# Components of the Updated Scope and Sequences

## *Overview Page*

| U.S. History Content | U.S. History Claims |
|---|---|
| World War II | What is the role of war in nation building? |

**Unit Four: World War II**

- Unit Four Overview
- Unit Four Instruction
    - Topic One: The Crisis in Europe and American Entry
    - Topic Two: The U.S. During the War
    - Topic Three: Victory and the New World Order
- Unit Four Assessment

## *Topic Pages*

**Topic One:** The Crisis in Europe and American Entry (US.4.6)

**Connections to the unit claim:** Students learn about the factors that influenced the start of WWII, and explore primary and secondary sources to investigate the reasons for U.S. entry into the war. Students analyze key speeches made by FDR to determine how support for U.S. entry into the war - and an abandonment of isolationism- was built. Students will use this knowledge to make a claim on the unit question regarding how U.S. involvement in WWII enhanced its nation building efforts.

**Suggested Timeline:** 7 class periods

**Use this sample task:**

- U.S. Involvement in WWII

**To explore these key questions:**

- How did FDR's "Quarantine Speech" reflect the U.S. policy of isolationism after WWI?
- How did U.S. response to Japan's actions change over time?
- How did Japan perceive the actions of the United States?
- How did FDR change his words to encourage public support for U.S. involvement in WWII?
- Was U.S. involvement in WWII inevitable?

**That students answer through this assessment:**

- Students write a paragraph summarizing FDR's Quarantine Speech, and how the speech supports a policy of isolationism in the face of war. Use the Student Look-Fors to support grading.

- Students complete a WWII Timeline, documenting key turning points leading towards U.S. entry into the war.
- Students write a paragraph answering the third supporting question for the task: "How did Japan perceive the actions of the United States?" Use the Student Look-Fors to support grading.

## *Instructional Tasks*

**Description:** Students investigate the causes for WWII and the reasons for U.S. entry by participating in a simulation, creating timelines of key events, analyzing secondary sources, and analyzing primary sources in the forms of speeches and maps.

**Suggested Timeline:** 7 class periods

**Materials:** How Would You Vote?; Beginning of World War II; WWII Allied and Axis Powers Map; FDR's "Quarantine Speech."; America on the Sidelines: The United States and World Affairs, 1931-1941; WWII Timeline (blank and completed); Decision Following the Imperial Conference of September 6, 1941 (Tentative Translation); Pearl Harbor; "A Date Which Will Live in Infamy" (typed draft with hand-written edits); "A Date Which Will Live in Infamy" (Audio);

**Instructional Process:**

1. Post and read aloud the unit claim for the fourth unit: "What is the role of war in nation building?"
2. Direct students to do a thirty second Think-Pair-Share on what "nation building" means. After the Think-Pair-Share, as a few students to share out what they think nation building means, allowing students to respond to each other's thoughts.
3. Read the first two paragraphs of this definition of "nation building." Then lead a brief class discussion around the U.S. and nation building using the following questions:
    a. Does nation building only occur during the inception of a nation?
    b. What are some periods of nation building in U.S. history?
4. Say: "As we learned in the previous unit, the United States experienced the most dire economic downturn in its history, deeply impacting the nation's identity of prosperity built through the industrial age, and bringing into question again the role of government in the lives of the people. In this unit, we will explore U.S. involvement in WWII, and how the outcome of the war impacted U.S. nation building. Throughout this unit, you will learn how war influences nation building through the lense of the second world war, and at the end of the unit you will write an essay answering the unit claim question using the knowledge you gain about WWII and the U.S. through each unit topic."
5. Present students with the question for this instructional task: "Was U.S. Involvement in WWII Inevitable?" Have students work with a partner to paraphrase the question into their own words.
6. Conduct a discussion about what it means for something to be inevitable.
    a. What does inevitable mean?
    b. What makes something inevitable?
7. Say: "In order to answer this compelling question, we need to first understand what events led to the start of WWII. As we learned in the second unit, the origins of WWII are connected to WWI. Let's briefly review how the end of WWI impacted the beginning of WWII."
8. Lead the class in a brief discussion around the endings of WWI using the following questions:
    a. What was stipulated in the Treaty of Versailles, and who was assigned guilt?