact-Pacific E.1.e- technology	Would you drop the atomic bomb? Why or why not?	Generating and testing hypothesis- History Alive activity	Personal response- why or why not Learning with others  Clear expectations  Emotional safety	Walking around checking for understanding
12	E.1.b – military impact-Pacific E.1.e- technology	Would you drop the atomic bomb? Why or why not?	Summarizing and note-taking- teacher notes  Sim/Diff	Clear expectations  Emotional safety- Ken Burns The War  Personal response- why or why not	Oral questioning for understanding  How did your opinion compare/contrast from the ladies in the video
13	E.1 - Review	What do you need to know about WWII?	Summarizing and Note-taking  Advanced cues and organizers	Authenticity – test taking	Test
14	E.1 - Test	What do you need to know about WWII?	Test	Authenticity – test taking	Test
15	E.1 Review test	What do you need to know about WWII?	Re-teach if necessary		Review/ Re-teach if necessary

