

HPISD CURRICULUM
 (SOCIAL STUDIES, UNITED STATES HISTORY)

EST. NUMBER OF DAYS: 10 DAYS __

<p>UNIT NAME</p>	<p>UNIT 4D: GREAT DEPRESSION AND WORLD WAR II: US IN WORLD WAR II</p>
<p>Unit Overview</p>	<p>Students will understand the military campaigns, political decisions, and efforts on the homefront that won World War II.</p>
<p>Generalizations/Enduring Understandings</p>	<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>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</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	<p>Women and Political Power Civil Rights Immigration and Migration Economic Opportunity</p>	
Guiding/Essential Questions	<p>How did the United States mobilize for World War II? What were the major turning points of the war in North Africa, Europe, and Asia, and what was the U.S. role in the fighting? How and why did the United States decide to use the atomic bomb? What were the social and economic effects of World War II on the home front?</p>	
Learning Targets	PERFORMANCE LEVELS	LEARNING PROGRESSION
	PREREQUISITE	<ul style="list-style-type: none"> • Build a vocabulary from the chapter.

	<p>The student will identify the military campaigns, political decisions, personalities, and home front activities that led America's victory in World War II.</p> <p>LEARNING TARGET</p> <p>Students will analyze the impact that the military campaigns, political decisions, and efforts had on the home front that won World War II.</p>	<ul style="list-style-type: none"> • Vocabulary Assessment- Vocabulary Scramble-categorization • Interactive Notebook Entry • The Story of US-student viewing guide to be completed • 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. WWII Propaganda Posters • 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.
<p>Formative Assessments</p>		

Summative Assessments		
	<i>TEKS</i>	<i>Specifications</i>
TEKS (Grade Level) / Specifications RED = Readiness Standards GREEN = Supporting Standards BLUE = Process Standards <i>Italics</i> = Standards Not Tested	(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;	<p>Following the attack on Pearl Harbor, the US mobilized for war. (HPISD)</p>
	(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort;	
	(C) analyze the function of the U.S. Office of War Information;	
	(D) analyze major issues of World War II, including the Holocaust, the internment of German, and Italian , and Japanese Americans and Executive Order 9066 ; and the development of conventional and atomic weapons;	<p>Allied forces battled Axis powers for control of Europe and North Africa. (HPISD) The US utilized the atomic bomb in order to defeat Japan. (HPISD)</p>
	(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts , and the liberation of concentration camps ;	
	(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and	
	(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism, the purchase of war bonds,; Victory Gardens, ; the bravery and contributions of the Tuskegee Airmen, the Flying	

	Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.	
	<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 II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;</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>During World War II, Americans adjusted to new economic opportunities and harsh social tensions.(HPISD)</p>
	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	(C) identify the impact of popular American culture on the rest of the world. over time; and	
	(D) analyze the global diffusion of American culture through the entertainment industry via various media.	
Processes and Skills		
Topics	George Marshall WAACs Philip Randolph Manhattan Project Office of Price Administration War Production Board Rationing Dwight Eisenhower D-Day Omar Bradley George Patton Battle of the Bulge V-E Day Harry Truman Douglas MacArthur Chester Nimitz Battle of Midway Kamikaze Robert Oppenheimer	

	<p>Hiroshima Nagasaki Nuremberg Trials GI Bill of Rights CORE Internment of Japanese Americans Korematsu v. US</p>
Facts	
Language of Instruction	
State Assessment Connections	
National Assessment Connections	
Resources	<p><i>The Americans</i>, Ch. 17 Primary Sources (from InDepth Resources) European maps pre and post World War II War ration stamps Ernie Pyle, "Dispatch" "The Bombing of Nagasaki"</p>