



Marietta City Schools
2023–2024 District Unit Planner

Grade 5 Social Studies

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| Theme | <i>Unit 8: World War II</i> | Unit duration (Days) | <i>7 - 14 Days</i> |
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GA DoE Standards

SS5H4 Explain America’s involvement in World War II.

- a. Describe German aggression in Europe and Japanese aggression in Asia.
- b. Describe major events in the war in both Europe (European Theater) and the Pacific (Pacific Theater) include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, Normandy, France and the Holocaust Allied and Axis Powers.
- c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.
- f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information

16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. construct charts and tables
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Themes and Enduring Understandings:

Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result. **K-5 EU:** The student will understand that conflict causes change.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. **K-5 EU:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that location affects a society's economy, culture, and development. **K-5 EU:** The student will understand that where people live matters.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of that society. **K-5 EU:** The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. **K-5 EU:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.

Essential Questions

Factual—

- What caused WWII?
- What changed and what stayed the same as a result of the war?
- Who were the significant leaders for the Axis and Allied powers?
- How did the attack on Pearl Harbor change the American public's view of entering WWII?

What sacrifices did Americans make to support a U.S. victory?
 What was the cost of war for the U.S.?
 What new technologies were developed during WWII?

Inferential—

How did the war change America’s role in the world?
 How were other countries affected by the aftermath of World War II?
 How did the leaders of the Allied and Axis forces help or harm the people of their countries?
 How did the role of women change during the time period just prior to World War II and the time period immediately following World War II?
 How were African Americans perceived prior to World War II and how did the perception change after World War II?
 How did industry develop during WWII to meet the needs of the armed forces?
 How was the United States able to supply its armed forces overseas in Europe and Asia?
 How did U.S. entry affect the war?
 How does rationing change consumer and manufacturing behavior?
 What was the opportunity cost for Americans who supported the efforts at the home front during WWII?

Critical Thinking-

How did Truman arrive at the decision to use nuclear weapons?
 How is the memory of the Holocaust kept alive today?
 How does war affect a society?
 How did location impact nations participating in WWII?
 How did technology help the military forces engaged in WWII?
 Why were businesses able to recover from the Great Depression as a result of new technology and WWII?

| Tier II Words- High Frequency Multiple Meaning | Tier III Words- Subject/ Content Related Words |
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| conflict technologies Neutral aggression | Europe, Asia European Theater: D-Day, VE Day, Normandy, France, Holocaust, Allied Powers Pacific Theater: Pearl Harbor, Iwo Jima, VJ Day, Axis Powers, atomic bomb, Hiroshima, Nagasaki People: Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, Hitler, and Eleanor Roosevelt United Nations |

Assessments

Summative Assessment(s):

WWII Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

[DBQ: How did Americans help the Allies win WWII?](#) In this DBQ, students investigate America’s involvement in WWII and the contributions made by the people in the United States. The documents trace the period of isolation through the end of the war in the Pacific. Students will choose three contributions they feel were the most important and defend their claim with evidence from the DBQ materials.

| Objective or Content | Learning Experiences | Differentiation Considerations |
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| Teacher Resources | Parent Information Letter - edit for school specific information Click here for GADOE Content Video (For Teachers only) Teacher Notes for this unit Additional unit information may be found at the GADOE Inspire Site Museum Box Unit. This unit has a Museum Box for America’s involvement in WWII. Complete the Museum Box Request form to reserve the Museum Box. | |
| SS5H4 Explain America’s involvement in World War II. a. Describe German aggression in Europe and Japanese aggression in Asia. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. | Getting Aggressive Explore German and Japanese aggression and the world’s response prior to WWII | Pair up students as needed. Provide hard copies if students have difficulty seeing information projected. Allow oral answers instead of written answers for questions. |
| SS5H4 Explain America’s involvement in World War II. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. | Day of Infamy Discuss and analyze the Japanese attack on Pearl Harbor and the resulting declaration of war. | Preview vocabulary of words in the speech or synonyms for difficult words |

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| <p>SS5H4 Explain America’s involvement in World War II. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> | <p>Sulfur Island Explore the significance of the Battle at Iwo Jima</p> | <p>Students can give an oral answer instead of a written answer to the question. Strategically group students. Divide the text into smaller parts</p> |
| <p>SS5H4 Explain America’s involvement in World War II. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> | <p>D-Day Understand the impact of the Normandy Invasion</p> | <p>Replay the video or provide a transcript of the video, watch the video in smaller segments. Allow group work or individual work with less teacher guidance. Jigsaw questions and share with teams</p> |
| <p>SS5H4 Explain America’s involvement in World War II. a. Describe German aggression in Europe and Japanese aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> | <p>How Could This Happen Investigate and understand the events of the Holocaust, <i>(Sensitive topic. It is advised to reach out to your coordinator with activities related to this standard.)</i></p> | <p>students can be partnered up and pick a poem together and decorate a butterfly together. Provide a transcript of the video or pause and discuss as needed. Preview vocabulary of words in the video or poems</p> |
| <p>SS5H4 Explain America’s involvement in World War II. c. Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.</p> | <p>To Bomb or Not To Bomb Analyze the decision to use the atomic bomb to end WWII in Asia through primary sources</p> | <p>Allow students to give their answer orally Strategic grouping of students, Stop the video, as needed, or view multiple times.</p> |
| <p>SS5H4 Explain America’s involvement in World War II. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p> | <p>Pick a Side Identify the leaders of the Allied and Axis powers and their contributions during WWII</p> | <p>Work in teams, add a country name to hand out- cut and glue onto the graphic organizer, provide the graphic organizer or allow students to create their own visual representation.</p> |
| <p>SS5H4 Explain America’s involvement in World War II. e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter “and the Tuskegee Airmen.</p> | <p>Women Strong Understand the contributions of women at war and on the homefront</p> | <p>Let students print out pictures for their posters. Pair up students to create posters together. Make the posters using a program like Microsoft Publisher or Canva.</p> |

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| <p>SS5H4 Explain America’s involvement in World War II. e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen</p> | <p>WWII On the Homefront Analyze the WWII artifacts Museum Box Lessons and Activities to understand the contributions of African Americans or Blacks, women and Children to the war effort.</p> | <p>Provide a writing frame for the letter, Jigsaw the analysis of the documents, assign appropriate scaffolded article for reading</p> |
| <p>SS5H4 Explain America’s involvement in World War II. e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen</p> | <p>Due Process and Opportunity Cost (Japanese Internment) This series of lessons linked to artifacts in the WWII Museum Box explores Japanese internment from the lenses of violation of the Due Process Amendments and opportunity cost for Japanese Americans. It is not necessary to have the box to use these lessons.</p> | <p>Group students based on Lexile levels, pre-read documents, small group instruction, preview vocabulary</p> |
| <p>SS5H4 Explain America’s involvement in World War II. All for the Unit</p> | <p>WWII Historian Culminating or PBL Inquiry- Become an expert on an event or individual during WWII</p> | <p>Allow different technology to be used to create the presentation. Provide different leveled books and resources for research and review work</p> |
| <p>Recommended High Quality Complex Texts</p> | | |
| <p><i>Children of the World War II Home Front (Picture the American Past)</i> by Sylvia Whitman <i>Lily's Victory Garden (Tales of Young Americans)</i> by Helen L. Wilbur and Robert Gantt Steele <i>Baseball Saved Us</i> By Ken Mochizuki <i>Irena's Jars of Secrets</i> by Marcia Vaughan <i>The Code Talker: American Indians in World War II</i> by Robert Daily <i>The Tuskegee Airmen: African-American Pilots of World War II</i> by Sarah De Capua</p> | | |