

# “Operation Overview”- World War II History in Review

## Grade 11

### TEKS Social Studies and History curriculum correlation:

#### History

2A: Identify major eras in U.S. History such as WWII. **Readiness Standard**

2B: Explain the significance of the following years as turning points:  
1939-1945 (World War II) **Supporting Standard**

7A: Identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor; **Readiness Standard**

7C: Analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons; **Readiness Standard**

7D: Analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps; **Readiness Standard**

7F: Explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and **Supporting Standard**

#### Social Studies Skills

28B: Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

29: The student communicates in written, oral, and visual forms.

29B: The student is expected to use social studies terminology correctly.

#### Historical Thinking Standards

### **Historical Thinking Standard 3**

#### **The student engages in historical analysis and interpretation:**

Therefore, the student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

### **Historical Thinking Standard 5**

#### **The student engages in historical issues-analysis and decision-making:**

Therefore, the student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

#### Pre-Distance Learning Video Conference Activity:

### **Instructional Sequence**

1. Teacher asks questions to increase engagement with the lesson:
  - What do you know about the causes of World War II?
  - What are some examples?
  - What do you know about turning point battles the United States was involved in during World War II?
  - What are some examples?
2. Teacher frames the Lesson. (e.g. Now we are going to examine the causes of the United States' involvement in World War II. We will identify what actions were being taken by the United States prior to entering the war and the causes by the Axis Powers (Germany, Italy, and Japan) which led the United States to enter the war. We will examine the impact of a two front war, significant war strategy, turning point battles or events, and how the United States was able to juggle resources at home to achieve victory with its Allies over the Axis Powers.

3. Divide students into 4 groups (if class size is large use multiple groups of 4 groups).
4. Explain key tasks for each group (below).

Post-Distance Learning Video Conference Activity:

1.

- Group A: Based on notes and what you remember from the Video complete a chart of pre-war actions by the United States and actions by the Axis Powers causing the United States to enter the war.
- Group B: Based on notes and what you remember from the Video complete a chart on events in the European Theater of War.
- Group C: Based on notes and what you remember from the Video complete a chart on events in the Pacific Theater of War.
- Group D: Based on notes and what you remember from the Video complete a chart on events and actions on the Home Front.
- Each chart will be based on the attached sample of an 8x10 part of an American Flag of the 1940s.

2. Using the World War II era U.S. Flag outline (files A through D attached) each group will fill list their events on a section of the flag.

Group A: will use a blue marker or blue ink to fill in the areas around the stars with pre-war actions and events by the Axis Powers which caused the U. S. to enter the war.

Group B: will use a red marker or red ink to fill in what would be the red stripes with the events in the European Theater of War. The first stripe is red. Do not write in what would be the white stripes.

Group C: will use a red marker or red ink to fill in what would be the red stripes with the events in the Pacific Theater of War. The first stripe is white. Do not write in what would be the white stripes.

Group D: will use a red marker or red ink to fill in what would be the red stripes with the events and actions in the Home Front. The first stripe is white. Do not write in what would be the white stripes.

3. Place the four pieces of the flag together to make a complete flag.

4. Initiate class discussion using each group's chart.

5. Completed samples A and B using President Franklin D Roosevelt's "Day of Infamy" speech to Congress shows examples of how the flag should look.

Teacher Resource:

## Outline for Overview of U.S. in World War II

### I. Causes of U.S. Involvement in World War II

- A. U.S. Isolationism and Neutrality
- B. Actions by Germany and Italy
- C. Actions by Japan
- D. Results of Attack on Pearl Harbor

### II. European Theater

- A. U.S. Bombing Campaign
- B. Mediterranean Campaigns
- C. D-Day Invasion of Normandy
- D. Battle of Bulge
- E. Holocaust / Liberation
- F. VE Day

### III. Pacific Theater

- A. Philippines
- B. Guadalcanal/Midway
- C. Island Hopping
- D. Return to Philippines
- E. Dropping of Atomic Bombs
- F. VJ Day

### IV. Home Front

- A. Volunteering
- B. War Bonds/Victory Gardens
- C. Women – Obstacles/Opportunities
- D. Minorities – Obstacles/Opportunities

