Providing Pathways to Excellence for Each Student

**Virginia and United States History**

**Unwrap a Standard: *What do students have to know and be able to do?***

**Strand:** Industrialization, Emergence of Modern America, and World Conflicts

**Strand/Reporting Category Weight:** 18% of SOL items

**Standard:** VUS.11a

The student will apply social science skills to understand World War II by

a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;

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| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can identify events that occurred prior to the beginning of World War II that may have influenced The United States participation in WWII. | I can explain how some events prior to World War II affected the United States. | I can analyze the causes and events that led to American involvement in World War II. | I can justify the impact on American involvement in World War II if some events had occurred differently. |

**Achievement/Performance Level Descriptors**

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| --- |
| **Building Background Knowledge and skills: Flashback Standard**  Standard: USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War. |

**Extending Knowledge and skills: Preview Standard**

Standard: WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century

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| --- | --- |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.** |
| **DOK Level**  **Level of content complexity rather than content difficulty.** |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions** | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary** |
| **Learning Objectives aligned to the Standard**  ***What ‘I can’ statement(s) will clarify the objective for students?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?***  ***How will we encourage each student to try?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |

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**Strand:** Industrialization, Emergence of Modern America, and World Conflicts

**Strand/Reporting Category Weight:** 18% of SOL items

**Standard:** VUS.11a

The student will **apply** social science skills to **understand** World War II by

a) **analyzing** the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| I can **identify** events that occurred prior to the beginning of World War II that may have influenced The United States participation in WWII. | I can **explain** how some events prior to World War II affected the United States. | I can **analyze** the causes and events that led to American involvement in World War II. | I can **justify** the impact on American involvement in World War II if some events had occurred differently. |

**Achievement/Performance Level Descriptors**

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| **Building Background Knowledge and skills: Flashback Standard**  Standard: USI.9 The student will **apply** social science skills to **understand** the causes, major events, and effects of the Civil War. |

**Extending Knowledge and skills: Preview Standard**

Standard: WHII.12 The student will **apply** social science skills to **understand** the conflicts during the second half of the twentieth century

|  |  |
| --- | --- |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns.**  **invasion isolationism militaristic embargo**  **viable option debate conquest Axis**  **neutrality Lend-Lease Act domination**  **cause effect** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs.**  **Identify Explain Analyze Justify** |
| **DOK Level**  **Level of content complexity rather than content difficulty.**  **DOK 1 DOK 2 DOK 3** |
| **WONDER Questions**  ***How can we capture student wonder?***  **\*Including open-ended and ‘second’ questions**   * Why would Japan risk involving the United States in the war by attacking Pearl Harbor? * If you were Secretary of State, what would you advise the President to do after Pearl Harbor? Explain your reasoning. | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary**  **invasion isolationism militaristic**  **embargo viable option debate**  **conquest Axis neutrality**  **Lend-Lease Act domination cause**  **effect** |
| **Learning Objectives aligned to the Standard**  ***What ‘I can’ statement(s) will clarify the objective for students?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?***  ***How will we encourage each student to try?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |

**Items for the Flashback Standard and each Performance Level Descriptor**

**Alignment to SOL VUS.11a.0 (DOK 1) (*Flaskback SOL USI.9*)**

1. Select each factor that led to the American Civil War.
2. The expansion of slavery to the new territories
3. The attack on Pearl Harbor
4. The destruction of the World Trade Center
5. The sessession of the Confederate States.

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| My Choice(s): |  |

**Alignment to SOL VUS.11a.1 (DOK 1)**

1. Place each event in the graphic organizer to make the Venn Diagram accurate based on events that occurred prior to the American involvement in World War II.

|  |  |  |
| --- | --- | --- |
| Germany invaded Poland |  | Japan invaded China |
|  |  |  |
| Iraq invaded Kuwait |  | Pearl Harbor attacked by Japan |

Events that led to American involvement in WWII

**Alignment to SOL VUS.11a.2 (DOK 2)**

1. Refer to your Venn Diagram in question 2.

**Part A.** Which single event was the primary cause of the United States ending its neutrality in World War II?

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**Part B.** Explain why this event was the catalyst for ending the neutrality of the United States?

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**Alignment to SOL VUS.11a.3 (DOK 2)**

1. In a few sentences, explain what motives Japan had for attacking the United States at Pearl Harbor?

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**Alignment to SOL VUS.11a.3 (DOK 3)**

1. **Part A.** Do you think the United States would have entered World War II if the Japanese had not bombed Pearl

Harbor?

**Part B.** Why or why not?

Include specific facts to support your response.

**Alignment to SOL VUS.11a.4 (DOK 3)**

1. Imagine you were President of the United States on December 8, 1941. How would you have responded to events on the previous day? Include a rationale for each of your suggested actions.

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**My Personal Goals Chart** (to be included in each student’s notebook)

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| --- | --- | --- | --- | --- |
| **Success Criteria** | **Getting Started** | **On My Way** | **I’m There** | **Things to Remember** |
| I can identify events that occurred prior to the beginning of World War II that may have influenced The United States participation in WWII. |  |  |  |  |
| I can explain how some events prior to World War II affected the United States. |  |  |  |  |
| I can analyze the causes and events that led to American involvement in World War II. |  |  |  |  |
| I can justify the impact on American involvement in World War II if some events had occurred differently. |  |  |  |  |

Guided Group Lesson Date:

SOL VUS.11a: I will apply social science skills to understand World War II by

a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group Members | Emerging | Developing | Proficient | Distinguished |
|  |  |  |  |

Warm-Up:

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| With your partner, complete a *Where Do I Belong* chart to sort events that contributed to the beginning of the American Civil War and events that contributed to American involvement in Woprld War II. \*Prepare to justify your placement of events in the chart. |

Vocabulary

**invasion isolationism militaristic**

**embargo viable option debate conquest Axis neutrality**

**Lend-Lease Act domination cause effect**

|  |  |  |  |
| --- | --- | --- | --- |
| Emerging | Developing | Proficient | Distinguished |
| Lesson focus:  Brainstorm a modified *Headlines* routine to explain how some events prior to World War II affected the United States. | Lesson focus:  You are the speech writer for President Roosevelt. Prepare an address for the President to deliver to Congress justifying the steps the country must take after Pearl Harbor. \*Notes to teacher: Consider using the RAFT template. | Lesson focus:  Premise: The attack on Pearl Harbor never happened.  Imagine how events may have been different if December 7, 1941 was just an ordinary day. Include a justification of ‘*what makes you say that’*. | Lesson focus:  Reflect on the impact World War II has had on different groups of people.  Complete a Genius Hour proposal to explore a perspective that is of interest to you. Include a lesson for us to remember today. |

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| Observations: |  | Next Steps: |
| What you notice about your students during small group instruction. | What will you do with these students next? change groups, repeat, etc. |