

5th Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Social Studies Course.

5 <sup>th</sup> Grade Social Studies - Unit 6 - “Another World War”	
<b>Elaborated Unit Focus</b>	<p>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 individuals, groups, and institutions to understand how individual actions can affect a country and the consequences it may cause. It will also explore how war and changing roles can spark social changes in American society. Finally, students will understand how location and production, distribution, and consumption affects businesses and American interests during times of war.</p>
<b>Connection to Connecting Theme/Enduring Understandings</b>	<p><b>Conflict and Change:</b> 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.</p> <ul style="list-style-type: none"> <li>• What were the causes for World War II?</li> <li>• How did the attack on Pearl Harbor change the American public’s view of entering into World War II?</li> <li>• Who were the significant leaders for the Axis and Allied powers?</li> <li>• How did Truman arrive at the decision to use nuclear weapons?</li> <li>• How did the Germans keep the Holocaust secret until the end of World War II?</li> <li>• How is the memory of the Holocaust kept alive today?</li> </ul> <p><b>Individuals, Groups, Institutions:</b> 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.</p> <ul style="list-style-type: none"> <li>• How did the leaders of the Allied and Axis forces help or harm the people of their countries?</li> <li>• How did the role of women change during the time period just prior to World War II and the time period immediately following World War II?</li> <li>• How were African Americans perceived prior to World War II and how did the perception change after World War II?</li> </ul> <p><b>Location:</b> 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.</p> <ul style="list-style-type: none"> <li>• How did industry develop during WWII to meet the needs of the armed forces?</li> <li>• How was the United States able to supply its armed forces overseas in Europe and Asia?</li> </ul>

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	<p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of that society.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• How does rationing change consumer and manufacturing behavior?</li> <li>• What was the opportunity cost for Americans who supported the efforts at the home front during WWII?</li> </ul> <p>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> <p>K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.</p> <ul style="list-style-type: none"> <li>• How did technology help the military forces engaged in WWII?</li> <li>• Why were businesses able to recover from the Great Depression as a result of new technology and WWII?</li> </ul>
<p><b>GSE for Social Studies (standards and elements)</b></p>	<p>SS5H4 Explain America’s involvement in World War II.</p> <p>a. Describe German aggression in Europe and Japanese aggression in Asia.</p> <p>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.</p> <p>c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.</p> <p>d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p> <p>e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.</p> <p>f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.</p>

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<p><b>GSE for ELA, Science, Math</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> <li>• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> <li>• use a map to explain impact of geography on historical and current events</li> <li>• use intermediate directions</li> </ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify and use primary and secondary sources</li> <li>• interpret timelines</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> <li>• identify social studies reference resources to use for a specific purpose</li> <li>• analyze artifacts</li> </ul>

## Essential Questions and Related Supporting/Guiding Questions

<b>Essential Question 1</b>	<ol style="list-style-type: none"><li>1. How does war affect a society?<ol style="list-style-type: none"><li>a. How did traditional roles change during the war?</li><li>b. What sacrifices did Americans make to support a U.S. victory?</li><li>c. What role did race play during World War II?</li></ol></li></ol>
<b>Essential Question 2</b>	<ol style="list-style-type: none"><li>2. What might have happened if the U.S. did not enter WWII?<ol style="list-style-type: none"><li>a. What was the cost of war for the U.S.?</li><li>b. How did U.S. entry affect the war?</li></ol></li></ol>
<b>Essential Question 3</b>	<ol style="list-style-type: none"><li>3. What changed and what stayed the same as a result of the war?<ol style="list-style-type: none"><li>a. How did the war change America's role in the world?</li><li>b. How were other countries affected by the aftermath of World War II?</li></ol></li></ol>



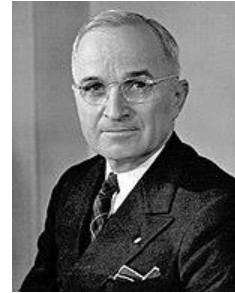
## Another World War



**Adolf Hitler**



**Franklin D. Roosevelt**



**Harry S. Truman**



**Josef Stalin**



**Winston Churchill**



**Hirohito**



**Benito Mussolini**



**Rosie the Riveter**



**Tuskegee Airmen**



**Eleanor Roosevelt**



**United Nations**



**Pearl Harbor**

 <p><b>Atomic Bomb</b></p>	 <p><b>Iwo Jima</b></p>	 <p><b>D-Day</b></p>
 <p><b>V-E Day</b></p>	 <p><b>V-J Day</b></p>	 <p><b>Japan</b></p>
 <p><b>Germany</b></p>	 <p><b>Great Britain</b></p>	 <p><b>Italy</b></p>
 <p><b>Soviet Union</b></p>		

## Content Board

The document could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the document to be purposeful, it is very important for students to be familiar with the images in the document. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize historic figures by their image. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Look at the essential questions listed for the unit. Have students use the content board to answer the questions.
- Use the content board to make connections. For example: Which images show changes in the roles of women and African Americans or Blacks? Describe the changes that took place. Which images show major events in the war? What impact did it have?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions or to organize thinking.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into piece to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect?

## Sample Instructional Activities/Assessments

### Getting Aggressive

#### Description –

1. See the **European Map in the PowerPoint** that displays areas occupied by Germany. Have students use the attached image analysis sheets to make some observations and inferences. **The analysis sheet follows this activity.**
2. Next display the chart that shows the countries that Germany occupied during WWII. Have the students answer the chart analysis questions to make some observations and inferences. **The chart is located below.**
3. Ask students to make predictions about why Germany may have wanted to take over and occupy European countries.
4. Chart the answers and discuss pair/share in small or whole group.
5. If no student has given an answer about anger from the Treaty of Versailles, review part of the terms of the Treaty of Versailles (Germany had to take the blame for WWI, had to repay countries for the war, had restrictions of their military) and how that made Germans feel and how that may make them feel towards other countries.
6. Tell them that a government party in Germany led by a man made the following promises. Display the **promises PowerPoint slide.**
7. Ask students why the German people might support a party and man who made these promises.
8. Ask students if any of them know the name of the German government party or the man who led them during WWII. Get answers and then display the next slide with the answer. **PowerPoint slide of Hitler.**
9. Tell students that they are going to look at another map and make some observations and inferences. Show the map of Japan and the countries it began to occupy on the **PowerPoint slide.**
10. Have students write their observations and inferences using the **analysis sheet.**
11. Ask the following question to wrap up the lesson: With Germany and Japan starting to occupy other countries, what should the U.S. do? Give reasons for your answer.
12. Have students share their answers with one another.

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to answer the questions on their own, it would be best to let them do this independently.*



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	<ol style="list-style-type: none"> <li>1. Considering pairing students together or having a teacher or para-pro work alongside students that may need additional support.</li> <li>2. Consider providing hard copies if students have difficulty seeing information projected or if they need to mark on the maps.</li> <li>3. Keep the essential content in mind. If answering the questions in writing is not a reasonable expectation, have students share their answers to the questions orally.</li> </ol>
<p><b>GSE Standards and Elements</b></p>	<p>SS5H4 Explain America’s involvement in World War II.</p> <p>a. Describe German aggression in Europe and Japanese aggression in Asia.</p> <p>d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none"> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> <li>• compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> </ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• draw conclusions and make generalizations</li> <li>• identify social studies reference resources to use for a specific purpose</li> </ul>

## Countries Germany Occupied in World War II

<b>Country</b>	<b>Date Occupation Began</b>
<b>Austria*</b>	<b>March 13, 1938</b>
<b>Czechoslovakia**</b>	<b>March 15, 1939</b>
<b>Poland</b>	<b>September 1, 1939</b>
<b>Denmark</b>	<b>April 9, 1940</b>
<b>Luxembourg</b>	<b>May 10, 1940</b>
<b>Netherlands</b>	<b>May 14, 1940</b>
<b>Belgium</b>	<b>May 27, 1940</b>
<b>Norway</b>	<b>June 10, 1940</b>
<b>France</b>	<b>June 22, 1940</b>
<b>Yugoslavia</b>	<b>April 17, 1941</b>
<b>Greece</b>	<b>April 30, 1941</b>
<b>Soviet Union***</b>	<b>June 22, 1941</b>
<b>Monaco</b>	<b>September 9, 1943</b>
<b>Albania</b>	<b>September 10, 1943</b>
<b>Hungary</b>	<b>March 19, 1944</b>

\*Austria was willingly annexed by Germany.

\*\*Germany had occupied a small, mostly German portion of Czechoslovakia months earlier.

\*\*\*The occupied portions of the Soviet Union included the Baltic states of Lithuania, Estonia, and Latvia.

SOURCES: Museum of Tolerance Multimedia Learning Center; albanianhistory.net; Holocaust Research Project

Holocaust Research Project

Georgia Department of Education

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Name:

Date:

European Map Analysis Sheet

What is the title of this map?

What do the colors represent?

The different European countries are primarily which color?

What information do you think the map is showing?

Looking at the map, which country do you believe is being the aggressor? Give a reason for your answer.

Name:

Date:

Japan Map Analysis

What do the colors represent?

What information do you think the map is showing?

What countries/areas are being occupied by Japan?

Looking at the map, which country do you believe is being the aggressor? Give a reason for your answer.

Name:

Date:

German Take Over Analysis Sheet

Which year did Germany begin taking over countries/land?

Which year did Germany stop taking over countries/land?

Which year did Germany take over the most countries/land?

Why do you think Germany was able to take over so many countries?

Which year do you think the German Army was at their strongest? Give a reason to support your answer.

### A Day of Infamy

**Description –**

1. Show the following video of the speech that Roosevelt gave to Congress after the Pearl Harbor bombing: <http://www.history.com/topics/world-war-ii/pearl-harbor/videos/japanese-attack-pearl-harbor> .
2. Next break the students into group or pairs and give them a copy of the text of the speech. **See the transcript of the speech below.** Have them use the speech analysis sheet to help guide their understanding of the speech. **See Speech Analysis sheet below.**
3. Bring the students back together to discuss the answers as a whole class and clear up any misunderstandings.
4. As a final activity, have the students work in groups again to create a script for a newscast that would inform Americans of the attack on Pearl harbor.
5. Record the newscasts to view and share with others.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the speech analysis on their own, it would be best to let them do this independently.*

1. Consider watching the speech more than once. Watch the speech as a class and then give students a copy of the speech to follow along with as they watch the speech a second time.
2. Consider reading the speech together and talking about parts that are confusing. Preview vocabulary words in the speech or discuss synonyms for difficult words. Encourage students to write on their copy of the speech and add clarifications or notes during the discussion.
3. Consider giving students a highlighter and having students highlight or underline the answers to the questions from the speech analysis sheet on their copy of the speech.
4. Give students time to rehearse their thoughts before writing their script and time for rehearsing their newscast before recording.

**GSE Standards and Elements**

- SS5H4 Explain America’s involvement in World War II.
- a. Describe German 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.

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<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"><li>• identify issues and/or problems and alternative solutions</li><li>• draw conclusions and make generalizations</li></ul>
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## Pearl Harbor Speech

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the [Japanese ambassador to the United States](#) and his colleague delivered to [our Secretary](#) of State [a formal reply](#) to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.<sup>1</sup>

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.



Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.



As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

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Name:

Date:

Pearl Harbor Speech Analysis Sheet

Which U.S. president is giving this speech?

What happened on December 7<sup>th</sup>, 1941?

What country was responsible for what happened that day?

Where in the U.S. did this attack take place?

What were some of the effects of the attack?

What other countries were also attacked?

What does the president ask Congress to do?

## Sulfur Island

Description – (All images referenced are located in the PowerPoint.)

1. Display the map of Iwo Jima and Japan. Have students discuss in small groups or pair/share why the US would want to occupy the island of Iwo Jima. **(ppt)**
2. Chart the responses and discuss as a whole class.
3. Show students the picture of the island of Iwo Jima. **(ppt)** Ask students what difficulties US troops may have trying to capture and occupy the island.
4. Chart the answers and discuss as a class.
5. Show the additional images of the invasion of Iwo Jima. **(ppt)**
6. After viewing the additional images ask if students want to add any other difficulties to the list.
7. Have the students read the eyewitness account of Iwo Jima and use the guiding questions to help them pull information from the account. (full text below) <https://www.reviewjournal.com/local/local-las-vegas/father-wrote-of-iwo-jimas-horrors-in-letters-to-family/>
8. Have students discuss with a partner or small group what they found out from the letter.
9. Show the flag raising image. **(ppt)** Ask students how those fighting might feel if they saw the American flag being raised on the island.
10. Chart some of the responses and discuss the answers.
11. Finally show the statistics from the Iwo Jima battle **(ppt)** and pose the following question: “Should the US have invaded Iwo Jima island?”

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the work on their own, it would be best to let them do this independently.*

1. Consider putting all of the documents in a folder or booklet for the students to refer to and study closely. Some students will need more time with the images/documents and would benefit from having their own copy.
2. Be intentional with wait time during discussions. Make sure that you are giving all students time to think before students begin sharing out their thoughts. Consider letting students share their thoughts with an elbow partner before a full class discussion.
3. Consider giving students a highlighter and allowing students to highlight or underline information that stands out and/or the answers to the questions from the journal analysis sheet. Students could give an oral answer instead of written answers to the questions.
4. Consider placing students strategically with peers, teachers, or para-pros that can lead or guide the group.

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<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> </ul>

American Journal Account of Iwo Jima

March 2

"There were ships and warships blasting away, every type of vessel afloat there was — the hospital ships painted white, the destroyers, the big powerful BB (battleship), the cruisers, etc. Room at the rail was at a premium and very crowded to say the least. Overhead the carrier planes were going on their rocket runs and the chatter of machine-gun fire — on shore. There were tanks blasting away. We could see the flamethrowers working over a pillbox and the artillery positions taking up the fight."

March 7

"We were marked up to be sent in on the third wave to hit the beach at Iroquois. I had shot my carbine just 45 times. Boy, were we trained men, ha ha,"

"We were told that we would go ashore at 1300. We ate early chow and got ready to storm the beach — Commando Lee! About 12 noon one of our corpsman came aboard to get some plasma and he just about looked like a ghost. He was red-eyed, unshaven, looked so darn tired. He said, 'Boy things are bad.' ... Well, I got so darn scared I just about wet my pants.

"For the first time I really woke up to the fact that there was death on that black piece of sand."

March 12

"Beze and I are dug in together. We have a foxhole 4½-by-8 feet and about 3 feet deep. You know, just like a couple of moles! We crawl in our hole at dark and stay there until daylight. ... In a few weeks we will be able to come out of the holes and live in tents. For that I will be thankful. We are eating K-rations and anything else we can steal from the Army or Marines. We get two canteens of water a day and if there is any left over, Beze and I have a can we save it in. Then after a week we use that water for a bath."

March 14

"We are somewhat restricted as to what we can write. ... I can't write as yet just where we are but can say that we have been under combat. The [Japanese] have used mortars, machine guns and sniper firing, rockets, etc. against us — all of which rocks one to sleep at night. ... We are also getting a hot meal at night, which is most welcome after eating K-rations. I don't mind the K-rations except for the crackers in them. They are so darn hard that I almost break my teeth."

March 21

"sweetheart, I miss you something awful. Let's hope and pray that this terrible mess will be over before long and all the families of the world can be reunited."

March 27

"The raid put the fear of God into all of us, but I think we have the safest encampment of any other outfit on the island. ... Last night the five of us in our tent slept with our heads around the center pole just in case anyone wanted to slash the tent, they would trim our toenails and not our throats!"

March 28

"We had the cheese out of our K-rations, and Purcell and I contributed a couple loafs of bread that a pilot gave us. We brought a blowtorch down from the garage and fried things up nice.

"All of this was topped off with lemonade and a chocolate bar. Now I need a toothpick and a big black cigar. All the comforts of home."

Name(s):

Date:

Journal Analysis Sheet

What different feelings did the soldier go through in his journal?

Why do you think the soldier's feelings changed from day to day?

What were some of the military items/vehicles that the soldier witnessed in his journal?

What were some of the positive things that occurred to the soldier?

What were some of the negative things that occurred to the soldier?

Why do you think that soldiers were willing to go through this type of experience?



## The Holocaust

### Description –

1. Write the word “Holocaust” on the board or on chart paper and have students write something they know about the word/term or a question they may have.
2. Review the comments or questions to understand student background knowledge of the Holocaust.
3. Watch the following free video on Brainpop about the Holocaust **\*Please preview the video to see if any additional preparation is needed with your students before viewing\***: <https://www.brainpop.com/socialstudies/worldhistory/holocaust/>
4. As the video plays, have students write down three things they learned from the video.
5. Have students share what they learned with one another.
6. Take the online quiz as a class.
7. Next break the students into groups to have them read the following poems from children who were placed in concentration camps. **See poems below.**
8. Have the students read through the poems and pick one that speaks to them. You may want to discuss what sadness and hope some of the students have read about in the poem and discuss some terms they may not know during and after the reading.
9. Hand out the butterfly and have students decorate/color the butterfly from what they read in the poem. **See blank butterfly sheet below.**
10. Have the students write a brief description on the back of the butterfly as to why they have decorated/colored it the way they did.
11. Have students share the poem they picked and the reasoning of their decorated butterfly with each other or create a display with them.

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the speech analysis on their own, it would be best to let them do this independently.*

1. Consider watching the Brainpop video more than once. Watch the video once as a class. Give students an opportunity to watch the video again. Before starting the video, let the students know that they are going to be writing down three things they learned from the video. Sometimes it makes more sense if we say three things you didn't know before watching the video. Consider pausing the video and allowing students to record their thoughts. It sometimes helps to have students talk about what they learned before going back to their seats to write.
2. Consider allowing students to work with a partner. Allow them to choose a poem and decorate their butterfly together. Students may need reminders that their butterfly should reflect the text of their poem. Some students will need examples or time to talk through their thoughts.
3. Consider giving students a highlighter and having students highlight or underline tricky vocabulary in the poem. Students could also highlight things that stood out to them, or parts that were confusing.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p>SS5H4 Explain America’s involvement in World War II.</p> <p>a. Describe German aggression in Europe and Japanese aggression in Asia.</p> <p>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.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> </ul>

Holocaust Poems

The Garden  
by Franta Bass

A little garden,  
fragrant and full of roses.  
The path the little boy trudges  
is exceedingly narrow.

A small boy,  
tender like a budding blossom ...  
but when the blossoms bloom,  
The little boy will be no more.

Franta (Frantisek) Bass was born in Brno on September 4, 1930. He was deported to the Terezín concentration camp on December 2, 1941, and he died in Auschwitz on October 28, 1944. He was only fourteen years old when he was murdered by the Nazis. Yet still his lovely poem endures, to remind us never to allow such appalling things to happen to little boys again.

Jewish Forever  
by Franta Bass  
loose translation by [Michael R. Burch](#)

I am a Jew and will always be a Jew, forever.  
Even if I should die from hunger,  
still I will never submit

but always fight for my people,  
on my honor,  
to their credit.

And I will never be ashamed of them;  
this I vow.  
I am so very proud of my people now;

how dignified they are!  
And even though I am oppressed,  
still I will always return to life ...

The Butterfly  
by Pavel Friedman

The last, the very last,  
So richly, brightly, dazzlingly yellow.  
Perhaps if the sun's tears would sing  
against a white stone ...

Such, such a yellow  
Is carried lightly 'way up high.  
It went away I'm sure because it wished to  
kiss the world good-bye.

For seven weeks I've lived in here,  
Penned up inside this ghetto.  
But I have found what I love here.  
The dandelions call to me  
And the white chestnut branches in the court.  
Only I never saw another butterfly.

That butterfly was the last one.  
Butterflies don't live in here,  
in the ghetto.

Pavel Friedman was a young poet who lived in the Theresienstadt Ghetto. Little is known of the author, but he is presumed to have been seventeen when he wrote "The Butterfly." He was eventually deported to Auschwitz where he died on September 29, 1944. The poem was found in a hidden cache of children's work recovered at the end of World War II.

AT TEREZIN

When a new child comes  
Everything seems strange to him.  
What, on the ground I have to lie?  
Eat black potatoes? No! Not I!  
I've got to stay? It's dirty here!  
The floor- why, look, it's dirt, I fear!  
And I'm supposed to sleep on it?  
I'll get all dirty!

Here the sound of shouting, cries,  
And oh, so many flies.  
Everyone knows flies carry disease.  
Oooh, something bit me! Wasn't that a bedbug?  
Here in Terezin, life is hell  
and when I'll go home again, I can't yet tell.

--"Teddy" 1943

BIRDSONG

He doesn't know the world at all  
Who stays in his nest and doesn't go out.  
He doesn't know what birds know best  
Nor what I want to sing about,  
That the world is full of loveliness.

When dewdrops sparkle in the grass  
And earth's aflood with morning light,  
A blackbird sings upon a bush  
To greet the dawning after night.  
Then I know how fine it is to live.

Hey, try to open up your heart  
To beauty; go to the woods someday  
And weave a wreath of memory there.  
Then if the tears obscure your way  
You'll know how wonderful it is  
To be alive.

--Anonymous 1941

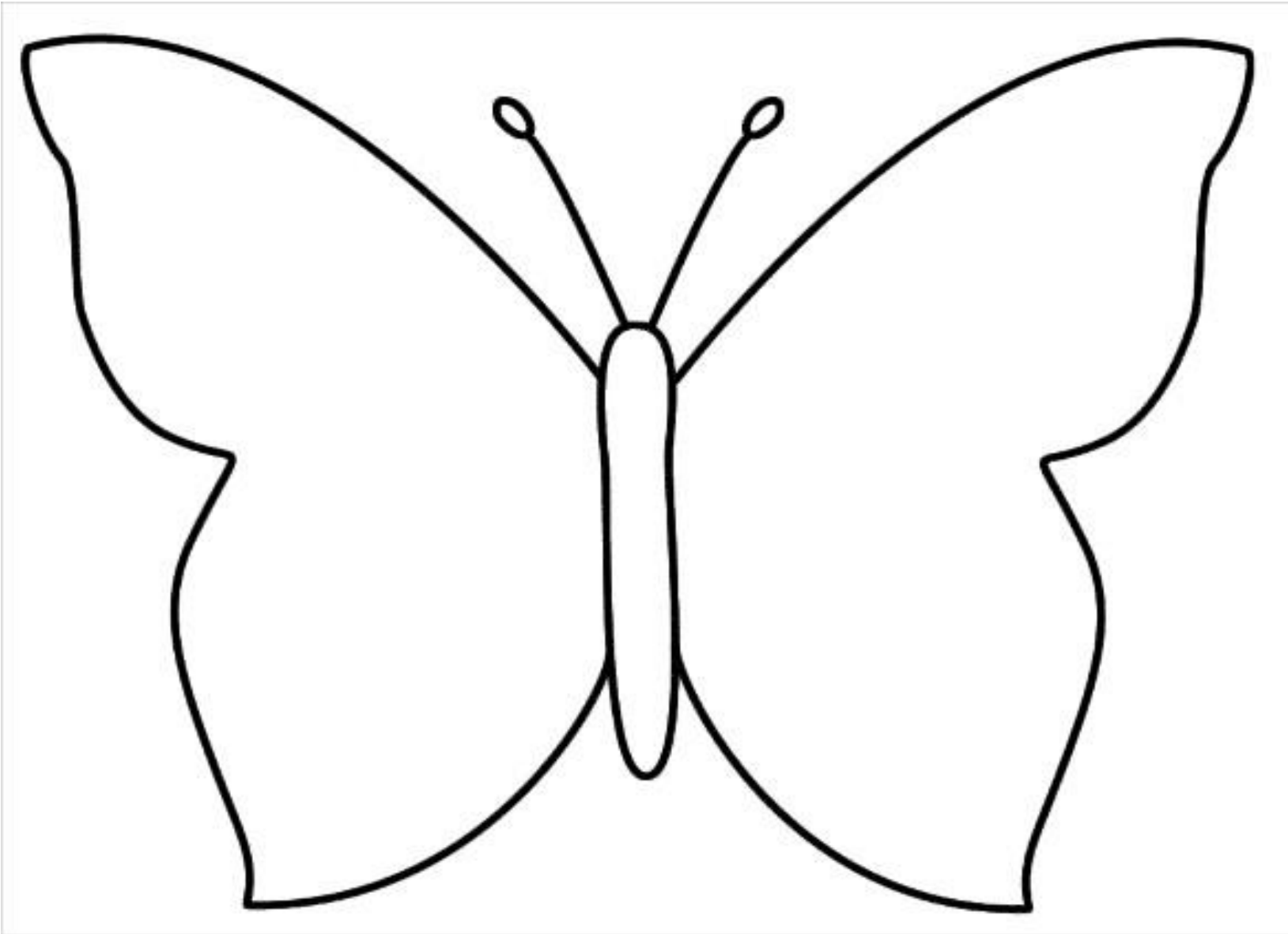
ON A SUNNY EVENING

On a purple, sun-shot evening  
Under wide-flowering chestnut trees  
Upon the threshold full of dust  
Yesterday, today, the days are all like these.

Trees flower forth in beauty,  
Lovely too their very wood all gnarled and old  
That I am half afraid to peer  
Into their crowns of green and gold.

The sun has made a veil of gold  
So lovely that my body aches.  
Above, the heavens shriek with blue  
Convinced I've smiled by some mistake.  
The world's abloom and seems to smile.  
I want to fly but where, how high?  
If in barbed wire, things can bloom  
Why couldn't I? I will not die!

--Michael Flack, 1944



Georgia Department of Education

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## Should We Drop the Bomb?

### Description –

1. Place students in small groups and ask students to think of a pros/cons of bombing a city that you're at war with that contains non-military citizens.
2. Have student groups share answers with each other and make a whole class pro/con list.
3. Give the following background information to the student groups and have them decide if each reason would be a pro or con for dropping the Atomic bomb. (**Pros/cons PowerPoint slide**)
4. Have the groups share their answers with the class.
5. Share the following video: <https://www.c-span.org/video/?294914-1/president-truman-speech-bombing-hiroshima> for students to discover Truman's decision.
6. While viewing the video, students should write down at least one reason that Truman has explained for dropping the bomb.
7. After the video, have the students respond to the following two questions:
  1. How would you feel if you as an American during WWII viewed Truman's address?
  2. How would you feel if you were a Japanese citizen and you viewed Truman's address?
8. Have students write a brief response to the question: "Would you have decided to drop the atomic bombs on Hiroshima and Nagasaki?"

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to participate on their own, it would be best to let them do this independently.*

1. Consider watching the video more than once. Watch the video once as a class. Give students an opportunity to watch the video again. Before starting the video, let the students know that they are listening for at least one reason that Truman gives for dropping the bomb. It sometimes helps to have students talk about what they heard before going back to their seats to write.
2. Consider allowing students to work with a partner, small group, teacher or para-pro.
3. Consider allowing students to share their thinking orally or through using a "talk to text" feature.



5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p>SS5H4 Explain America’s involvement in World War II.</p> <p>c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Map &amp; Globe Skills:</p> <ul style="list-style-type: none"> <li>• use intermediate directions compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>• use a map to explain impact of geography on historical and current events</li> <li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>• draw conclusions and make generalizations based on information from maps</li> <li>• compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</li> </ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> <li>• identify issues and/or problems and alternative solutions</li> </ul>

### D-Day – Storming Normandy

**Description –**

1. Show the students the following map of the UK and France and use the map analysis sheet. **(PowerPoint slide; analysis sheet below)**
2. Tell students that the Allied forces need a way to take back Europe from Germany. Ask the students to think about some obstacles the Allies might have in attacking Germany and taking back Europe.
3. Chart the answers and try to lead some questioning back to the map and the crossing of the English Channel.
4. Have students look at the next image of the D-Day invasion plan and use the D-day analysis sheet to better understand the plan.
5. Have the students share their answers with one another.
6. Show the following video to students: <http://www.history.com/topics/world-war-ii/d-day/videos/d-days?m=528e394da93ae&s=undefined&f=1&free=false> and have them fill out the video question sheet after they watch. **Video analysis sheet below.**
7. Have students share answers from the video question sheet with each other.
8. Pose the following question to the students as an end to the lesson: “Why was D-Day important for the Allies?”

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the assignment on their own, it would be best to let them do this independently.*

1. Consider watching the video more than once. Watch the video once as a class. Give students an opportunity to watch the video again. Before starting the video a second time, go over the video analysis sheet with the students. Let students know that they will be completing the sheet after watching the video. If needed, stop the video periodically to allow students to record their answers. It sometimes helps to have students talk about what they learned before going back to their seats to write.
2. Consider allowing students to work with a partner. Allow them to work together to complete the questions together while defending their thinking.

**GSE Standards and Elements**

SS5H4 Explain America’s involvement in World War II.  
 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.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Map &amp; Globe Skills:</p> <ul style="list-style-type: none"><li>• use a map to explain impact of geography on historical and current events</li><li>• use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li><li>• draw conclusions and make generalizations based on information from maps</li><li>• compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</li></ul> <p>Information Processing Skills:</p> <ul style="list-style-type: none"><li>• draw conclusions and make generalizations</li><li>• identify issues and/or problems and alternative solutions</li></ul>
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Name(s):

Date:

Map Analysis #1

Which two countries are displayed on the map?

What separates the two countries?

How far apart do you think the two countries are?

Do you think it would be easy or hard to get from one country to the other displayed on the map?  
Provide a reason for your answer.

Map Analysis #2

Which countries were going to take part in the D-Day plan?

What date was the invasion to take place?

What part of France were they going to land?

What do the parachutes represent?

How do you think they were going to get across the water?

What do you think the red dashed line stands for?

Name(s):

Date:

D-Day Video Question Sheet

1. What type of military items or vehicles did you see?
2. How do you think the soldiers felt on that day? Give a reason for your answer.
3. What message does General Eisenhower give to the people?
4. Why do the people at the end of the video appear happy?

World War II Leaders – Which Side are They On?

Description –

1. Provide students with the following list of names: Adolph Hitler, Franklin Roosevelt, Joseph Stalin, Winston Churchill, Harry Truman, Benito Mussolini.
2. Let students know that they are going to research to find out which side each leader above was on during World War II and which country they led during that war.
3. Provide students with the list of names and flags of the countries.
4. Have students make a T-Chart on paper or use the attached T-chart with the headings Allies and Axis. **(chart below)**
5. Have the students research using various media (books, websites, etc.) to decide which side the leader goes with and with which country they are associated.
6. Have students share their completed charts. \*There may be some students who place Russia with the Axis because they had an alliance with Germany at the beginning of the war.\* Facilitate a discussion about this, as necessary.
7. Have students correct any misconceptions on their chart.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the chart on their own, it would be best to let them do this independently.*

1. Consider completing part of the chart together with students before they begin working independently or in groups to ensure they understand what they are expected to do.
2. Be available to monitor students’ ideas as they are working. Work into partnerships allowing students to share and defend their thinking.
3. It may be beneficial to help students mark or highlight their notes to use as a resource as they are working.

**GSE Standards and Elements**







SS5H4 Explain America’s involvement in World War II.  
 d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"><li>• draw conclusions and make generalizations</li><li>• identify social studies reference resources to use for a specific purpose</li></ul>
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World War II

Allies		Axis	
Leader	Country Flag	Leader	Country Flag

Adolph Hitler	Harry Truman	Joseph Stalin	Benito Mussolini
Emperor Hirohito	Franklin Roosevelt	Winston Churchill	
			
			



Women’s Roles During the War

Description –

1. Have students look at the following image (see first slide of **Women In WWII**) and use the image analysis sheet to better understand the image. (**Woman Poster Analysis sheet**)
2. Have students share their answers with one another and then as a whole class.
3. Ask students which gender primarily went to fight overseas in World War II.
4. Ask students what would be some effects from having large amounts of men leave for war overseas.
5. Chart and discuss some of the answers.
6. Show the students some additional posters encouraging women to help with the war effort. (**ppt**)
7. Add the ways that women are helping to the chart.
8. Finally have the students create their own poster encouraging women to help out the war effort. (**Women & War poster activity below**)

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the assignment on their own, it would be best to let them do this independently.*

1. Consider allowing students to partner with other students to complete the poster.
2. Consider alternate ways for students to present their thoughts/ideas. Students could use the computer to create their poster. Students could also print out pictures for their posters. Students could use technology to create a meme to represent their thoughts/ideas. Students could also give a speech, commercial, or interview to share their thinking.
3. Consider allowing students to rehearse their thoughts with a teacher or para-pro before getting started. Give students the opportunity to talk through what they know about women in the war and ways for women to help the war effort.

**GSE Standards and Elements**

SS5H4 Explain America’s involvement in World War II.

e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"><li>• draw conclusions and make generalizations</li><li>• analyze artifacts</li></ul>
--	---

Name:

Date:

**Image Analysis Questions**

What do you think the woman is doing?

Where do you think she is?

What do they mean by the phrase “the job he left behind”? Why would he leave the job behind?

What is the poster asking women to do?

**Women and the War Effort Engineering Design Challenge**

**Problem:** President Franklin D. Roosevelt has put you in charge of helping make women aware of ways they can support the war effort.

**Challenge:** You must create a poster for one of the programs to try to recruit new workers.

**Criteria/Constraints:**

- Your poster must contain one way women can support the war effort.
- It should include an image(s) of the way they can help.
- The poster should have a catchy phrase or tag line to get women to understand how to help.
- The poster should include color to catch the eye of U.S. women citizens.

**Materials:**

- Paper
- Markers, crayons, or colored pencils

Brainstorm (decide which program you will make a poster for, make at least 3 catch phrases, brainstorm at least 3 images you may draw, and think about colors you will use):

Program:

Catch phrase #1:

Catch phrase #2:

Catch phrase #3:

Images that will be on your poster:

1.

2.

3.

More:

Colors you plan to use (example: green – trees, title – black, etc...):

Plan:

Choose which catch phrase you are going to use from your brainstorming list

Choose the images you will use from your brainstorming list

Choose colors that you will use from your brainstorming list

Create:

Get a blank piece of paper to create your poster or create a digital poster

Checklist:

\_\_\_ I have included one way women can help the war effort on the poster

\_\_\_ I have included a catchy phrase or slogan

\_\_\_ I have included images that show how they can help

\_\_\_ I have added color to help it “stick out”

\_\_\_ I have put forth my personal best

## Culminating Unit Performance Task

### I'm an Expert WWII Historian

**Description –**

1. Let students know that they have become the expert WWII historians and need to teach this information to other students.
2. Break students into groups and hand out the rubric for the WWII presentation they must present.
3. Remind students that they may need to research or review certain topics to complete their presentation.
4. Review the rubric for the students and discuss how their presentation will be scored.
5. Have students share their presentations with the class once completed.

**Ideas for Differentiation:**

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the presentation on their own, it would be best to let them do this independently.*

1. Assign groups in a way that ensures all students are in a group with a strong leader, teacher, or para-pro.
2. Provide different levels of books and resources, such as short video clips, for research and review work. Help students mark and highlight important information in their notes.
3. Allow students a variety of ways to share their presentation: technology, interviews, recordings, picture timelines.

**GSE Standards and Elements**

- SS5H4 Explain America’s involvement in World War II.
- a. Describe German 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 or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.
  - f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

5th Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></p>	<p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Information Processing Skills</p> <ul style="list-style-type: none"><li>• draw conclusions and make generalizations</li><li>• identify social studies reference resources to use for a specific purpose</li><li>• identify and use primary and secondary sources</li></ul>
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Group Members:

Date:

**WWII Presentation**

<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Battles	Presentation contains information of at least 3 important WWII battles	Presentation contains information of at least 2 important WWII battles	Presentation contains information of at least 1 important WWII battle	Presentation contains no information of WWII battles
WWII Leaders	Presentation contains information of at least 3 important WWII leaders	Presentation contains information of at least 2 important WWII leaders	Presentation contains information of at least 1 important WWII leader	Presentation contains no information on important WWII leaders
Effect on US Citizens	Presentation contains at least 2 ways that US citizens were affected by the war	Presentation contains at least 1 ways that US citizens were affected by the war	Presentation does not contain any ways that US citizens were affected by the war	
<b>Presentation</b>				
Participation	All members participated in the presentation	One member did not participate in the presentation		Only one member participated in the presentation
Visuals	Presentation contains at least 4 visuals of WWII	Presentation contains at least 3 visuals of WWII	Presentation contains at least 2 visuals of WWII	Presentation contains at least 1 visual of WWII
Speaking	Speakers appeared prepared and spoke clearly	Speakers needed to speak a little more clearly or could have rehearsed a little more	Speakers were difficult to understand and more practice was needed	Speakers did not know the topics they were speaking on and it was apparent there was no practice

Total Score:

Comments: