

# American History

Grade 11

Textbook: Glencoe The American Vision Modern Times

**Time for Completion: 9 class periods**

## Unit 6 – World War II

Chapt. 13, 14

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills**

CG1.1.2 ▲ (A)

analyzes how the *rule of law* can be used to protect the *rights* of individuals and to promote the *common good* (e.g., *eminent domain*, martial law during disasters, health and safety issues).

H(US)4.2.6 ▲ (K)

discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).

H(US)4.2.5 (A)

analyzes the debate over and reasons for United States entry into World War II (e.g., growth of *totalitarianism*, American First Committee, neutrality, *isolationism*, Pearl Harbor).

H(US)4.2.8 (A)

examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons).

### Purpose of Unit:

Tested on State Assessment	Homefront Rosie the Riveter Victory Gardens Rationing
Academic Skills	Fact from Opinion Propaganda Debate: Was it right to drop the atomic bomb?
GCHS Dept. Purpose	Provide background knowledge for Cold War Effects of Global War Current/Modern interpretation of the Bill of Rights
Overlying Concept/Idea	Women in the Workforce Personal Rights Liberty vs. National Security

## Unit 6 – WWII

### Historical Concepts/Vocabulary:

Rationing  
Propaganda  
Women in the Workforce  
Tuskegee Airman  
Double V Campaign

Manhattan Project  
Draft  
Mobilization  
Victory Gardens  
Guadalcanal  
Kamikaze  
Isolationism

### Suggested Activities

Pg. 501 Analyzing Visuals (Primary Source)  
Pg. 505 Analyzing Supreme Court cases  
*Korematsu v. US* Can government restrict civil liberties in time of war?  
Pg. 506 Analyzing Visuals

## Unit 6 – WWII

### Other areas to include:

Geography	Economics	Government
Pacific Theatre Western Europe Internment camps in US	Production in time of war Supply and Demand Factors that change supply/demand E2.2.4(K)	Rule of law Eminent Domain Martial Law Order/Security vs. Liberty/Ind. Rights

### Document Based Questions

Pg 488 Building Liberty Ships  
Creating an American Army pg 490  
Women in WWII pg 492  
Atomic Bomb pg 523

### Performance Assessment

Debate the dropping of the bomb on Hiroshima or whether the Enola Gay should be in the Smithsonian

Analyze propaganda and create a poster

### Accommodations: ESL/SPED

### Enrichment

*Dr. Seuss Goes to War*  
Atomic Bomb movie/book  
Primary document from Japanese internment camps

### Internet Sources:

#### For Information

[www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com)

#### For Assignments:

## Unit 6 – WWII

### State Assessment Examples

During World War II, which was a major way the United States government tried to conserve scarce materials to help in the war effort?

- A) raising import tariffs
- B) lowering production quotas
- C) decreasing corporate taxes
- D) rationing consumer products