

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies.

UNIT #7 – “Hot & Cold: World War II & Its Aftermath”

Elaborated Unit Focus

The focus of this unit is to use the theme of *conflict and change* to show how the United States moved from a policy of isolationism to becoming a dominant economic, military, and diplomatic world power. The students will use the theme of *beliefs and ideals* to understand how the aftermath of the second World War resulted in America maintaining a permanent presence in Europe, closer economic and political ties to Europe, and the beginning of social changes in American society. By understanding the theme of *individuals, groups, and institutions*, students will understand the impact a person has on society and the consequences of that person’s actions. Finally, students will understand how *location* and *production, distribution, and consumption* supports businesses and American interests during war time efforts.

Standards/Elements

SS5H6 The student will explain the reasons for America’s involvement in World War II.

- a. Describe Germany’s aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African-Americans; include “Rosie the Riveter” and the Tuskegee Airmen.
- f. Explain the U.S. role in the formation of the United Nations.

SS5H7 The student will discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term “Iron Curtain.”
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- c. Identify Joseph McCarthy and Nikita Khrushchev.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.

- How does democracy differ from communism and socialism?
- How did the United States and other sympathetic European nations try to contain the spread of communism or socialism in the world?
- How successful was the United States and other nations in limiting and containing communism or socialism in the world?
- Why did the United States get involved in the Berlin Airlift?
- Why were organizations like the United Nations and NATO created?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- What were the causes for World War II?
- How did the attack on Pearl Harbor change the American public's view of entering into World War II?
- Who were the significant leaders for the Axis and Allied powers?
- How did Truman arrive at the decision to use nuclear weapons?
- How did the Germans keep the Holocaust secret until the end of World War II?
- How is the memory of the Holocaust kept alive today?
- How did the use of nuclear weapons shift the balance of world power away from Europe and towards the United States?
- How did the term "Cold War" and the term "Iron Curtain" originate and are the terms accurate descriptions of the time immediately following WWII?
- What was the significance of the Cuban Missile Crisis?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How did the leaders of the Allied and Axis forces help or harm the people of their countries?
- How did the role of women change during period of time prior to World War II and the period of time immediately following World War II?
- How were African Americans perceived prior to World War II and how did the perception change after World War II?
- How did the actions of Joseph McCarthy impact the lives of innocent Americans?
- How did the actions of Nikita Khrushchev influence the Cuban Missile Crisis?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- How did industry develop during WWII to meet the needs of its armed forces?
- How was the United States able to supply its armed forces overseas in Europe and Asia?

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

- How does rationing change consumer and manufacturing behavior?
- What was the opportunity cost for Americans that supported the efforts of the home front during WWII?

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

K-5 EU: *The student will understand that new technology has many types of different consequences, depending on how people use that technology.*

- How did technology help the military forces engaged in WWII?
- Why were businesses able to recover from the Great Depression as a result of new technology and WWII?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students, working in groups or individually, will research and write a short biography of the leader or leaders assigned to your group. Analyze the leadership style and compare the style of the leader with the type of government of the country in which the leader was in charge. What were some of the goals and ideas of the leader? How did the leader communicate to the people their vision for the nation? Create a poster, pamphlet, or advertisement that illustrates and supports your statement(s). Be prepared to present each biography and accompanying and position statement to the class. Below is a list of the key figures for the biography.</p> <ul style="list-style-type: none"> • Benito Mussolini - Italy • Adolf Hitler - Germany • Emperor Hirohito - Japan (emperor) • Winston Churchill - Great Britain • Franklin Roosevelt - United States • Harry Truman - United States • Josef Stalin - Soviet Union <ul style="list-style-type: none"> ○ Other Notable Figures – *Eleanor Roosevelt – (Organizing the home-front) *Joseph McCarthy – (Red Scare & communism) *Woodrow Wilson – (League of Nations, later to become the United Nations) * Nikita Khrushchev * Captain Benjamin O. Davis, Jr – (Original commander of the Tuskegee Airmen) * Rose Will Monroe – (History records her as possibly the model for “Rosie the Riveter”) 	<p>SS5H6d SS5H7c</p> <p>ELA5R1a,d ELA5W1 ELA5W3a-g ELA5LSV1</p>	<p>Dialogue and discussion.</p> <p>Constructed response.</p> <p>Observation.</p>

Using the photos in the Resources for Unit section or other similar period photos, students will be asked to answer in a compare/contrast essay these questions: 1) Prior to World War I and World War II, what was the role of African Americans and women in American society? 2) Using one of the photos (or others that the teacher may substitute), contrast your answer with a photo depicting the role of African Americans or women during World War I and World War II. How have their roles changed? 3) Why do you think the roles of African Americans and women changed during World War II?	SS5H6e & SS5H7c ELA5W1 ELA5W3a-g	Dialogue and discussion. Constructed response.
See document in Resource Section, (Multiple Choice Test).	SS5H7a - c	Multiple choice. Constructed Response

Sample Performance Task

Compare and Contrast Europe in WWI, WWII, and Present Day Using Maps and Venn Diagram

Enduring Understanding:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Standards: H6, H7, H8a, G2b, E1a, E1f / Map Skills: 10-12

Description of Task: The student will understand the Cold War and the Cold War influence upon American worldviews for the next forty years.

Unit or other maps, students will construct three different maps and explain the significance of each map.

1. Allies and Axis Powers – World War I.
2. Allies and Axis Powers – World War II.
3. Democratic governments in Europe and Communist or Socialist Republics, current.

Using color pencils or markers, students will color Map 1, Map 2, and Map 3 in blue the Allies and Democratic countries and in red the Axis and Communists or Socialist Republics. Using Maps 1 – 3 and the Venn Diagram (provided in the Unit Resources), students will construct a Venn Diagram showing which countries are Democratic and which countries are Communists or Socialist Republics.

Once the Venn Diagram is complete, students will write an essay that compares the Cold War era with that of today. The essay should addresses the following questions.

- What does the Venn Diagram tell us about the form of governments since World War I and continuing to the present day?
- Do alliances change over time?
- Why do you think that countries tend towards cooperation during some periods of history and antagonism during others?
- How have Allied and Communist-Socialists borders changed since World War II?
- How have organizations like NATO and the United Nations helped maintain diplomacy throughout the world?
- Based upon your maps and the Venn Diagram, was the western pro-democratic nations able to contain the spread of communism/socialism in the world?

Use the maps provided in the Resources for this task.

Map and Globe Skills:
4,6,7,11,12

Information Processing Skills:
1-9, 12-14

Content Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Standard	Exceeds Standard
The student writes an essay that describes the influence of the Cold War on American worldviews.	The essay incorrectly describes the influence of the Cold War on American worldviews.	The essay describes the influence of the Cold War with several inaccurate facts.	The essay correctly describes the influence of the Cold War on American worldviews.	In addition to meets, the student explains why the Cold War had such an impact on American worldviews.
The student describes the impact of the Cold War.	The impact of the Cold War is incorrectly described.	The impact of the Cold War is described with several inaccurate facts.	The impact of the Cold War is correctly described.	In addition to meets, the student explains the impact the Cold War had on the United States' relationships with other countries.
The student explains why there is conflict among different nations.	The reasons why there are conflicts among different nations are incorrectly explained.	The reasons why there are conflicts among different nations are vague in their explanation.	The reasons why there are conflicts among different nations are correctly explained.	In addition to meets, the student analyzes why countries may have conflict with each other by describing why the United States felt it was important to get involved in conflicts like the Korean War or the Vietnam War.
The student describes the changes that took place as a result of the Cold War.	The changes that took place as a result of the Cold War are incorrectly described.	The changes that took place as a result of the Cold War are inaccurate because not all changes are correct.	The changes that took place as a result of the Cold War are correctly described.	In addition to meets, the student explains why these changes were important.
The student describes the role of organizations like NATO and the United Nations in maintaining diplomacy among nations.	The role of NATO and the United Nations are incorrectly described.	NATO and the United Nations are described but the role of how these organizations maintain diplomacy has been left out of essay.	The role of NATO and the United Nations are correctly described.	In addition to meets, the student explains why it is important to have groups like NATO and the United Nations maintain peace efforts throughout the world.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Accuracy of Map	Less than 70% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	At least 90% of the items are labeled and located correctly.
Correct Color Choice	Student does not use color appropriately.	Student sometimes uses color appropriate for features (e.g. blue for democratic; red for communism labels, etc.).	Student usually uses color appropriate for most features (e.g. blue for democratic; red for communism labels, etc.).	Student always uses color appropriate for features
Demonstrates Knowledge by Differentiation of Time Periods (Venn Diagram and Maps)	Less than 70% of the items are labeled and located correctly. Student is unable to identify by use of maps and Venn Diagram the concept that world governments form different alliances over time.	79-70% of the items are labeled and located correctly within the Venn Diagram and labels indicate that student can identify some trend that indicates the student understands world governments form different alliances over time.	80-89% items are labeled and located correctly within the Venn Diagram and labels indicate that student has a basic understanding of world governments form different alliances over time.	At least 90% of the items are labeled and located correctly within the Venn Diagram and the labels clearly indicate student understands that world governments form different alliances over time.

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Resources for Unit

Biographies and Information

<http://www.biography.com>

Biographical Dictionary

<http://www.s9.com>

The Biography Maker

<http://www.fno.org/bio/biomak2.htm>

Education Place

<http://www.eduplace.com>

SAMPLE PHOTOS FOR “CHANGING ROLE OF WOMEN AND AFRICAN AMERICANS DURING THE WAR” ASSESSMENT.





Department of Homeland Security Website and Historical Documents for Civil Defense



Civil Defense and Homeland Security: A Short History of National Preparedness Efforts

September 2006



Homeland Security
National Preparedness Task Force

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http://www.tacda.org/resources/civil_defense.htm

Multiple Choice and Constructed Response

“The Cold War”

*Correct Response in (blue)

Select the correct definition for the word.

1. Capitalism	a. A wall built between East and West Berlin separating Germany into communist and democratic countries. (12)
2. Communism	b. A symbol and description of the distrust between communist and non-communist countries. (10)
3. Market Economy	c. The term used to describe a war of ideas and words. (6)
4. Alliances	d. An organization formed to keep the Soviet Union from spreading communism across Europe. (9)
5. Democratic Republic	e. A form of an economy that promotes free trade, reduced government intervention, and entrepreneurship. (1)
6. Cold War	f. A form of government that limits personal freedom and citizens have little choice in the leaders of their government or policies of their government. (2)
7. Policy of Deterrence	g. Groups of countries agree to work cooperatively with each other in the areas of trade and defense. (4)
8. Policy of Containment	h. The United States and Britain actively attempted to break the Soviet blockade and send supplies to people trapped in West Berlin. (11)
9. NATO	i. A form of government that promotes personal freedom and representatives are chosen by citizens to vote in their behalf. (5)
10. Iron Curtain	j. A form of economics that relies on competition, ingenuity of citizens, and little government regulation in the areas business and trade. (3)
11. Berlin Airlift	k. The belief of countries that have nuclear weapons that war can be prevented by the threat of using nuclear weapons against an enemy. (7)
12. Berlin Wall	l. The belief of countries that nuclear weapons can be controlled and limited to only countries that are allied by their democratic beliefs. (8)

Constructed response – Answer in complete sentences.

- Using a map, describe the areas that the Soviet Union took control after World War II.
- How did the United States and Great Britain try to end the blockade of Berlin?
- How is a “cold war” different from a “conventional war?”
- During World War II and shortly afterwards, the term “super-power” was used to describe any country that had nuclear weapons or nuclear capabilities. Do you think that the meaning of the term “super-power” has changed since the end of the Cold War? Why or why not?
- What are three ways that communism differs from democracy?

**Map of Europe – World War I and World War II,
Present Day Map of Europe,
Venn Diagram for Sample Performance Task**



Europe Before World War I



Europe Before World War II

EUROPE



Produced by the Cartographic Research Lab
University of Alabama

Current Map of Europe – 2008

Venn Diagram

Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Europe - World War I, World War II, and Today

