



Grade 11 U.S. History and Geography, Quarter 3

Students will identify foreign policy developments in the years between the wars. Students will define fascism and totalitarianism. Students will explain America's entry into WWII, examining military contributions and sacrifices on the home front.		
Standards	"I Can" Statements and Focus Questions	Primary and Supporting Texts
<u>Between the Wars Standards</u>	<u>Between the Wars</u>	<u>Between the Wars Resources</u>
<p>US.55 Gather relevant information from multiple sources to explain the reasons for and consequences of American actions in foreign policy during the 1930's, including the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939</p> <p>US.56 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin.</p> <p>US.57 Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease.</p>	<p>I can use multiple sources to identify and explain consequences of America's actions in foreign policy during the 1930's, including</p> <ul style="list-style-type: none"> ▪ Hoover-Stimson Note (<i>Asia</i>) ▪ Johnson Debt Default Act (<i>Europe</i>) ▪ Neutrality Acts of 1935, 1937, and 1939 <p>I can define <u>fascism</u> and <u>totalitarianism</u> and explain the causes and consequences of both exemplified by:</p> <ul style="list-style-type: none"> ▪ Hitler ▪ Mussolini ▪ Stalin <p>Did the United States foreign policy during the 1930s help promote World War II?</p> <p>I can analyze President Roosevelt's response to the rise of totalitarianism, including</p> <ul style="list-style-type: none"> ▪ the Quarantine Speech ▪ the Four Freedoms Speech ▪ the Atlantic Charter ▪ Lend-Lease 	<p><u>Quarantine Speech</u></p> <p><u>Four Freedoms</u></p>

World War II Standards

US.58 Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.

US.59 Identify and locate on a map the Allied and Axis countries and the major theatres of the war.

US.60 Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge

US.61 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.

World War II

Does American security depend upon the survival of its allies?

Was war between the United States and Japan inevitable?

I can identify the causes of America's entry into World War II including the excerpt of the Announcement of War with Japan, 1941, Franklin Roosevelt.

I can identify and locate on a map the Allied and Axis countries and the major theatres of the war.

I can explain United States and Allied wartime strategy and major events of the war.

I can identify the roles and sacrifices of

- Individual American soldiers (*Audie Murphy, George Patton Ernie Pyle, Glenn Miller*)
- Tuskegee Airmen (*African American*)
- 442nd Regimental Combat team (*Asian American-Nisei*)
- 101st Airborne (*Normandy and Bastogne*)

World War II Resources

[DocTeach Activity: Can You Guess What This Document Is?](#)

[DocTeach Activity: A Date that Will Live in Infamy](#)

[Digital History: Isolationist, Internationalist and Lend Lease](#)

[History.com: World War II](#)

[Day by Day of WWII video clip](#)

[TN Virtual Archives: Nashville native Hardy A. Mitchener, Jr., 509th Bombardment Squadron, POW, the "Great Escape," his diary and drawings](#)

[TN Virtual Archives: "The Volunteer State Goes to War" exhibit](#)

<p>US.62 Identify the roles played and significant actions of the following individuals in World War II:</p> <ul style="list-style-type: none"> ▪ Franklin Roosevelt ▪ Winston Churchill ▪ Joseph Stalin ▪ Harry Truman ▪ Adolph Hitler ▪ Benito Mussolini ▪ Hideki Tōjō ▪ Dwight Eisenhower ▪ George C. Marshall ▪ Douglas MacArthur <p>US.63 Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).</p> <p>US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort.</p>	<p>I can identify the roles played and significant actions of the following individuals:</p> <ul style="list-style-type: none"> ▪ Franklin Roosevelt ▪ Winston Churchill ▪ Joseph Stalin ▪ Harry Truman ▪ Adolph Hitler ▪ Benito Mussolini ▪ Hideki Tōjō ▪ Dwight Eisenhower ▪ George C. Marshall ▪ Douglas MacArthur <p>Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?</p> <p>I can describe the constitutional questions and impact of Japanese internment (<i>Fred Korematsu v. United States of America</i>).</p> <p>I can explain the entry of large numbers of women into the workforce and its impact on American society, such as</p> <ul style="list-style-type: none"> ▪ Rosie the Riveter ▪ at Avco in Tennessee (<i>Vaught Aviation-Nashville</i>) 	<p><u>San Francisco Museum: Article Announcing Removal of Japanese Americans</u></p> <p><u>San Francisco Museum: Removal Today</u></p> <p><u>Japanese Internment Doc Analysis</u></p> <p><u>A More Perfect Union: Japanese Americans and the US Constitution</u></p>
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<p>US.65 Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman.</p> <p>US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program.</p> <p>US.67 Describe the major developments in aviation, weaponry, communication, and medicine (penicillin), and the war's impact on the location of American industry and use of resources.</p>	<p>I can identify the impact of African Americans on the home front including</p> <ul style="list-style-type: none"> ▪ the Fair Employment Practices Committee ▪ the Double V Campaign <p>I can identify how African Americans military service led to the eventual integration by President Truman's Executive Order 9981.</p> <p>How important was the home front in the United States' victory in World War II?</p> <p>I can describe the war's impact on American civilians including</p> <ul style="list-style-type: none"> ▪ rationing ▪ bond drives ▪ movement to cities and industrial centers ▪ the Bracero Program <p>I can describe the major developments including</p> <ul style="list-style-type: none"> ▪ aviation (<i>jet/rocket technology</i>) ▪ weaponry (<i>missile/atomic technology</i>), communication (<i>radar, sonar, computers</i>) ▪ medicine (<i>penicillin</i>) <p>I can label the geographic areas of American industry and allocation and distribution of resources.</p>	<p><u>DocTeach Activity: Integration of the Armed Forces</u></p>
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US.68 Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center.

US.69 Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war.

US.70 Examine the American reaction and response to the Holocaust.

I can explain the importance of wartime locations relevant to Tennessee including:

the establishment and the impact of Fort Campbell

Oak Ridge

Alcoa (*Smoky Mountains*)

Camp Forrest (*Tullahoma*)

Should the United States employ atomic (nuclear) weapons to defeat its enemies in war?

I can evaluate the Manhattan Project and the use of the atomic bomb to end the war using excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman and the Letter to President Franklin Roosevelt, Albert Einstein.

Could the United States have done more to prevent the Holocaust?

I can identify the Holocaust and America's response to it.

[Cracking the Case: The Atomic Bomb](#)

[Digital History: The decision to drop the bomb](#)

<p>US.75 Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response.</p> <p>US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs.</p> <p>US.77 Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreas.</p>	<ul style="list-style-type: none"> ▪ the Berlin Airlift ▪ “<i>The Sources of Soviet Conduct</i>,” George Kennan <p>I can identify and trace the progression of each of the following</p> <ul style="list-style-type: none"> ▪ Containment (<i>Truman</i>) to mutual assured destruction (<i>MAD</i>) ▪ Brinkmanship (<i>Eisenhower</i>) and domino theory (<i>Eisenhower</i>) to flexible response (<i>Kennedy</i>) <p>Should the United States have feared internal communist subversion in the 1950s?</p> <p>I can analyze the causes and effects of the Red Scare.</p> <p>Should the United States have fought "limited wars" to contain communism?</p> <p>I can describe the causes, course, and consequences of the Korean War, including:</p> <ul style="list-style-type: none"> ▪ the 38th parallel ▪ Inchon Landing ▪ the entry of the Communist Chinese ▪ the power struggle between MacArthur and President Truman ▪ election of Dwight Eisenhower ▪ Korean Armistice 	<p>History.com: The Red Scare</p> <p>Digital History: McCarthyism</p> <p>Digital History: The Strange Case of Alger Hiss</p> <p>History.com: Korean War</p> <p>DocTeach Activity: What Kind of Leader Was MacArthur?</p> <p>Day by Day in the Korean War video clip</p>
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<p>US.78 Integrate multiple sources of information presented in diverse formats of the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including atomic testing, civil defense, bomb shelters, mutually assured destruction, impact of Sputnik, and President Eisenhower’s warning about the military-industrial complex.</p>	<p>I can assess how mass media heightened American fears regarding</p> <ul style="list-style-type: none"> ▪ nuclear holocaust ▪ debates over the stockpiling and deployment ▪ use of nuclear weapons ▪ Atomic testing (<i>nuclear fallout</i>) ▪ civil defense (<i>duck and cover</i>) ▪ bomb shelters ▪ mutually assured destruction ▪ impact of Sputnik (<i>NASA</i>) <p>I can assess President Eisenhower’s warning about the military-industrial complex using excerpts from his Farewell Address.</p>	<p><u>Video: Duck and Cover</u></p> <p><u>American Rhetoric: Eisenhower's Farewell Address</u></p>
<p>US.79 Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis.</p>	<p>Should President Kennedy have risked nuclear war to remove missiles from Cuba?</p> <p>I can describe the relationship between Cuba and the United States, including</p> <ul style="list-style-type: none"> ▪ Cuban-American policies since Spanish-American War ▪ rise of Fidel Castro ▪ Bay of Pigs Invasion ▪ Cuban Missile Crisis 	<p><u>History.com: Bay of Pigs</u> <u>American Rhetoric: "Cuban Missile Crisis" speech</u> <u>History.com: Cuban Missile Crisis</u></p> <p><u>Why was the United States in Vietnam?</u> <u>History.com: Vietnam</u></p>

