

The Giant Awakens

U.S. Involvement in World War Two

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Grade Level	11th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	AP US History, U.S. History		

Essential Question

How did World War Two impact Americans?

Summary

In this lesson, students will examine the events leading up to America's involvement in World War Two as well as how Americans contributed to the war. By analyzing a timeline, political cartoon, the Day Which Will Live in Infamy speech, and participating in a historical mingle activity, students will understand how the war impacted Americans.

Snapshot

Engage

Students summarize what they already know about how World War Two impacted Americans by using the Tip of the Iceberg strategy.

Explore

Students analyze a political cartoon and a timeline to understand what was happening in the war before America entered.

Explain

Students analyze the Day Which Will Live in Infamy speech and view a short video about the mobilization for war.

Extend

Students participate in a historical mingle activity and assume the role of an American that helped during the war.

Evaluate

Students add their new knowledge using the Tip of the Iceberg strategy.

Standards

College Board AP US History Course and Exam Description (AP US History Key Concepts)

KC 7.3.III: U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.5.1C: Examine President Franklin Roosevelt's "Day Which Will Live in Infamy" speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent,and the treatment of Americans of German, and Italian descent, including the Korematsu v. United States decision.

Attachments

- 3-2-1—The Giant Awakens - Spanish.docx
- 3-2-1—The Giant Awakens - Spanish.pdf
- 3-2-1—The Giant Awakens.docx
- 3-2-1—The Giant Awakens.pdf
- Day Which Live in Infamy Speech—The Giant Awakens - Spanish.docx
- Day Which Live in Infamy Speech—The Giant Awakens - Spanish.pdf
- Day Which Live in Infamy Speech—The Giant Awakens.docx
- Day Which Live in Infamy Speech—The Giant Awakens.pdf
- From Isolation to Involvement - The Giant Awakens - Spanish.pdf
- From Isolation to Involvement - The Giant Awakens.pdf
- Historical Mingle Cards—The Giant Awakens - Spanish.docx
- Historical Mingle Cards—The Giant Awakens - Spanish.pdf
- Historical Mingle Cards—The Giant Awakens.docx
- Historical Mingle Cards—The Giant Awakens.pdf
- Lesson Slides - The Giant Awakens.pptx
- Tip of the Iceberg—The Giant Awakens - Spanish.docx
- Tip of the Iceberg—The Giant Awakens - Spanish.pdf
- Tip of the Iceberg—The Giant Awakens.docx
- Tip of the Iceberg—The Giant Awakens.pdf

Materials

- Lesson Slides (attached)
- Tip of the Iceberg handout (one per student; attached)
- From Isolation to Involvement handout (one per student; attached)
- 3-2-1 handout (one per student; attached)
- Day Which Will Live in Infamy Speech (one per student; attached)
- Historical Mingle Cards (one card per student; attached)

5 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Pass out the attached **Tip of the Iceberg** handout and display **slide 3**. Explain the Tip of the Iceberg strategy to students. Tell students to list everything they know about the answer to the question, "*How did World War Two affect Americans?*" above the water line on the handout. If students have information they suspect is true about the question, they can write it at the water line. After providing time for students to answer the question, have students compare what they have written down with another student. Ask for a few volunteers to share what they already know about how America was affected by World War Two. Move through **slides 4** and **5** to review the Essential Question and the Lesson Objective with students.

Have students keep the Tip of the Iceberg handout to use at the end of the lesson.

25 minutes

Explore

Move to **slide 6** and display the political cartoon for students. On the back of the Tip of the Iceberg handout, ask students to summarize the cartoon using the T.A.C.O.S. strategy. Slide 6 has the T.A.C.O.S. acronym displayed for student reference. Ask students to discuss the cartoon with a partner as they analyze it. Ask for volunteers to share what they have written down for each part of T.A.C.O.S. Have a brief class discussion about the cartoon. Some questions to consider include:

- What do the illnesses represent?
- Why is Uncle Sam sleeping peacefully?
- What message is Dr. Seuss sending with the political cartoon?

Possible Student Responses

T: The time period is around WW2 because of the word *Hitler*.

A: The cartoon shows Uncle Sam sleeping in a bed alone and the other bed has five people that are sick.

C: Ho Hum! No chance of contagion.

O: Beds, Uncle Sam, sick people, sick cat under the bed, illnesses.

S: America isn't worried about WW2 because it is so far away from Europe.

Tell students they are going to analyze the events that led up to the United States' entrance into World War Two. Move to **slide 7** and pass out the attached **From Isolation to Involvement** handout as well as the **3-2-1** handout to each student. Have students use an Elbow Partner to analyze the timeline events and complete the 3-2-1 handout. Have a class discussion about events that led up to the US entering World War Two.

20 minutes

Explain

Display **slide 8** and tell students they are going to view a short video clip about the US entry into the war.

Embedded video
https://youtube.com/watch?v=_yQyCTTPGuQ

Display **slide 9** and provide time for students to talk to their Elbow Partner about the video. Questions on slide 9 are provided for discussion:

- Why did Americans remain neutral for so long during the war?
- Should the US have joined sooner?
- How did Americans react to the attack on Pearl Harbor?

Next pass out the attached **Day of Infamy** Speech handout to each student. Move to **slide 10** and introduce students to the CUS and Discuss strategy. Explain to students that they are going to listen to the speech that President Roosevelt gave to Congress after the attack by Japan on Pearl Harbor. As they listen, they should *circle* words they are unfamiliar with, *star* the main ideas, and *underline* details that support the main ideas of the speech. Play the audio of the speech for students.

Embedded video
https://youtube.com/watch?v=DbRYqLtg6LU

After the speech, have students discuss what they starred and underlined with their Elbow Partners. Ask for volunteers to share words they circled and explain those words to students. Have a class discussion about the tone of the speech and what President Roosevelt's purpose was for giving the speech.

20 minutes

Extend

Lesson Preparation

Prior to teaching the lesson, print and cut up the attached **Historical Mingle Cards**. There are fifteen cards, print enough copies of the cards to ensure each student has one. It is fine for the cards to be duplicated among students.

Teacher's Note: Guiding the Activity

Consider modeling the strategy for students with another topic if students are unsure of how to complete the activity. **Slide 11** has a description of a character that lived during the Civil War. Show students the description on slide 11 and model how to turn that into a character so that a conversation is possible. Ask students to think of some questions they could ask you based on your Civil War character to model having a conversation.

Pass out a Historical Mingle card to each student. Display **slide 12** and introduce students to the Historical Mingle strategy. Ask students to read the card they have been given. Each card provides information about a person that supported the war effort. Provide a few minutes for students to read their description and develop their character. The cards also have sentence stems to support conversation if students feel "stuck." Students should assume the role described on their card and talk to each other about how they supported the war.

Have students get up and move around the classroom to "mingle." Start the timer on **slide 13** and when time is up, have students talk to a new student. Repeat this process until students have had a chance to mingle for ten to fifteen minutes.

Have students return to their seats and ask for volunteers to share some ways in which Americans contributed to the war effort. Have a brief class discussion about how all Americans were impacted by World War Two.

5 minutes

Evaluate

Move to **slide 14** and have students return to their Tip of the Iceberg handout. Ask students to add their new knowledge from the lesson about how the war impacted Americans *below* the water line on the handout.

Collect students' Tip of the Iceberg handouts to assess understanding of the lesson.

Resources

- CFR (2012, March 13). Lessons Learned: Hitler's Rearmament of Germany. Council on Foreign Relations. https://www.cfr.org/video/lessons-learned-hitlers-rearmament-germany
- FDR Library. (2016, October 27). *Franklin D. Roosevelt's address to Congress, December 8, 1941*. (Video). YouTube. https://www.youtube.com/watch?v=DbRYqLtg6LU&t=1s
- FDR Library & Museum (n.d.). FDR and the Four Freedoms Speech. https://www.fdrlibrary.org/four-freedoms
- History.com Editors. (2019, November 9). Lend-Lease Act. HISTORY. https://www.history.com/this-day-in-history/fdr-signs-neutrality-act
- History Channel. (2014, May 19). *WWII in HD: America enters World War II | history*. (Video). YouTube. https://www.youtube.com/watch?v=_yQyCTTPGuQ
- K20 Center. (n.d.). CUS and Discuss. Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Historical Mingle. Strategies. https://learn.k20center.ou.edu/strategy/184
- K20 Center. (n.d.). T.A.C.O.S. Strategies. https://learn.k20center.ou.edu/strategy/1196
- K20 Center.(n.d.). Tip of the Iceberg. Strategies. https://learn.k20center.ou.edu/strategy/67
- PBS. (n.d.). World War II Major Events Timeline. PBS. https://www.pbs.org/wgbh/masterpiece/specialfeatures/world-war-ii-major-events-timeline/#
- USHMM. (n.d.). Timeline of Events. United States Holocaust Memorial Museum. https://www.ushmm.org/learn/timeline-of-events/1933-1938
- World War II Foundation. (n.d.). Timeline of World War II. World War II Foundation. https://wwiifoundation.org/timeline-of-wwii/