America in World War II‖ U.S. and Allied Strategies.

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## Goals & Objectives

Goal: Students will understand U.S./Allied wartime strategies.

Objective: Students will demonstrate an understanding of the various wartime strategies that the U.S. and the Allies used in order to succeed in World War II through the use of a simulation.

## California State Content Standards

11.7 Students analyze America’s participation in World War II

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

## Common Core Literacy Standards

* CCSS.ELA-Literacy, RH. 11.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
* CCSS.ELA-Literacy, WHST. 11.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* CCSS.ELA-Literacy, WHST. 11.2.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

## Driving Historical Question

### What military strategies did the United States and its allies pursue to defeat the Axis powers in World War II? What was the rational behind these strategies?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 10 minutes**

The class will begin with a review of information that students have already learned. The power point presentation will review which nations comprised the Allied and Axis powers. It will also go over the wartime strategies that the U.S. and Allied forces used in the battle of Midway, Normandy, Iwo Jima and Okinawa.

Once the teacher is done reviewing the information, she will inform students that it is now their turn to \decide which wartime strategies the United States should use during the war.

### Vocabulary (Content Language Development) ‖ **Time: 5 minutes**

• Allies

• Axis powers

• D-Day

• Holocaust

• Battle of Midway

• Battle of Okinawa

• Manhattan Project

### Content Delivery (Method of Instruction) ‖ **Time: 30 minutes (concurrent with student engagement)**

Students will learn about wartime strategies by pretending to be U.S. military analysts and making decisions on four key military decisions. The teacher will place students in groups of four.

Once the groups have been formed the teacher will give each group four folders labeled: “Decision 1”, “Decision 2”, “Decision 3” and “Decision 4.” Each folder will contain 4 documents: an informational reading, a map, proposed strategies document and a lined piece of paper in which students will write their one paragraph response.

The teacher will instruct students to begin with the “Decision 1” folder, analyze all the sources, discuss the various strategies with their group members and write their paragraph response when they have come to an agreement. They will then be allowed to move on to ‘Decision 2” folder (the process will continue until students are done with all four folders)

The teacher will walk around the classroom monitoring process, making sure all students are contributing to the interactive activity, answering student questions helping students read and analyze the documents/map and helping them come to an agreement on which strategy they should choose.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 30 minutes (concurrent with content delivery)**

In groups of four, students will take on the roles of U.S. military analysts to provide recommendations on four key military decisions. Before making a decision, students will gather background information by reading an informational worksheet, examining a map and evaluating proposed military strategies. Once they have discussed with their groups what the best military strategy is, they will work together to write a one-paragraph response explaining the relational behind the strategy that they choose.

Students will have to make decisions on four key military decisions:

Decision 1: The United States recently entered the war on the side of the Allies. Unfortunately, the United States has limited military divisions ready for immediate deployment to Europe. Which military strategy do you advise President Roosevelt to pursue? (Students will choose one strategy out of the four that have been provided)

Decision 2: The U.S. military has just acquired detailed information about the location of concentration camps in Europe. Which military strategy do you advise President Roosevelt to pursue? (Students will choose one strategy out of the four that have been provided)

Decision 3: The Japanese control most of the Pacific. The Allies are using the majority of their resources to fight the war in Europe. Given the current situation, which military strategy do you advise President Roosevelt to pursue? (Students will choose one strategy out of the four that have been provided)

Decision 4: Despite Allied victory in Europe, the war in the Pacific continues. Although some predict that Japan is close to surrendering, others warn that if the Japanese do not surrender, an invasion of Japan will take many months and may result in the deaths of thousands of Allied forces. President Truman has just informed you that the United States has at its disposal several atomic bombs. Given this information, which strategy do you advise President Truman to pursue? (Students will choose one strategy out of the four that have been provided)

Once students have chosen a strategy for all four key military decision and have written a paragraph for each decision they will move their desks around in order to create a circle around the classroom. Once all students are sitting in a circle a classroom discussion will begin.

### Lesson Closure ‖ **Time: 15 minutes**

​The lesson will close with a classroom discussion that the teacher will lead. The teacher will ask students to discuss what strategy they choose for decision 1, decision 2, decision 3 and decision 4. If all students agree on the same strategy the teacher will explain why that particular strategy was the best. If students did not agree on the same strategy then the teacher will ask questions about why certain people choose a particular strategy, what are the benefits to the strategy and what are the draw backs. This discussion will continue until all four military decisions have been discussed. The teacher will inform students what the best military strategy would be for every decision. However, because military strategies are subjective, students will be allowed to choose whichever strategy they want if they have information to support the strategy that they choose.

​Before leaving class, each group must turn in the four paragraphs that they wrote during the course of the activity

Note: If students are not willing to participate, the teacher will call students with the use of flashcards with the student’s names on them.

### Assessments (Formative & Summative)

Formative: The teacher will use the simulation activity to understand whether students understand the material that is being taught to them. In addition to the simulation activity, students will have their progress monitored through the discussions that they had during the activity and at the end of the class (lesson closure). In listening to the student’s discussion and answers, the instructor can understand what needs to be retaught or revisited for increased understanding.

Summative: In order to ensure that students have a complete grasp on the days lesson the teacher will ask questions that all students will have to answer orally during the discussion at the end. Additionally, the teacher will give students a grade for their paragraphs that they wrote through out the activity (grades will not be based on whether students choose the correct strategy, it will instead be based on the rational/evidence they used to justify their answer)

### Accommodations for English Learners, Striving Readers and Students with Special Needs

* Students will be placed in homogenous groups (1 advanced student, 1 average students and two English Learners)
* Through out the activity students will have and opportunity to share and compare their opinion with their table group. This will ensure that students have an opportunity to interact and learn from one another.
* When writing their paragraph, students will be provided with scaffolding (paragraph frames and sentence starters) which will help them complete their writing assignment.

Note: If necessary, the English Learner will be given the Spanish version of the informational readings and handouts. This will only be used in extreme cases, for example, to help a students who just moved to the country a few months ago.

### Resources (Books, Websites, Handouts, Materials)

Lesson handouts (informational reading, map, proposed strategies document and lined paper), overhead Projector, and power point presentation.