

Two-Week Lesson Plan: Week Two



Marco Learning features teacher-focused resources that help you and your students succeed on AP® Exams. Visit [marcolearning.com](https://www.marcolearning.com) to learn more and join the community!

LESSON PLAN: WORLD WAR II

Objective for the Week

To understand key concepts and terms from the World War II Era. Students will review instructions for the Long Essay Question and practice writing the Long Essay response.

Lesson Duration

Five sessions consisting of approximately 45 minutes each

Schedule

DAY 1

Resources

1. Marco Key Concept video 7.3



<https://youtu.be/C2fgRn6Ou80>

2. School textbook chapter(s) that cover WW II



3. Key Terms sheet



Teacher Instructions

Students will need to become familiar with the content that is related to WW II. Marco Learning's Key Concept Video 7.3 is available on YouTube at this URL: <https://youtu.be/C2fgRn6Ou80>. This will give students a good general overview of the major events and issues of this time period. After watching the videos, students are assigned, in this lesson, to identify the Key Terms listed here. All Key Terms related to WWII from the College Board Course and Exam Description are included in this list, but other terms have been added. Teachers should feel free to eliminate or add to this list based on your professional judgement.

Alternative Interactive Assignment

Teachers may decide to allow students to create flashcards for these terms. There are online services that facilitate this, and many online textbooks also provide the programs for students to make online flashcards.

Activities

- Watch Marco Learning Videos on Key Concepts 7.3.
- Read the chapters in your textbook that cover World War II
- Identify the Key Terms and concepts on the Key Terms sheet.

Note: If students do not have a textbook at home, the Independence Hall Association offers a free online textbook at <https://www.ushistory.org/us/index.asp>. World War II is covered in chapters 50–51.

SELF-PACED OPTION

Although these lesson plans are designed for teachers to assign to students remotely, they could also be administered on a self-paced schedule with some modifications.

DAY 2

Resources

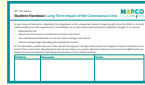
1. Student Handout:
WWII Key Battles
Chart



2. Student Handout:
WWII Group Impacts
Chart



3. Student Handout:
Coronavirus crisis



Teacher instructions

The College Board Course and Exam Description does not place a strong emphasis on the fighting and battle strategies during WWII. However, there are a few key battles that students should be familiar with, and that is the reason to have the students complete the first graphic organizer on the key battles. The second graphic organizer focuses on the social changes that took place in the United States during the war and asks students to hypothesize about the long-term impact of these social changes.

Alternative Interactive Assignment

Finally, given today's crisis related to the Coronavirus, there is an extra activity. After the students have recognized the unanticipated long-term social changes that were brought about as a result of WWII, you may want to ask students to speculate about the long-term political, social, and economic changes that will be brought about as a result of the Coronavirus crisis. For example, will online schools become more or less common after this event? This discussion could help alleviate some anxiety that students are feeling as they are confined. Of course this should be done only if you are able to arrange a closely monitored discussion in which you, as the teacher, can support your students in this exercise.

DAY 3

Resources

1. Student Handout: World War II Cartoons/Memes



Teacher Instructions

Students enjoy analyzing political cartoons, and of course, in today's media, they enjoy memes. In part, this is because analyzing cartoons requires complex thinking and recognition of certain techniques for people to fully understand them. This exercise allows you to tap into that enthusiasm while you encourage your students to gain a deeper insight into the events leading up to WWII, the war itself and the dramatic changes that took place inside the United States. Provide the students with the instructions and try to facilitate their ability to submit their work to you through your online classroom. Sample cartoons and memes can easily be found through an Internet search.

Alternative Interactive Assignment

Encourage students to share their work with classmates to get feedback before they submit. Additionally, you may choose a few of the student-made cartoons or memes and discuss them through a discussion board in your online classroom.

DAY 4

Resources

1. Student Handout: Early Period 7 Foreign Policy Review and Long Essay Practice—The Evidence Point.



Teacher Instructions

This lesson is designed to give student practice in earning the evidence points on the LEQ. Students are asked to write two versions of an essay response. In the first version of the essay, they will simply describe evidence that is related to the topic of the prompt. In the second version, they are asked to provide the explanation of how the evidence they are using supports the argument of their essays. Students will then peer review essays. This last step will give the students feedback on how well they used the evidence to support the argument and provide them with insight into what the official readers are looking for when they assign evidence points.

Unit 7 (Period 7) of the *CED* focuses on the rise of the United States as a world power. In the beginning of that period, the United States entered the Spanish-American War during what is often described as an era of “American Imperialism.” This period of dramatic activity by the United States hit a peak when Woodrow Wilson announced the Fourteen Points and pushed for the United States to join the League of Nations through the Treaty of Versailles. However, it seems that by 1919, the American people lost the will to be an international leader, and the United States entered a period of lessening its international commitments.

Some textbooks label this an era of “isolationism,” while others call it a period of “unilateralism.” This exercise asks the students to review these events and make a determination about how far the foreign policy of the 1920s went in reacting against the more assertive foreign policy of the decades that preceded the 1920s. At the same time, the students are practicing the skills of linking evidence to a thesis in an historical argument.

Student Activities

- Practice writing LEQ essays that earn both evidence points on the DBQ rubric
- Peer review of essay responses with an emphasis on the evidence points

DAY 5

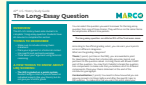
Resources

1. Marco Video: Long Essay Question



<https://youtu.be/N2AT3kkFcts>

2. Study Guide: Long Essay Question



3. Long Essay Question 4 from Practice Test 2



Teacher Instructions

Marco Learning offers detailed instructions for students on how to earn each of the points on the LEQ rubric.

Instruct your students to watch the video and review the Long Essay study guide and then respond to Long Essay Question #4 from Marco Practice Test #2. Have students submit their responses to your online classroom for assessment.

Alternative Interactive Assignment

Provide Students with the Long Essay Question Rubric and allow them to peer review and then revise their essays before they submit them.

Watch the Marco video—Introduction to the Long Essay, and review the Long Essay Study Guide from the Marco Student Course. After reviewing this material, write Long Essay—LEQ 4 from the Marco Practice Test #2.

WWII and Start of Cold War Key Terms Identification: Provide a detailed explanation of each of the following terms as it relates to World War II and the Cold War.

NOTE: Terms from the College Board Course and Exam Description are **Bold**

1. Isolationism

2. Unilateral Foreign Policy

3. Fascism

4. Totalitarianism

5. Neutrality Acts (1935, 1937, 1937)

6. Appeasement

7. Axis Powers

8. Nazi Germany

9. Blitzkrieg

10. Cash and Carry Neutrality Act 1939

11. Lend Lease

12. Atlantic Charter

13. Pearl Harbor

14. Japanese Internment Camps

15. *Korematsu v. United States*

16. War Production Board

17. Rationing

18. Wartime Migration

19. Opportunities for Women and Minorities

20. Braceros

21. Rosie the Riveter

22. FEPC

23. Double V

24. Island Hopping

25. "Battle of the Atlantic"

26. Soft Underbelly

27. Dwight D. Eisenhower

28. D-Day—June 6, 1944

29. Yalta Conference

30. Holocaust

31. Manhattan Project

32. Atomic Bomb Hiroshima/Nagasaki

Student Handout: WWII Key Battles Chart

Complete the following graphic organizers on major battles of the war as well as the impact of the war on the homefront during mobilization for WWII.

Battle and Year	Description of Battle	Strategic Importance
Pearl Harbor Year:		
Midway Year:		
Hiroshima Year:		
D-Day Operation Overlord Year:		
Battle of the Bulge Year:		

Student Handout: WWII Group Impacts Chart

Complete the chart to describe the impact of the war on each of the following groups in the United States during WWII.

Group	Social Changes Brought on by the War	Long-Term Implications of These Changes in the Post-War Years
Women		
African Americans		
Japanese Americans		
Mexican Americans		

Student Handout: Long-Term Impact of the Coronavirus Crisis

As you have just learned in completing the assignment on the unexpected societal change brought about by WWII, a crisis will create hardships but also opportunities. Undoubtedly our current situation will bring about significant changes to our society.

- What will they be?
- Will schools move more in the direction of online instruction?
- How will Advanced Placement courses and exams change in the future?
- Will more people begin spending time working from home?

In the chart below, predict what you think may be the long-term changes, both positive and negative, that will come about as a result of the current crisis. Be prepared to discuss your ideas in our online classroom. Please be sincere and thoughtful with your answers and be considerate of the feelings and situations of your fellow students.

Political	Economic	Social

Student Handout: World War II Cartoons/Memes

Create political cartoons or memes that criticize, or support, three U.S. policy actions related to WWII. These may focus on domestic or foreign policy actions that took place between 1933 and 1945. You may choose items from the Key Terms list that you worked on or other events or actions that you've read about. The cartoon or meme should express a clear point of view regarding support or criticism of the policy or action. There are many of these available online. You may look at these to get ideas about how to approach this topic, but be sure that your cartoon or meme is original and not plagiarized from existing material. If possible, have other students from the class peer review your work for clarity and accuracy before submitting it.

Remember that cartoonists are usually trying to entertain, educate, or simply make people think about a topic. They also have common techniques that they use, and you may find useful. Read through the explanation of these techniques below. In addition to your cartoon or meme, you should include a short explanation of your cartoon or meme as well as the techniques that you used in the cartoon or meme.

- **Symbolism:** using an object or word to represent an idea
- **Caricature:** an image or picture in which some characteristic is exaggerated in order to promote recognition of a person or character
- **Sarcasm:** to say words that are the opposite of the meaning you are trying to convey
- **Irony:** an outcome of events contrary to what was, or might have been, expected
- **Analogy:** a similarity between like features of two things, on which a comparison may be based
- **Satire:** the use of irony, sarcasm, ridicule, or the like, in exposing, denouncing, or deriding vice, folly, etc.
- **Labeling:** using a label to specifically identify a person, place, thing, or idea in your cartoon or meme that might otherwise be unrecognizable to your audience

Please submit your cartoons/memes and explanation to our online classroom. You may use images that you find online or clip art in your assignment. If you decide to draw your cartoons or memes, you can take a digital picture and submit it.

The Long-Essay Question



OVERVIEW

The AP® U.S. History Exam asks students to complete 1 long-essay question. Students have 40 minutes to complete this section.

THINGS TO REMEMBER

- Make sure to include a strong thesis statement.
- Place your argument in a historical context.
- Use specific and pertinent examples.
- Think about your argument using historical reasoning.

A FEW THINGS TO KNOW ABOUT LEQ SCORING:

- **The LEQ is graded on a points system.** Readers assign a total of 6 points based on individual aspects (like your thesis), but do not give you a holistic grade.
- **It's a rough draft!** The readers do not expect your LEQ to be perfect. Spelling and grammar mistakes are not held against you.
- **Think big picture.** The AP® U.S. History curriculum focuses on making connections across the broad sweep of history. To get all of the possible points in the LEQ, you need to situate your answer within the bigger picture.

You can select the question you want to answer for the long-essay question from one of three choices. They will focus on the same theme but emphasize different time periods.

The long essay question constitutes 15% of the final exam score.

According to the official grading rubric, you can earn your 6 points across 4 different categories.

What are the grading categories?

Thesis (1 point). Just like on the DBQ, you are awarded a point for developing a thesis that is historically accurate, logical, and pertinent to the question asked. A strong thesis will answer EVERY part of the question. You may find it helpful to break the question into components to make sure that you address all of its different components. Place your thesis statement at the end of the introductory paragraph.

Contextualization (1 point). You need to show how what you are arguing connects to things before and after the specific topic in the question. To make sure that you earn this point, place your contextualization argument in the introductory paragraph.

Evidence (2 points). This grading category has two different aspects. To earn one point, use historical evidence that is specific and pertinent. If you use that evidence in a way that shows thoughtful engagement and actually supports your argument, you earn another point.

Analysis and Reasoning (2 points). To earn all possible points in this category, you need to show historical reasoning and a complex understanding of the topic. Historical reasoning is just a fancy way of saying that you are framing your argument in a way that is logical and applicable. Three specific framing methods favored by graders are "comparison," "causation," and "continuity vs. change over time." You can earn a final point by showing complexity in your argument. History is complicated. Your analysis should show that you understand that there are always various factors at play for any historical event.

Question 4 (Long Essay)

Directions: Answer Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
4. Evaluate the extent to which the role of the United States in international affairs from 1920 to 1940 both represented a change from previous approaches and showed continuity with previous foreign policy.