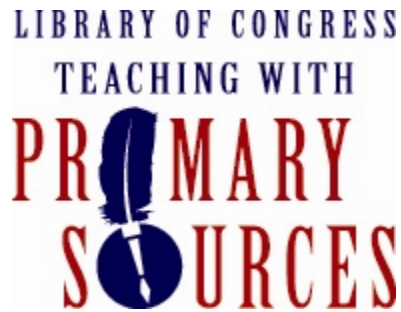


Waynesburg University TPS Unit Outline



Title of Learning Unit: American History: WWII

Subject(s): America's Involvement in World War II

Grade Level/Range: 10-12

Overarching Goal/Concept/Skill:

Students will discover the importance of events leading up to the United States' involvement in World War II, and further understand the role that many of their grandfathers and grandmothers played on both the battlefield and the home front.

Overview:

This learning unit focuses attention on the role that the United States played during World War II. It begins by highlighting the events that lead to the United States' involvement in the war, and moves forward through the various specifics of the war. The students will learn the trials soldiers faced on both the Norman invasion, and mainland battles. Furthermore, the students will, through the use of primary source material, study firsthand accounts of individuals fighting for their lives, and those just trying to understand why.

Written By: Travis Townsend

Date: March 29, 2010

Waynesburg University TPS Unit Outline

Pre-instruction Assessment

A K-W-L chart will be given as a form of pre-assessment. Students will be given the first half of instruction time to brainstorm (first individually, and then with classmates sitting around them). Following, will be a teacher led discussion that highlights, for both the teacher's and students' benefit, what the students have filled their charts with. Students will be asked to hand in their charts as the class period ends, as they will be stored and given back so the students can fill in what they have learned as part of a review for their final test assessment.

America's Involvement in World War II		
What you Know	What do you Want to Know	What have you Learned

Waynesburg University TPS Unit Outline

Lesson #1

Title of Lesson: Woke the Sleeping Giant

Overview of Lesson:

Students will discover the importance, and have a greater appreciation for the events leading up to the attack on Pearl Harbor. Students will understand the Japanese strategy behind the attack, and, with the use of primary source material, see how that infamous day affected an entire nation. Students will also understand how the attack incited the United States for involvement in yet another World War.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard: 8.2.12 Grade 12 D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present.

- Military Conflicts (WWI, WWII, War on Terrorism)

B. Investigative Question/Overall Goal:

Why did the United States enter World War II?

C. Objective(s):

1. The students will understand how a military base on American Soil became a target for a foreign Army.
2. The students will be able to highlight the reasoning behind why the United States entered WWII.
3. The students will gain an understanding on American perspective both during and after the attack on Pearl Harbor.

D. Materials

- Overhead Projector
- Smartboard of equivalent with proper utilities
- Computer with internet access
- Content notes

Waynesburg University TPS Unit Outline

1. Print Sources:

- a) Image of Pearl Harbor bombing (smoke pouring from USS Shaw)



- b) Image of Pearl Harbor bombing (seaman being rescued from the USS West Virginia)



- c) Image of a man reading a newspaper (After the day of infamy)



2. Online Collections/Exhibits/Websites:

- a) Experiencing War, Companion to the PBS Series, **The War**, A Ken Burns Film
- b) Stories from the Veterans History Project

Waynesburg University TPS Unit Outline

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Students will be given Images of the attack on Pearl Harbor, and asked to study them; picking out anything that grabs their attention or they think is note worthy.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Students receive images depicting the events of Pearl Harbor, and after	What is smoking? What are the individuals in the pictures doing?	Wonder
2. Discussion of Images, highlighting points of interest on Smartboard	Types of ships destroyed, What types of ships were targeted	Investigate
3. Lecture on Pearl Harbor, the naval base	Strategic location, Weather resistant fortress	Connect
4. Discussion why Pearl Harbor was attacked	Seen as success or failure by Japanese? Reasoning behind their choice of attack	Construct
5. Lecture on the Attack itself	Causalities? Naval Power lost?	Investigate
6. Discuss American reaction	Declaration of War? Day of infamy? Internment Camps?	Express

C. Closure:

Lesson will come to a close with a discussion recapping the events leading up to, during, and following the attack on Pearl Harbor. Students will be asked to reflect upon lesson by completing a homework assignment.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

For gifted students, modifications will be made that allows those gifted students to investigate further into American reaction. This could include an advanced assignment, detailing locations and hardships that Japanese Americans faced during a period of internment following the attack on Pearl Harbor.

Waynesburg University TPS Unit Outline

2. Modifications/Accommodations :

For special education students, guided notes will be provided, font may be increased, vocabulary may be less formal, and images may be labeled to show importance.

Assessment of Student Learning

1. Formal Assessment:

Students will be given a homework assignment. Essay question "Briefly describe the attack on Pearl Harbor, and explain why, or why not you think it justified entering the war"

Questions will be taken from class instruction, and formulated for the unit test.

2. Informal Assessment:

Informal Assessment will be geared upon class participation: participating in class discussion, asking germane questions, maintaining eye contact during lecture.

Waynesburg University TPS Unit Outline

Lesson #2

Title of Lesson: D-Day

Overview of Lesson:

Students will understand the importance of the amphibious landing known as D-Day. Students will study veterans' stories that give the students a front line perspective. The lesson will highlight the strategy behind the invasion and the important aspects of Operation Neptune.

PRE-INSTRUCTIONAL PLANNING

- A. PA Standard: 8.2.12 Grade 12 D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present.
- Military Conflicts (WWI, WWII, War on Terrorism)

- B. Investigative Question/Overall Goal:

What was the strategic emphasis for the landing of D-Day? Why France?

Objective(s):

- The students will be able to explain Operation Neptune.
- The students will experience primary source writings from soldiers on the ground.
- The students will be able to explain the importance of military strategy behind the landing.

Materials:

- Overhead Projector
- Smartboard or equivalent with proper utilities
- Computer with internet access
- Content notes

Print Sources:

1. Veterans Stories (primary sources)



Claud C. Woodring's job on D-Day was challenge enough. Scheduled to be among the first soldiers to land on the beach on D-Day, he was to demolish barbed wire so that the troops could advance unimpeded. But he found himself swimming ashore when his boat hit a mine several hundred yards from shore. Despite horrific casualty rates, Woodring and his men achieved their objective, only to face a new challenge: fighting the Germans amid the hedgerows of Normandy.

2. Jay S. Adams wasn't supposed to be on Omaha Beach on June 6, 1944. He originally trained with a unit bound for the Pacific Theater, but he came down with tonsillitis just before

Waynesburg University TPS Unit Outline

shipping out and was reassigned. His landing craft came under such heavy fire that it had to back off from its original destination. Once ashore, Adams kept busy with his bulldozer, clearing the way for other vehicles, plowing up land mines, and building landing docks for subsequent waves of the invasion.

c)



William Jennings Arnette In a touching interview with his niece, Elizabeth Johnson, William J. Arnett chronicles his experience fighting in tank destroyers, going onto Normandy Beach, and crossing the Rhine on pontoon bridges. His comments on the debilitating effect of war on any soldier ring loudly.

d)



Kenneth T. Delaney "I wasn't really nervous," Kenneth Delaney writes of landing on Omaha Beach, "I was just seasick." As he got off his landing craft, loaded with grenades, maps, a rifle and Bangalore torpedoes (explosive devices for removing barbed wire and other obstacles), Delaney was shot in the foot. As he watched many of the medics being killed, he managed to drag himself to safety and eventually got help. Wounded again that winter, Delaney was released from the hospital just in time to fight in the Battle of the Bulge.

e)



William Valentine Loncaric's assignment was to land at Omaha Beach and to help get Corps Headquarters operational by D + 1. "Corp Forward" had to command Omaha and Utah Beach, coordinating the infantry, artillery, and Air Force. Loncaric also participated in the liberation of Dachau prison camp. He had never seen anything like it in his life.

f)



Fred Millet Among the most perilous assignments on D-Day were those of Army Rangers like Fred Millet, who were expected to be first and foremost in taking the beaches and scaling the cliffs to take out enemy positions up top. The casualty rates for the Rangers were enormous. By July, when U.S. forces had advanced to St.-Lo, Millet recalls, 80 percent of his company had been replaced. Once General George Patton and his 3rd Army came across the Channel, Millet and his fellow Rangers had a new boss and were on their way toward Berlin.

g)



Ellison W. Parfitt Affectionately known as Big Foot for his size 15 shoes, Ellison Parfitt was a modest infantryman. "Any stupid S.O.B. can carry a rifle," he notes, "and I'm one of them." But on June 6, 1944, he was wading ashore at Normandy with his commanding officer, General Teddy Roosevelt, Jr. The two men developed a close friendship, cut short when Roosevelt died suddenly of a heart attack a month after D-Day. Parfitt was well aware of his own role in history, recording on a discarded parachute all the places he would visit in Europe, including the newly liberated Paris.

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

- Experiencing War, Companion to the PBS Series, **The War**, A Ken Burns Film
- Stories from the Veterans History Project

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Quick reviews of last class's homework assignment, collect, go over possible acceptable answers. Assign students to groups for study of the veterans' stories, collaborative learning assignment

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Jigsaw method used to break students into teacher designated groups of expert and home teams		
2. Expert Group	In expert group, read your soldier's D-Day story	Investigate
3. Home Group	In home group, teach your soldier's story to the other members in your group	Express
4. Discussion of Soldiers hardships faced on the D-Day landing	What key roles did certain divisions play in the landing?	Connect
5. Lecture on specifics of the landing; tying veterans' stories to sequence of events	How Operation Neptune strategy was orchestrated 5 beach strategy	Reflect

C. Closure:

Reviewed Lesson topics that were of paramount interest, answer all questions, end lesson.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

For gifted students, further research into the discovery of other veterans' stories on the internet

2. Modifications/Accommodations:

Waynesburg University TPS Unit Outline

Modifications will be made to the stories assigned to the students with special education needs ; important aspects of the primary source will be highlighted and put into a guided note handout of the story

Assessment of Student Learning

1. Formal Assessment:

Questions will be taken from the activity and used to formulate questions for the unit test

2. Informal Assessment:

Informal Assessment will be geared upon class participation: participating in class discussion, asking germane questions, maintaining eye contact during lecture.

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: Norman Invasion

Overview of Lesson:

Student will embark on the Normandy Invasion alongside the very troops that progressed deep into German occupied France. They will through the use of primary sources both, read personal stories from the veterans on the ground, and observe the military situation maps that the Allied forces command used to orchestrate the invasion.

PRE-INSTRUCTIONAL PLANNING

PA Standard: 8.2.12 Grade 12 D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present.

- Military Conflicts (WWI, WWII, War on Terrorism)

Investigative Question/Overall Goal:

Besides the amphibious landing on D-Day, how else did troops enter France, and how did the progression of Operation Overlord take place on mainland France?

Objective(s):

The students will obtain knowledge of the Normandy Invasion in mainland France

The students will be able to differentiate between Operation Neptune and Operation Overlord

The students will be able to outline the Allied Invasion of France; ending with the re-taking of Paris

Materials:

- Overhead Projector
- Smartboard or equivalent with proper utilities
- Computer with internet access
- Content notes

Print Sources:

Military Situation Maps

Normandy 1944



Waynesburg University TPS Unit Outline

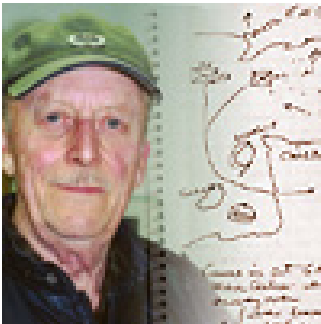
12th Army Group



Beyond the Beach. Before and After the D-Day landing Robert H. Powell



"Get some rest. We don't know when you're going to get any more."



Frank E. McKee found out just how pugnacious his fellow paratroopers could be when he pulled MP duty in England and had to break up pub fights between the men of the 82nd Airborne and other units awaiting orders for D-Day. The night before the invasion, his plane dodged anti-aircraft fire, and he landed safely. He wasn't as lucky a month later, on July 4, when he "felt something like a horse kicked me in the back" during a skirmish with German troops. But he recovered from his wounds to parachute into Holland and fight through the coldest winter in Europe in 40 years, in the Battle of the Bulge.

Online Collections/Exhibits/Websites:

Experiencing War, Companion to the PBS Series, **The War**, *A Ken Burns Film*

Stories from the Veterans History Project

Situation Maps

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Students will be given Veterans' stories to read individually and be prepared to discuss how forces other than those that stormed the beach on D-Day were essential to a successful Invasion.

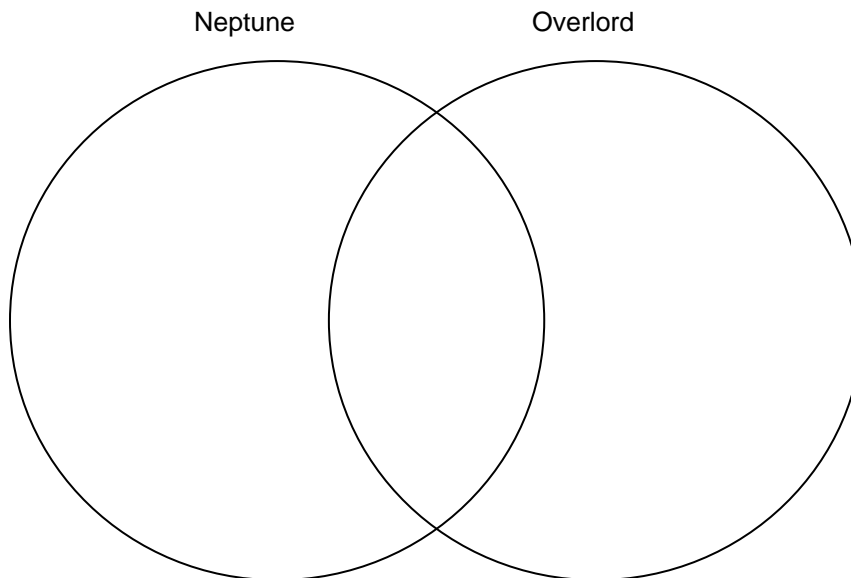
Waynesburg University TPS Unit Outline

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Students Read Veterans' Stories, comparing them to the ones they worked with previously	What key roles did these soldiers play in comparison to the roles played by those who stormed the beach?	Connect
2. Project Situation Maps on the whiteboard	How fast did the front line move from the coast to inner France? What aided this movement?	Wonder
3. Discuss specifics of Operation Overlord in comparison to Operation Neptune	How did it differ from Operation Neptune?	Investigate
4. Lecture on logistics and troop movement across mainland France, air support, ground forces	12 th Army Group's Advance through Normandy	Express
5. Discuss connections between Operation Neptune and Overlord	How was the success of both strategic plans paramount to the success of the invasion?	Reflect

C. Closure:

Discussion will end, wrapping up any and all questions. Students will be given a Venn diagram to complete for homework that will parallel material discussed in class. Students will be asked to compare and contrast Operations Neptune and Overlord.



Waynesburg University TPS Unit Outline

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

For gifted students, the homework assignment will be enhanced with an essay question that enriches their understanding behind Allied decision for Normandy instead of Calais.

2. Modifications/Accommodations:

Guided notes will be provided that will aid in the completion of the homework assignment

Assessment of Student Learning

1. Formal Assessment:

Questions will be taken from the homework assignment and used on the unit test

2. Informal Assessment:

Informal Assessment will be geared upon class participation: participating in class discussion, asking germane questions, maintaining eye contact during lecture.

Waynesburg University TPS Unit Outline

Lesson #4

Title of Lesson: Battle of the Bulge

Overview of Lesson:

Students will study the Battle of the Bulge; understanding its importance as a strategic battle and noting the terrible hardships that soldiers faced fighting in freezing conditions. Students will study situation maps, outlining the speed and movement of the frontlines. Accounts of the battle from the soldiers' point of view will be used to set the stage for learning.

PRE-INSTRUCTIONAL PLANNING

PA Standard: 8.2.12 Grade 12 D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present.

- Military Conflicts (WWI, WWII, War on Terrorism)

Investigative Question/Overall Goal:

How did the outcome of the Battle of the Bulge play out in the bigger picture of the war? How did American forces play a role? How did the weather come into account during the fight?

Objective(s):

The students will be able to describe the sequence of the Battle of the Bulge

The students will understand the effect the battle had on the Allied Forces

The students will be able to explain how fighting a battle in the snow changed the battle

Materials:

- Overhead Projector
- Smartboard or equivalent with proper utilities
- Computer with internet access
- Content notes

Waynesburg University TPS Unit Outline

Print Sources:

Situation Maps: Battle of the Bulge Interactive Essay

The screenshot shows the 'The Battle of the Bulge' interactive essay page. At the top, there is a navigation bar with 'HOME', 'BROWSE', 'ABOUT', 'HELP', and 'CONTACT' buttons, and a search bar. Below this is the title 'World War II Military Situation Maps' and a breadcrumb trail: 'The Library of Congress > American Memory Home > Browse Collections > Collection Home'. The main content area is titled 'The Battle of the Bulge' and includes a date range 'DECEMBER 16, 1944 TO JANUARY 18, 1945' and a 'Back to Introduction' button. A central map shows the battle's progression with a date selector on the left. Below the map, a text box explains that on December 16, there were twice as many German divisions, including two panzer divisions, moving against VIII Corps. A 'View a plain text version of the essay.' link is provided at the bottom. The footer contains 'The Library of Congress | Legal'.

“Brick & Mortar” Guided handout given for students to follow along with the progression of the battle

Identify and explain the German offensive that the Battle of the Bulge was a part of...
How was the movement of troops essential to the victory of the battle
Explain which side gained success at the battle, and describe why

Online Collections/Exhibits/Websites:

Experiencing War, Companion to the PBS Series, **The War**, A Ken Burns Film

Situation Maps

Waynesburg University TPS Unit Outline

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Assignment from last class will be discussed and reviewed. Students will then be asked to brainstorm what they know about the Battle of the Bulge for class today

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Discuss the topics that the Students brainstormed in the anticipatory set	What do you know about the Battle of the Bulge?	Connect
2. Lecture on the Battle of the Bulge	German offensive?	Wonder
3. Go over the Brick & Mortar guided note exercise	See questions noted above	Investigate
4. Discuss possible correct answers	Why would you include that in your guided notes?	Construct
5. Show interactive situation map; reviewing the sequence of the entire battle	How did the weather play a factor in a decisive victory?	Express
6. Discussion over outcomes of the battle	Casualties? American impact?	Reflect

C. Closure:

Answer any final questions; inform students that a unit test is in their future

D. Inclusion Techniques for Students with Special Needs:

Enrichment:

For gifted students, further research into the specifics of the soldier to soldier hardships that were faced during the battle

Modifications/Accommodations:

The guided note exercise will be pre-filled in skeleton format so that special needs students can simply follow along with my instruction and fill in the missing key terms

Waynesburg University TPS Unit Outline

Assessment of Student Learning

1. Formal Assessment:

Questions will be generated from the guided note exercise and used on the unit test

2. Informal Assessment:

Informal Assessment will be geared upon class participation: participating in class discussion, asking germane questions, maintaining eye contact during instruction

Waynesburg University TPS Unit Outline

Lesson #5

Title of Lesson: VE- Day / VJ-Day

Overview of Lesson:

Students will study and observe the events leading up to both victory in Europe and victory in Japan days. They will understand the joint effort of the Allied forces, led by the Americans, British, and Soviets. Students will also use primary source material to gain an appreciation of how the now veterans recall those fateful days of victory.

PRE-INSTRUCTIONAL PLANNING

PA Standard: 8.2.12 Grade 12 D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to present.

- Military Conflicts (WWI, WWII, War on Terrorism)

Investigative Question/Overall Goal:

How did the allies achieve VE and VJ days?

Objective(s):

The students will be able to explain the events leading up to VE day

The students will be able to explain the events leading up to VJ day

The students will be able to highlight America's role in both VE and VJ day, with specific note to the ending of the war in the pacific

Materials:

- Overhead Projector
- Smartboard or equivalent with proper utilities
- Computer with internet access
- Content notes

Print Sources:

War's End. Stories from the Veterans History Project



Charles Remsburg After seven months serving in Europe, both in the infantry and as a public relations officer, Charles Remsburg was relieved to see the end of fighting, especially after he had lost so many friends, one of them in the war's last hours. His postwar travels around Europe opened his eyes to the devastating consequences of full-scale war; he even attended the Nuremberg War Crimes Trials for one day. Almost 40 years later, he was able to recall his experiences with the help of scores of letters he'd written home.

Waynesburg University TPS Unit Outline



Paul R. Allen Though he was sworn into the Army in February 1943, it was almost two years before Paul Allen shipped out to the war zone. He had expected to go to the Pacific Theater after training in amphibious tactics in California, but the need for men in Europe after the Battle of the Bulge got him a bunk on a ship crossing the Atlantic in January 1945. He saw some action in the war's final days and was in Czechoslovakia on VE Day. Then he was shipped back home to prepare for the invasion of Japan, only to hear of the surrender while he was still in North Carolina. Nevertheless, he did spend five months with the occupying force in Japan.



Walter Morris played an important role in integrating American troops in World War II. Morris submitted ideas on how to run an all-black guard unit attached to the parachute school and soon he and his men were learning to make jumps. Dubbed the 555th Parachute Infantry Company - "The Triple Nickles" - Morris and his men were disappointed when VE Day cut off their chance to fight in Europe. Like many other servicemen, they expected to participate in the upcoming invasion of Japan, but the Army—and the Department of Agriculture—had something else in mind.



Raymond Albert Brittain witnessed both ends of America's involvement in the war. His ship was on Battleship Row during the December 7th attack on Pearl Harbor, and he was in Japan immediately after the surrender to witness the havoc that U.S. bombers had caused there. Brittain had the right to feel animosity toward the Japanese after he saw firsthand the human cost of their sneak attack, but four years later, he found them to be submissive and deferential in defeat.



Yukio Kawamoto. While most Americans were celebrating VJ Day in August 1945, Yukio Kawamoto had more urgent family matters to attend to. His parents had been interned in a Utah relocation camp for the duration of the war, while he served with the Army's Military Intelligence Service in the Pacific, translating documents and interrogating prisoners. When the relocation camps began closing in the spring of 1945, he was given an early release from the Army to help his parents move back to their former hometown of Berkeley, California.

Waynesburg University TPS Unit Outline

Online Collections/Exhibits/Websites:

--Companion website *Voices of War*

--Stories from the Veterans History Project

DURING INSTRUCTION

A. Motivator/Anticipatory Set:

Students will be broken up again using the Jigsaw method, groups will be pre-listed on the board when students arrive in class

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Jigsaw method used to break students into teacher designated groups of expert and home teams		
2. Expert Group	In expert group, read your soldier's VE / VJ Day story	Investigate
3. Home Group	In home group, teach your soldier's story to the other members in your group	Express
4. Discussion of Veterans' stories	Similar or different reactions? Compare / Contrast reactions to VE / VJ days	Construct
5. Lecture on events leading up to VE / VJ Day	Germany surrenders? Atomic bomb ends Japan?	Connect
6. Discuss America's role	Manhattan Project? Fire bombs? Island hopping?	Reflect

C. Closure:

Review of material for unit test, discuss what all will be covered, highlight areas of importance for study
Pass back KWL charts for students to fill in the last column.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

Further research into the events leading up to VE / VJ days could be completed, and an optional report on a veteran not discussed in class will be open to all students to do for extra credit on the test

Waynesburg University TPS Unit Outline

2. Modifications/Accommodations:

Guided notes will be given to special needs students that will highlight the important topics of the lesson, also they will receive an advanced study guide to aide them in preparation for the test.

For the test special needs students will be accommodated as their specific IEPs determine. Tests will be modified, extra time will be given, and test will be read aloud when necessary

Assessment of Student Learning

1. Formal Assessment:

Test questions will be formulated from the lesson topics

2. Informal Assessment:

Informal Assessment will be geared upon class participation: participating in class discussion, asking germane questions, maintaining eye contact during instruction

Waynesburg University TPS Unit Outline

Post-instruction Assessment

A unit test will be given that reflects the objectives set forth in the lesson plans. It will be made up of multiple choice questions. Example of test questions to follow.

Name _____

Date _____

America's Involvement in WWII Unit Test

Directions: Circle the correct answer to the following multiple choice questions.

1) The Japanese attack on Pearl Harbor sought to destroy what specific American force? (it was not there; the Japanese thought of the raid as a failure)

- a) The Pacific Fleet
- b) Radio Station
- c) Dry Docks
- d) Small Arms

2) The United States entered WWII following the events that happened on this island?

- a) Cuba
- b) Hawaii
- c) Indonesia
- d) 5 mile

3) Following the attack on Pearl Harbor, the United States put Japanese-Americans, in what?

- a) Ghettos
- b) Prison Systems
- c) Internment Camps
- d) Hotels

4) The amphibious landing on D-Day was known as the Allied forces as Operation _____?

- a) Overlord
- b) Neptune
- c) Gothic Serpent
- d) Sevens Fall

5) Essential jobs for Allied forces landing on D-Day were?

- a) Remove barb-wire obstacles
- b) Storm German defenses
- c) Set up cover for reinforcements
- d) All of the Above

Waynesburg University TPS Unit Outline

6) This was where the German command thought the suspected invasion would take place, thus Germany placed heavy defenses here.

- a) Normandy
- b) Calais
- c) Dover
- d) Rhine Valley

7) The Battle of the Bulge was part of what German offensive?

- a) Ardennes
- b) Norman
- c) Dutch
- d) Seven

8) VE Day stands for _____?

- a) Victory in Europe
- b) Victory in America
- c) Victory in Eurasia
- d) Victory in Japan

9) VJ Day stands for _____?

- a) Victory in Europe
- b) Victory in Jamaica
- c) Victory in Japan
- d) Victory in America

10) What was crucial ending the war in the Pacific?




- a) The Manhattan project's development and use of the Atomic bomb
- b) Submarine destruction of the Japanese Coast
- c) Landing tanks on Japanese mainland
- d) None of the above

Example Test Answer Key


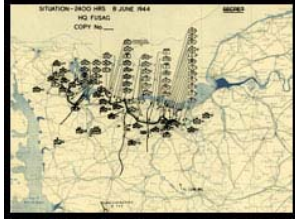



- 1-a
- 2-b
- 3-c
- 4-b
- 5-d
- 6-b
- 7-a
- 8-a
- 9-c
- 10-a

Waynesburg University TPS Unit Outline

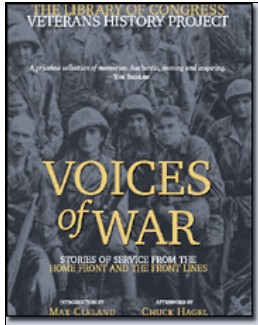
Bibliographic Organizer of Library of Congress Sources

<p>Name of Learning Unit: America's Involvement in World War II</p> <p>Created by: Travis Townsend</p> <p>Date: Spring 2010</p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Woke the Sleeping Giant		
	<p><u>Pearl Harbor bombing. Destruction. Smoke pours from the USS Shaw...</u> December 1942. Library of Congress, Prints and Photographs Division- Farm Security Administration - Office of War Information Photograph Collection. Reproduction Number: LC-USE6-D-007415.</p>	<p>http://memory.loc.gov/ammem/afcphhtml/afcphcap.html</p>
	<p>Episode One: "A Necessary War" <i>December 1941 - December 1942</i></p>	<p>http://www.loc.gov/vets/stories/thewar/episode1.html</p>
	<p><u>Reading war news aboard streetcar. San Francisco, California.</u> John Collier, December 1941. Library of Congress, Prints and Photographs Division- Farm Security Administration - Office of War Information Photograph Collection. Reproduction Number: LC-USF34-081821-E.</p>	<p>http://memory.loc.gov/ammem/afcphhtml/afcphcap.html</p>

Waynesburg University TPS Unit Outline

Lesson #2: D-Day		
	<p>Experiencing War. Stories from the Veterans History Project D-Day 60th Anniversary June 6th 1944-2004</p>	<p>http://www.loc.gov/vets/stories/onthebeach.html</p>
Lesson #3: Norman Invasion		
	<p>Military Situation Maps The <i>World War II Military Situation Maps</i> contains maps showing troop positions beginning on June 6, 1944 to July 26, 1945. Starting with the D-Day Invasion, the maps give daily details on the military campaigns in Western Europe, showing the progress of the Allied Forces as they push towards Germany.</p>	<p>http://www.loc.gov/teachers/classroommaterials/connections/worldwarii-maps/</p>
	<p>Experiencing War. Stories from the Veterans History Project D-Day 60th Anniversary June 6th 1944-2004</p>	<p>http://www.loc.gov/vets/stories/beyondthebeach.html</p>
Lesson #4: Battle of the Bulge		
	<p>Military Situation Maps The <i>World War II Military Situation Maps</i> contains maps showing troop positions beginning on June 6, 1944 to July 26, 1945. Starting with the D-Day Invasion, the maps give daily details on the military campaigns in Western Europe, showing the progress of the Allied Forces as they push towards Germany.</p>	<p>http://memory.loc.gov/ammem/collections/maps/wwii/essay1.html</p>
Lesson #5: VE- Day / VJ- Day		
	<p>Personal Stories from VE and VJ days</p>	<p>http://www.loc.gov/vets/stories/ex-war-warsend.html</p>

Waynesburg University TPS Unit Outline



Companion Web Site - *Voices of War*

<http://www.loc.gov/vets/stories/voicesofwar/>