

Unit Overview:

This unit is designed for a 10th grade AP European History course that meets every other day for 100 minutes. This unit will be five blocks, plus a sixth block to take the unit test. The pace is rigorous, and the amount of content is vast. This class is used to the pace at this point in the year. This unit will take place at the end of March / beginning of April. The major concept explored during this unit is the concept of genocide, particularly the Holocaust. The overall theme is making connections. There is a large amount of content, but students should not experience these in isolation. Students will understand the connections within the unit, as well as to previously learned material.

This unit will focus on primary sources and writing. Students will continue to practice AP-style writing. They will also work on analyzing and interpreting primary sources. Students will do this several times during this unit. Students will also work on their discussion skills during one of the lessons. This unit ties into the overall course because there is a focus on preparing students for the AP test while still integrating good pedagogical practices. The students will engage in an inquiry lesson, a concept formation lesson, and a Socratic seminar lesson during this unit.

Rationale:

This unit was structured in large part by the content because there is so much of it. The SOL content was mixed with content from the students' textbook. There is emphasis on certain material deemed to be more important by the teacher. These students are used to working with partners and they are used to long lectures. There is nothing in this unit that they cannot handle, but there are an appropriate amount of challenges. Students have not participated in a Socratic seminar before this unit, but they have seen many primary documents. This lesson should challenge them, but it is certainly achievable. Students will engage with primary sources often during this unit, and they will practice writing. This links into the goals of the course.

There is also some wiggle room built into this unit. If certain activities take longer or shorter than others, it will not be difficult to adjust. The lessons are also put in an order to go back and forth from direct instruction to student centered methods so that students are not overwhelmed one way or the other.

Goals:

1. The students will continue to develop their skill and efficiency in AP-style writing.
2. The students will continue to understand how events fit together and work in a cause and effect manner.
3. The students will appreciate/understand the affective side of history when studying the Holocaust and its effects.

Essential Questions:

1. Could WWII have been prevented or was it inevitable? (This question will tie together the previous unit on the interwar period and the rise of Nazism to the beginning of war.)
2. How could the Holocaust have occurred?
3. How did WWII change the world? (This question will lead into the next unit on the Cold War.)

Content Objectives:

1. The students will be able to explain the economic causes, political causes, social causes, and the major events of World War II. (WHII.12a, NCSS power/authority/governance, AP multiple causality)
2. The students will be able to identify the major leaders of World War II. (WHII.12a, NCSS power/authority/governance)
3. The students will be able to analyze the causes, effect, and impact of the Holocaust. (WHII.12b, NCSS culture, AP historical phenomena and experiences.)
4. The students will be able to explain the aftermath of World War II. (WHII.12c, NCSS global connections & time/continuity/change)

Skill Objectives:

5. The students will continue to practice writing in the AP style by formulating answers to document based questions and writing essays in which they will reach evidence-based conclusions concerning the events of World War II. (AP fostering good writing skills, point of view)
6. The students will analyze and interpret primary and secondary sources. (WHII.1a, AP point of view)
7. The students will make connections between previously learned historical events and concepts and World War II events. The students will also make connections between events surrounding WWII and later events. (NCSS time/continuity/change, AP periodization)

Standards:

1. WHII.12
 - a. The student will demonstrate knowledge of the worldwide impact of World War II by explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

- b. The student will demonstrate knowledge of the worldwide impact of World War II by examining the Holocaust and other examples of genocide in the twentieth century.
 - c. The student will demonstrate knowledge of the worldwide impact of World War II by explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights.
- 2. NCSS power/authority/governance
 - a. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems.
- 3. NCSS culture
 - a. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture. Student should understand the role of culture in shaping lives and society.
- 4. NCSS global connections
 - a. The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization.
- 5. NCSS time/continuity/change
 - a. Through the study of the past and its legacy, students examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Outline of Content

I. WWII

A. Economic and Political Causes

1. Isms

- a. Nationalism
- b. Isolationism
- c. Pacifism

2. Failures of the Treaty of Versailles

3. Weakness of the League of Nations

4. Appeasement

5. Aggression by Totalitarian Powers

- a. Germany – Hitler’s goals
- b. Italy
- c. Japan

B. Major Events

1. Remilitarization of the Rhineland
2. The Spanish Civil War
3. Italy attack Ethiopia
4. The Nazi-Soviet Pact
5. Invasion of Poland
6. Fall of France - defeat, collaboration, and resistance
7. Battle of Britain
8. Invasion of the Soviet Union
9. Attack on Pearl Harbor
10. Allied landings in Africa, Sicily, and Italy
11. Battle of Stalingrad
12. D-Day
13. The Battle of the Bulge
14. The Capture of Berlin
15. Americans recapture the Pacific Islands
16. Dropping atomic bombs on Hiroshima and Nagasaki

C. Major leaders

1. FDR
2. Harry Truman
3. Dwight D. Eisenhower
4. MacArthur
5. Marshall
6. Winston Churchill
7. Stalin
8. Hitler
9. Hideki Tojo
10. Hirohito
11. Mussolini

II. The Holocaust

A. Genocide - the systematic and purposeful destruction of a racial, political, religious, or cultural group

B. Causes

1. Totalitarianism and Nationalism
2. History of anti-Semitism
3. Depression blamed on German Jews
4. Hitler's beliefs – anti-Semitism and the master race
5. Final Solution
 - a. Concentration camps
 - b. Accounts

C. Other 20th Century Genocides

1. Armenian
2. Soviet Union under Stalin
3. Pol Pot in Cambodia
4. Tutsi minority by Hutu in Rwanda
5. Muslims and Croats by Bosnian Serbs in former Yugoslavia

III. Aftermath

A. Outcomes

1. Yalta
2. Potsdam
3. Division of Europe
4. Emergence of two world powers – U.S. and U.S.S.R. Iron Curtain (just as a preview to the next unit)
5. Nuremburg Trials
6. Establishment of the United Nations
7. The Universal Declaration of Human Rights
8. Marshall Plan
9. NATO and the Warsaw Pact (more on NATO in next unit)
10. George Kennan's Long Telegram / X Article (to segue into next unit)

B. Reconstruction of Germany

1. Democratic government installed in West Germany
2. Germany and Berlin divided among the Allied powers
3. Emergence of West Germany as an economic power

C. Reconstruction of Japan

1. U.S. occupation of Japan under MacArthur
2. Democracy and economic development
3. Elimination of offensive military, U.S. guarantees security
4. Emergence of Japan as dominant economy in Asia

Assessments and Evaluations:

Formative Assessments:

- Students will be assessed on a daily basis to determine if they are completing the readings, homework, and participating in class. Participation and homework will be used to determine what students are struggling with to decide what we need to review or re-learn.
- There will be a quiz partway through the unit. This quiz will show me if students are keeping up with the reading and taking notes well. It will also help me to determine what we might need review.

Summative Assessments:

- The students will write two AP-style essays for this unit.
 - Write an essay that:
 - Has a relevant thesis
 - Addresses all parts of the prompt
 - Supports thesis with specific evidence
 - Is well organized
 - Prompts:
 1. Could World War II have been prevented or was it inevitable? Use the economic and political factors as well as the events that led to World War II as a guide for your answer.
 2. Consider the period 1933 to 1945. Analyze the economic, political, and military reasons for Germany’s defeat in World War II.

Rubric for Writing Prompts (this is the same as the one I made for ninth grade, so it may end up being changed a bit for this class. I may need to use the AP rubric.):

	4	3	2	1	0
Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed. The thesis addresses all aspects of the prompt.	The thesis statement names the topic of the essay, but not the main points. The thesis addresses all aspects of the prompt.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic. The thesis does not address all aspects of the prompt.	The thesis statement does not name the topic AND does not preview what will be discussed. The thesis does not address all aspects of the prompt.	No essay turned in.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports your position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports your position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports your position.	Evidence and examples are NOT relevant AND/OR are not explained.	No essay turned in.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	No essay turned in.
Organization / Clarity	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed. Difficult to follow and understand.	The information appears to be disorganized. Difficult to follow and understand.	No essay turned in.

- On the last day of the unit there will be a unit test consisting of multiple choice and supply response items. Below is a table of specifications outlining the summative assessments.

CONTENT	COGNITIVE LEVEL					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Economic and political causes, major events, leaders of the war	Identify X	Explain X				
Holocaust and other genocides of 20 th century	Identify X			Examine X		
Terms of peace, war crimes trials, division of Europe, plans to rebuild German and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights		Explain X				
Primary and secondary sources on WWII				Analyze Interpret X		
Writing in AP style on WWII events					Formulate X	Reach conclusions X
Connections between previously learned historical events, WWII, and later events		Make connections X				

Materials and Resources:

- Primary and secondary sources for Lessons 1, 4, and 5. Copies for students
- Computer with Internet and PowerPoint for all lessons

- Graphic organizers for Lessons 1 and 3.
- Pictures for Lesson 4
- PowerPoint or other technology to show how to annotate for Lesson 5

Unit Calendar:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Topic: Causes of WWII	Topic: Major Events and Leaders	Topic: Genocide and The Holocaust	Topic: Holocaust and Aftermath	Topic: WWII Aftermath	Topic: Unit Test
Objectives: 1, 5, 6	Objectives: 2, 7	Objectives: 3, 7	Objectives: 3, 4, 5, 6	Objectives: 4, 6	Objectives: All
Events: Inquiry lesson Lecture	Events: Timeline Activity Lecture	Events: Quiz Concept Formation Lecture	Events: Primary accounts work Lecture	Events: Lecture Socratic Seminar (prep and discussion)	Events: Unit Test
Assessment: Formative observation of participation Summative homework DBQ	Assessment: Formative observation of participation and engagement	Assessment: Formative observation of participation Summative Quiz	Assessment: Formative observation of participation Summative essay writing	Assessment: Formative observation of discussion skills Summative exit ticket	Assessment: Summative Unit Test

Differentiation:

There are diverse backgrounds in these classes. There are students from various ethnicities, cultures, and political affiliations. There are classes that enjoy discussion and may be difficult to reign in during the seminar. With the students in mind, this unit has been created to engage students in several different types of lessons throughout the unit. One section is much quieter and may need to be drawn out. There will be lectures (direct instruction), discussions, partner/group work, individual work, an inquiry lesson, and a Socratic seminar. Lessons include texts, visuals, a timeline, and maps so that students are introduced to the content in a variety of ways. The unit also hits various levels of Bloom’s taxonomy. All this considered, it is also at an appropriate level for an AP class and these specific students.

Accommodations:

There are no students with IEPs in these classes, but as explained above the material is accessible for all students across the three sections due to various lesson styles and instructional strategies.