

HPISD CURRICULUM
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 5 DAYS ____

UNIT NAME	UNIT 4C: GREAT DEPRESSION AND WORLD WAR II: WORLD WAR II CAUSES
Unit Overview	Students will trace the rise of dictators, the beginnings of war, and the American response in the 1930s in Europe.
Generalizations/Enduring Understandings	<p>Constitutional Government and Federalism Reinterpretation of fundamental law in a written constitution, through altered historical circumstances and cultural values, leads to significant changes in the political culture.</p> <p>Ongoing struggles between national and state governments, and changing political attitudes, continuously redefine the balance of power in a federal system.</p> <p>Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>Capitalism and Economic Abundance Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Economic regulation and government stimulation of the economy modify and moderate the effects of free market capitalism to achieve other economic and political goals, such as stability and equality.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p>Civil Rights and Equality Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The embodiment of the ideals of political liberty and self-determination in the Charters of Freedom, including the Bill of Rights, establish the foundation for the struggle to extend equal rights and civil liberties to all citizens regardless of economic standing, race or gender.</p>

	<p>The ideal of individual rights continually competes with the reality of government intervention.</p> <p>War and Diplomacy The failure of diplomacy and compromise often leads to war.</p> <p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p>American National Character In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
Concepts	America in World Affairs Immigration and Migration	
Guiding/Essential Questions	What were the causes of the outbreak of war in Europe? What new military tactics were introduced by the Germans? What was the US response to the outbreak of war in Europe?	
Learning Targets	PERFORMANCE LEVELS	LEARNING PROGRESSION
	<p>PREREQUISITE</p> <p>The students will identify the personalities and factors that led to the beginning of World War II and the American’s involvement in WWII.</p> <p>LEARNING TARGET</p> <p>Students will analyze the factors that lead to the rise of</p>	<ul style="list-style-type: none"> ● Build a vocabulary from the chapter. ● Interactive Notebook Entry ● The Story of US-student viewing guide to be completed

	<p>dictators in the world led to the beginnings of a world war, and the eventual American response in the 1930s in Europe.</p> <p>PREREQUISITE</p> <p>Students will identify the multiple battles and personalities of the World War II.</p> <p>LEARNING TARGET</p> <p>Students will compare and contrast the battles in the Pacific theater with the European theater.</p>	<ul style="list-style-type: none"> • Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual • ESPN-Economic, social, political, environmental. Based in the pain • Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it. • Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line. • Map Work-WWII-Europe and The Pacific
Formative Assessments	<p>Vocabulary Quiz Map Quiz WWII ID</p>	
Summative Assessments		
	TEKS	Specifications
	<p>(17) Economics. The student understands the economic effects of World War II, and the Cold War. The student is expected to:</p> <p>(A) describe the economic effects of World War</p>	<p>Describe the economic effects of World War II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment. (TEKS)</p>

<p>TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested</p>	<p>II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;</p>	<p>The rise of rulers with total power in Europe led to World War II. (HPISD) Using the sudden mass attack called <i>blitzkrieg</i>, Germany invaded and quickly conquered many European countries. (HPISD) During the Holocaust, the Nazis systematically 11 million non-Aryans. (HPISD) In response to European fighting, the US provided economic and military aid to the Allies. (HPISD)</p>
	<p>(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;</p>	
	<p>(19) Government. The student understands changes over time in the role of government. The student is expected to: (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;</p>	
<p>Processes and Skills</p>		
<p>Topics</p>	<p>Joseph Stalin Benito Mussolini Totalitarianism Fascism Adolf Hitler Neutrality Acts Neville Chamberlain Winston Churchill Appeasement Non-agression pact <i>Blitzkrieg</i> Holocaust Kristallnacht Genocide Ghetto Concentration camp Axis powers Allies</p>	

	Lend lease Atlantic Charter Hideki Tojo Charles De Gaulle
Facts	
Language of Instruction	
State Assessment Connections	
National Assessment Connections	
Resources	<i>The Americans</i> , Ch. 16 Primary Documents (from In Depth Resources) Maps on Japanese expansionism FDR, “Quarantine Speech” War Posters