9th Grade World History Benchmark:

SS.912.W.7.7 Trace the causes and key events related to World War II.

Directly Correlated 11th Grade U.S. History Benchmark(s):

SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.

Learning Goals/Objectives:

- Students will be able to examine the causes and course of World War II.
- Students will be able to identify key events of World War II and explain their significance.

Essential Question(s):

- What caused World War II?
- Which factor leading to the war had the biggest impact?
- Which key events of World War II were most significant?

Key Vocabulary: (terms in **BOLD** also appear in 11th grade U.S. History item specs)

Coral Sea, Hiroshima, Nagasaki, atomic bomb, Pearl Harbor, Battle of Stalingrad, Midway, Normandy, D-Day, V-E Day, V-J Day, Battle of Iwo Jima, blitzkrieg, Battle of the Bulge, Salerno, Battle of Britain, Guadalcanal

Materials Needed:

Attachment A: Causes of WWII graphic organizer
Attachment B: Appeasement PPT
**Time:** 100 minutes

**Steps to Deliver the Lesson:**

**Introduction/HOOK:** Introduce students to the topic of World War II by showing them the slideshow of images found at [http://time.com/3638649/world-war-ii-photos-we-remember/](http://time.com/3638649/world-war-ii-photos-we-remember/). Ask students to choose the image that stands out the most to them and explain their reaction. (5 min.)

**Activity:**

1. Have students work in small groups to complete the “Causes of WWII” graphic organizer (Attachment A) using their textbooks or online resources. Have a group leader access the file using a QR reader, and then upload it to One Drive or a similar platform to create a collaborative document, shared amongst all group members. Each student should use a different color of text to contribute in order to ensure accountability for all. Discuss as a class which of the causes students think had the biggest impact. (20 min.)

2. Using the SHEG Reading Like a Historian lesson on appeasement, students will have the opportunity to analyze primary source documents in order to answer the central historical question: Was appeasement the right policy? (45 min.) Detailed instructions for this lesson, document excerpts, and guiding questions can be found here: [http://sheg.stanford.edu/upload/V3LessonPlans/Appeasement%20Lesson%20Plan_0.pdf](http://sheg.stanford.edu/upload/V3LessonPlans/Appeasement%20Lesson%20Plan_0.pdf)

3. Have students participate in a “human timeline” of the major events of World War II. Assign individuals or pairs of students an event to represent on the timeline, and give students time to prepare their timeline presentation – each should prepare a written description of their event and create a symbol picture to represent it. Build the timeline in the classroom by having students line up in order (a U-shape or circle may work best). Finally, have each student or pair present their information in order. (20 min.) Detailed instructions for using this teaching strategy can be found here: [https://www.facinghistory.org/for-educators/educator-resources/teaching-strategy/human-timeline](https://www.facinghistory.org/for-educators/educator-resources/teaching-strategy/human-timeline). Suggested events to include:

   - Pearl Harbor attack
   - Battle of Britain
   - Battle of the Coral Sea
   - Battle of Midway
   - D-Day
   - V-E Day
° V-J Day
° Battle of Stalingrad
° Battle of Salerno
° Battle of Iwo Jima
° Battle of the Bulge
° Bombing of Hiroshima & Nagasaki
° Battle of Guadalcanal

**Lesson Closure:** Close the lesson by asking students to reflect on what they have learned so far about World War II, and what they still have questions about. Give each student a post-it note and have them post their comments and questions in a designated place in the room. Take time at the end of each class during the unit to encourage students to add more post-it notes to the wall based on what they have learned. (10 min.)

**Optional Extension Activity/Home Learning:**

- Have students write and submit essays to the National World War II Museum’s annual essay contest. Information can be found here: [http://www.nationalww2museum.org/learn/education/for-students/essay-contests/](http://www.nationalww2museum.org/learn/education/for-students/essay-contests/)
- Have students explore the collection of WWII era high school yearbooks ([http://www.ww2yearbooks.org/home/](http://www.ww2yearbooks.org/home/)), focusing on “Things to Look for” (these are highlighted for each yearbook), and then prepare a short presentation about their findings.
Instructions:

Access the “Causes of WWII” graphic organizer using the QR code above. Then upload the Word .doc file to your One Drive and share with group members to create a collaborative document.
# Long-Term Causes of World War II

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<th>Key Details</th>
<th>How did it lead to WWII?</th>
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<td>Hitler’s Rise to Power</td>
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<td>Japanese Expansionism</td>
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Which of these causes of World War II do you think had the biggest impact? Explain.

______________________________________________________________________
______________________________________________________________________
Appeasement
German Rearmament

Review of German Troops, 1939
German Aggression 1936-1939
The Munich Agreement

Chamberlain and Hitler at the Munich Agreement
Further German Aggression

Polish city of Wieluń after German bombing September 1, 1939
Central Historical Question

Was appeasement the right policy for England in 1938?