

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

5.4.4 Explain the principal events related to the United States' involvement in World War II — including the bombing of Pearl Harbor, the invasion in Normandy, Pacific island hopping, the bombing of Hiroshima and Nagasaki—and the role of key figures in this involvement such as Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, and Adolf Hitler. (P, G, H)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

The concepts associated with the United States' involvement in World War II are new to students in 5th grade.

In 7th grade, World War II will be further addressed from a global perspective. Students will explain the worldwide depression that took place in the 1930s, political responses to the Depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain (7-5.3). They will summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, including Fascist aggression and the responses of major powers and the rise of Joseph Stalin (7-5.4). They will explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers (7-5.5). They will also summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg (7-5.6).

In Global Studies, students will explain the impact of the Great Depression and the political responses in Germany, Britain, and the United States, including Nazism, Fascism, retrenchment and the New Deal (GS5.3). They will explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the War and the principal theaters of conflict; the importance of geographic factors during the War; and the political leaders during the time (GS-5.4). They will compare the ideologies and global effects of totalitarianism, Communism, Fascism, Nazism, and democracy in the twentieth century, including Lenin's adaptation of Marxism in Russia, the rise of Fascism and Nazism in Europe, and militarism in Japan prior to World War II (GS-5.5). They will also exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries (GS-5.6).

In United States History, students will be required to analyze the United States' decision to enter World War II, including the rise and aggression of totalitarian regimes in Italy under Benito Mussolini, in Germany under Adolf Hitler, and in Japan under Hideki Tojo; the United States' movement from a policy of isolationism to international involvement; and the Japanese attack on Pearl Harbor (USHC 8.1). They will summarize and illustrate on a time line the major events and leaders of World War II, including the Battle of the Bulge and the major battles at Midway, Normandy, Iwo Jima, and Okinawa; the turning points of the war for the Allies; the dropping of atomic bombs on Hiroshima and Nagasaki; and the roles of Franklin D. Roosevelt, Winston Churchill, Joseph Stalin, and Charles deGaulle (USHC-8.2). They will summarize the responses of the United States and the Allies to war crimes, including the Holocaust and war crimes trials (USHC-8.4).

It is essential for students to know:

The issues associated with World War II are contained in indicator 5-4.4, 5-4.5, 5-4.6, and 5-4.7. In most cases, the information contained in these indicators will overlap throughout the study of this time period.

The **principal events related to the United States' involvement in World War II** include the rise of European dictators such as Benito Mussolini in Italy and Adolf Hitler in Germany as a result of the Depression. Since students will be studying World War II again in the 7th grade and in Global Studies with a focus on world history, it is not necessary that they understand the circumstances that led to the rise of Hitler. However they should understand that he was a dictator and used military aggression against the rest of Europe to secure his goals. It is also important that students understand that although Josef Stalin was also a dictator, he was opposed to Hitler. Indeed Hitler's fascism is a right wing reaction to Stalin's communism. Students do not need to know the difference between these two ideologies. Students should also know that the Japanese also had a militaristic government that was seeking to expand their nation's power however they do not need to know the details of the rise of the military dictatorship in Japan. Dictators in Germany, Italy and Japan formed an alliance called the Axis Powers.

At first, the European leaders tried to avoid war and responded to the aggression of Hitler's Germany with a policy of **appeasement**, giving in to his demands. However, when Germany invaded Poland, allies Britain and France declared war on Germany. Soon Germany had defeated France and was bombing Great Britain. Germany also invaded the Union of Soviet Socialist Republics (U.S.S.R.). The Congress of the United States passed laws that required President Roosevelt to maintain an official policy of neutrality. However **President Roosevelt** tried to help the British leader, **Winston Churchill**; the leader of the free French, **Charles de Gaulle**; and the leader of the Soviet Union, **Josef Stalin**, with supplies. After the Japanese bombing of the U.S. Pacific fleet at **Pearl Harbor, Hawaii** President Roosevelt asked the United States Congress to declare war on Japan. Germany and Italy then declared war on the United States in order to support their ally, Japan, becoming the Axis Powers. The United States, Great Britain, and the Soviet Union became known as the Allied Powers or the Allies.

The Germans thought that the treaty that ended World War I was unfair. The goal of Germany was to avenge itself for this treaty by taking over Europe. They also believed that Germans were a superior people. The goal of the Japanese was to establish control of the Far East in order to assure the economic prosperity of the Japanese people. The goal of the Allies was to stop the Axis and defeat them unconditionally so that they could not invade other countries again. Students should also be able to explain the strategy used by the Allied powers in the European theater including the invasions of North Africa and Italy and finally the invasion of Normandy, France. They should understand that the purpose of the **island-hopping strategy** in the Pacific theater to get within range of the gasoline tank capacity of American bombers and ultimately to invade the Japanese home islands. The invasion of Normandy led to the eventual surrender of the Axis powers in Europe, but the Allied powers continued to struggle against a Japanese army that was determined to fight to the last man. Then President Roosevelt died and Vice-President Harry S Truman was sworn in as President. As the preparations for the invasion of Japan continued, scientists successfully tested the world's first atomic bomb. The decision of whether to risk many more American lives with an invasion of Japan or to use the atomic bombs fell to Truman. The United States dropped two bombs, one on **Hiroshima** and a second on **Nagasaki**, which led to the surrender of the Japanese and brought about the end of World War II.

It is not essential for students to know:

Since Benito Mussolini and General Hideki Tojo are not specifically mentioned as dictators of the period, it is not necessary for students to remember their names. However it is very important for students to understand that the alliance of the Axis powers included Italy, Germany, and Japan. It is not essential that students know that the "destroyers for bases" deal or the "Lend-Lease" program were ways that the

United States assisted Great Britain prior to officially entering the war. It is not essential that students be able to recall the various battles not specifically included in this indicator, including the Battle of the Bulge, Guadalcanal, Midway, etc. Students will be required to summarize key developments in technology, aviation, and weaponry in indicator 5-4.6., including the development of the atomic bomb.

Assessment guidelines: Appropriate assessments require students to **explain** the significant events and the roles of key figures associated with United States' involvement in World War II. Students should be able to **explain** the chronology (but not the dates) that led to the entrance of the United States into the war. They should be able to **compare** the strategies used in the European theater to the strategy used in the Pacific theater. Appropriate assessments should also require students to be able to **identify** the key leaders mentioned in this indicator with their respective countries. Maps should be used to allow students to **demonstrate** the strategy of the Allied powers in the European and Pacific theaters.