



World War II (3 Weeks)

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 **Purpose:** The goal of this unit guide is to provide teachers with ready-to-use resources and guidance aligned to the [FCPS Learning Model](#). The layout follows a “[backward design](#)” approach to teaching and learning resulting in a performance assessment. Content resources and instructional strategies can be used to design learning experiences during the unit. Additionally, there are complete, unit specific, performance assessments teams can choose to use. Our standard 1 rubric supports social studies teaching and learning: [Standard 1 Rubric](#).

Unit Overview

Description

Using the past to better understand ourselves, society, and the contemporary world is a core aspect of social studies education.

- This unit on World War II is a study in identity and interactions.
- The resources and guidance below support the development of students’ thinking and skills using disciplinary content and concepts.
- Resources, experiences, and assessments can be used in traditional, distance, and blended environments.

[Unit VDOE Standards](#)

- **VUS.11.** The student will apply social science skills to understand World War II

Unit Priority Standards

- **VUS.11.a,d,e** - Students will apply social science skills to understand World War II including the contributions of diverse groups, the treatment of civilians, the impact of the Holocaust, and the decision to use nuclear weapons and how the war *impacts students’ identities and understanding of the present.*

- **JU.13-** Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- **AC.17-** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

VDOE 2020 - 2021 Technical Edits and Corresponding Resources

**Note: Some resources contain explicit, hateful, or offensive language and content.
Teachers should preview resources before use to prepare students.
Resources can also be used to build teachers' subject matter knowledge.**

11.d No edits made.

[Confronting Work Place Discrimination on the World War II Home Front](#): In this lesson plan, students will analyze primary sources and evaluate the degree to which they demonstrate civil rights advances following President Franklin Roosevelt's 1941 Executive Order providing equal opportunity in defense industries, and the subsequent establishment of the Fair Employment Practices Commission (FEPC).



Essential Questions:

- How are freedom and democracy threatened during times of war?
- How important was the homefront in the United States' victory in World War II?
- What social, political, cultural, or economic aspects of the US were changed the most by World War II?
- How does learning about **World War 2** impact your understanding of yourself, your lived experiences, a concept, a UN Sustainable Development Goal, or a contemporary world issue/event?

Portrait of a Graduate



I use digital tools to enhance my communication in multiple ways and to explore and exchange ideas.



I consider varied opinions, and I gather multiple sources on a topic before constructing arguments and drawing conclusions.

Considerations for Learner-Centered Environment ([Cultural Responsiveness](#) & [SEL](#))

Together both Cultural Responsiveness and Social-Emotional Learning support student thinking, learning, and well-being in a supportive classroom environment.

- **Affirming Student Identities:** *Students thrive when teachers know them well, and affirm their individual and diverse identities.*

- **Class discussions:** Students use communication skills to puzzle over ideas, respectfully compare thinking, and deepen understanding of content.
- **Cooperative learning:** Small groups of students use knowledge of their own strengths and the ability to take the perspectives of others to complete learning tasks collectively
- **Constructing Knowledge:** Students make meaning of enduring concepts and systems.
- **Reflection:** Students are afforded reflection time to develop self- and social awareness

[Ways to build community in your online class](#)

Purposeful and Balanced Assessment



Intended Learning Outcomes: *What will students know and be able to do?*

- By studying the history of World War III, students will be able to apply their learning by identifying and explaining the roles minorities played in the US victory in WWII.
- By studying the history of World War II, students will be able to apply their learning by evaluating political decisions made in the name of winning the war and protecting the nation.
- By studying the history of World War II, students will be able to apply their learning by identifying acts of prejudice and discrimination to determine a course of action to prevent such acts in the future.

- [Rubric: Standard 1](#)



Formative Assessment: *The primary purposes of formative assessments are to gauge student understanding of content and think about what they have learned. These assessments are not necessarily graded.*



- [Horizon Assessments](#) - a collection of multiple choice test items.



Learning is a Product of Thinking : *What opportunities will students have to think about content and how it relates to themselves, others, and life in and beyond school? Use any time during class (bell ringer, exit ticket etc..)*

- [Visible Thinking Routines \(Main Toolbox\)](#)
- [Visible Thinking Routines \(At Home Strategies\)](#)
- [Facing History and Ourselves Teaching Strategies](#)

**Ready to Use Visible Thinking Routines -
These are set to "View Only." Make a Copy to Use with Students**

Frayer Models: Concepts & Content	Walk the Week	3-2-1 Bridge	Surprising, Interesting, Troubling
Headlines!	+1 Routine	What Makes You Say That?	1-2 Minute Essay
Connect, Extend, Challenge	Projecting Across Distance	Projecting Across Time	The Explanation Game
Facts or Fiction	Unveiling Stories	Stories	Main-Side-Hidden
Parts, People, Interactions	Parts, Perspectives, Me	Parts, Purposes, Complexities	Circle of Viewpoints
The 3 Whys	Circles of Action	Here Now There Then	See Think We Me
Beginning, Middle, End	Values, Identities, Actions	Imagine If	What Can Be
I Used to Think... Now I Think	Claim Support Question	Question Starts	Word Phrase Sentence
Relevant or Not	Learning to Infer	Anticipation Guides	Text-Text, Self, World



Summative Assessment: *How might students demonstrate mastery of the learning outcomes in this unit?*

- The summative assessment should ask students to address the essential question for this unit. A main way to do this is to ask students to engage in inquiry based experiences that ask them to demonstrate their understanding through authentic performance tasks.
 - Summative assessments should use our [Standard 1 Rubric](#)
 - See the bottom of the guide for PBA options for this unit.
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- These POG resources support student reflection.

POG Reflection

[Reflection Cards](#)

[Self-Assessments](#)

[IB Aligned Self-Assessments](#)



Scaffolds and Supports for [Special Education](#), [English Learners](#), [Advanced Learners](#)

There are 13 Academic Language and Disciplinary Concept sheets linked below shaded in green. See more information [from the ESOL department about academic language here](#).

- Students access and use the academic language needed to engage in a task;
- Students are able to communicate their thinking at high levels;
- Instruct with attention to the discourse, sentence patterns, and words that students need.

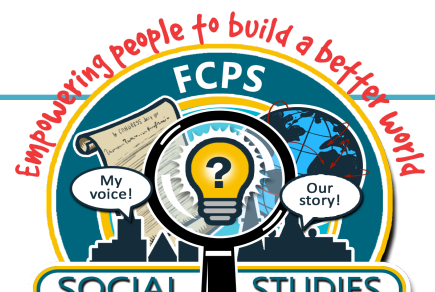
The additional supports (not shaded) are from a variety of sources.

Analyze	Cause and Effect	Classify	Compare and Contrast
Evaluate	Infer	Inform	Inquire
Justify	Persuade	Problem Solve	Sequence
Synthesize	AAP Critical and Creative Strategies	Graphic Organizers in Google	Sentence Starters
Primary and Secondary Source Graphic Organizers from the National Archives		Secondary Education Literacy Strategies	

Meaningful Learning Experiences

These resources use unit specific content to support the development of students' skills & thinking.

- FCPS Created [Digital Background Information Collections](#)
 - [World War 2](#)
- Historical Thinking Skills Activities
 - Cause and Effect: [World War II](#)
 - Continuity and Change Over Time: [Propaganda Posters and World Wars](#)
 - Perspectives: [Japanese Internment](#)
 - Periodization: [World War II](#)
 - Story-Telling and Narrative Creation: [World War II Narrative](#)
 - Connections: [Women in World War II](#)

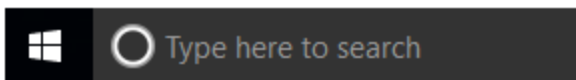


- **Stanford History Education Group** [Log-in Required](#)
 - [Japanese American Incarceration](#)
 - [Ansel Adams at Manzanar](#)
 - [Zoot Suit Riots](#)
 - [The Atomic Bomb](#)
- **SOL Content Summaries and Activities**
 - [World War 2, Part 1](#)
 - [World War 2, Part 2](#)

Additional Disciplinary / Content Area Resources

(Basal resources, Library Resources, Media Collections)

- **Digital Textbook:** Virginia and United States History
 - Topic 14: World War II 1931-1945
- [FCPS Library Databases](#)
- [Smithsonian Primary Source Database](#) (username and password is "fairfax")
- [Virtual Guest Speakers](#)
- [Virtual Field Trips](#)
- **eMaps - 100's of pre-created digital maps**
 - Type "emaps" in your search bar to access



[Additional Digital Tools](#) (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and Creative Thinking through Blended Learning

- **Google Slides & Drawings:** Students create WWII Propaganda Posters to reach various groups of American society
- **EdPuzzle:** Teacher uses a series of video clips to explain the experiences of Japanese Americans in internment camps.
- **Screencastomatic:** Teacher records a lecture about the Holocaust and the American response.
- **Adobe Spark:** Students create WWII newsreels to be played on the homefront



Complete Unit Specific Performance Assessments

[Standard 1 Rubric](#)

- [FCPS Created Performance Based Assessments](#)
 - [Multiple Digital and Analog Options](#)

- C3 Inquiries for this Unit [General](#) and [VA Hub](#)
 - [How did the Media Influence the Outcome of World War II?](#)
 - [Japanese American Internment](#)
 - [World War II](#)
 - [Pearl Harbor](#)

PBA Templates - Use and Modify these 3 Formats to Design your Own PBA

Support a Claim or Position	Digital Portfolio	Taking Informed Action
<p>Suggested Planning Template to Modify/Use</p> <p>Goal: Students construct an argument (e.g., detailed outline, visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.</p> 	<p>Suggested Planning Template to Modify/Use</p> <p>Goal: Students create artifacts/products that demonstrate their learning related to the essential question.</p> 	<p>Suggested PBL Template to Modify/Use</p> <p>Goal: Students act in ways that allow them to demonstrate agency in a real-world context.</p> 