

## U.S. History Since Reconstruction Curriculum Bundle #8

<b>Title</b>	<b>Suggested Dates</b>
World War II (May continue into next bundle)	February 1 – 19, 2010 (13 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• World War II strengthened the U.S.'s economy and firmly established the U.S. as an international superpower.</li> </ul>	<ul style="list-style-type: none"> <li>• Was World War II a continuation of World War I?</li> <li>• Why did the U.S. decide to enter World War II?</li> <li>• How important was the U.S.'s contribution to World War II?</li> <li>• How did World War II shape the U.S. on the home front?</li> <li>• How did Europe's, East Asia's, and Southwest Asia's boundaries and governments change politically as a result of World War II?</li> <li>• Was it necessary for Truman to drop an atomic bomb on Japan? Two bombs?</li> <li>• To what extent have atomic weapons changed international relations and foreign policy?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1A identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;</p>	<ul style="list-style-type: none"> <li>• World War II 1941-1945 – Causes and Effects of World War II, Home Front</li> </ul>	<p>Go to PISD website, click Staff tab for the following resources. Login information is on the Intranet &gt; Technology &gt; Passwords.</p> <ul style="list-style-type: none"> <li>• Encyclopedia Britannica</li> <li>• EBSCO Databases</li> <li>• netTrekker</li> <li>• Free Music Library</li> <li>• <a href="http://Maps101.com">http://Maps101.com</a></li> <li>• <a href="http://UnitedStreaming.com">UnitedStreaming.com</a></li>   <li>• <a href="http://PresidentialTimeline.org">PresidentialTimeline.org</a></li> <li>• <a href="http://HistoryTeacher.net">HistoryTeacher.net</a></li> <li>• <a href="http://History.com">History.com</a></li> </ul>
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877</b></p>	<p>Refer to the events placed in the timeline of U.S. History</p>	

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<p><b>to the present. The student is expected to:</b></p> <p>US.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>by date and by era.</p> <ul style="list-style-type: none"> <li>1941-1945 World War II – Causes and Effects of World War II</li> </ul>					
<p><b>US.1 History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b></p> <p>US.1C explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.</p>	<ul style="list-style-type: none"> <li>1941-1945 World War II – US again joins Europe in fighting for Democracy around the world</li> </ul>	<p><a href="#">Pearl Harbor</a>: "A Date Which Will Live in Infamy" primary sources and lesson plan from Presidential Timeline.org</p> <p>United Streaming “ The American Chomical’s The Darkest Hour”</p> <p>United Streaming “World War II The World at War”</p> <p><a href="#">World War II: European Theater</a> map  <a href="#">World War II: Pacific Theater</a> map          from Maps101.com (Password on Intranet &gt; Technology &gt; Passwords)</p>				
<p><b>US.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. The student is expected to:</b></p> <p>US.6A identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%; padding: 5px;">Growth of dictatorships</td> <td style="padding: 5px;">Decisions by foreign militaristic leaders to invade other countries leads to U.S. to help European nations and eventually leads America into WWII to stop foreign aggression                     <ul style="list-style-type: none"> <li>Germany – Adolph Hitler Nazism, Fascism</li> <li>Italy – Benito Mussolini – Fascism</li> <li>Russia – Joseph Stalin – Communism</li> <li>Spain – Francisco Franco – Fascism</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">Attack on Pearl Harbor</td> <td style="padding: 5px;">Attack on American soil</td> </tr> </table>	Growth of dictatorships	Decisions by foreign militaristic leaders to invade other countries leads to U.S. to help European nations and eventually leads America into WWII to stop foreign aggression <ul style="list-style-type: none"> <li>Germany – Adolph Hitler Nazism, Fascism</li> <li>Italy – Benito Mussolini – Fascism</li> <li>Russia – Joseph Stalin – Communism</li> <li>Spain – Francisco Franco – Fascism</li> </ul>	Attack on Pearl Harbor	Attack on American soil	<p>Create graphic organizer over the World Dictators using Inspiration software</p> <p>Be sure to go over the Treaty of Versailles!!!!</p>
Growth of dictatorships	Decisions by foreign militaristic leaders to invade other countries leads to U.S. to help European nations and eventually leads America into WWII to stop foreign aggression <ul style="list-style-type: none"> <li>Germany – Adolph Hitler Nazism, Fascism</li> <li>Italy – Benito Mussolini – Fascism</li> <li>Russia – Joseph Stalin – Communism</li> <li>Spain – Francisco Franco – Fascism</li> </ul>					
Attack on Pearl Harbor	Attack on American soil					
<p><b>US.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. The student is expected</b></p>		<p>“Band of Brothers” DVD Series Chapter “Why We Fight” <b>CAUTION!!!! There is an inappropriate scene at the beginning of the scene selection. Be sure to preview!!</b></p>				

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<p><b>to:</b></p> <p>US.6B analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;</p>	<p>Fighting the war on multiple fronts</p>	<p>North Africa, Europe and the Pacific</p>	<p><a href="http://www.holocaustsurvivors.org/">http://www.holocaustsurvivors.org/</a></p> <p>History Alive lesson “Japanese Interment Camps” - See Department Chair</p> <p>“American Experience- D-Day” PBS series</p> <p>“Modern Marvels- The Manhattan Project” - History Channel program</p> <p>History Alive Lesson “The Decision to use the Atomic Bomb”- See Department Chair</p> <p><a href="http://www.wwiimemorial.com/">http://www.wwiimemorial.com/</a></p> <p>History Alive lesson- World War II Propaganda- See Department Chair</p> <p>"<a href="#">The Atomic Bomb - August 6, 1945</a>" primary sources and lesson plan from Presidential Timeline.org</p>
<p><b>US.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. The student is expected to:</b></p> <p>US.6C explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;</p>	<p>The internment of Japanese-Americans</p>	<p>The reasons the U.S. Government felt it was necessary to intern Japanese-Americans</p>	<p><a href="http://www.teacheroz.com/WWIIGenerals.htm">http://www.teacheroz.com/WWIIGenerals.htm</a></p>
	<p>Holocaust</p>	<p>Cause and Effects of the Holocaust</p>	
	<p>Battle of Midway</p>	<p>Turning point of the war in the Pacific for the U.S.</p>	
	<p>The invasion of Normandy</p>	<p>Reasons that the invasion opened two fronts in Europe and led to the demise of Germany</p>	
	<p>Development of the atomic bomb</p>	<p>Cause for the Manhattan Project and the impact of Einstein’s letter to the President</p>	
	<p>Harry Truman’s decision to use the bomb</p>	<p>Cause and effect of Truman’s decision</p>	
	<p>Omar Bradley</p>	<p>U.S. General during WWI in North Africa and Sicilian campaigns</p>	
	<p>Dwight Eisenhower</p>	<p>Leader of allied forces in Europe during the D-Day invasion</p>	
	<p>Douglas MacArthur</p>	<p>U.S. General during WWI in Pacific Theater</p>	
	<p>George Marshall</p>	<p>Chief of Staff for the United States Army</p>	
	<p>George Patton</p>	<p>U.S. General during WWII in European Theater</p>	
	<p>Chester Nimitz</p>	<p>Texas born American Admiral in the Pacific Theater</p>	

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<p><b>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>US.8A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> <li>• World War II – The world before and after</li> </ul>	
<p><b>US.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>US.8B pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p>	<ul style="list-style-type: none"> <li>• Utilize skills mentioned above throughout the year where ever it fits. Also use photographs whenever possible to fit topic</li> </ul>	
<p><b>US.9 Geography. The student understands the impact of geographic factors on major events. The student is expected to:</b></p> <p>US.9B identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts</p>	<ul style="list-style-type: none"> <li>• International Conflicts</li> <li>• World War II – Iron Curtain, Berlin Air Lift</li> </ul>	
<p><b>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</b></p> <p>US.10A analyze the effects of changing demographic patterns resulting from migration within the United States; and</p>	<ul style="list-style-type: none"> <li>• Patterns evolving from World Wars I and II – Movement to urban areas and suburban areas</li> </ul>	
<p><b>US.10 Geography. The student understands the effects of migration and immigration on American society. The student is expected to:</b></p> <p>US.10B analyze the effects of changing demographic patterns resulting from immigration to the United States.</p>	<ul style="list-style-type: none"> <li>• Migration across Mexican border due to African American moving up North</li> </ul>	<p><a href="#">Great Migration</a> from the Encyclopedia of Chicago</p>
<p><b>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</b></p> <p>US.14A describe the economic effects of World War II on the home front, including rationing, female</p>	<ul style="list-style-type: none"> <li>• Rationing – Limiting the availability of many products to make sure enough was available for military use.</li> <li>• Female Employment – The government hired nearly 7 million women to do clerical work and work in factories.</li> </ul>	<p><a href="#">Women and the WWII Home Front</a> from Teacheroz.com</p> <p><a href="#">World War II Rationing</a> from the Ames Historical Society</p> <p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/lessons/">http://www.econedlink.org/lessons/</a> (In</p>

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<p>employment, and the end of the Great Depression;</p>	<ul style="list-style-type: none"> <li>• End of the Great Depression – Led to economic prosperity</li> <li>• Growth of Labor Unions</li> </ul>	<p>addition, current events and more are available on their homepage <a href="http://www.econedlink.org/">http://www.econedlink.org/</a></p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Lesson” or “Search by Keyword” or “Search by Publication” (then choose <i>United States History: Focus on Economics</i> or <i>United States History: Eyes on the Economy</i>).</p> <p>Some lessons could be taught in multiple courses. If you find and use a lesson that you want protected in your course in future years, please email Sara Lucas to make that request.</p>
<p><b>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</b></p> <p>US.14B identify the causes and effects of prosperity in the 1950s;</p>	<p><b>CAUSES</b></p> <ul style="list-style-type: none"> <li>• The effects of World War II and Korean War</li> </ul> <p><b>EFFECTS</b></p> <ul style="list-style-type: none"> <li>• Population shift</li> </ul> <p>Teacher note: Make mention that the U.S. was one of the only countries that had the only industrial complex not destroyed by WWII that allowed us to sell goods to new recovering European nations.</p>	<p>(See notes under 14A)</p>
<p><b>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</b></p> <p>US.14C describe the impact of the Cold War on the business cycle and defense spending;</p>	<ul style="list-style-type: none"> <li>• Large military and industrial complexes – NASA due to the Space Race</li> <li>• Creation of weapons of mass destruction</li> <li>• Fueled high tech industries and steadily increased government defense spending</li> <li>• Creation of a huge national security apparatus</li> <li>• Increase need for oil</li> </ul>	
<p><b>US.14 Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:</b></p> <p>US.14D identify actions of government and the private sector to expand economic opportunities to all citizens; and</p>	<ul style="list-style-type: none"> <li>• 1944 – GI Bill – provide higher education for those in the military</li> <li>• 1946 Taft-Hartley Act – weakened labor groups</li> <li>• 1946 Employment Act</li> </ul>	
<p><b>US.15 Government. The student understands changes in the role of government over time. The student is</b></p>	<p>WWII strengthened the role of Government</p> <ul style="list-style-type: none"> <li>• WWII Internment camps</li> </ul>	

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<p><b>expected to:</b></p> <p>US.15B explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;</p>														
<p><b>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>US.19A describe qualities of effective leadership;</p>	<ul style="list-style-type: none"> <li>• Honest</li> <li>• Fair</li> <li>• Sense of justice</li> <li>• Responsible</li> <li>• Intelligent</li> </ul>													
<p><b>US.19 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>US.19B evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and</p>	<ul style="list-style-type: none"> <li>• Franklin D. Roosevelt strengthened the role of President and led the country through the Great Depression and WWII. He expanded the role of the federal government.</li> </ul>													
<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22A explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b>Scientific discoveries and technological innovations</b></th> <th style="text-align: left; padding: 5px;"><b>Effects on the development of the United States</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Electric Power</td> <td style="padding: 5px;">More productivity and a 24 hour day</td> </tr> <tr> <td style="padding: 5px;">Telegraph and telephone</td> <td style="padding: 5px;">Better communication and expanded business opportunities</td> </tr> <tr> <td style="padding: 5px;">Petroleum-based products</td> <td style="padding: 5px;">Growth of the automobiles, oil industry, and development of plastics</td> </tr> <tr> <td style="padding: 5px;">Medical vaccinations</td> <td style="padding: 5px;">Reduction of various diseases and longer life expectancy</td> </tr> <tr> <td style="padding: 5px;">Computers</td> <td style="padding: 5px;">Faster more effective communication and establishment of global economy</td> </tr> </tbody> </table>	<b>Scientific discoveries and technological innovations</b>	<b>Effects on the development of the United States</b>	Electric Power	More productivity and a 24 hour day	Telegraph and telephone	Better communication and expanded business opportunities	Petroleum-based products	Growth of the automobiles, oil industry, and development of plastics	Medical vaccinations	Reduction of various diseases and longer life expectancy	Computers	Faster more effective communication and establishment of global economy	
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<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p>	<p><i>Military</i> – The Arms race led to new innovations in military weapons to protect Democracy around the world – Stealth Bombers, Apache Helicopters</p>													

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<p>US.22B explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and</p>		
<p><b>US.22 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>US.22C analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.</p>	<p><i>Nature of Work</i> – The technology of assembly lines, automation and computerization led to increased productivity</p> <p><i>The American Labor Movement</i> – Technology has eliminated certain jobs that were protected in the past by these movements but it has also caused the labor movement to protect workers from the effects of new technology.</p> <p><i>Business</i> – Technology has lowered the cost of product and increased the number of jobs</p>	
<p><b>US.23 Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>US.23A analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and</p>	<p><i>Transportation</i> – Technology has made workers more mobile in regards to where they work and who they work for leading to higher standard of living</p> <ul style="list-style-type: none"> <li>• Automobiles, railroads, airplanes, suspension bridges, street cars and the interstate highway system</li> </ul> <p><i>Communication</i> – Technology has allowed workers target all kinds of market groups and work daily with people all over the world</p> <ul style="list-style-type: none"> <li>• Telegraph, telephone, computers, cell phones, satellites, internet, television and radio</li> </ul>	
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>Access Inspiration template from campus share drive. (Campus share/Social Studies)</p> <p>Have students use Excel to categorize information.</p> <p>Use Graphic Organizers on the PISD Social Studies Resources webpage.</p>	<p>Practice, Practice, Practice - Use current events(weekly and/or bi weekly), short answer questions on test using complete sentences and research topics (once a semester)</p>
<p><b>US.24 Social studies skills. The student applies</b></p>		<p><a href="#">Dr Seuss Went to War</a>: Political Cartoons</p>

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<p><b>critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24C explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;</p>	<p>Analyze political cartoons and editorials. Make sure to look at both view points (Twice a six weeks)</p>	<p>Political cartoons: search Thomas Nast</p>
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24E evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>	<p>Compare/Contrast WWI &amp; WWII, justify U.S. involvement.</p>	
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24G support a point of view on a social studies issue or event; and</p>	<p>Class debates on controversial events (When time permits) Ex. Japanese internment camps.</p>	
<p><b>US.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>US.24H use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	<p>Transfer data from one type of graph to another type of graph.</p>	
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25A use social studies terminology correctly;</p>	<p>Make sure that your students know the assurance words for the grade level.</p>	<p>See Social Studies Coordinator for the list of assurance words</p>
<p><b>US.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>US.25B use standard grammar, spelling, sentence structure, and punctuation;</p>	<p>Get students in the practice of using spell check and grammar check. Also use peer editing in class.</p>	

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<p><b>US.26 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>US.26B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Choose a controversial event in history and have students generate an alternative solution and brainstorm possible outcomes. Ex. Dropping Atomic Bomb</p>	<p>History Alive lesson – See Department Chair</p>
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