World War 2

*HS.1. Evaluate continuity and change over the course of world*

*H.S. 2 Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.*

*HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: communism*

*H.S. 9 Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict*

*HS.10. Evaluate an historical source for point of view and historical context.*

*HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.*

*H.S. 57 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society*

*H.S. 62- Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion*

CCELA-9/10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCELA9/10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCELA 9/10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**ESSENTIAL QUESTION: What social, political, and economic conditions were in place to allow for the rise of extremist governments? What are the lasting effects of the war?**

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| Knowledge Targets:  *What I need to Know* | * I know the Following TERMS: **NATIONAL SOCIALISM (NAZI), COMMUNISM, FASCISM, TOTALITARIAN, AUTHORITARIAN, *MEIN KAMPF*, LEBENSRAUM, ANSCHLUSS, BLACK SHIRTS, COLLECTIVIZATION, NAZI-SOVEIT NON-AGGRESSION PACT, BLITZKRIEG, TOTAL WAR, APPEASEMENT, VICHY FRANCE, ANTI-COMINTERN PACT, ROME BERLIN AXIS (AXIS POWERS), ALLIED POWERS, HOLOCAUST, BOYCOTT, NUREMBERG LAWS, KRISTALLNACHT, GHETTO, DEPORTATION, FINAL SOLUTION.** * I know the Following PEOPLE: **ADOLPH HITLER, BENITO MUSSOLINI, JOSEPH STALIN, WINSTON CHURCHILL, FRANKLIN ROOSEVELT** |
| Reasoning Targets:  *What I can do with What I know* | * I can explain the growth of extreme governments: Fascism in Italy and the rise of Mussolini, Communism in Soviet Union and the rise of Stalin, and National Socialism in Germany and the rise of Hitler. * I can explain how the build up of tensions, the alliances, the non-aggression pact and the use of appeasement lead to Germany growing in power and strength. * I can explain the basic fighting and military goals in both the European Theater and Asian Theater. * I can explain Japan’s rise to power and the consequences of their take over in Asia, specifically the Rape of Nanking. * I can explain the steps involved in the Holocaust and how those steps allowed for the gradual destruction of the Jewish population. |
| *Skills/Product Targets:*  *What I can Demonstrate* | * I can compare and contrast the rise of the dictators, their goals/motives, and their process of gaining and maintaining power. * I can experience the reasons why the entire country of Germany participated in the Holocaust. * I can chart the steps of the Holocaust. |