| **USHC Unit 7: America at War** | |
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| **Unit Overview** | |
| **This thematic unit looks at America’s involvement in foreign wars. It spans the Spanish-American War, the Philippine War, World War I, and World War II. The unit asks students to compare the causes and effects of each war and then focus specifically on the effects the World Wars had on American politics, economics, and society. The unit culminates in a speech-writing activity designed to address the overarching inquiry question.** | |
| **Overarching Inquiry Question** | |
| **Did America’s response to the Holocaust or involvement in world wars uphold or violate our founding principles?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **American Culture and Identity and Founding Principles and Political Institutions** | |
| **Skills Emphasis at a Glance** | |
| **Continuity and Change and Evidence** | |
| **Standard(s)** | |
| **4.CO, 4.P, 4.CC** | |
| **I Can Statement(s)** | |
| **1)** **I can identify trends in the causes of American involvement in world affairs.**  **2)** **I can identify ways in which the United States through the United Nations responded to the atrocities of the Holocaust.**  **3)** **I can compare the impact on America’s role in the world as a result of each major world conflict.**  **4)** **I can summarize how the government dealt with wartime needs through economic regulation and use specific examples from both WWI and WWII to show its increase.**  **5)** **I can chart the changes that took place in American society as a result of both WWI and WWII.**  **6)** **I can craft an argument in response to the overarching inquiry question using evidence to support my position.** | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I Can Statement #1: I can identify trends in the causes of American involvement in world affairs.** | |
| As a starter for this unit and this sequence have students answer the following question: When is it acceptable for nations to go to war? Why do you think so?  Hold a class discussion by doing a think/pair/share.  Next, provide direct instruction on the basic timeline of each of the four wars included in this unit: Spanish-American, Philippine, WWI, and WWII. This can be done through lecture, readings, videos, etc. A mix of all will help keep students’ attention.  After the direct instruction, give each student a sheet of blank paper and have them divide it into four quadrants. Tell them to label each quadrant with the name of one of the four wars and the dates of that war. Then, ask students to draw an image or collection of images that, to them, summarizes what that war was all about.  When students are finished, have them compare their drawings with at least three students sitting next to them. Wrap up this activity by asking a few students what they had in common with their neighbors and if anyone had a particularly interesting idea for the drawings.  Either individually or in pairs, have students examine a selection of primary sources on the causes of each war. Have them take notes on each source, including a description of the source, what war it relates to, what it tells them about the cause of the war, and how they know (details to support their answers).  When students are finished analyzing the documents, hold a class discussion about what they discovered. Create an anchor chart either on chart paper or on the board listing the causes of the four wars as students report out.  Have students write a mini-essay answering the prompt: Why did America go to war between 1898 and 1941? In their writing, they must provide a thesis statement and three specific pieces of evidence to support it.  Finally, relate the topic back to the opening activity by asking students, “Did any of the wars between 1898 and 1941 occur for reasons that you consider justifiable?” | The hope here is to help students personally invest in the content.  As you move through this instructional sequence, ask yourself, how can I integrate the opening discussion into the content and help students make personal connections?  This instruction is just meant to be a brief overview of each war in order to give students a “big picture” to facilitate the more thematic aspect of this unit. The causes and effects will get covered in much more meaningful depth throughout the rest of the unit. The details covered in this portion are up to the teacher’s preference and time-limits. See “Additional Resources” for some specific sources for this portion.  The purpose of this activity is to solidify an idea of each war in the students’ minds. It is also something for them to glance back at when future instructional sequences are started to do a quick review of each war.  These sources could be linked online for students to look at or posted around the room/in the hallway for students to rotate through:  [Spanish-American War Causes](https://www.pbs.org/crucible/tl10.html)  [Spanish-American War Causes](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1373) (edit down)  [Philippine War Causes](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1257)  [WWI Causes](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3889) (initial neutrality) [WWI Causes](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3900)  [WWII Causes](https://library.ucsd.edu/dc/object/bb38916372) (initial neutrality)  [WWII Causes](https://ghdi.ghi-dc.org/map.cfm?map_id=2886)  [WWII Causes](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1082)  The teacher could make a handout for students to take notes on. Having the documents already listed in chronological order by war would be helpful to students who struggle with organization.  If the purpose of the “I Can” statement is to get students to see trends in America’s reasons to go to war, how can you guide students’ thinking during the class discussion to look for patterns?  .  This can be done as an individual exit ticket or as a class discussion. |
| **I can Statement #2:I can identify ways in which the United States through the United Nations responded to the atrocities of the Holocaust.** | |
| Begin by asking students from where the word ‘genocide’ comes. What does it mean? How many genocides are we aware of? What caused the need for the new word?            Explain to students that they will be looking at a list of rights that were enumerated after the end of WWII by the United Nations.          Pair the students with a partner and tell them that they are going to get a slip of paper that they are going to use to need to explain the meaning of the rest of the class. When they get their paper, ask them to come up with a way to teach what is listed there to the whole class. A 10-minute timespan should be enough for most students to create a short lesson that explains the right listed on their paper.    After the class is finished with their mini lessons on the individual rights. The teacher should lead a conversation about these rights collectively – as the Universal Declaration of Human Rights that came from the United Nations (led in part by the representatives of the United States) as a response to the atrocities in the Holocaust.    The next step in this lesson is for students to take the link provided<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html> and choose one of the 30 rights listed. Once they’ve made their choice, they should be allowed time to inquire as to why this right was added through the context of the Holocaust. They may use any reputable evidence source they can find, but have them begin with the United States Holocaust Memorial Museum site’s collection of newspapers from around the country at:<https://newspapers.ushmm.org/?utm_source=WeAreTeachers&utm_medium=ArticleTwo&utm_content=Newspapers&utm_campaign=HolocaustMuseumArticles2016>.    Once this task is complete, have students share their findings with the class. This could be done in an electronic format (creating a webpage to house electronic presentations) or in any other way the teacher deems meaningful. The teacher should then lead a discussion of what the Holocaust was – defining it as the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators – and opening the room to any discussion of the event as a whole. | The reason for beginning this way is to highlight the idea that genocide was a term coined after the atrocities of the Holocaust came to light after WWII as a way of identifying something people didn’t have language for.  The United States Holocaust Memorial Museum has a wealth of information for teachers. Please visit their site for [Guidelines on Teaching the Holocaust](https://www.ushmm.org/teach/fundamentals/guidelines-for-teaching-the-holocaust).  The term *Holocaust* MUST be defined for students. The United States Memorial Museum defines Holocaust as “the systematic, state-sponsored persecution and urder of six million Jews by the Nazi regime and its allies and collaborators. Visit [www.ushmm.org](http://www.ushmm.org) for more information and resources.      Prior to beginning this exercise, go to<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>  and print the simplified listing of the Universal Declaration of Human Rights. No need to define what these are to the kids before starting the activity – allow them to discover and make meaning of the totality of the rights as they act them out.        Be mindful – ensure that students understand that some of these topics are tough subjects and should not be taken lightly or in an inappropriate manner.          The teacher should be prepared to discuss the creation of the document, and the response to the Holocaust by the United Nations – without necessarily going into much detail about specifics of the Holocaust.        The teacher should be prepared to assist students in understanding how each of these rights pertained to a component of the Holocaust. |
| **I Can Statement #3: I can compare the impact on America’s role in the world as a result of each major world conflict.** | |
| Begin this unit sequence by asking the students, “What is war good for?” Generate a list of student answers on the board and see if there are any everyone can agree on.  Next, explain to students that they are going to be looking at what America gained out of its foreign involvement between 1898 and 1945.  Divide students up into pairs or groups of three. Assign each group a war to concentrate on and give them primary sources associated with the outcomes of that war. After reading/analyzing their sources and consulting their prior notes on the wars, students are to do the following:   1. Create a poster showing “America after (name of war).” This poster should have that title and a large image that represents what the students believed was the most important outcome for America based on the sources they examined. 2. Write a short explanation of their poster that follows the following format: We decided to draw … because the most important outcome from…. was… This was supported by our first document in that… This was supported by our second document… etc. 3. If more than one group is assigned the same war, have them compare posters when each group is finished and then choose one to present to the class. 4. Have students present their posters to the class and hang them up in the room.   After the presentations and with the posters hanging in the room, ask students to individually answer the question, “What similarities and differences exist between the outcomes of these four wars?”  Finally, have students reflect on what war was “good for” during this time period. | If you want to get funky, you can also play [Edwin Starr’s classing War, what is it good for?](https://www.youtube.com/watch?v=bX7V6FAoTLc) To generate further discussion.  Possible sources:  [Spanish-American War](https://schools.wikia.org/wiki/Monroe_Doctrine?file=10kMiles.JPG) Impact  [Spanish-American War](https://en.wikipedia.org/wiki/American_imperialism#/media/File:GreaterAmericaMap.jpg) Impact  [Philippine War](https://www.loc.gov/rr/hispanic/1898/twain.html) Impact  [Philippine War](https://en.wikipedia.org/wiki/American_imperialism#/media/File:Editorial_cartoon_about_Jacob_Smith's_retaliation_for_Balangiga.gif) Impact  [WWI](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&psid=4132&filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/wilson_LG.GIF) Impact  [WWI](https://avalon.law.yale.edu/20th_century/wilson14.asp) Impact  [WWI](https://en.wikipedia.org/wiki/Leonard_Raven-Hill#/media/File:The_Gap_in_the_Bridge.png) Impact  [WWII Impact](https://www.nationalww2museum.org/sites/default/files/styles/wide_medium/public/2018-10/1.png)  [WWII Impact](https://cdn.vox-cdn.com/thumbor/xmI1DQwqyMXcKPvgxglmQnMyJEs=/0x0:1405x703/920x0/filters:focal(0x0:1405x703):format(webp):no_upscale()/cdn.vox-cdn.com/uploads/chorus_asset/file/3702446/New_Cold_War_Map_1980.0.0.png)  [WWII Impact](https://upload.wikimedia.org/wikipedia/commons/0/01/1700_AD_through_2008_AD_per_capita_GDP_of_China_Germany_India_Japan_UK_USA_per_Angus_Maddison.png)  These responses could be on paper or done digitally. If time permits, hold a class discussion on students’ ideas. |
| **I Can Statement #4: I can summarize how the government dealt with wartime needs through economic regulation and use specific examples from both WWI and WWII to show its increase.** | |
| Begin this sequence by asking students to list everything they can think of that a country would need to fight a war. Give them 2 minutes to make their lists.  Combine the lists together on the board or another shared space.  Ask students to consider the list and then answer the question, “How can the government ensure they have all of these necessary things after a war has broken out?”  Next, provide direct instruction on the role the government played during WWI and WWII.  After the direct instruction, direct students to create a Venn diagram comparing and contrasting the actions taken by the government to regulate the economy during WWI and WWII.  Once they are finished with their diagrams, show students examples of propaganda posters from the world wars. Discuss how the government tried to influence behavior with the posters.    Finally, ask students to create a poster to depict either the similarities or the differences between how the government handled the economy during the world wars. Have them create these in the style of the propaganda posters. | At this point, how can you get students to see a wide range of needs, from primary goods like metal and helium, to finished goods like uniforms and bullets?  See References for information regarding government actions during WWI and WWII.  You can find propaganda posters for both WWI and WWII [here.](http://bir.brandeis.edu/handle/10192/23520)  What features will you point out to students for them to mimic in their assignments?  Having students create these in the style of propaganda posters serves two purposes. First, it helps them understand the techniques of propaganda in order to identify it in the future, and it forces them to be persuasive and show an argument.  What requirements might you put on this assignment to serve those needs? |
| **I Can Statement #5: I can chart the changes that took place in American society as a result of both WWI and WWII.** | |
| At the start of this sequence, have the suggested images, or others to evoke student interest in the research topics, posted in the classroom.  Ask students to pair up and choose the image that interests them the most and write down 5 things they see in the image, 3 things they think are happening in the image, and 1 thing they wonder about the image.  Explain to them that they are going to be researching how the world wars impacted the group (image) they selected: Immigrants/Nativism, Women, African Americans, or Labor Unions.  In their research, students should find at minimum two examples for each war of how their groups were impacted.  They should then describe what continuities existed for their groups during the wars and what changes the wars brought for their groups.  Students should put their information into a presentation format of the teacher’s choosing.  Have students present their findings to the class.  At the end of class, have students reflect by answering the following questions:   * How did war change life for different groups? * What positive changes did the world wars bring? * What negative effects did the world wars have? * Wars are usually catalysts for change. Why do you think that is? What did you learn that supports your position? | [Nativism (Japanese Internment)](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&psid=4156&filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/children_manzanar_LG.jpg)  [Women](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&psid=2849&filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/worldwar_poster5_l.jpg)  [African Americans](https://news.uchicago.edu/sites/default/files/styles/full_width/public/images/2019-07/48th_and_state_st_militia-faces-off-against-an-african-american-veteran-during-the-1919-chicago-race-riot.-july-27-1919.-1200x973.jpg?itok=wlVahTAT)  [Labor Unions](https://dyn1.heritagestatic.com/lf?set=path%5B1%2F8%2F1%2F9%2F1%2F18191311%5D%2Csizedata%5B850x600%5D&call=url%5Bfile%3Aproduct.chain%5D) (Eugene V. Debs)  Teachers can either provide specific sites for students to use or allow them to find their own.  Possible sites to direct students in their research:  [Boundless US History | Simple Book Publishing](https://courses.lumenlearning.com/boundless-ushistory/)  [Digital History](http://www.digitalhistory.uh.edu/era.cfm?eraID=12&smtID=2)  [Digital History](http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=2)  Teachers can create whatever requirements for these presentations as fits the needs of the students. Be sure to provide a rubric that clearly shows work expectations. |
| **I Can Statement #6: I can craft an argument in response to the overarching inquiry question using evidence to support my position.** | |
| Start out by having students do a quick review of the topics in the unit through the creation of a graphic organizer. See Appendix A.  Next, have students do another brainstorm where they design their own web around the title “America’s Founding Values.”  Finally, ask students to compare the two diagrams. Then have them answer the inquiry question: Did America’s involvement in foreign wars uphold or violate our founding principles? | This graphic organizer should help students recall what has been covered in the unit and also provide a scaffolding step towards answering the inquiry question.  How will you ensure students list out all the relevant information on their webs?  Some prompting may be necessary. Perhaps having students read the second paragraph of the Declaration of Independence or a summary of the Bill of Rights would be helpful based on the needs of the class. How else could you get your students to generate details about America’s founding values?  This final step can be as brief as a short paragraph or be turned into a major project. Choose the format for the needs of your class and your students. Remember to provide a rubric to ensure students understand work expectations. |

**References**

Fisher, M. (2015). How America became the most powerful country on Earth, in 11 maps. Retrieved from <https://www.vox.com/2015/5/20/8615345/america-global-power-maps>

Lozada, C. (2005). The Economics of WWI. Retrieved from <https://www.nber.org/digest/jan05/w10580.html>

Mobilizing for War. (2019). Retrieved from <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3491>

Preparing the economy for war. (n.d.). Retrieved from <https://courses.lumenlearning.com/boundless-ushistory/chapter/preparing-the-economy-for-war/>

South Carolina Council on the Holocaust. (n.d.). Retrieved August 18, 2020, from SCHolocaustcouncil.org

United States Holocaust Memorial Museum. (n.d.). Retrieved August 18, 2020, from https://www.ushmm.org/

**Additional Resources**

**Spanish-American War**

History.com Editors. (2010). Spanish-American. Retrieved from <https://www.history.com/topics/early-20th-century-us/spanish-american-war>

Atlas Map: The Spanish-American War. (n.d.). Retrieved from <https://wps.pearsoncustom.com/wps/media/objects/2428/2487068/atlas/atl_ah4_m005.html>

MrBettsClass. (2019). Spanish American War: Animated History. Retrieved from <https://www.youtube.com/watch?v=-csV05z-PtQ>

**Philippine War**

Duran, G. (2017). The Horrors Of The Philippine-American War You Weren't Taught About In School [PHOTOS]. Retrieved from <https://allthatsinteresting.com/philippine-american-war#27>

The Editors of Encyclopedia Britannica. (2016). Philippine-American War. Retrieved from <https://www.britannica.com/event/Philippine-American-War>

**World War I**

Oversimplified. (2016). WWI - Oversimplified Pt. 1. Retrieved from <https://www.youtube.com/watch?v=dHSQAEam2yc>

Oversimplified. (2016). WWI - Oversimplified Pt. 2. Retrieved from <https://www.youtube.com/watch?v=Mun1dKkc_As>

World War I: Timeline. (n.d.). Retrieved from <https://www.ducksters.com/history/world_war_i/timeline.php>

**World War II**

CrashCourse. (2012). World War II: Crash Course History #38. Retrieved from <https://www.youtube.com/watch?v=Q78COTwT7nE>

EmperorTigerstar. (2013). World War II in Europe Everyday. Retrieved from <https://www.youtube.com/watch?v=WOVEy1tC7nk>

World War II: Timeline. (n.d.). Retrieved from <https://www.ducksters.com/history/world_war_ii/ww2_timeline.php>

**Appendix A**

A graphic organizer showing a web diagram. The center of the diagram says "The World Wars" and has four lines radiating out from it. 