



World War II (3 Weeks 7-9 Classes)

[Link to 2022-2023 Essential Standards and Pacing](#)

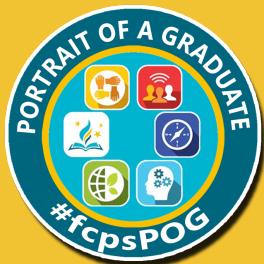
Be sure to read [Teaching about the Holocaust](#)

Purpose: The purpose of this unit guide is to provide teachers with unit specific content and instructional and assessment resources to support the creation of meaningful learning experiences for students. The layout follows a **“backward design”** approach to teaching and learning resulting in a performance assessment using the [Standard 1 Rubric](#). **Explore the guide using the navigation bar.**

Navigate to Sections of the Planning Guide

Unit Overview and POG/POL	CRP and SEL	Instruction and Assessment	Scaffolds and Supports	Unit Specific Content Resources	Unit Specific PBA
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Connecting Portrait of a Graduate and Presentation of Learning (POG POL) outcomes to HS Social Studies.



POG Skills for This Unit

Identify which POG [attributes & skills](#) and Standard 1 Skills in [History](#) or [Government](#) students will develop in this unit.

<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>	<i>POG Attribute and skill</i>
<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>	<i>Standard 1 Skill</i>

What Evidence of Learning Examples for This Unit

In POG POL students use pieces of evidence (writing, graphic organizers, digital media, visible thinking routines, presentation material, etc.) to show use of POG and Standard 1 Skills

Identify what evidence students can use in this unit below

To increase student ownership of POG and Standard 1, [consider these practices!](#)

To learn more on presentations of learning and student feedback, [click here!](#)

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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?

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

Instruction and 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.

- [Standard 1 Rubric](#)



The Engagement Model: *The editable tool is an FCPS supported class planning tool rooted in this idea, "Whoever is doing...is doing the learning."*

- [Click Here to Get a Digital Editable Engagement Model Planning Tool](#)
- [Click Here to Get a In Class Editable Engagement Model Planning Tool](#)



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.



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.
- [7 Approaches to Formative Assessment \(Edutopia\)](#)

POG Reflection		
Reflection Cards	Self-Assessments	IB Aligned Self-Assessments



Visible Thinking Strategies: *Learning is a product of thinking. These resources support students thinking about content and how it relates to themselves, others, and life in and beyond school? Also good for bell ringers and exit tickets).*

- [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**

<u>Frayer Models: Concepts & Content</u>	<u>Walk the Week</u>	<u>3-2-1 Bridge</u>	<u>Surprising, Interesting, Troubling</u>
<u>Headlines!</u>	<u>+1 Routine</u>	<u>What Makes You Say That?</u>	<u>1-2 Minute Essay</u>
<u>Connect, Extend, Challenge</u>	<u>Projecting Across Distance</u>	<u>Projecting Across Time</u>	<u>The Explanation Game</u>
<u>Facts or Fiction</u>	<u>Unveiling Stories</u>	<u>Stories</u>	<u>Main-Side-Hidden</u>
<u>Parts, People, Interactions</u>	<u>Parts, Perspectives, Me</u>	<u>Parts, Purposes, Complexities</u>	<u>Circle of Viewpoints</u>
<u>The 3 Whys</u>	<u>Circles of Action</u>	<u>Here Now There Then</u>	<u>See Think We Me</u>
<u>Beginning, Middle, End</u>	<u>Values, Identities, Actions</u>	<u>Imagine If</u>	<u>What Can Be</u>
<u>I Used to Think... Now I Think</u>	<u>Claim Support Question</u>	<u>Question Starts</u>	<u>Word Phrase Sentence</u>
<u>Relevant or Not</u>	<u>Learning to Infer</u>	<u>Anticipation Guides</u>	<u>Text-Text, Self, World</u>
<u>Stop - Look - Listen</u>	<u>Think - Puzzle - Explore</u>	<u>True for Who?</u>	<u>Unveiling Stories</u>
<u>Step In - Step Out - Step Back</u>	<u>K-W-L Chart</u>	<u>Same and Different</u>	<u>Feelings and Options</u>
<u>See-Think-Wonder</u>	<u>The 4 C's</u>	<u>Step Inside</u>	<u>Name - Describe - Act</u>
<u>Surprising - Interesting - Troubling</u>			



Discussion Formats and Structured Conversations: *Students engaging in [Academic Conversations](#) is an essential part of deeper learning. Use a format below (or another one you know). Select a question, content, or concept to prompt student discussion and combine them with the visible thinking strategies and scaffolds below.*

- | | | |
|--|---|--|
| 1. Big Paper: Building a Silent Conversation | 10. Harkness Table | 19. Spontaneous Argumentation |
| 2. Barometer | 11. Human Timeline | 20. Think Pair Share |
| 3. Chalk Talk/Graffiti Boards | 12. Jigsaw Activity | 21. Town Hall Circle |
| 4. Concentric Circles | 13. People’s Assembly | 22. Two Minute Interview |
| 5. Conver-Stations | 14. Philosophical Chairs | 23. Wrap Around |
| 6. Fishbowl | 15. Pinwheel | 24. Conversation Sentence Stems |
| 7. Four Corners | 16. Save the Last Word for Me | 25. De Bono’s Hats |
| 8. Gallery Walk | 17. Snowball Discussion | 26. Learn to Listen, Listen to Learn |
| 9. Give One, Get One | 18. Socratic Seminar | |



Leading Hard Conversations/Facilitation

When sharing secondary sources that tell a particular story of our past and present, consider how you might support students in enacting a critical lens to identify biases and missing or misrepresented perspectives.

When sharing primary sources connected to experiences of violence or oppression, consider how you might honor students' developmental needs, as well as how you might frame sources in ways that affirm the dignity and humanity of people connected to those experiences.

General Guidance:

The [Guidance for Teachers](#) infographic is a summary of [Regulation 3280](#) (PDF). This may be helpful for staff as an overview of its expectations, protocols, and rationale.

Resources:

- [Complete Toolkit on Teaching Hard Conversations](#)
- [FCPS Created Resource for Facilitating Hard Conversations](#)
- [Roleplaying](#)

 **Scaffolds and Supports** 



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	



Writing Supports: *These resources are designed to be used with any student to support their writing of constructed responses.*

- [Essay Writing Structures](#)
- [Sentence Frames/Starters](#)
- [Transitional Words/Phrases](#)



(NEW) Special Education Resources *The Special Education Office's mission is to strategically support the implementation of evidence-based practices to increase the academic achievement and the social and emotional competence of students based on individual needs.*

- [FCPS Special Education Google Site](#)
- [High Leverage Practices](#)
- [Assistive Technology Services](#)
- [Tools to Supporting Deaf and Hard of Hearing Students](#)
- [Tools to Supporting Blind and Visually Impaired Students](#)

Unit Specific Content 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.

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- FCPS Created [Digital Background Information Collections](#) (Includes Lower Lexile and Translated Text)
 - [World War 2](#)
- Historical Thinking Skills Activities [CLICK HERE FOR THE COMPLETE COLLECTION](#)
 - 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](#)
 - [Rosie the Riveter](#)
 - [Nagasaki](#)
 - [Iwo Jima](#)
- SOL Content Summaries and Activities
 - [World War 2, Part 1](#)
 - [World War 2, Part 2](#)
- (NEW) [Artifact Choice Board](#)
- (NEW) [Unit Specific Vocabulary Terms](#)



(NEW) Resources from the ESOL Library - Check out the [ESOL Library's Google Site](#) for more information

EBSCO Access: Login: fairfax Password: Fcps2022!

- [Women of WW 2](#)
- [Tuskegee Airmen](#)
- [Japanese Internment](#)
- [Hiroshima and Nagasaki Bombing](#)
- [WW 2 Technology](#)
- [WW 2 Turning Points](#)

Additional Disciplinary / Content Area Resources
(Basal resources, Library Resources, Media Collections)

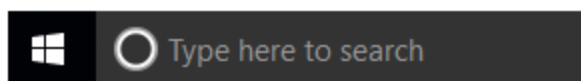
- **Digital Textbook:** Virginia and United States History
 - Topic 14: World War II 1931-1945

Additional Digital Tools (Not specific to content)

Ideas for Student Collaboration, Communication, and Critical and

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- [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



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
Suggested Planning Template to Modify/Use	Suggested Planning Template to Modify/Use	Suggested PBL Template to Modify/Use
Goal: Students construct an argument (e.g., detailed outline,	Goal: Students create	Goal: Students act in ways that allow them to demonstrate agency in a real-world context.

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visual, essay) using specific claims and relevant evidence from sources while acknowledging competing views.



artifacts/products that demonstrate their learning related to the essential question.

