**Title of Lesson:** The Good War?

**Time to complete lesson:**
5 days of 90 minute block schedule

**Lesson Objective:**
1. To demonstrate the causes, effects of World War II both home and abroad
2. To explain how the federal government, through times of war, expanded its power, not only into the private sector, but the financial sector as well.
3. Analyze how the effects of industrialization helped win the war.
4. Discuss the role of ordinary citizens and their role in winning the war.
5. Explain and outline the various political alliances that were formed out of former enemies and predict the effects that it will have on the war and after.
6. To discuss the rise and fall of Adolph Hitler, Nazism and Germany.
7. Summarize the strategy that was used by the Allies both in the Pacific and in Europe.
8. To discuss how during times of war and national emergencies, that government bureaucracy expands.
9. Analyze how advertising and war campaigns aided the war effort.

**Standard:** Students will develop a sense of historical time and historical perspective as they study the history of their community, state, nation and world

**Benchmark:** H-1A-H1—to apply key concepts such as chronology and conflict to explain and analyze patterns of historical change and continuity

**Grade Level Expectation (GLE):**
1. To compare historical periods or historical conflicts in terms of similar issues, actions, trends in U.S. History

**Essential Question:**
1. Does a country, using a national emergency as an excuse, have the right to infringe upon its citizens rights?
2. Does a country have a right to deny rights to any class of people no matter what situation?
3. How does the power of persuasion affect people’s behavior, attitudes, morals and production?
4. Was World War II a Good War? Why or Why not?
5. Can opposing political philosophies come together to fight a common enemy or cause?
6. How does advertising affect the moral, beliefs, behavior and their production?
7. Do events of today or yesterday affect the events and decisions of tomorrow?

**Materials Required:**
1. School required textbook
2. Notes and Notebook
3. Wall Maps
4. Internet
5. Board
6. Chalk
7. Documents from the period
8. Posters
9. Memorabilia

**Instructional Strategies Used:**
1. Lecture
2. Guided Oral Reading
3. Research
4. Field Trips
5. Political Cartoons and photos
6. Demonstration
7. Vocabulary Puzzles
8. Panel discussion
9. Creation of a time line showing major events of World War II
10. Creation of a bulletin board showing the major battles and countries that they occurred
11. Graph comparison of soldiers that served on each side as well as the number of soldiers that died.

**Directions for Lesson:**
Day 1—1. Vocabulary Puzzle
2. Lecture
3. Notes
4. Guided Oral Reading with companion questions

Day 2—1. Lecture
2. Notes
3. Research
4. Panel Discussion
Day 3—1. Lecture
  2. Notes
  3. Conclusion of Panel Discussion
  4. Political Cartoons
  5. Photos
Day 4—1. Lecture
  2. Notes
  3. Bulletin Board creation of major battles and countries
  4. Graph comparison of soldiers who fought
Day 5—Field Trip—National D-Day Museum

Assessment:

Multiple Choice: 1. The main reason that Germany and Hitler bombed London was
   a. to destroy the moral of Britain
   b. to destroy Britain's factories, airfields and major infrastructure
   c. to show America what would happen if they entered the war
   d. all of the above
   2. The main reason that the policy of "leapfrogging" was used by the allies was
      a. to cut off supplies to bypassed islands in hopes of surrender
      b. to fight where there were less forces
      c. to split the Pacific area in many parts
      d. none of the above
   3. The Battle of the Bulge is important because
      a. it was America's first victory in World War II
      b. the Americans lost more men than in any other battle
      c. it was the last German military offensive of the war
      d. it was fought in Russia
   4. The Manhattan Project was significant because
      a. it ended the war without the Allies invading Japan
      b. it showed Japan just how powerful the Allies were
      c. it gave America new lands in the Pacific theater
      d. none of the above

Constructed Response: World War II was even more costly in the destruction of human life and property than that of World War I. List 5 factors which made World War II the most destructive war in the history of the world. Explain your position.
**Alternative Assessment:** 1. Using war posters from World War II, have the students analyze who, what, where, when, why and how. Also have students compare and contrast advertisements from the 1940’s and today.

2. Assign the class into groups representing each of the major countries at war: Germany, Italy and Japan. Have each group develop a list of demand for their country had the Axis powers won the war. Class discussion on the results.

**Enrichment Activity:** Assign small groups of students to research one of several topics. These include: Warsaw ghetto, Slave and Death Camps, Japanese Internment Camp. Have each group present their findings based on their research. This is followed by a class discussion.

**Attachments:**

http://www.seattleu.edu/artsci/history/us1945/docs/yalta.htm
http://www.gwu.edu/~nsarchiv/coldwar/documents/episode-2/06-01.htm
http://www.sfmuseum.org/hist8
http://www.archives.gov/
http://www.higginsboat.org/
http://www.crt.state.la.us/crt/tourism/lawwii/Higgins/Higgins_ABomb.htm
http://www.nutrias.org/~nopl/monthly/june2000/june0017.jpg
http://www.nutrias.org/~nopl/monthly/june2000/june007.jpg
http://www.sscnet.ucla.edu/aasc/ex9066
http://www.lib.utah.edu/spc/photo/9066/tule.htm
http://www.lib.utah.edu/spc/photo/9066/topaz.htm
http://www.lib.utah.edu/spc/photo/9066/living.htm