



# US History L2 - Unit 3 - World War II and Early Cold War WWII-1954

## Unit Focus

This Unit will focus on examining World War II through the lens of the three main themes of the course (Equity, Economics, and Foreign Policy). Students will explore American attitudes towards the war before our involvement and how we ultimately came to join the war. Much of the unit will focus on the homefront and the impact of the war on the American economy and traditionally marginalized groups in the country (women, African Americans, Asian Americans). Students will also explore the foreign policy aspects of the war, examining the meetings of the Big Three during the war and the factors surrounding Truman's decision to drop the atomic bombs on Japan. Students will also explore how World War II led directly to the Cold War. Students will explore the early crises of the Cold War and how the United States came to pursue a policy of containment and the consequences of such a policy.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>C3 Framework for Social Studies State Standards</b> Social Studies: 11 <ul style="list-style-type: none"><li>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. (D1.5.9-12.)</li><li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (D2.His.1.9-12.)</li><li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. (D2.His.4.9-12.)</li><li>Analyze how historical contexts shaped and continue to shape people's perspectives. (D2.His.5.9-12.)</li><li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. (D2.His.10.9-12.)</li><li>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. (D2.His.11.9-12.)</li><li>Analyze multiple and complex causes and effects of events in the past. (D2.His.14.9-12.)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose <b>T2</b> Examine multiple perspectives of a complex situation and making an informed decision based on the available evidence	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts. <b>U2</b> Students are historians, investigating and interpreting the past from a variety of perspectives. <b>U3</b> Historians recognize that perspectives can change over time. <b>U4</b> Historians inquire by seeking out a range of sources, selecting relevant and credible materials for analysis while considering the historical context. <b>U5</b> Every source of information is limited by the author's point of view and the information available to that person. <b>U6</b> History involves interpretation, and individuals may perceive the same events differently.	<i>Students will keep considering...</i> <b>Q1</b> What is our Nation's history? How does our Nation's history help you to better understand our past and present? <b>Q2</b> How do people and events of the past influence our understanding of ourselves and our world today? <b>Q3</b> How does the historical context impact our understanding of events? <b>Q4</b> When interpreting the past, why are multiple points of view important? <b>Q5</b> Why should historians consider a range of sources?

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. (D3.1.9-12.)</li> </ul> <p><b>Connecticut Goals and Standards</b> Social Studies : 12</p> <ul style="list-style-type: none"> <li>Critique the appropriateness of the historical sources used in a secondary interpretation. (HIST.9–12.13)</li> <li>Analyze how historical contexts shaped and continue to shape people’s perspectives. (HIST.9–12.5)</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> WWII ended the Great Depression thanks to unprecedented government spending, resulting in nearly full employment of the adult population</p> <p><b>K2</b> Even though the US violated many American's civil liberties during the war in the name of security, efforts on the homefront were the key to an allied victory in WWII</p> <p><b>K3</b> Tensions between the allies during the war deepened once the Nazi's were defeated, leading to the Cold War</p> <p><b>K4</b> WWII fundamentally changed American foreign policy by thrusting the US into a global leadership role, ending our policy of isolationism.</p> <p><b>K5</b> The Cold War was a result of specific policy decisions made by Presidents Truman and Eisenhower</p> <p><b>K6</b> The wartime experiences of women and African Americans laid the groundwork for the Civil Rights movements of the 1950s and 60s.</p> <p><b>K7</b> The postwar period was a time of economic prosperity thanks to government policy and international conditions</p> <p><b>K8</b> Key vocabulary: Pearl Harbor, Lend-Lease, the 4 Freedoms, Double V Campaign, Baby Boom, GI Bill, communism, fascism, totalitarian, containment, Domino Theory, Marshall Plan</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> analyzing how historical context shapes people's perspectives</p> <p><b>S2</b> Critically analyzing historical sources</p> <p><b>S3</b> using different lenses to better understand sources and perspectives</p> <p><b>S4</b> Evaluating multiple points of view before making a decision</p>