

# Diocese of Wheeling-Charleston

## Unit Planner (MS & HS Word Doc)

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Name of Teacher: Ashley Thomas	Grade Level: 6
Subject Area: Social Studies	Cross Curricular Opportunities:
Unit Title: World War II	Estimated Duration of Unit: 1 wk
Overview of Unit: students will be able to examine the political, economical, and social transformations that happened to Europe during and after World War II.	
Forms of Text (non fiction/fiction): American Vision	Teaching Strategies: Student led, Group discussion, Guided questioning, Project Based, Hands on Activities and vocab enrichment
<p>Catholic Identity Connections: The history on which Europe was founded is pertinent to our values as individuals. The study of World War II deals with the way individuals treated other individuals. Were practices such as the Holocaust and the Japanese Relocation act justifiable? How should we treat people who are different from ourselves? Morals are addressed when discussing the process many endured during and after World War II. The quality of life for many Jews during the Holocaust takes into account one's moral compass as well. We our growing and expanding as a nation in many glorious ways, but at what cost?</p>	
<p>Assessment (authentic/published - summative/formative): summative - quizzes and formative unit test.            student project for lessons 1-3- famous person of world war II study</p>	
<b>Standards Addressed</b>	
Standard Number	Standards
6 H.C. L4.1	Cite evidence of the US and Soviet Unions dominance as superpowers following World War II
6 H.C. L3.1	summarize the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union
6H.C. L3.2	examine the political and economic transformation of western and eastern europe after world war II, identifying the significance of the Truman Doctrine, the Marshall Plan, and The North Atlantic Treaty Organization, The United Nations, the Warsaw Pact, and the European Economic Community
6 HC L3.3	analyze the role of appeasement and isolationism as an attempt to avoid war

Description of Activity	Resources	Date of Completion	
analyze political cartoons on appeasement and propoganda	World War II- Scholastic		
Differentiated Instruction Opportunities/Overview:			
Cross Curricular Opportunities:			
Standard Number	Standard Description	Resources	Date
<b>Checklist</b>			
<b>Writing</b>			
	Paragraph		
	Essay (narratives, fairy tales, realistic fiction)		
	Summary		
	Research		
	Detailed answers (text supported)		
	Notes (note taking skills, outlines)		
	Complete sentences		
<b>Reading</b>			
	Informational text		

Ashley Thomas  
World War II Unit Plan  
6/8th grade

## **I. Introduction**

This lesson will take approximately three forty-five minute days to teach. The following lessons would be taught in the first three days of the unit on World War II. The historical issues that will be discussed are the major leaders of the World War II era, appeasement, Holocaust, and the Lend Lease Act.

The activities in the following lessons follow the model of differentiated instruction. These activities accommodate the visual learner, the auditory learner, and the kinesics learner.

## **II. Guiding Questions**

The students should be able to answer the following questions:

Who were the major leaders in the world at the start of WWII?

What types of government were in the United States and Europe at the time of the war?

What is appeasement and what is its relevance in at the beginning of WWII?

How did Great Britain benefit from the Lend-Lease Act?

## **III. Learning Objectives**

The students will be able to:

Define appeasement and Lend Lease Act.

Decide what would be the best course of action at the beginning of WWII.

Analyze political cartoons on appeasement.

Read and explain the significance of the Lend –Lease Act from the British and United States perspective.

## **IV. Background of WWII**

The failure of the Versailles Treaty and the rise of powerful leaders in the 1930s led to the rise of Adolf Hitler in Nazi Germany. By 1936, Hitler had disobeyed the Versailles treaty and rearmed his people and started to acquire land around Europe (Sudetenland). While his people were in full support of his actions, the rest of the world was unaware of what actions Hitler might take in Europe.

## **V. Materials**

Pictures of world leaders can be found on these websites:

Hitler:

[http://www.bbc.co.uk/history/historic\\_figures/hitler\\_adolf.shtml](http://www.bbc.co.uk/history/historic_figures/hitler_adolf.shtml)

Mussolini:

<http://www.hrono.ru/img/portrety/mussolini.jpg>

Stalin:

[http://www.loc.gov/loc/lcib/0304/post-stalin\\_files/stalin-face.jpg](http://www.loc.gov/loc/lcib/0304/post-stalin_files/stalin-face.jpg)

Roosevelt:

<http://countrystudies.us/united-states/Franklin-Roosevelt.jpg>

Hirohito:

[http://www.liceoberchet.it/ricerche/geo4d\\_03/Giappone/istituzioni/hirohito.jpg](http://www.liceoberchet.it/ricerche/geo4d_03/Giappone/istituzioni/hirohito.jpg)

Churchill:

<http://www.crab.rutgers.edu/~awoll/churchill.jpg>

Quotes from the leaders can be found on these websites:

Churchill:

<http://www.winstonchurchill.org/i4a/pages/index.cfm?pageid=388#valour>

Roosevelt:

<http://americanhistory.about.com/cs/franklinroosevelt/a/quotefdr.htm>

Stalin:

<http://www.worldwar-2.net/famous-quotes/famous-quotes-index.htm>

Hitler:

<http://www.worldwar-2.net/famous-quotes/famous-quotes-index.htm>

Hirohito:

<http://www.whatquote.com/quotes/Hirohito/19286-I-made-efforts-to-sw.htm>

Mussolini:

<http://www.worldwar-2.net/famous-quotes/famous-quotes-index.htm>

Website for appeasement cartoons:

<http://orpheus.ucsd.edu/speccoll/dspolitic/pm/11005cs.jpg>

Lend Lease Pictures:

<http://www.loc.gov> (keyword Lend Lease Act)

Lend Lease FDR Speech:

<http://history.acusd.edu/gen/text/us/fdr1941b.html>

All other worksheets can be found on the accompanying word document.

## VI. Activities

### Day 1-2 (45 minute periods)

#### Introduction Question:

What do you know about WWII already? Give the students about one minute to brainstorm on their paper. Also, pose the question what do you want to learn in this unit? (Start a KWL chart)

#### Activities:

1. On the smartboard set up this chart

Name of Leader	Picture	Country/ Type of Government	Quote from Leader about WWII	What does this quote mean?


2. Give each student a name, picture, county, or quote. They need to walk around the room and find their partners that match up with their historical leader. Once they have found their partners they can tape their sheets to the board to fill in the chart. (Sheets are on accompanying document)

**Quotes:**

"Finest Hour"

"Let us therefore brace ourselves to our duties, and so bear ourselves that if the British Empire and Commonwealth last for a thousand years, men will still say, This was their finest hour." -- Speech delivered to the House of Commons on June 18, 1940 following the collapse of France. Many thought Britain would follow. But knowing that "Hitler will have to break us in this island or lose the war" Churchill challenged the British people to uncommon efforts to win the Battle of Britain.

~Winston Churchill

"We look forward to a world founded upon four essential human freedoms.... freedom of speech and expression...freedom of every person to worship God in his own way...freedom from want...freedom from fear."

~Franklin D. Roosevelt

"This war is not an ordinary war. It is the war of the entire Russian people. Not only to eliminate the danger hanging over our heads, but to aid all people groaning under the yoke of Fascism"

~Josef Stalin - 22nd June 1941

"In the course of my life I have very often been a prophet, and have usually been ridiculed for it. During the time of my struggle for power, it was in the first instance only the Jewish race that received my prophecies with laughter when I said that I would one day take over the leadership of the state and with it that of the whole nation and that I would then among other things settle the Jewish problem...but I think that for some time now they have been laughing on the other side of their face. Today I will once more be a prophet: if the international Jewish financiers in and outside Europe should succeed in plunging the nations once more into a world war, then the result will not be the Bolshevising of the earth and thus the victory of Jewry, but the annihilation of the Jewish race in Europe!".

~Adolf Hitler - Speech to the Reichstag - 30th January 1939

“I made efforts to swallow tears and to protect the species of the Japanese nation.”

~Hirohito

"Führer, we are on the march! Victorious Italian troops crossed the Greco-Albanian frontier at dawn today!"

~Benito Mussolini - (to Adolf Hitler) 28th October 1940

3. After they have taped their pictures, leader name, country and quote, with their group partners they can analyze their quote and write its meaning on the board.
4. Go over chart with class. Discuss the significance of each leader.
5. Each group will then get a copy of an appeasement cartoon. Ask the students who Dr. Seuss is and explain to them about what other jobs Dr. Seuss has had before he became a children's novelist. (See attached document)
6. In their groups and using their books they should be able to answer:
  - a. From this cartoon, what is appeasement?
  - b. What message is this cartoon trying to get across to you?
7. Four Corners: Around the room there are taped four signs.

England should let Hitler take Poland

England should attack Germany

England should negotiate with Germany

England should boycott German products

Students will be asked to pick a decision they would make if they were the Prime Minister of United Kingdom after Czechoslovakia was taken over by Germany. Once they have picked a corner, in their group, they will have to discuss why they picked that corner and report their rationale out to the class. Discuss with the large group the situation that United Kingdom was in at the beginning of WWII and what decision the Prime Minister actually made.

#### **Closure:**

Ask five students to give an adjective that describes Europe at the time of the beginning of the war.

### **Day 3**

#### **Introduction Question:**

How did the United States prepare for war before they officially entered?

#### **Activities:**

1. In groups of 3-4 hand out the pictures of the Lend Lease Act. (see attached document) Using the pictures and their book, have the students explain what the purpose of the Lend Lease Act was and what is being shown in these pictures. Discuss with the whole class the significance of the Lend Lease Act on the UK and US. Also, discuss why the Lend-Lease Act was controversial.

2. Individually, have the students read the Magna Carta speech by Winston Churchill and answer the questions that follow it. Also, have them read the speech by FDR pertaining to the Lend – Lease Act. In whole class discussion, go over difficult words or concepts and answer the students’ questions. Compare both of these speeches and how it impacted the UK and US.

**Closure:**

How do you think the Lend Lease Act got the United States out of the Great Depression?

**VII. Assessment**

There are several assessments used in these lesson plans. However, for further review I would play the true false game where each student get a card with true and false written on either side and the teacher asks true or false questions about these topics and the students have to answer them correctly.

**New York State Assessment Questions:**

- 36 During World War II, the number of American women working outside the home increased greatly because
- (1) large numbers of men entered military service
  - (2) high prices created a need for two family incomes
  - (3) laws ending child labor created openings for women
  - (4) government regulations forced industries to adopt hiring quotas
- 39 Which event was a result of the other three?
- (1) World War II
  - (2) signing of the Treaty of Versailles
  - (3) rise of dictatorships in Europe
  - (4) failure of the League of Nations

27 President Franklin D. Roosevelt's 1940 Lend-Lease program was created to

- (1) expand New Deal programs to help sharecroppers
- (2) provide war materials to the Allied powers
- (3) relocate Japanese Americans
- (4) establish the United Nations

36 Which event caused Britain and France to declare war on Germany in 1939?

- 1 signing the Munich Settlement
- 2 invasion of Poland
- 3 alliance with the Soviet Union
- 4 bombing of London

### VII. Extending the Lesson

These lessons are only the beginning for the unit on WWII. There are several video resources that can be used with WWII.

- PBS [WWII in Color](#) (which has array of WWII material)
- [Swing Kids](#) (the story of the rise of Hitler Jungen)
- [All But My Life: One Survivor Remembers](#) (story of a Holocaust survivor).

### Standard One: United States History

**4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.**

### Standard Two: World History

**3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.**

SS.6.H.C L4.1	cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.
SS.6.H.C L3.1	summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union.
SS.6.H.C L3.2	examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty



	Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community.
SS.6.H.C L3.3	analyze the role of appeasement and isolationism as an attempt to avoid war.
SS.6.H.C L3.4	analyze the role of strong leadership during the war and critique their responses to the conflict.
SS.6.H.C L3.5	investigate the role of the United States in World War II.
SS.6.H.C L3.6	cite evidence of the deprivation of human rights violations during times of war.
SS.6.H.C L3.7	illustrate the US civilian response to the war on the home-front (e.g., "Rosie the Riveters," victory gardens, rationing, etc.).