

**McRAH Summer Institute
Unit Outline-World War II
July-2003**

Participants: Hector Caceres, Rick Holtz, and Cliff Turner

- I. “Setting the Stage”; (3 days of activities for this section)**
 - A. Have students create and interpret a historical/visual timeline of the major events of World War II.**
 - B. Students will be able to identify who the key players were that made up the Allies and Axis powers.**
 - C. Students will be able to identify/apply key political terms to their Their understanding: “Nazism”, “Fascism”, “Communism”, “Dictatorship”, “Democracy”, etc.**
 - D. McRAH strategies for this section include a timeline, graphic organizer, “Action/Reaction” activity from “History A**

- II. “Hitler’s Germany”: (3 days of activities) How did Hitler define a “new Germany” for the defeated post WWI Germans? What methods and programs did he use to capture German loyalty and obedience to his programs? (What caused so many to believe in him and blindly follow him?)**
 - A. Hitler “shows off” Germany and gains world attention in the 1936 Olympic Games held in Berlin.**
 - B. German arms build up. Students will understand the significance of “Blitzkrieg” and how Hitler used it in conquering Poland and Czechoslovakia.**
 - C. How did Hitler make the Jews/others “scapegoats” for Germany’s economic problems and past humiliations?**
 - D. McRAH strategies for this section include: Observing/Reacting to Primary written and visual documents and video tape footage.**

- III. “The War Itself”: (5 days of activities)**
 - A. Students will understand/define the U.S. perspective about Hitler and the events of Europe working with the concept of what it is to be “Isolationist”?**
 - B. Pearl Harbor-Barbarosa-North Africa-“D-Day”**
 - C. McRAH strategies for Section 3 include: Use of a variety of resource maps, use of “counter factual approach”, use of primary documents, and development of “What If?” questions from “History Alive” Program.**

- IV. “Major Ethical Decisions of World War II” (4 class days) “What did we learn from the war?”**
 - A. The Holocaust and Nuremburg Trials (The Jewish Experience and Nazi Reasoning) Students will gain an understanding of the term “Genocide”).**
 - B. Dropping the Bomb (Why did the U.S. decide that dropping the Atomic Bomb was the best decision to end the war more quickly?)**
 - C. McRAH strategies for Section 4 include: Use of primary documents and World War II statistics, focus on “History Alive” learning techniques and “What If?” questions.**

- V. **Unit Assessment Activity: “Illustrated Report Card” Activity (“History Alive” Curriculum)** From 5 topics in 2 categories the teacher will choose 4 topics in class. Students will have to answer 3 of them (that way they will never know which 4 to study). After observing, students will have to give a description of the action they are using, a grade for the action, and an oral grade using primary documents. The 2 categories include the following topics are as follows: **Category 1-Allies: Appeasement, Dropping the Bomb, “D-Day”, North Africa and the Battle of the Bulge. Category 2-Axis: The Blitz, The Holocaust, Propaganda, Pearl Harbor, and Barbarosa. Additional McRAH resources include graphic organizer and Document Based Questions.**
- VI. **Brief Conclusion to the unit on World War II.**

Day one:

Students will be broken up into groups comparable to class size. Each group will be given a series of events on a sheet of paper with a date on it. Teacher will present a large sheet of paper containing a timeline from 1917-1945. Students will construct the time line using the dates of their major events to guide them through a rough framework of the Process of the war and the causes and effects of Major Events. The dates can range from those given in the book, or a time line can be found on the University of San Diego’s Website. Teacher can modify to make two times line s to show war in Europe or the Pacific, but one time line would be better to show the simultaneous events on both sides of the US. Perhaps a teacher could instruct the students to put European Dates on top of the timeline while showing the Pacific on Bottom. The teacher can use different colors to distinguish between Europe and Pacific.

Day two:

Using the History Alive definitions, students will be asked to write down the definitions of the terminology in their interactive notebooks. Next to the definition, students will be instructed to restate the definitions of the words into their own words. After all 6-8 words are done being reviewed from the class. The Teacher will display different pictures of the Major Players of WW II. Leaders like Winston Churchill, FDR, Josef Stalin, Adolph Hitler, Benito Mussolini, Tojo, and Emperor Hirohito. After displaying the pictures and writing their names on the board, students will associate the terminology of the unit with the persons involved. Depending on the level of the student, more or less people can be used, but the base of the unit vocabulary must be established.

Day Three:

Using Maps, students will identify the countries associated with the Major players. Using the History Alive descriptions (or those of any history book or any source explaining the limitations of the Treaty of Versailles), students will identify major needs of the Major Players of the War, their situation after WW I and before WW II, and their location to their wants and desires (objectives). Maps can be found on the University of San Diego Website.

After these 3 days of Painting the Picture, students will continue to the rise of fascism in Germany.