

2021 - 2022, HS, World War II, Quarter 1

Causes of World War II, Rise of Leadership, and Early War			
Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<ul style="list-style-type: none"> • TN.US.45 Explain the rise and spread of fascism, communism, and totalitarianism internationally. • TN.US.46 Explain President Franklin D. Roosevelt’s response to world crises, including the Quarantine Speech, the Four Freedoms speech, the Atlantic Charter, and the Lend-Lease Act. • TN.US.49 Identify the roles and the significant actions of the following individuals in World War II: <ul style="list-style-type: none"> • Winston Churchill • Dwight D. Eisenhower • Adolf Hitler • Douglas MacArthur • George C. Marshall • Benito Mussolini • Franklin D. Roosevelt • Joseph Stalin • Hideki Tojo • Harry S. Truman • TN.W.45 Describe the role of military alliances, appeasement, isolationism, and the domestic distractions in 	<p>Consequences of Treaty of Versailles.</p> <p>Effects of American stock market crash.</p> <p>Effects of German hyperinflation</p> <p>The rise of:</p> <ul style="list-style-type: none"> • Adolf Hitler • Benito Mussolini • Hideki Tojo • Neville Chamberlain • Franklin Roosevelt <p>Additional leaders:</p> <ul style="list-style-type: none"> • Heinrich Himmler • Joseph Goebbels • Herman Goring • Winston Churchill • Edouard Daladier • Charles de Gaulle • Harry S. Truman • Dwight D. Eisenhower • George S. Patton • George C. Marshall • Douglas MacArthur <p>Impact of events such as:</p> <ul style="list-style-type: none"> • Anschluss with Austria • Sudetenland • Munich Conference • Invasion of Poland • FDR’s Quarantine Speech, Four Freedoms speech, and Neutrality Acts • World War II begins 	<p>Analyze primary sources on hyperinflation of Germany.</p> <p>Analyze primary sources on rise of Hitler and early political statements.</p> <p>Analyze Roosevelt’s Quarantine Speech, Four Freedoms speech, and Neutrality Acts.</p> <p>Study motivations for and details of Germany’s invasion of Poland.</p> <p>Learn research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually or in pairs to research one important figure in World War II leadership or one event in the pre-war period. Demonstrate proper research source selection and methodology.</p> <p>Present World War II leader or event to the class.</p>	<p><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods. • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods.

Europe and the US prior to the outbreak of World War I.			
Holocaust			
Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<ul style="list-style-type: none"> • TN.W.49 Describe the persecution of Jews and other targeted groups in Europe leading up to World War II and explain why many people were unable to leave and their efforts to resist persecution. • TN.W.50 Explain the state-sponsored mass murder of the Jews in Nazi-controlled lands and describe the varied experiences of Holocaust survivors and victims. • TN.US.47 Analyze the response of the US to the plight of European Jews before the start of the war, the US liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war. 	<p>Roots of Anti-Semitism Early Nazi efforts to reduce rights of Jews including:</p> <ul style="list-style-type: none"> • Kristallnacht • Ghettos <p>Persecution of non-Jewish groups:</p> <ul style="list-style-type: none"> • People with disabilities • Slavic peoples (Russians, Poles) • Roma (Gypsies) • People of African descent • Political / religious dissenters • Prisoners of war • Homosexuals <p>Concentration Camps including:</p> <ul style="list-style-type: none"> • Dachau • Bergen-Belsen • Buchenwald • Mauthausen <p>Extermination Camps including:</p> <ul style="list-style-type: none"> • Sobibor, Treblinka • Auschwitz-Birkenau <p>Personal experiences including:</p> <ul style="list-style-type: none"> • Anne Frank • Elie Weisel • Dietrich Bonhoeffer • Corrie ten Boom 	<p>Analyze what conditions and ideas made the Holocaust possible.</p> <p>Describe the perpetrators, victims, and bystanders of the Holocaust. Study the Ken Burns clip of Auschwitz.</p> <p>Analyze primary source documents related to the progression of each stage of the Holocaust.</p> <p>Practice research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually to research a student-selected sub-topic of the Holocaust. Demonstrate proper research source selection and methodology.</p> <p>Present Holocaust topic to the class.</p>	<p style="text-align: center;"><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods. • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods
World War II: 1939 - 1943			
Standards	Target Knowledge	Suggested Activity	Suggested Pacing

<ul style="list-style-type: none"> • TN.W.47 Describe the geography and outcomes of major battles and turning points of World War II in both European and Pacific theatres: Battle of Britain, Stalingrad, Normandy, Battle of the Bulge, Midway. • TN.US.48 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor. • TN.US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theatres of war, including the battles of Midway, Iwo Jima, Okinawa, and D-Day. • TN.US.51 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen and the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. 	<p>Battles in Europe and North Africa such as:</p> <ul style="list-style-type: none"> • Invasion of Low Countries and France • Evacuation of Dunkirk • Battle of Britain • Invasion of Sicily and Italy • Battle of Stalingrad <p>Battles in the Pacific such as:</p> <ul style="list-style-type: none"> • Pearl Harbor attack and American response • Bataan Death march • Doolittle Raid • Coral Sea • Midway • Guadalcanal <p>Strategies and contributions such as:</p> <ul style="list-style-type: none"> • Blitzkrieg • Kamikaze • Strategic bombing campaigns • Europe First • Island Hopping • Nazi Enigma machine • Navajo Code Talkers • Dorie Miller, Audie Murphy, Ernie Pyle • Tuskegee Airmen • 442nd Regimental Combat team <p>Technologies of war including radar, advanced medicine, airplanes.</p>	<p>Analyze speeches of Winston Churchill during Blitz such.</p> <p>Analysis the Fall of France.</p> <p>Analyze the Pearl Harbor attack and Franklin Roosevelt’s December 8, 1941, address.</p> <p>Analyze primary sources such as Tuskegee Airmen Red Tail or Daniel Inouye with 442nd or Code Talkers.</p> <p>Practice research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually to research a student-selected sub-topic of World War II 1939-1943. Demonstrate proper research source selection and methodology.</p> <p>Present World War II 1939-1943 topic to the class.</p>	<p><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods. • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods.
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2021 - 2022, HS, World War II, Quarter 2

Homefront Efforts in the U.S. and Around the World			
Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<ul style="list-style-type: none"> • TN.US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society. • TN.US.53 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman. • TN.US.54 Describe the constitutional issues and impact of internment of Japanese Americans on the US, including the <i>Fred Korematsu v. USA</i> decision. • TN.US.55 Describe the war's impact on the home front including rationing, bond drives, propaganda, movement to cities, Bracero program, conversion of factories to wartime production, location of prisoner of war camps. 	<p>Arsenal of Democracy.</p> <p>Mobilization of American factories for war production.</p> <p>Women's impact such as:</p> <ul style="list-style-type: none"> • Rosie the Riveter • WASPs (Women Airforce Service Pilots) (Cornelia Fort) <p>African Americans' impact such as:</p> <ul style="list-style-type: none"> • Executive Order 8802 • Double V Campaign <p>Impact on American civilians such as:</p> <ul style="list-style-type: none"> • Rationing, bond drives, propaganda • Bracero Program • Zoot Suit Riots • Internment camps • <i>Korematsu v. United States</i> <p>Development of the Atomic Bomb such as:</p> <ul style="list-style-type: none"> • Oak Ridge, TN development • Los Alamos, NM test site <p>Tennessee's role in WWII such as:</p> <ul style="list-style-type: none"> • Camp Forrest • Camp Tyson 	<p>Analyze American propaganda posters encouraging behaviors such as military recruitment, rationing, and war jobs.</p> <p>Examine World War II Homefront primary sources.</p> <p>Use World War II era yearbooks from American high schools to determine the war's impact on students.</p> <p>Practice research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually to research a student-selected sub-topic of World War II's impact on the Homefront. Demonstrate proper research source selection and methodology.</p> <p>Present Homefront topic to the class.</p>	<p><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods. • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods.
World War II: 1944 - 1945			
Standards	Target Knowledge	Suggested Activity	Suggested Pacing

<ul style="list-style-type: none"> • TN.US.50 Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theatres of war, including the battles of Midway, Iwo Jima, Okinawa, and D-Day. • TN.US.57 Explain the major outcomes of the Yalta and Potsdam Conferences. • TN.US.56 Describe the Manhattan Project and explain the rationale for using the atomic bomb to end the war. 	<p>Battles in Europe such as:</p> <ul style="list-style-type: none"> • D-Day invasion • Battle of the Bulge • Rhineland campaign • Fall of Berlin <p>Battles in the Pacific such as:</p> <ul style="list-style-type: none"> • Mariana / Palau campaigns • Iwo Jima • Okinawa <p>Strategies and groups such as:</p> <ul style="list-style-type: none"> • Ghost Army • Development of German atomic bomb • Development of American atomic bomb • Decision to use atomic bomb • 761st Tank Battalion • 452nd Anti-Aircraft Artillery Battalion • 101st Airborne <p>Allied liberation of Concentration Camps.</p> <p>World War II Conferences:</p> <ul style="list-style-type: none"> • Yalta • Potsdam 	<p>Analyze primary records from D-Day such as plans, photographs, newsreel, and firsthand experience.</p> <p>Analyze the Battle of the Bulge.</p> <p>Analyze the Battle of Iwo Jima.</p> <p>Evaluate primary sources on atomic bomb.</p> <p>Practice research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually to research a student-selected sub-topic of World War II 1944-45. Demonstrate proper research source selection and methodology.</p> <p>Present World War II 1944-45 topic to the class.</p>	<p><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods. • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods.
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End of World War II and Results

Standards	Target Knowledge	Suggested Activity	Suggested Pacing
<p>TN.W.53 Describe the cultural, economic, geographic and political effects of World War II including:</p> <ul style="list-style-type: none"> • Casualties of the war (military and civilian) • Changes to geopolitical boundaries • Creation of the United Nations 	<p>Civilian and military casualties of World War II.</p> <p>Social impact of World War II.</p> <p>Allied Occupation Zones and Division of Germany.</p> <p>Nuremburg Trials.</p>	<p>Analyze the legacy of the Holocaust.</p> <p>Analyze the Nuremburg Trials.</p> <p>Analyze the occupation and division of Germany and Berlin.</p>	<p><u>3 weeks</u></p> <ul style="list-style-type: none"> • Teacher led intro: 4-5 class periods.

<ul style="list-style-type: none"> • Destruction of cultural heritage • Division of Germany • Impact of Nuremberg trials • Refugees and displaced populations 	<p>Creation of State of Israel.</p> <p>Creation of United Nations and its related bodies such as:</p> <ul style="list-style-type: none"> • International Court of Justice • International Monetary Fund • UNICEF • World Health Organization <p>Role of Cordell Hull in post-war negotiations and formation of United Nations.</p>	<p>Evaluate the costs of WWII.</p> <p>Analyze the creation of the United Nations and its related bodies.</p> <p>Practice research norms, selection of quality sources, citation expectations, and authoring a research question.</p> <p>Work individually to research a student-selected sub-topic of the End of World War II / Results. Demonstrate proper research source selection and methodology.</p> <p>Present End of World War II / Results topic to the class.</p>	<ul style="list-style-type: none"> • Student selection of research topics and research time: 6-7 class periods. • Student presentations: 4-5 class periods.
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