BRT Behavioral Research & Teaching

Concept-Based Instruction

Social Sciences

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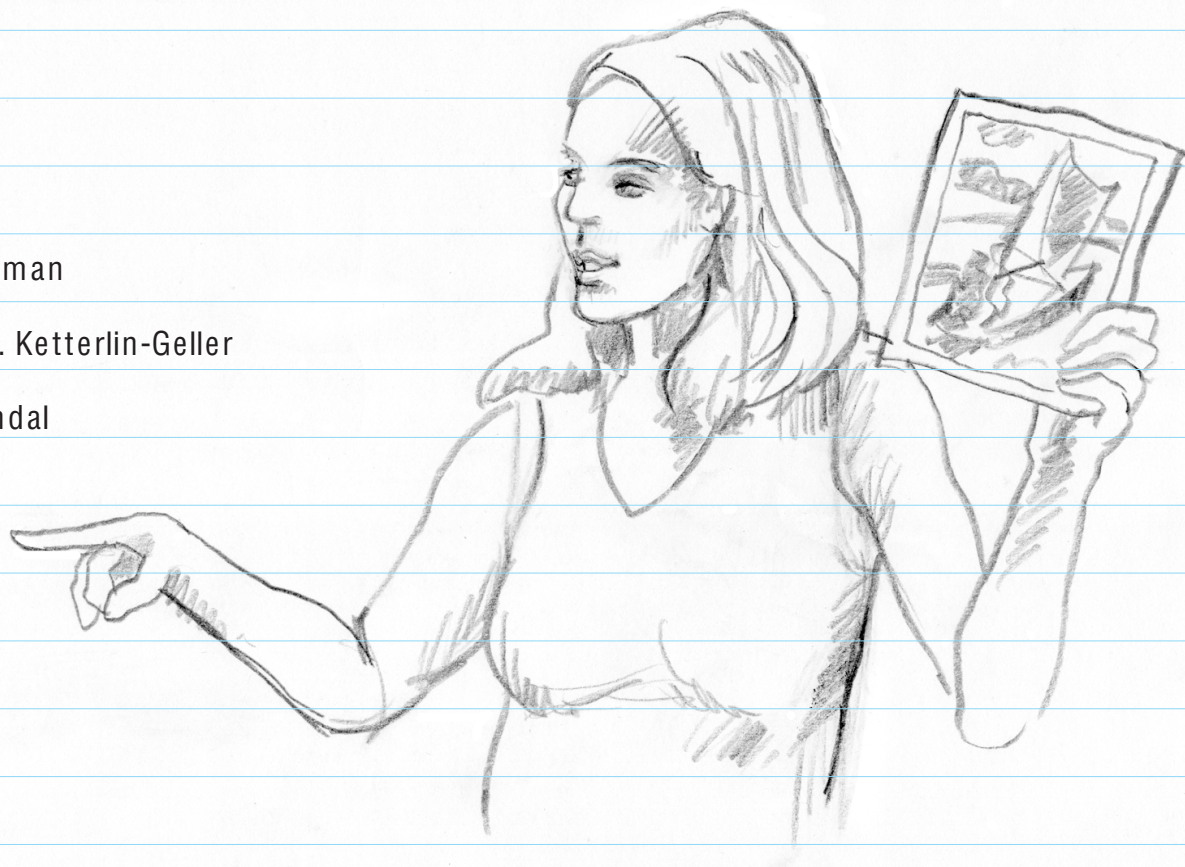
College of Education-University of Oregon

SECOND EDITION

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Introduction

Review of Concept-based Instruction

As our classrooms become more inclusive, the cognitive and affective variability between students increases. Reaching high academic standards within any such classroom is daunting. How do we not teach to the lowest common denominator? How can we ensure success for *all* of our students in the same learning environment without individualizing each student's educational program? How can we be efficient and effective?

Concept-based instruction (CBI) is a model to mediate curriculum, instruction, and assessment into manageable tasks that enables teachers to make the appropriate content-specific information decisions that increases student achievement. CBI is conceptualized below.

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                    │     State Standards      │
                    │       Local Goals        │
                    │        Content           │
                    │    Teacher Expertise      │
                    └─────────────────────────┘
                                │
                         ┌──────────────┐
                         │     CBI      │
                         └──────────────┘
                                │
        ┌──────────────────────┐   ┌──────────────────────┐
        │  Conceptual Design   │   │   Knowledge Forms    │
        │ Interactive &        │←→ │   Graphic Organizers │
        │ Spatial Delivery     │   │ Intellectual         │
        │ Valid & Reliable     │   │ Operations           │
        │ Assessments          │   │                      │
        └──────────────────────┘   └──────────────────────┘
                    │                      │
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                      │   Achievement    │
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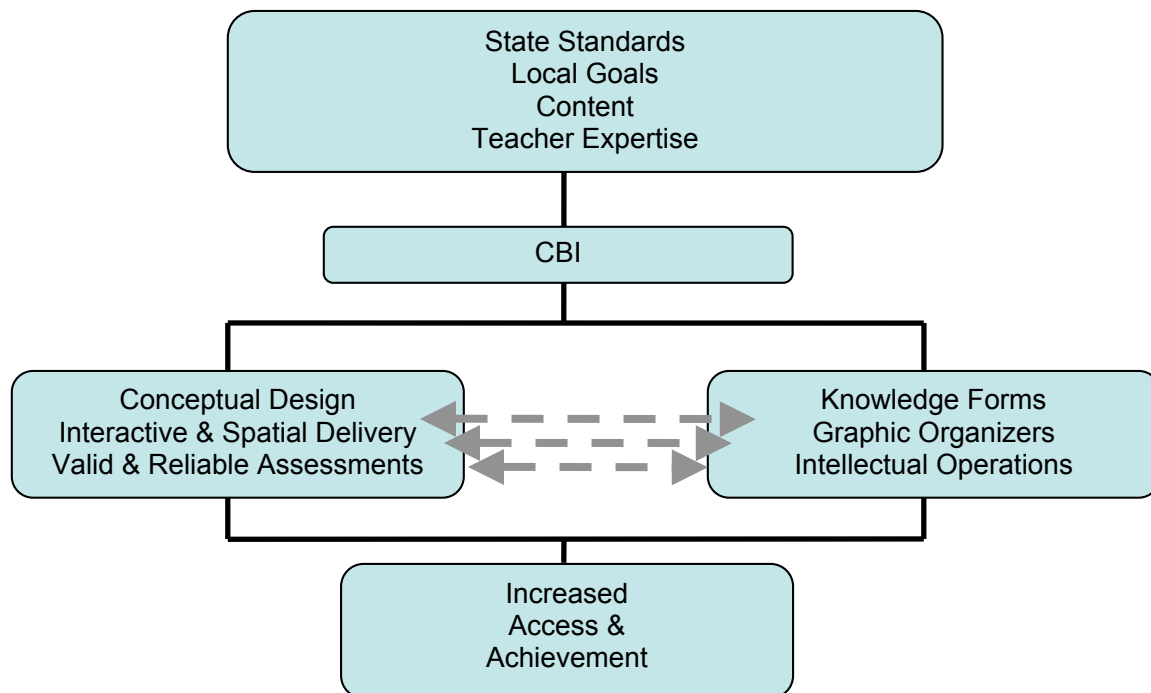
For students to make sense of the sheer mass of factual data presented in class, they need an overt and easily accessible strategy to not only organize information into a manageable framework but also have important information linked in such a way that meaningful connections between unique and different situations develop overtly. Cognitive psychologists have found that increasing the structure and organization of presented material promotes proper encoding into memory storage (Baddeley, 1999; Mintzes, Wandersee, & Novak, 1997), which is foundational for the relational thinking skills required to understanding material (Bransford, Sherwood, Vye, and Rieser, 1986). It is the ability of the learner to 'know what to do' and 'why to do it' and 'when to do it' that is enhanced when thinking is modeled and activated within an intellectual context (Niedelman, 1991) where information is organized to clearly reflect the

"richness of connections between units of knowledge" (Chi & Koeske, 1983). Overtly organizing and linking information into meaningful units allows for greater amounts of material to be recalled and understood (National Research Council, 2000; Baddeley, 1999).

Design. CBI begins with a content analysis for important ideas that align with state standards. These guiding principles serve as umbrellas into which concepts are the bridge to acquiring relational thinking skills by serving as anchors for the cognitive structure between facts and principles. Concepts have attributes that represent the rules students use to categorize and distinguish examples from non-examples. Explicitly specifying the attributes is critical to provide students with the organizational rules that enable students to apply information and knowledge to new circumstances, settings, places, events, and eras. For example, a river is an example of a social studies concept that transcends time and place. Its attributes are: (a) a large natural stream of water, (b) flowing from higher to lower elevation, and (c) empties into another body of water. Often, the tendency is to jump from the concept label, in this case "river" to specific examples, such as the Nile or Mississippi. A non-example is a creek. Though it consists of two attributes of river, as defined here, conceptually it is not a large body of water. Attributes help to avoid misrules in learning by providing a fundamental link that is constant across virtually all examples of the concept (Tindal, Nolet, & Blake, 1992).

Delivery. CBI uses graphic organizers (GOs) as a visual and organizational template of knowledge forms (principles, concepts and attributes, examples/non-examples) to communicate relationships between concepts (Tukey, 1990), rather than requiring students to use cognitive resources that they may not possess to extract relationships from text (Robinson, 1998). GOs provide students with a meaningful conceptual framework from which they can activate their prior knowledge better and faster than text itself (Dunston, 1992) while creating new schema while learning new material (Ausebel, 1968).

Assessment. Research has repeatedly shown that students with disabilities, non-identified low achieving students, and students at-risk of academic failure do not succeed in factually based assessments (Schulte, Villwock, Whichard, & Stallings, 2001, Prater, 1993), yet these are the most prominent types used in classes. CBI uses assessments that support the development of critical thinking skills by requiring learners to first acquire and control factual information as a basis to manipulate information in establishing relationships between knowledge forms. The process of acquiring critical thinking skills should be viewed as a continuum of both depth and breadth of declarative content knowledge, and procedural problem-solving skills (Tindal & Nolet, 1995). To reflect this continuum, assessment systems should be designed to measure improvement of and be sensitive to all performing students in inclusive general education settings.

Overview of Training Module

This training module is divided into five chapters, each of which is designed to give you step-by-step practice in developing a concept-based instructional unit.

- **Instructional Planning and Curriculum Analysis:** How do you figure out what concepts you want students to learn in a given unit? What sort of issues do you need to consider in your planning making your teaching effective?
- **Instructional Delivery:** How do you design your curriculum to ensure that it is accessible to as wide a range of students as possible? What modifications and graphic organizers make most sense to use—and when does it make most sense to present them—in a particular unit?
- **Independent Activity:** How do you design activities for students to complete independently which help them learn to apply the concepts presented in a particular unit to other situations?
- **Assessment:** How do you design and implement assessments in a way that provides you with feedback you can use to evaluate and improve both student learning and your own instruction?
- **Teacher Reflection:** What sort of questions should you ask yourself at the end of each unit to allow you to continue to improve as a teacher?

Each section within each chapter first provides you with a general concept (classroom example) containing information about that particular component of teaching CBI addressed in the chapter. Second, each chapter has a guided practice activity (in-class activity) designed to clarify the concepts and activities you will be using to organize your thoughts in that particular area. Each chapter concludes with an independent activity (homework assignment) which will allow you to apply concept-based instruction to a unit or units of your own choosing.

- General Concept (Classroom Example): Each section begins with a general example illustrating each component.
- Guided Practice (in-class activity): Following each general example, you will have an opportunity to apply your knowledge in a guided practice activity from the content provided in this training module.
- Independent Practice (homework assignment): Using your own content, you will demonstrate your understanding of the model in the Homework Assignment. In this section, you will develop a unit from curriculum you have selected. The Evaluation Form may be used to obtain feedback from a peer and a final evaluation from the instructor.

After completing this training module, you will be proficient with the process of designing, delivering, and assessing content material conceptually, thus ensuring that *all* students in your classes have been presented information in a way that makes the important concepts in your curriculum transparent. Your curriculum will be aligned with the state standards, and you will have additional resources to enhance your lessons. Finally, you will be proficient in designing and using assessment measures that will inform your teaching and track students' learning to allow for better instructional decision-making.

Section 1:
Instructional Planning and Curriculum Analysis

CONCEPT EXAMPLE

The first step in designing your curriculum conceptually is to analyze your curriculum. This process comprises four steps: read the text, determine the important ideas you want your students to know, align state standards to match those ideas, and finally choose concepts and attributes that support important ideas and standards.

Read the lyrics to the song "Garden Party" by Rick Nelson (1972) below.

Went to a garden party, Reminisced with my old friends, A chance to share old memories, Play the songs again.

When I got to the garden party They all knew my name, No one recognized me, I didn't look the same.

But it's all right, now, I've learned my lesson well, See, you can't please ev'ryone, So you got to please yourself.

People came from miles around, Ev'ryone was there; Yoko brought a walrus, There was magic in the air.

Over in the corner, Much to my surprise, Mr. Hughes hid in Dylan's shoes, Wearin' his disguise.

But it's all right, now, Learned my lesson well, See, you can't please ev'ryone, So you got to please yourself.

Played them all the old songs, I thought that's why they came, No one heard the music, Didn't look the same.

I said hello to Mary Lou, She belongs to me, When I sang a song about a honky tonk It was time to leave.

But it's all right, now, I've learned my lesson well, See, you can't please ev'ryone, So you got to please yourself.

Someone opened up the closet door, And out stepped Johnny B. Goode, Playin' guitar like a-ringin' a bell, And lookin' like he should.

Now if you got to play a garden party, I wish you a lotta luck; But if memories is all I sing I'd rather drive a truck.

Gettin' all right, now, I've learned my lesson well, See, you can't please ev'ryone, So you got to please yourself. [REPEAT]

Important Ideas

If one were to use this song as content, several important ideas in the song could be extracted and discussed. For simplicity, I have identified three, though there are many more.

1. Self-esteem: "Gotta please yourself"
2. Living in the present and not in the past: "Can't please everyone"
3. Relationships in context: "Garden Party"

Concepts, Attributes, Examples, and Non-Examples

Using the following definitions and explanations, I have provided an example of a concept that would facilitate learning about relationships in context.

- Concept: A class of events, names, dates, etc. that share a common set of defining attributes or characteristics. A concept is timeless, universal, abstract and broad, and it is usually represented by one to two words. When identifying a concept, consider why it is important that students learn this information. This will lead you to a broader vision of the topic and assist in the articulation of the concept.
- Attribute: Essential element of a concept. Attributes help students gain a deeper understanding of the concept. Once you have identified a concept and several examples, identify the concept's critical characteristics. To assist in this process, write a dictionary definition of the concept. What defines the concept and is consistent across all examples of the concept? These are the attributes.

CONCEPT EXAMPLE

Concept	Attributes	Example /Non Examples
Party	Gathering of people	▪ Example: old friends, acquaintances ▪ Non-example: jail inmates
	Distinct event (particular location, specific time, etc.)	▪ Example: reunion of artists. ▪ Non-example: trial at 10 a.m.
	Intent to have fun	▪ Example: celebrating memories ▪ Non-example: wake
	Activities	▪ Example: playing songs, reminiscing ▪ Non-example: none
	Party items	▪ Example: musical instruments ▪ Non-example: none

Party is a simplistic concept, but understanding the concept of party will support discrimination (party vs. not a party) and contextual relationships. In social studies, though there are many more forces driving your instruction (state standards, local goals, teacher expertise, and content) that make analyzing curriculum more complex, the process is the same.

GUIDED PRACTICE

Key Areas

Curriculum:
- Resources
- Term/Unit Planning
- Concepts and Attributes

Instruction:
- Prior Knowledge
- Active Learning Strategies
- Diversity/Inclusion Strategies
- Accommodations/Modifications
- Organizational/Review Strategies
- Technology Integration

Assessment:
- Standards Alignment
- Assessment Strategies

Considering your content area, building resources, and student population, can you identify additional key areas to those above when planning this unit?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Curriculum

Gaynor Ellis, E., Esler, A., (1999). World War II and Its Aftermath. *World History, Connections to Today* (pp. 786-820). Upper Saddle River, New Jersey: Prentice Hall.

Read the following chapter about World War II. Focus on pulling out the important ideas (main ideas, themes, etc.) that would highlight the important content to be presented.

World War II and Its Aftermath

(1931–1949)

CHAPTER OUTLINE

1 Aggression, Appeasement, and War
2 The Global Conflict: Axis Advances
3 The Global Conflict: Allied Successes
4 Toward Victory
5 From World War to Cold War

Here and there along the quiet Normandy beach, German officers peered through binoculars into the English Channel. Behind them, the French coast bristled with barbed wire. Metal tank traps spiked out of the sand. From dunes and cliffs, machine-gun nests and artillery pointed toward the sea.

Suddenly, through the thinning morning mist, a warship appeared. Soon, a dozen such silhouettes loomed into view, then a hundred, then more. It was dawn on June 6, 1944, and the largest naval invasion in history had just begun. As German guns roared into action, thousands of ships, carrying 176,000 American, British, Canadian, and French troops, began the assault on Nazi-controlled Europe. Cornelius Ryan, a war correspondent, later recalled the landing:

66The noise was deafening as the boats . . . churned steadily for shore. In the slopping, bouncing [landing] craft, the men had to shout to be heard over the diesels. . . . There were no heroes in these boats, just cold, miserable, anxious men.99

Despite heavy German resistance, the operation was a success. Allied troops were soon marching inland, through France to Germany. The "D-Day" invasion, as it is known, marked the beginning of the end of World War II.

World War II was the most costly conflict in history. It also had enormous impact on world politics, shifting the balance of power away from Western Europe into the hands of the United States and the Soviet Union. Finally, like all wars, World War II had a purely human dimension. For millions of people, it was not a page in history, but a daily struggle between life and death.

FOCUS ON these questions as you read:

▨ **Continuity and Change**
Why was the world plunged into a second global conflict just two decades after World War I?

▨ **Economics and Technology**
How did technology affect the nature of the fighting and the extent of destruction in World War II?

▨ **Political and Social Systems**
How did totalitarian regimes carry out their goals during the war?

▨ **Global Interaction**
How did World War II change the balance of world power?

▨ **Geography and History**
How did geography influence the war in Eastern Europe and Russia?

TIME AND PLACE
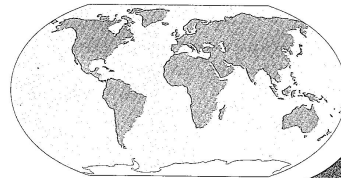
World War II After only 20 years of peace, war engulfed Europe and the world once more in 1939. World War II was very different from World War I. Instead of a static war of trenches, it was mobile, high speed, and deadly. Airplanes, tanks, and warships moved troops quickly to the front. Battle lines shifted from tiny Pacific islands to the deserts of North Africa, from the steppes of Russia to the skies above London. The conflict killed tens of millions of men, women, and children. From its ashes arose a new world dominated by two superpowers, the United States and the Soviet Union. Here, Allied paratroopers land on a French beach on D-Day, June 6, 1944. **Economics and Technology** What does this painting suggest about fighting during World War II?

HUMANITIES LINK

Art History Pablo Picasso, *Guernica* (page 790).
Literature In this chapter, you will encounter passages from the following works of literature: Cornelius Ryan, *The Longest Day* (page 786); W. H. Auden, "In Memory of W. B. Yeats" (page 792).

1935	1939	1941	1945	1949
Italy invades Ethiopia	Germany invades Poland; World War II begins	Japan bombs Pearl Harbor; U.S. enters war	World War II ends; world learns of Holocaust	NATO founded

1930 1935 1940 1945 1950
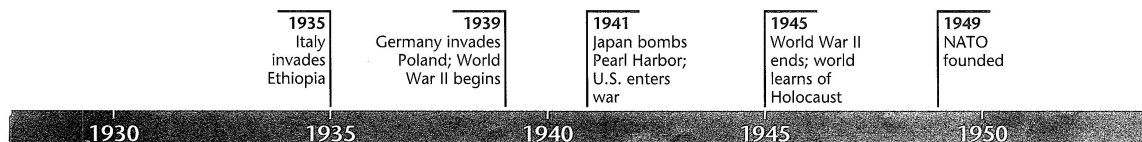
7 Aggression, Appeasement, and War

Guide for Reading

- How did dictators undermine the peace in the 1930s?
- How was the Spanish Civil War a dress rehearsal for World War II?
- Why were the western democracies unable to stop aggressive dictators?
- **Vocabulary** *sanction, appeasement, pacifism*

In the last chapter, you saw how the western democracies tried to strengthen the framework for peace during the 1920s. In the 1930s, that structure crumbled. Dictators in Italy and Germany along with militarists in Japan pursued ambitious goals for empire. They scorned peace and glorified war. "In constant struggle," said Germany's Adolf Hitler, "mankind has become great—in eternal peace it must perish."

Unlike these dictators, leaders of the western democracies were haunted by memories of the Great War. Spurred by voters who demanded "no more war," the leaders of Britain, France, and the United States tried to avoid conflict through diplomacy. During the 1930s, the two sides tested each other's commitment and will.

Early Challenges to World Peace

Challenges to peace followed a pattern throughout the 1930s. Dictators took aggressive action but met only verbal protests and pleas for peace from the democracies. Mussolini and Hitler viewed that desire for peace as weakness and responded with new acts of aggression. With hindsight, we can see the shortcomings of the democracies' policies. We must remember, however, that these policies were the product of long and careful deliberation. People at the time strongly believed that they would work.

Japan on the move. One of the earliest tests was posed by Japan. Japanese military lead-
ers and ultranationalists felt that Japan should have an empire equal to those of the western powers. In pursuit of this goal, Japan seized Manchuria in 1931. (See page 756.) When the League of Nations condemned the aggression, Japan withdrew from the organization.

Japan's easy success strengthened the militarists. In 1937, Japanese armies overran much of eastern China. (See page 757.) Once again, western protests had no effect.

Italy invades Ethiopia. In Italy, Mussolini used his new, modern military to pursue his own imperialist ambitions. He looked first to Ethiopia, in northeastern Africa. Italy's defeat by the Ethiopians at the battle of Adowa in 1896 still rankled. (See page 639.)

In 1935, Italy invaded Ethiopia. Although the Ethiopians resisted bravely, their outdated weapons were no match for Mussolini's tanks, machine guns, poison gas, and airplanes. The Ethiopian king Haile Selassie (HI lee suh LAS ee) appealed to the League of Nations for help. The league voted sanctions, or penalties, against Italy for having violated international law. League members agreed to stop selling weapons or other war materials to Italy. But the sanctions did not extend to petroleum, which fueled modern warfare. Besides, the sanctions were not enforced. By early 1936, Italy had conquered Ethiopia.

Hitler's challenge. By then, Hitler, too, had tested the will of the western democracies and found it weak. First, he built up the German military in defiance of the Versailles treaty. Then, in 1936, he sent troops into the Rhineland—another treaty violation. The area belonged to Germany, but it lay on the frontier with France. (See the map on page 791.) In 1919, France had insisted that the Rhineland be a "demilitarized" zone, off-limits to German troops.

Hitler's successful challenge of the hated Versailles treaty increased his popularity in Germany. Western democracies denounced his moves but took no real action. Instead, they adopted a policy of appeasement, giving in to the demands of an aggressor in order to keep the peace.

Why appeasement? The policy of appeasement evolved for various reasons. France was demoralized, suffering from political divi-

sions at home. It needed British support for any move against Hitler.

The British, however, had no desire to confront the German dictator. Some Britons thought that Hitler's actions were a justified response to the Versailles treaty, which they believed had been too harsh.

In both Britain and France, many saw Hitler as a defense against a worse evil—the spread of Soviet communism. Also, the Great Depression sapped the energies of the western democracies. Finally, widespread pacifism, or opposition to all war, and disgust with the last war pushed governments to seek peace at any price.

Reaction in the United States. As war clouds gathered in Europe in the mid-1930s, the United States Congress passed a series of Neutrality Acts. One law forbade the sale of arms to any nation at war. Others outlawed loans to warring nations and prohibited Americans from traveling on ships of warring powers. The fundamental goal of American policy, however, was to avoid involvement in a European war, not to prevent such a conflict.

Rome-Berlin-Tokyo Axis. In the face of the democracies' apparent weakness, Germany, Italy, and Japan formed what became known as the Rome-Berlin-Tokyo Axis. The three nations agreed to fight Soviet communism. They also agreed not to interfere with one another's plans for expansion. The agreement cleared the way for these anti-democratic, aggressor powers to take even bolder steps to bring other nations under their sway.

The Spanish Civil War

In 1936, Spain plunged into civil war. Although the Spanish Civil War was a local struggle, it soon drew other European powers into the fighting.

From monarchy to republic. In the 1920s, Spain was a monarchy dominated by a landowning upper class, the Catholic Church, and the military. Most Spaniards were poor peasants or urban workers. In 1931, popular unrest against the old order forced the king to leave Spain. A republic was set up with a new, more liberal constitution.

The republican government passed a series of controversial reforms. It took over some
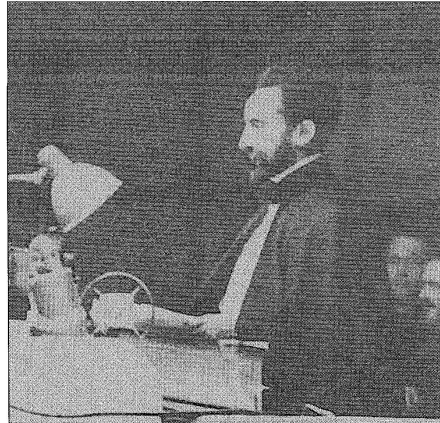
No Help for Ethiopia Ethiopian king Haile Selassie, shown here, asked the League of Nations for help after Italy invaded his country in 1935. The league's weak response encouraged Mussolini to pursue the war in Ethiopia and gave a green light to the expansionist plans of other dictators. **Impact of the Individual** Do you think Haile Selassie was right to ask for help from the League of Nations? Explain.

Church lands and ended Church control of education. It redistributed some land to peasants, gave women the vote, and ended some privileges of the old ruling class. These moves split the people of Spain. Communists and other leftists demanded more radical reforms. On the right, conservatives backed by the military rejected change. Clashes between leftists and rightists created chaos. Any moderate voices were drowned out.

Nationalists versus Loyalists. In 1936, a right-wing general, Francisco Franco, led a revolt that touched off a bloody civil war. Franco's forces, called Nationalists, rallied conservatives to their banner. Supporters of the republic, known as Loyalists, included communists, socialists, supporters of democracy, and others.

Several European powers quickly took sides. Hitler and Mussolini sent forces to help Franco. Like them, he was a nationalist and a foe of democracy and socialism. The Soviet Union and a handful of volunteers from the western democracies gave some support to the Loyalists. Britain, France, and the United States, however, remained neutral.

A dress rehearsal. Both sides committed unbelievable atrocities. The ruinous struggle took almost one million lives. Among the worst
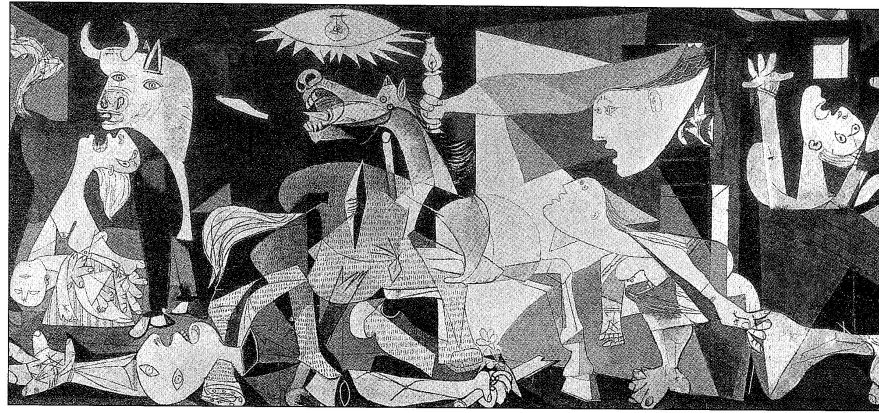
Guernica The bombing and strafing of the Spanish town of Guernica inspired one of Pablo Picasso's greatest works of art. The huge canvas, completed in 1937, is over 11 feet tall and 25 feet wide. By the 1930s, Picasso had moved beyond Cubism in his style of painting. (See page 772.) The distorted human and animal figures that in Cubist works were just images here symbolize the violent effects of war. **Art and Literature** Why do you think Picasso included horses and other animals in Guernica? What might be the symbolism of the oil lamp and the electric light?

horrors was a German air raid on Guernica, a small Spanish market town of no military value. One April morning in 1937, German bombers streaked over the market square. They dropped their load of bombs and then swooped low to machine-gun people in the streets. An estimated 1,600 people were killed.

To Nazi leaders, the attack on Guernica was an "experiment" to see what their new planes could do. To the world, it was a grim warning of the destructive power of modern warfare, as well as a "dress rehearsal" for what was to come. Later, the Spanish artist Pablo Picasso created a massive painting, *Guernica,* shown above, that captured the brutality and terror of that day.

By 1939, Franco had triumphed. Once in power, he created a fascist dictatorship like those of Hitler and Mussolini. He rolled back earlier reforms, killed or jailed enemies, and used terror to promote order.

German Aggression Continues

In the meantime, Hitler pursued his goal of bringing all German-speaking people into the

Third Reich. He also took steps to gain "living space" for Germans in Eastern Europe. (See page 779.) Hitler, who believed in the superiority of the German, or Aryan, "race," thought that Germany had a right to conquer the inferior Slavs to the east. "Nature is cruel," he claimed, "so we may be cruel, too. . . . I have a right to remove millions of an inferior race that breeds like vermin."

Austria annexed. From the outset, Nazi propaganda had found fertile ground in Austria. By 1938, Hitler was ready to engineer the Anschluss, or union of Austria and Germany. Early that year, he forced the Austrian chancellor to appoint Nazis to key cabinet posts. When the Austrian leader balked at other demands, Hitler sent in the German army "to preserve order."

The Anschluss violated the Versailles treaty and created a brief war scare. But Hitler quickly silenced any Austrians who opposed the German takeover. And since the western democracies took no action, Hitler easily had his way.

The Czech crisis. Hitler's next victim was Czechoslovakia. At first, he insisted that the three million Germans in the Sudetenland in

Map: Aggression in Europe to 1939

- Under German control September 1, 1939
- Under Italian control September 1, 1939
- Maginot Line
- German concentration camps, 1939
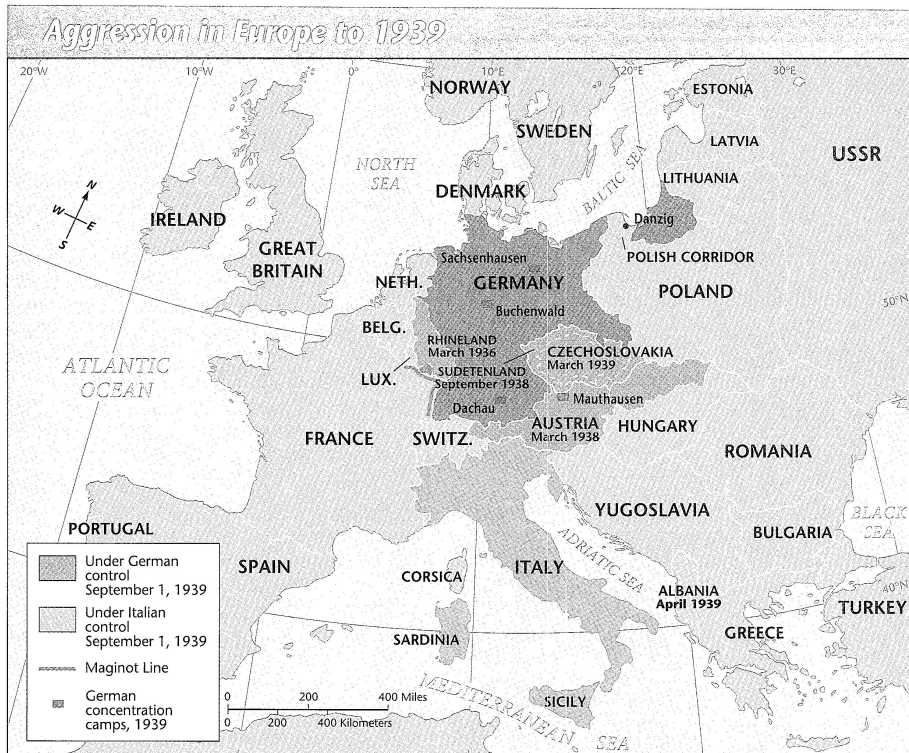
GEOGRAPHY AND HISTORY

Between 1936 and 1939, Germany and Italy repeatedly threatened the peace in Europe.

1. Location On the map, locate (a) Germany, (b) Italy, (c) Sudetenland, (d) Rhineland, (e) Albania, (f) Dachau.

2. Region Locate the region called the Polish Corridor. Why is that an appropriate name for the region?

3. Critical Thinking Applying Information (a) What example of Italian aggression in the 1930s is not shown on the map? (b) What changes on the map would be required in order to show that aggression?

western Czechoslovakia be given autonomy. The demand set off new alarms among the democracies.

Czechoslovakia was one of two remaining democracies in Eastern Europe (Finland was the other). Still, Britain and France were not willing to go to war to save it. As British and French leaders searched for a peaceful solution, Hitler increased his price. The Sudetenland, he said, must be annexed to Germany.

At the Munich Conference in September 1938, British and French leaders again chose ap-peasement. They caved in to Hitler's demands and then persuaded the Czechs to surrender the Sudetenland without a fight. In exchange, Hitler assured Britain and France that he had no further plans for expansion.

"Peace for our time." Returning from Munich, the British prime minister Neville Chamberlain told cheering crowds that he had achieved "peace for our time." In the House of Commons, he declared that the Munich Pact had "saved Czechoslovakia from destruction and Europe from Armageddon." The French

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1-10

WONDER HOW LONG THE HONEYMOON WILL LAST?

Nazi-Soviet Pact In 1939, a shocked world learned that Nazi Germany and the Soviet Union had signed a nonaggression treaty. As this cartoon suggests, the honeymoon between Hitler and Stalin would be short-lived. Less than two years later, Hitler launched a surprise attack on the Soviet Union. **Political and Social Systems** Why did two sworn enemies, Hitler and Stalin, join together in a pact?

leader Edouard Daladier had a different reaction to the joyous crowds that greeted him in Paris. "The fools, why are they cheering?" he asked.

The Czech crisis revealed the Nazi menace. British politician Winston Churchill, who had long warned of the Nazi threat, judged the diplomats harshly: "They had to choose between war and dishonor. They chose dishonor; they will have war."

The Plunge Toward War

As Churchill predicted, Munich did not bring peace. Instead, Europe plunged rapidly toward war. In March 1939, Hitler gobbled up the rest of Czechoslovakia. The democracies finally accepted the fact that appeasement had failed. At last thoroughly alarmed, they promised to protect Poland, most likely the next target of Hitler's expansion.

Nazi-Soviet Pact. In August 1939, Hitler stunned the world by announcing a nonaggres-

sion pact with his great enemy—Joseph Stalin, head of the Soviet Union. Publicly, the Nazi-Soviet Pact bound Hitler and Stalin to peaceful relations. Secretly, the two agreed (1) not to fight if the other went to war and (2) to divide up Poland and other parts of Eastern Europe between them.

The pact was based not on friendship or respect but on mutual need. The Nazis feared communism as Stalin feared fascism. But Hitler wanted a free hand in Poland. Also, he did not want to fight a war with the western democracies and the Soviet Union at the same time.

For his part, Stalin had sought allies among the western democracies against the Nazi menace. Mutual suspicions, however, kept them apart. By joining with Hitler, Stalin bought time to build up Soviet defenses. He also saw a chance for important territorial gains.

Invasion of Poland. On September 1, 1939, a week after the Nazi-Soviet Pact, German forces stormed into Poland. Two days later, Britain and France honored their commitment to Poland and declared war on Germany. World War II had begun. There was no joy at the news of war as there had been in 1914. The British poet W. H. Auden caught the mood of gloom in these lines:

> 66In the nightmare of the dark
> All the dogs of Europe bark
> And the living nations wait
> Each sequestered in its hate.99

Why War Came

Many factors contributed to World War II. You have learned some of the reasons behind Axis aggression. You have also seen why western democracies adopted a policy of appeasement. Today, historians often see the war as an effort to revise the 1919 peace settlement. The Versailles treaty had divided Europe into two camps—those who were satisfied with its terms and those who were not. Germany, Italy, Japan,

ISSUES
For
TODAY

Aggression by the Axis powers resulted in World War II. How can countries stop aggression by other nations?

and the Soviet Union all felt betrayed or excluded by the settlement and wanted to change it.

Since 1939, people have debated issues such as why the western democracies failed to respond forcefully to the Nazi threat and whether they could have stopped Hitler if they had responded. Dreading war, the democracies hoped that diplomacy and compromise would right old wrongs and prevent further aggression. They were distracted by political and economic problems and misread Hitler's intentions. A few people warned of the danger, but most disregarded even Hitler's declared goals in *Mein Kampf*. (See page 779.)

Many historians today think that Hitler might have been stopped in 1936, before Germany was fully rearmed. If Britain and France had taken military action then, they argue, Hitler would have had to retreat. But the French and British were unwilling to risk war. The experience of World War I and awareness of the destructive power of modern technology made the idea of renewed fighting unbearable. Unfortunately, when war came, it proved to be even more horrendous than anyone had imagined.

SECTION 1 REVIEW

1. **Identify** (a) Haile Selassie, (b) Rome-Berlin-Tokyo Axis, (c) Guernica, (d) Anschluss, (e) Munich Conference, (f) Neville Chamberlain, (g) Nazi-Soviet Pact.
2. **Define** (a) sanction, (b) appeasement, (c) pacifism.
3. (a) List three acts of aggression by Italy, Germany, and Japan during the 1930s. (b) How did the western democracies respond to each?
4. How did the Spanish Civil War become a battleground for the competing political forces in the western world?
5. (a) Why did the western democracies follow a policy of appeasement? (b) How did the aggressor nations respond to appeasement?
6. *Critical Thinking* **Recognizing Causes and Effects** How was the Munich Conference a turning point in the road toward war?
7. *ACTIVITY* Make an illustrated time line titled "The Road to World War II."

Guide for Reading

☐ How did new technologies affect the fighting in World War II?

☐ What goals did the Axis powers pursue in Europe and Asia?

☐ Why did Japan attack the United States?

☐ **Vocabulary** blitzkrieg

"Hitler will collapse the day we declare war on Germany," predicted a confident French general on the eve of World War II. He could not have been more wrong. World War II, the costliest war in history, lasted six years—from 1939 to 1945. It pitted the Axis powers, chiefly Germany, Italy, and Japan, against the Allied powers, which eventually included Britain, France, the Soviet Union, China, the United States, and 45 other nations.

Unlike World War I, with its dug-in defensive trenches, the new global conflict was a war of aggressive movement. In the early years, things went badly for the Allies as Axis forces swept across Europe, North Africa, and Asia, piling up victories.

The First Onslaught

In September 1939, Nazi forces stormed into Poland, revealing the enormous power of Hitler's blitzkrieg, or "lightning war." First, German planes bombed airfields, factories, towns, and cities, and screaming dive bombers fired on troops and civilians. Then fast-moving tanks and troop transports roared into the country. The Polish army fought back but could not stop the motorized onslaught.

While Germany attacked from the west, Stalin's forces invaded from the east, grabbing areas promised under the Nazi-Soviet Pact. Within a month, Poland ceased to exist.

With Poland crushed, Hitler passed the winter without much further action. Stalin's armies, however, pushed on into the Baltic states of

Estonia, Latvia, and Lithuania. They also seized part of Finland, which put up stiff but unsuccessful resistance.

Early Axis triumphs. During that first winter, the French hunkered down behind the Maginot Line. (See page 768.) Britain sent troops to wait with them. Some reporters dubbed this quiet time the "phony war."

Then, in April 1940, the war exploded into action. Hitler launched a blitzkrieg against Norway and Denmark, both of which soon fell. Next, his forces slammed into the Netherlands and Belgium. Within weeks, Germany had overrun them, too.

Miracle of Dunkirk. By May, German forces were pouring into France. Retreating Allied forces were soon trapped between the advancing Nazis and the English Channel. In a desperate gamble, the British sent every available naval vessel, merchant ship, and even every pleasure boat across the choppy channel to pluck stranded troops off the beaches of Dunkirk and Ostend.

Despite German air attacks, the improvised armada ferried more than 300,000 troops to safety. This heroic rescue, dubbed the "miracle of Dunkirk," greatly raised British morale.

France falls. Meanwhile, German forces headed south toward Paris. Sensing an easy victory, Italy declared war on France and attacked from the south. Overwhelmed and demoralized, France surrendered.

On June 22, 1940, in a forest clearing in northeastern France, Hitler avenged the German defeat of 1918. He forced the French to sign the surrender documents in the same railroad car in which Germany had signed the armistice ending World War I. A young American reporter described the scene:

> 66I observed [Hitler's] face. It was grave, solemn, yet brimming with revenge. There was also in it . . . a note of the triumphant conqueror, the defier of the world. There was something else, difficult to describe, in his expression; a sort of scornful, inner joy at being present at this great reversal of fate—a reversal he himself had wrought.99

Following the surrender, Germany occupied northern France. In the south, the Germans set up a "puppet state," with its capital at Vichy (VIHSH ee). Some French officers escaped to England, where they set up a government-in-exile. Led by Charles de Gaulle, these "free French" worked to liberate their homeland. Inside France itself, resistance fighters turned to guerrilla tactics to harass the occupying German forces.

The technology of modern warfare. The whirlwind Nazi advance revealed the awesome power of modern warfare. Air power took a prominent role. After its tryout in Spain, the Luftwaffe, or German air force, perfected methods of bombing civilian as well as military targets. Hitler also used fast-moving armored tanks and troop carriers along with parachute troops to storm through Europe.

Technology created a war machine with even greater destructive power. Scientists and engineers working for the Axis and Allied governments improved the design and effectiveness of airplanes and submarines. They produced ever more deadly bombs and invented hundreds of new devices, such as radar to detect airplanes and sonar to detect submarines. At the same time, research also led to medical advances to treat the wounded and new synthetic products to replace scarce strategic goods.

The Battle of Britain

With the fall of France, Britain stood alone. Hitler was sure that the British would sue for peace. But Winston Churchill, who had replaced Neville Chamberlain as prime minister, had other plans. For many years, Churchill had been a lone voice against the Nazi threat. In 1940, he rallied the British to fight on:

> 66We shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.99

Faced with this defiance, Hitler ordered preparation of Operation Sea Lion—the invasion of Britain. First, however, he set out to weaken Britain's air power and break the British

will to resist. To achieve this goal, he launched massive air strikes against the island nation.

The battle begins. On August 12, 1940, the first wave of German bombers appeared over England's southern coast. The Battle of Britain had begun.

Racing to their planes, British Royal Air Force (RAF) fighter pilots rose into the air. They scrambled after the Germans until their fuel ran low. Landing, they snatched a few hours' sleep, refueled, and took off to fight again. A local resident commented on their bravery:

> 66I'd seen our RAF boys spiraling down. I'd also seen them do a victory roll when they shot a German airplane down. These boys went up day and night, in these Spitfires, almost stuck together with chewing gum.99

For a month, the RAF valiantly battled the German Luftwaffe. Then the Germans changed their tactics, turning their attention from military targets to the bombing, or blitz, of London and other cities.

The London blitz. Late on the afternoon of September 7, German bombers appeared over London. All through the night, until dawn the next day, relays of aircraft showered high explosives and firebombs on the sprawling capital. For the next 57 nights, the bombing went on. German Stukas and Messerschmitts pounded docks and railways, buildings and homes. Much of the city was destroyed, and some 15,000 people lost their lives.

For Londoners, the blitz became a fact of life. Each night, they waited for the howl of air raid sirens that warned of the latest Luftwaffe assault. As searchlights swept the sky in search of the enemy, people took refuge wherever they could. Some hid in cellars under their homes, others in special shelters built in backyards. Thousands took shelter in cold subways, deep underground.

The city did not break under the blitz. Parliament continued to sit in defiance of the enemy. Citizens carried on their daily lives, seeking protection in shelters and then emerging when the all-clear sounded to resume their routine. One mother marveled at her own response to the nightly raids:

London in Flames
The Nazi blitz of London raged for two months in 1940. Each night, German bombers dropped tons of bombs, igniting fires that burned out of control. Each morning, Londoners picked through the rubble and counted the dead. The blitz destroyed some of the city's most precious buildings, but it failed to break the will of the English people. At right, a woman surveys the results of a raid. At far right, Londoners escape the bombs by bedding down in a subway station. **Religions and Value Systems** Why do you think the blitz failed to destroy British morale?

1-14
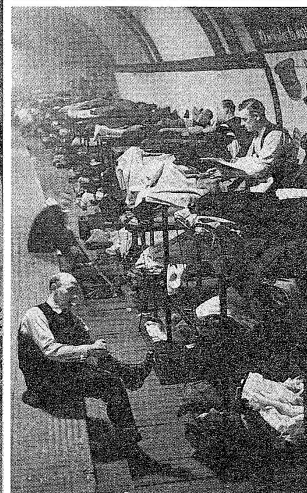
66I never thought I could sit and read to children, say about Cinderella, while you could hear the German planes coming. Sometimes a thousand a night came over, in waves. We had a saying, 'I'm gonna getcha, I'm gonna getcha.' That's how the planes sounded. You'd hear the bomb drop so many hundred yards that way. And you'd think, Oh, that missed us. You'd think, My God, the next one's going to be a direct hit. . . . But you bore up. And I wasn't the bravest of people, believe me.99

The Germans continued to bomb London and other cities off and on until June 1941. But contrary to Hitler's hopes, British morale was not destroyed. In fact, the bombing brought the British closer together in their determination to turn back the enemy.

A German defeat. The Battle of Britain showed that terror bombing could not defeat a determined people. By June 1941, Hitler had abandoned Operation Sea Lion in favor of a new campaign. This time, he targeted the Soviet Union. The decision to invade Russia helped save Britain. It also proved to be one of Hitler's most costly mistakes. 🖼

Charging Ahead

While the Luftwaffe was blasting Britain, Axis armies were pushing into North Africa and the Balkans. In September 1940, Mussolini sent forces from Italy's North African colony of Libya into Egypt. When the British repulsed the invaders, Hitler sent a brilliant commander, General Erwin Rommel, to North Africa. The "Desert Fox," as he was nicknamed, chalked up a string of successes in 1941 and 1942. He pushed the British back across the desert toward Cairo, in Egypt. The British worried that he would seize the Suez Canal, thus severing their lifeline to India.

In 1940, Italian forces invaded Greece. When they met stiff resistance, German troops once again came to the rescue, and both Greece and Yugoslavia were added to the Axis empire. Even after the Axis triumph, however, Greek and Yugoslav guerrillas plagued the occupying forces.

Meanwhile, both Bulgaria and Hungary had joined the Axis alliance. By 1941, the Axis powers or their allies controlled most of Western Europe. (See the map on page 802.)

Operation Barbarossa

In June 1941, Hitler embarked on Operation Barbarossa—the conquest of the Soviet Union.* Hitler's motives were clear. He wanted to gain "living space" for Germans and to win control of regions rich in resources. "If I had the Ural Mountains with their incalculable store of treasures in raw materials," he declared, "Siberia with its vast forests, and the Ukraine with its tremendous wheat fields, Germany under National Socialist leadership would swim in plenty." He also wanted to crush communism and defeat his powerful rival Joseph Stalin.

The German advance. In Operation Barbarossa, Hitler unleashed a new blitzkrieg. About three million Germans poured into Russia. They caught Stalin unprepared, his army still suffering from the purges that had wiped out many of its top officers. (See page 727.)

The Russians lost two and a half million soldiers trying to fend off the invaders. As they were forced back, they destroyed factories and farm equipment and burned crops to keep them out of enemy hands. But they could not stop the German war machine. By autumn, the Nazis had smashed deep into Russia and were poised to take Moscow and Leningrad. "The war is over," declared Hitler's propaganda minister Joseph Goebbels.

There, however, the German drive stalled. Like Napoleon's Grand Army in 1812, Hitler's forces were not prepared for the fury of Russia's "General Winter." By early December, temperatures plunged to –20 degrees Celsius. Thousands of German soldiers froze to death.

Siege of Leningrad. The Russians, meanwhile, suffered appalling hardships. In September 1941, the two-and-a-half-year siege of Leningrad began. Food was soon rationed to two pieces of bread a day. Desperate Leningraders ate almost anything. They chewed paper or boiled wallpaper scraped off walls because its paste was said

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*The plan took its name from the Holy Roman emperor Frederick Barbarossa, who had won great victories in the East.

War on Many Fronts *In sharply contrasting conditions, the German army made rapid advances during the early years of the war. At left, a tank division advances through the Russian snow during Operation Barbarossa. At right, German troops ride over the desert sands of North Africa.* **Geography and History** *What problems would an army face trying to maneuver in the desert? How did Russia's geography make it difficult to conquer?*

to contain potato flour. Owners of leather briefcases boiled and ate them—"jellied meat," they called it.

More than a million Leningraders died during the German siege. The survivors, meanwhile, struggled to defend their city. Hoping to gain some relief for the exhausted Russians, Stalin urged Britain to open a second front in Western Europe. Although Churchill could not offer much real help, the two powers did agree to work together.

Growing American Involvement

When the war began in 1939, the United States declared its neutrality. Although isolationist feeling remained strong, many Americans sympathized with the Poles, French, British, and others who battled the Axis powers. Later, President Roosevelt found ways around the Neutrality Acts to provide aid, including warships, to Britain as it stood alone against Hitler.

The arsenal of democracy. In early 1941, FDR convinced Congress to pass the Lend-Lease Act. It allowed him to sell or lend war materials to "any country whose defense the President deems vital to the defense of the United States." The United States, said Roosevelt, would not be drawn into the war, but it would become "the arsenal of democracy," supplying arms to those who were fighting for freedom.

Atlantic Charter. In August 1941, Roosevelt and Churchill met secretly on a warship in the Atlantic. The two leaders issued the Atlantic Charter, which set goals for the war—"the final destruction of the Nazi tyranny"—and for the postwar world. They pledged to support "the right of all peoples to choose the form of government under which they will live" and called for a "permanent system of general security."

Japan Attacks

In December 1941, the Allies gained a vital boost when a surprise action by Japan suddenly pitched the United States into the war. From the late 1930s, Japan had been trying to conquer China. (See pages 756 and 757.) Although Japan occupied much of eastern China, the Chinese would not surrender. When war broke out in Europe in 1939, the Japanese saw a chance to grab European possessions in Southeast Asia. The rich resources of the region, including oil, rubber, and tin, would be of immense value in fighting the Chinese war.

Growing tensions. In 1940, Japan advanced into French Indochina and the Dutch East Indies (present-day Indonesia). To stop Japanese aggression, the United States banned
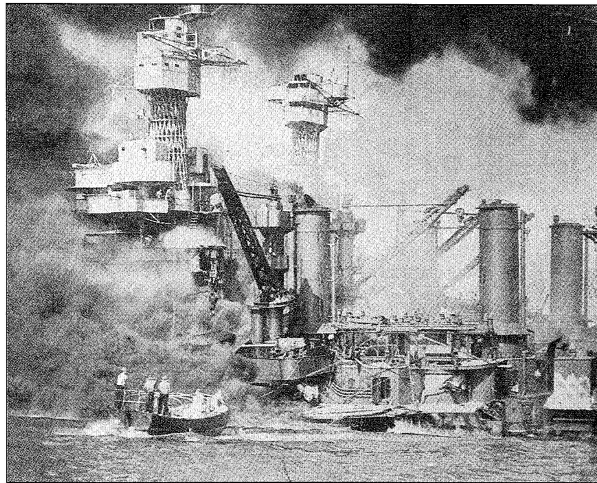
Pearl Harbor By November 1941, American officials knew that Japan was planning an attack somewhere in the Pacific. Still, they were stunned by the bombing of the naval base at Pearl Harbor. Said one navy commander, "I didn't believe it when I saw the planes, and I didn't believe it when I saw the bombs fall." Here, an American battleship burns in Pearl Harbor. **Political and Social Systems** Why was the bombing of Pearl Harbor a turning point in World War II?

the sale to Japan of war materials, such as iron, steel, and oil for airplanes. This move angered the Japanese.

Japan and the United States held talks to ease the growing tension. But extreme militarists such as General Tojo Hideki were gaining power in Japan. They did not want peace. Instead, they hoped to seize lands in Asia and the Pacific. The United States was interfering with their plans.

Attack on Pearl Harbor. With talks at a standstill, General Tojo ordered a surprise attack on the American fleet at Pearl Harbor, Hawaii. Early on December 7, 1941, Japanese airplanes struck. They damaged or destroyed 19 ships, smashed American planes on the ground, and killed more than 2,400 people.

The next day, a grim-faced President Roosevelt told the nation that December 7 was "a date which will live in infamy." He asked Congress to declare war on Japan. Three days later, Germany and Italy, as Japan's allies, declared war on the United States.

Japanese victories. In the long run, the Japanese attack on Pearl Harbor would be as serious a mistake as Hitler's invasion of Russia. But the months after Pearl Harbor gave no such hint. Instead, European and American possessions in the Pacific and in Southeast Asia fell one by one to the Japanese. They drove the Americans out of the Philippines and seized other American islands across the Pacific. They over-

ran the British colonies of Hong Kong, Burma, and Malaya, pushed deeper into the Dutch East Indies, and completed the takeover of French Indochina.

By the beginning of 1942, the Japanese empire stretched from Southeast Asia to the western Pacific Ocean. (See the map on page 805.) The Axis powers had reached the high point of their successes.

SECTION 2 REVIEW

1. **Identify** (a) "phony war," (b) Dunkirk, (c) Winston Churchill, (d) Battle of Britain, (e) Operation Barbarossa, (f) Lend-Lease Act, (g) Atlantic Charter, (h) Pearl Harbor.
2. **Define** blitzkrieg.
3. How did new technologies make World War II a war of rapid movement?
4. What successes did the Axis have in Europe?
5. (a) What goals did Japan pursue in Asia? (b) Why did General Tojo order an attack on the United States?
6. *Critical Thinking* **Identifying Alternatives** Do you think that the United States could have stayed out of the war? Why or why not?
7. *ACTIVITY* Imagine that you are a teenager during the London blitz. Write a series of diary entries describing your experiences.

3 The Global Conflict: Allied Successes

Guide for Reading

- How did the Axis powers treat the people they conquered?
- How did nations mobilize for total war?
- What battles were turning points in the war?
- **Vocabulary** *collaborator*

World War II was fought on a larger scale and in more places than any other war in history. It was also more costly in human life than any earlier conflict. Civilians were targets as much as soldiers. In 1941, a reporter visited a Russian town that had 10,000 people before the German invasion. The reporter found a lone survivor:

> 66[She was] a blind old woman who had gone insane. She was there when the village was shelled and had gone mad. I saw her wandering barefooted around the village, carrying a few dirty rags, a rusty pail, and a tattered sheepskin.99

From 1939 until mid-1942, the Axis ran up a string of successes. During those years, the conquerors blasted villages and towns and divided up the spoils. Then the Allies won some key victories. Slowly, the tide began to turn.

Occupied Lands

While the Germans rampaged across Europe, the Japanese conquered an empire in Asia and the Pacific. Each set out to build a "new order" in the occupied lands.

Nazi Europe. Hitler's new order grew out of his racial obsessions. He set up puppet governments in Western European countries that were peopled by "Aryans" or related races. The Slavs of Eastern Europe were viewed as an inferior race. They were shoved aside to provide "living space" for Germans.

To the Nazis, occupied lands were an economic resource to be plundered and looted. One of Hitler's high officials bluntly stated his view:

> 66Whether nations live in prosperity or starve to death interests me only insofar as we need them as slaves for our culture.99

The Nazis systematically stripped countries of works of art, factories, and other resources. They sent thousands of Slavs and others to work as slave laborers in German war industries. As resistance movements emerged to fight German tyranny, the Nazis took savage revenge, shooting hostages and torturing prisoners.

Nazi genocide. The most savage of all policies was Hitler's program to kill Jews and others he judged "racially inferior," such as Slavs, Gypsies, and the mentally ill. At first, the Nazis forced Jews in Poland and elsewhere to live in ghettos. By 1941, however, Hitler and his supporters had devised plans for the "final solution of the Jewish problem"—the genocide, or deliberate destruction, of all European Jews.

To accomplish this goal, Hitler had "death camps" built in Poland and Germany, at places like Auschwitz and Bergen Belsen. The Nazis shipped Jews from all over occupied Europe to the camps. There, Nazi engineers designed the most efficient means of killing millions of men, women, and children.

As Jews reached the camps, they were stripped of their clothes and valuables. Their heads were shaved. Guards separated men from women and children from their parents. The young, old, and sick were targeted for immediate killing. Within a few days, they were herded into "shower rooms" and gassed. The Nazis worked others to death or used them for perverse "medical" experiments. By 1945, the Nazis had massacred more than six million Jews in what became known as the Holocaust. Almost as many other "undesirable" people were killed as well.

Jews resisted the Nazis even though they knew their efforts could not succeed. In October 1944, for example, a group of Jews in the Auschwitz death camp destroyed one of the gas chambers. The rebels were all killed. One woman, Rosa Robota, was tortured for days before

The Holocaust As German armies conquered new areas, the Nazis implemented their program to exterminate the Jewish people. Storm troopers rounded up Jewish men, women, and children, who were sent in cattle cars to death camps in Germany and Poland. More than six million Jews died in the Nazi Holocaust. **Continuity and Change** Do you think that the Holocaust could happen again today? Explain.

she was hanged. "Be strong and have courage," she called out to the camp inmates who were forced by the Nazis to watch her execution.

In some cases, friends, neighbors, or others concealed or protected Jews from the Holocaust. Italian peasants, for example, hid Jews in their villages, and Denmark as a nation saved almost all its Jewish population. Most often, however, people pretended not to see what was happening. Some were collaborators, helping the Nazis hunt down the Jews or, like the Vichy government in France, shipping tens of thousands of Jews to their death.

The scale and savagery of the Holocaust have been unequaled in history. The Nazis deliberately set out to destroy the Jews for no other reason than their religious and ethnic heritage. Today, the record of that slaughter is a vivid reminder of the monstrous results of racism and intolerance.

The Co-Prosperity Sphere. On the other side of the world, Japan wrapped itself in the mantle of anti-imperialism. Under the slogan "Asia for Asians," it created the Greater East Asia Co-Prosperity Sphere. Its self-proclaimed mission was to help Asians escape western colonial rule. In fact, its goal was a Japanese empire in Asia.

The Japanese treated the Chinese and other conquered people with great brutality, killing and torturing civilians everywhere. They seized food crops and made local people into slave laborers. Whatever welcome the Japanese had at first met as "liberators" was soon turned to hatred. In the Philippines, Indochina, and elsewhere, nationalist groups waged guerrilla warfare against the Japanese conquerors.

The Allied War Effort

After the United States entered the war, the Allied leaders met periodically to hammer out their strategy. In 1942, the Big Three—Roosevelt, Churchill, and Stalin—agreed to finish the war in Europe first before turning their attention to the Japanese in Asia.

From the outset, the Allies distrusted one another. Churchill thought Stalin wanted to dominate Europe. Roosevelt felt that Churchill had ambitions to expand British imperial power. Stalin believed that the western powers wanted to destroy communism. At meetings and in writing, Stalin urged Roosevelt and Churchill to relieve the pressure on Russia by opening a second front in Western Europe. Not until 1944, however, did Britain and the United States make such a move. The British and Americans argued that they did not have the resources before then. Stalin saw the delay as a deliberate policy to weaken the Soviet Union.

Total war. Like the Axis powers, the Allies were committed to total war. Democratic governments in the United States and Britain increased their political power. They directed economic resources into the war effort, ordering factories to stop making cars or refrigerators and to turn out airplanes or tanks instead. Governments rationed consumer goods, from shoes to sugar, and regulated prices and wages. On the positive side, while the war brought shortages and hardships, it ended the unemployment of the depression era.

Under pressure of war, even democratic governments limited the rights of citizens. They censored the press and used slick propaganda to

800   Chapter 31

win public support for the war. In the United States and Canada, many citizens of Japanese descent lost their civil rights. On the West Coast, Japanese Americans even lost their freedom, as they were forced into internment camps after the government decided they were a security risk. The British took similar action against German refugees. Some 40 years later, the United States government would apologize to Japanese Americans for its wartime policy.

Women help win the war. As men joined the military and war industries expanded, millions of women replaced them in essential jobs. Women built ships and planes, produced munitions, and staffed offices. A popular British song recognized women's contributions:

66She's the girl that makes the thing that drills the hole that holds the spring
That drives the rod that turns the knob that works the thingumebob. . . .
And it's the girl that makes the thing that holds the oil that oils the ring
That works the thingumebob THAT'S GOING TO WIN THE WAR!99

British and American women served in the armed forces in auxiliary roles—driving trucks and ambulances, delivering airplanes, decoding

PARALLELS THROUGH TIME

Women in Wartime

As they have since ancient times, women in this century played key roles in times of war. On farms and in factories, women workers produced the food, weapons, and other supplies needed for the war effort. Other women served as translators, spies, nurses, and bomb experts.

Linking Past and Present What opportunities did wartime service offer women during World War II? What opportunities do the armed forces offer women today?

PAST *Although the British and American armies did not allow women to serve in combat positions in World War II, women did serve in uniform as auxiliaries. In England, volunteers in the Women's Auxiliary Air Force (WAAF) worked alongside Royal Air Force pilots. Women also did dangerous work in the anti-Nazi resistance in occupied Europe. The Dutch woman below risked her life to distribute an anti-Nazi newspaper in Amsterdam.*
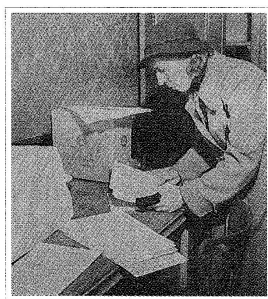
PRESENT *Today, women play even more active roles in the armed forces. At right, women serve as soldiers in Operation Desert Storm. The Vietnam Women's Memorial, below, honors the women who lost their lives working in war zones as nurses and in other support positions.*
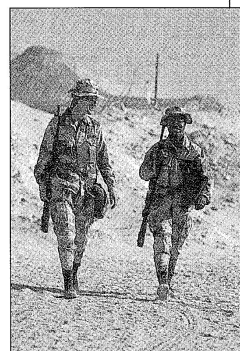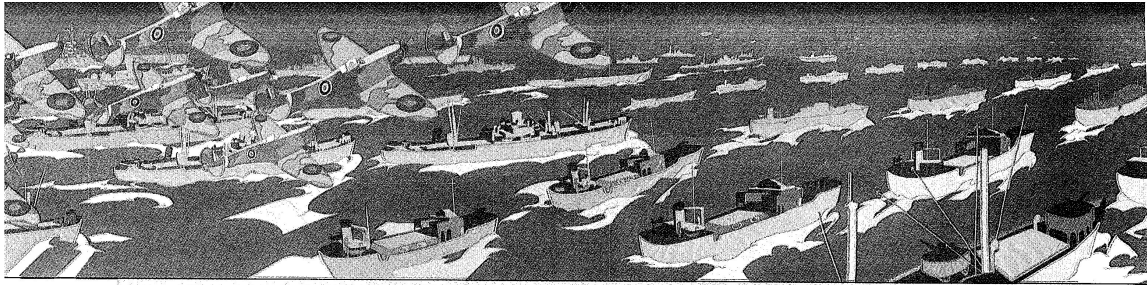
World War II in Europe and North Africa

Legend:
- European Axis Powers, 1942
- Maximum extent of Axis control, 1942
- Neutral nations 1942
- Allied territory, 1942
- Allied advances
- Concentration camps 1939–1945
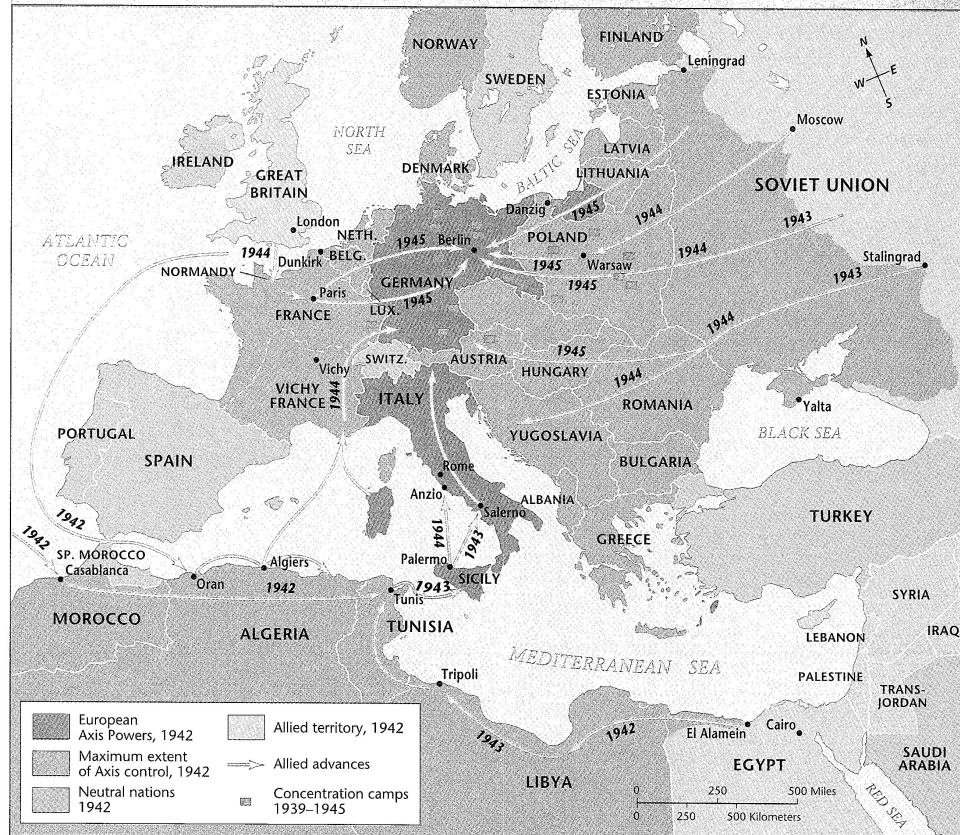
GEOGRAPHY AND HISTORY

Axis power reached its height in Europe in 1942. Then the tide began to turn. The Allies scored successes in North Africa and went on to invade Europe through Italy and France.

1. Location On the map, locate (a) Vichy France, (b) Soviet Union, (c) El Alamein, (d) Berlin, (e) Normandy, (f) Palermo.

2. Movement (a) Describe the extent of the Axis advance to the east by 1942. (b) In what year did the Allies advance into Italy? (c) When did they advance through Romania?

3. Critical Thinking Linking Past and Present If you lived in Germany today, what do you think would be an appropriate way to commemorate the end of World War II?
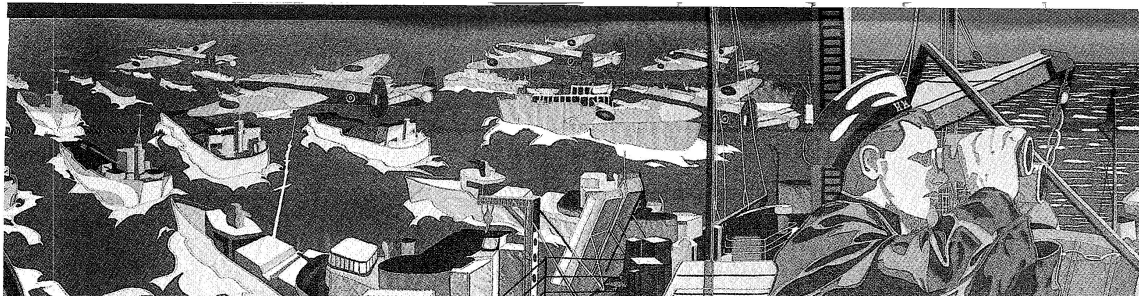
△ D-Day invasion

messages, assisting at anti-aircraft sites. In occupied Europe, women fought in the resistance. Marie Fourcade, a French woman, directed 3,000 people in the underground and helped downed Allied pilots escape to safety.

Many Soviet women saw combat. Soviet pilot Lily Litvak, for example, shot down 12 German planes before she herself was killed.

Turning Points

During 1942 and 1943, the Allies won several victories that would turn the tide of battle. The first turning points came in North Africa and Italy.

El Alamein. In Egypt, the British under General Bernard Montgomery finally stopped Rommel's advance during the long, fierce Battle of El Alamein. They then turned the tables on the Desert Fox, driving the Axis forces back across Libya into Tunisia.

Later in 1942, American general Dwight Eisenhower took command of a joint Anglo-American force in Morocco and Algeria. Advancing from the west, he combined with the British forces to trap Rommel's army, which surrendered in May 1943.

Invasion of Italy. Victory in North Africa let the Allies leap across the Mediterranean into Italy. In July 1943, a combined British and American army landed first in Sicily and then in southern Italy. They defeated the Italian forces there in about a month.

Italians, fed up with Mussolini, overthrew the Duce. The new Italian government signed an armistice, but the fighting did not end. Hitler sent German troops to rescue Mussolini and stiffen the will of Italians fighting in the north. For the next 18 months, the Allies pushed slowly up the Italian peninsula, suffering heavy losses against stiff German resistance. Still, the Italian invasion was a decisive event for the Allies because it weakened Hitler by forcing him to fight on another front.

The Red Army Resists

Another major turning point in the war occurred in the Soviet Union. After their triumphant advance in 1941, the Germans were stalled outside Moscow and Leningrad. In 1942, Hitler launched a new offensive. This time, he aimed for the rich oil fields of the south. His troops, however, got only as far as the city of Stalingrad.

Stalingrad. The Battle of Stalingrad was one of the costliest of the war. Hitler was determined to capture Stalin's namesake city. Stalin was equally determined to defend it.

The battle began when the Germans surrounded the city. The Russians then encircled their attackers. As winter closed in, a bitter street-by-street, house-by-house struggle raged. Soldiers fought for two weeks for a single building, wrote a German officer. Corpses "are strewn in the cellars, on the landings and the staircases," he said.

Trapped, without food or ammunition and with no hope of rescue, the German commander finally surrendered in early 1943. The battle cost the Germans approximately 300,000 killed, wounded, or captured soldiers.

Counterattack. After the Battle of Stalingrad, the Red Army took the offensive. They lifted the siege of Leningrad and drove the invaders out of the Soviet Union. Hitler's forces suffered irreplaceable losses of troops and equipment. By early 1944, Soviet troops were advancing into Eastern Europe.

Invasion of France

By 1944, the Allies were at last ready to open the long-awaited second front in Europe—the invasion of France. General Dwight Eisenhower was made the supreme Allied commander. He and other Allied leaders faced the enormous task of planning the operation and assembling troops and supplies. To prepare the

way for the invasion, Allied bombers flew constant missions over Germany. They targeted factories and destroyed aircraft that might be used against the invasion force. They also destroyed many German cities.

The Allies chose June 6, 1944—D-Day, they called it—for the invasion of France. (☆ See *Skills for Success,* page 814.) About 176,000 Allied troops were ferried across the English Channel. From landing craft, they fought their way to shore amid underwater mines and raking machine-gun fire. They clawed their way inland through the tangled hedges of Normandy. Finally, they broke through German defenses and advanced toward Paris. Meanwhile, other Allied forces sailed from Italy to land in southern France.

In Paris, French resistance forces rose up against the occupying Germans. Under pressure from all sides, the Germans retreated. On August 25, the Allies entered Paris. Joyous crowds in the "city of light" welcomed the liberators. Within a month, all of France was free. The next goal was Germany itself.

SECTION 3 REVIEW

1. **Identify** (a) Holocaust, (b) Auschwitz, (c) Greater East Asia Co-Prosperity Sphere, (d) Battle of El Alamein, (e) Dwight Eisenhower, (f) Battle of Stalingrad, (g) D-Day.
2. **Define** collaborator.
3. (a) What was Hitler's "new order" in Europe? (b) How did the Japanese treat the people they conquered?
4. (a) How did democratic governments mobilize their economies for war? (b) How did they limit the rights of citizens?
5. How was each of the following battles a turning point in the war: (a) El Alamein, (b) Stalingrad?
6. *Critical Thinking* **Defending a Position** Do you think that democratic governments should be allowed to limit their citizens' freedoms during wartime? Defend your position.
7. *ACTIVITY* Write a poem or design a memorial commemorating the millions who died in the Holocaust.

4 Toward Victory

Guide for Reading

☐ What battles were turning points in the Pacific war?

☐ How did the Allied forces defeat Germany?

☐ Why did the United States use the atomic bomb on Japan?

☐ **Vocabulary** *kamikaze*

While the Allies battled to liberate Europe, fighting against the Japanese in Asia raged on. The war in Southeast Asia and the Pacific was very different from that in Europe. Most battles were fought at sea, on tiny islands, or in deep jungles. At first, the Japanese won an uninterrupted series of victories. By mid-1942, however, the tide began to turn.

War in the Pacific

A major turning point in the Pacific war occurred just six months after the bombing of Pearl Harbor. In May and June 1942, American warships and airplanes severely damaged two Japanese fleets during the battles of the Coral Sea and Midway Island. These victories greatly weakened Japanese naval power and stopped the Japanese advance.

After the Battle of Midway, the United States took the offensive. That summer, under the command of General Douglas MacArthur, United States Marines landed at Guadalcanal in the Solomon Islands, the first step in an "island-hopping" campaign. The goal of the campaign was to recapture some Japanese-held islands while bypassing others. The captured islands served as stepping stones to the next objective. In this way, American forces gradually moved north from the Solomon Islands toward Japan itself. (See the map on page 805.)

On the captured islands, the Americans built air bases to enable them to carry the war closer to Japan. By 1944, American ships were blockading Japan, while American bombers pounded Japanese cities and industries.

Legend

- Maximum extent of Japanese control, 1942
- Under Japanese control 1942
- Allied advances
- Major battles
- Atomic bomb targets

Map labels:

ALASKA · 60°N · ALEUTIAN IS. · ATTU I. · USSR · 1945 · MONGOLIA · MANCHURIA (MANZHOUGUO) · 1945 · KURIL IS. · Beijing · KOREA · JAPAN · Tokyo · Hiroshima · Nagasaki · CHINA · PACIFIC OCEAN · N W E S · Chongqing · Shanghai · MIDWAY I. · 30°N · Burma Road · INDIA · Kunming · 1945 · Guangzhou · RYUKYU IS. · OKINAWA · IWO JIMA · HAWAIIAN IS. · 1943 · Lashio · TAIWAN · Hong Kong · 1945 · MARIANA IS. · WAKE I. · Pearl Harbor · BURMA · THAILAND · FRENCH INDOCHINA · Manila · PHILIPPINE IS. · LEYTE GULF · GUAM · 1944 · ENIWETOK · MARSHALL IS. · KWAJALEIN · MALAYA · Singapore · CAROLINE IS. · 1944 · SUMATRA · BORNEO · CELEBES · TARAWA · 1943 · GILBERT IS. · 0° · DUTCH EAST INDIES · JAVA · NEW GUINEA · 1943 · SOLOMON IS. · 1942 · 1942 · GUADALCANAL · INDIAN OCEAN · CORAL SEA · 1942 · AUSTRALIA · 120°E · 150° · 180°

0 500 1000 Miles
0 500 1000 Kilometers

GEOGRAPHY AND HISTORY

For six months after the bombing of Pearl Harbor, the Japanese won a series of uninterrupted victories. After the Battle of Midway, however, the Allies took the offensive in the Pacific. Their goal was to recapture the Philippines and invade Japan.

1. Location On the map, locate (a) Japan, (b) Midway Island, (c) Pearl Harbor, (d) Iwo Jima, (e) Hiroshima, (f) Burma Road, (g) Manchuria.

2. Movement (a) Did Japan ever gain control of New Guinea? Explain. (b) When did the Allies advance into Manchuria? (c) When did they reach the Philippines?

3. Critical Thinking Making Inferences How did geography make it difficult for Japan to keep control of its empire?

In October 1944, MacArthur began to retake the Philippines. The British meanwhile were pushing the Japanese back in the jungles of Burma and Malaya. Despite such setbacks, the militarists who dominated the Japanese government rejected any suggestions of surrender.

The Nazis Defeated

Hitler, too, scorned talk of surrender. "If the war is to be lost," he declared, "the nation also will perish." To win the assault on "Fortress Europe," the Allies had to use devastating force.

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Battle of the Bulge. After freeing France, the Allies battled toward Germany. As they advanced into Belgium in December 1944, Germany launched a massive counterattack. Hitler was throwing everything into a final effort.

At the bloody Battle of the Bulge, both sides took terrible losses. The Germans drove the Allies back in several places but were unable to break through. The Battle of the Bulge slowed the Allied advance, but it was Hitler's last success.

The air war. By this time, Germany was reeling under round-the-clock bombing. For two years, Allied bombers had hammered military bases, factories, railroads, oil depots, and cities.

By 1945, Germany could no longer defend itself in the air. In one 10-day period, bombing almost erased the huge industrial city of Hamburg. Allied raids on Dresden in February 1945 killed as many as 135,000 people.

On to Berlin. By March, the Allies had crossed the Rhine into western Germany. From the east, Soviet troops closed in on Berlin. Victory was only months away, but savage fighting continued. In late April, American and Russian soldiers met and shook hands at the Elbe River. Everywhere, Axis armies began to surrender.

In Italy, guerrillas captured and executed Mussolini. In Berlin, Hitler knew that the end was near. As Soviet troops fought their way into the city, Hitler committed suicide in his underground bunker. After just 12 years, Hitler's "thousand-year Reich" was a smoldering ruin.

On May 7, Germany surrendered. Officially, the war in Europe ended the next day, which was proclaimed V-E Day (Victory in Europe). Millions cheered the news, but the joy was tempered by the horrors and tragedies of the past six years.

Defeat of Japan

With war won in Europe, the Allies poured their resources into defeating Japan. By mid-1945, most of the Japanese navy and air force had been destroyed. Yet the Japanese still had an army of two million men. The road to victory, it appeared, would be long and costly.

Invasion versus the bomb. Some American officials estimated that an invasion of Japan would cost a million or more casualties. At the bloody battles to take the islands of Iwo Jima and Okinawa, the Japanese had shown they would fight to the death rather than surrender. To save their homeland, young Japanese became kamikaze (kah mih KAH zee) pilots, who undertook suicide missions, crashing their planes loaded with explosives into American warships.

While Allied military leaders planned for invasion, scientists offered another way to end the war. Since the early 1900s, scientists had under-

*Meeting of the "Big Three" The three main Allied leaders—(left to right) Churchill, Roosevelt, and Stalin—met several times during the war. Their last meeting, shown here, took place at the Soviet city of Yalta in February 1945. There, they planned "the whole shape and structure of post-war Europe." As German authority ended, the Soviets were the de facto rulers in eastern Europe. The three leaders agreed that Stalin would oversee free elections. This concession would become a key factor in the Cold War that began after 1945. **Global Interaction** Why do you think the Big Three went to the trouble to meet in person?*

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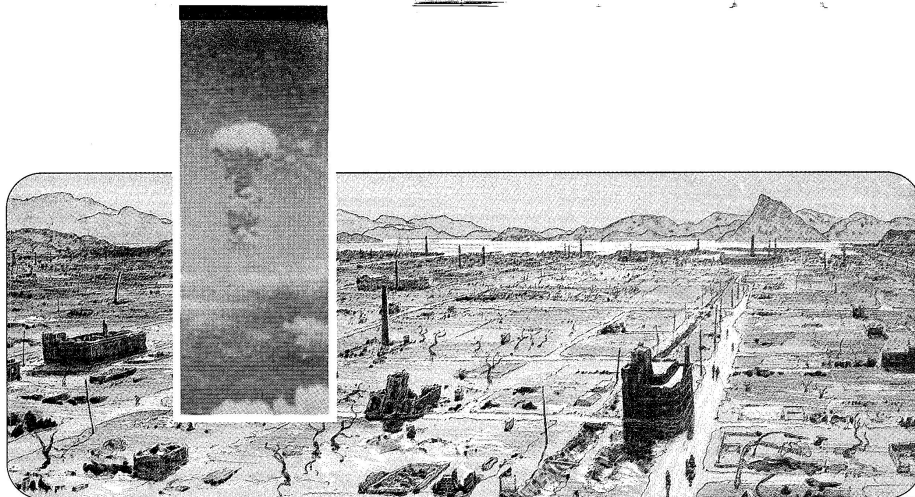
stood that matter, made up of atoms, could be converted into pure energy. (See page 770.) In military terms, this meant that, by splitting the atom, scientists could create an explosion far more powerful than any yet known. During the war, Allied scientists, some of them refugees from Hitler's Germany, raced to harness the atom. In July 1945, at Alamogordo, New Mexico, they successfully tested the first atomic bomb.

News of the test was brought to the new American President, Harry Truman. Truman had taken office after FDR died unexpectedly on April 12. Truman knew that the atomic bomb was a terrible new force for destruction. Still, after consulting with his advisers, he decided to use the new weapon.

At the time, Truman was meeting with Allied leaders in the city of Potsdam, Germany. They issued a warning to Japan to surrender or face "utter and complete destruction." When the Japanese ignored the deadline, the United States took action.

GLOBAL CONNECTIONS

After learning that American scientists had developed an atomic bomb, President Truman had jotted in his diary, "It's a good thing that Hitler's crowd or Stalin's did not discover this atomic bomb." Four years later, the Soviets had the bomb, too. Other nations soon joined the nuclear club. Britain conducted its first nuclear test in Australia in 1952. France followed suit in 1960. China was next. By the 1990s, Argentina, Brazil, India, Pakistan, and South Africa were all close to possessing a workable nuclear bomb.

Hiroshima. On August 6, 1945, an American plane dropped an atomic bomb on the mid-sized city of Hiroshima. Residents saw "a strong flash of light"—and then, total destruction. The bomb flattened four square miles and instantly killed more than 70,000 people. In the months that followed, many more would die from radiation sickness, a deadly after-effect from exposure to radioactive materials.

Truman warned the Japanese that if they did not surrender, they could expect "a rain of ruin from the air the like of which has never been seen on this Earth." And on August 8, the Soviet Union declared war on Japan and invaded Manchuria. Still, Japanese leaders did not respond. The next day, the United States dropped a second atomic bomb, on Nagasaki, killing more than 40,000 people.

Some members of the Japanese cabinet wanted to fight on. Other leaders disagreed. Finally, on August 10, Emperor Hirohito intervened—an action unheard of for a Japanese emperor—forcing the government to surrender. On September 2, 1945, the formal peace treaty was signed on board the American battleship

Missouri, which was anchored in Tokyo Bay. The war had ended.

An ongoing controversy. Dropping the atomic bomb on Japan brought a quick end to World War II. It also unleashed terrifying destruction. Ever since, people have debated whether or not the United States should have used the bomb.

Why did Truman use the bomb? First, he was convinced that Japan would not surrender without an invasion that would cost an enormous loss of both American and Japanese lives. Growing differences between the United States and the Soviet Union may also have influenced his decision. Truman may have hoped the bomb would impress the Soviets with American power. At any rate, the Japanese surrendered shortly after the bombs were dropped, and World War II was ended.

Looking Ahead

After the surrender, American forces occupied the smoldering ruins of Japan. In Germany, meanwhile, the Allies had divided Hitler's fallen empire into four zones of occupation—French, British, American, and Russian. In both countries, the Allies faced difficult decisions about the future. How could they avoid the mistakes of 1919 and build the foundations for a stable world peace?

SECTION 4 REVIEW

1. **Identify** (a) Battle of the Coral Sea, (b) Battle of the Bulge, (c) V-E Day, (d) Harry Truman.
2. **Define** kamikaze.
3. How did the United States bring the war closer to Japan?
4. (a) How did the Allies weaken Germany? (b) Why was the Battle of the Bulge significant?
5. *Critical Thinking* **Making Decisions** Imagine that you are President Truman. What information would you want before making the decision to drop an atomic bomb on Japan?
6. *ACTIVITY* Write a series of newspaper headlines reporting the final months of the war in Europe.

5 From World War to Cold War

Guide for Reading

□ What were the human and material costs of World War II?

□ How did World War II change the global balance of power?

□ What were the origins of the Cold War?

□ **Vocabulary** containment

"Give me ten years and you will not be able to recognize Germany," said Hitler in 1933. His prophecy was correct—although not in the way he intended. In 1945, Germany was an unrecognizable ruin. Poland, Russia, Ukraine, Japan, and many other lands also lay in ruins. Total war had gutted cities, factories, harbors, bridges, railroads, farms, homes—and lives. Millions of refugees, displaced by war or liberated from prison camps, wandered the land. Amid the devastation, hunger and disease took large tolls for years after the fighting ended.

Aftermath of War

While the Allies celebrated victory, the appalling costs of the war began to emerge. The global conflict had raged in Asia since Japan invaded China in 1937 and in Europe since 1939. It had killed as many as 75 million people worldwide. In Europe, about 38 million people lost their lives, many of them civilians. The Soviet Union suffered the worst casualties—more than 22 million dead.

Numbers alone did not tell the story of the Nazi nightmare in Europe or the Japanese brutality in Asia. In the aftermath of war, new atrocities came to light.

Horrors of the Holocaust. During the war, the Allies knew about the existence of Nazi concentration camps. But only at war's end did they learn the full extent of the Holocaust and the tortures and misery inflicted on Jews and others in the Nazi camps. General Dwight Eisenhower, who visited the camps, was stunned

Casualties in World War II

	Military Dead*	Military Wounded*	Civilian Dead*
Allies			
Britain	389,000	475,000	65,000
France	211,000	400,000	108,000
Soviet Union	7,500,000	14,102,000	15,000,000
United States	292,000	671,000	†
Axis			
Germany	2,850,000	7,250,000	5,000,000
Italy	77,500	120,000	100,000
Japan	1,576,000	500,000	300,000

*All figures are estimates.
†Very small number of civilian dead
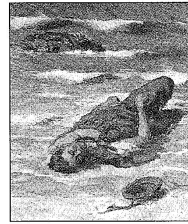
Source: Henri Michel, *The Second World War*

Interpreting a Chart World War II resulted in enormous casualties. Because planes carried destruction far beyond the battlefield, civilians suffered more than in World War I, and civilian deaths reached record numbers. ☐ Which nation suffered the greatest number of both civilian and military casualties?

to come "face to face with indisputable evidence of Nazi brutality and ruthless disregard of every sense of decency."

Walking skeletons stumbled out of the death camps with tales of mass murder. The Nazi Rudolf Hoess, commander at Auschwitz, would admit that he had supervised the killing of two and a half million people, not counting those who died of disease or starvation.

War crimes trials. At wartime meetings, the Allies had agreed that Axis leaders should be tried for "crimes against humanity." In Germany, the Allies held war crimes trials in Nuremberg, where Hitler had staged mass rallies in the 1930s. A handful of top Nazis received death sentences. Others were imprisoned. Similar war crimes trials were held in Japan and Italy. The trials showed that political and military leaders could be held accountable for actions in wartime.

Allied occupation. The war crimes trials served another purpose. By exposing the savagery of the Axis regimes, they further discredited the Nazi, fascist, and militarist ideologies that had led to the war.

Yet disturbing questions haunted people then, as now. How had the Nazi horrors happened? Why had ordinary people in Germany, Poland, France, and elsewhere accepted and even collaborated in Hitler's "final solution"? How could the world prevent dictators from again terrorizing Europe or Asia?

The Allies tried to address those issues when they occupied Germany and Japan. The United States felt that strengthening democracy would ensure tolerance and peace. The western Allies built new governments with democratic constitutions to protect the rights of all citizens. In German schools, for example, Nazi textbooks and courses were replaced with a new curriculum that taught democratic principles.

The United Nations

As in 1919, the World War II Allies set up an international organization to secure the peace. In April 1945, delegates from 50 nations met in San Francisco to draft a charter for the United Nations. The UN would last longer and play a much greater role in world affairs than its predecessor, the League of Nations.

Under the UN Charter, each member nation had one vote in the General Assembly, where members could debate issues. The much

smaller Security Council was given greater power. Its five permanent members—the United States, the Soviet Union (today Russia), Britain, France, and China—all have the right to veto any council decision. The goal was to give these great powers the authority to ensure the peace. Often, however, differences among these powerful nations kept the UN from taking action on controversial issues.

The UN's work would go far beyond peacekeeping. The organization would take on many world problems—from preventing disease and improving education to protecting refugees and aiding nations to develop economically. UN agencies, like the World Health Organization and the Food and Agricultural Organization, have provided help for millions of people around the world. You will read more about the activities of the United Nations in later chapters.

The Crumbling Alliance

Amid the rubble of war, a new power structure emerged that would shape events in the postwar world. In Europe, Germany was defeated. France and Britain were drained and exhausted. Two other powers, the United States and the Soviet Union, had brought about the final victory. Before long, these two nations would become superpowers with the economic resources and military might to dominate the globe. They would also become tense rivals in an increasingly divided world.

Growing differences. During the war, the Soviet Union and the nations of the West had cooperated to defeat Nazi Germany. By 1945, however, the wartime alliance was crumbling. Conflicting ideologies and mutual distrust divided the former Allies and soon led to the conflict known as the Cold War. The Cold War was a state of tension and hostility among nations without armed conflict between the major rivals. At first, the focus of the Cold War was Eastern Europe, where Stalin and the western powers had very different goals.*

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*Stalin was deeply suspicious of other powers. Russia had been invaded by Napoleon's armies and by Germans in World Wars I and II. Also, the United States and Britain had both sent troops into Russia during World War I. (See page 722)

Origins of the Cold War. Stalin had two goals in Eastern Europe. First, he wanted to spread communism into the area. And second, he wanted to create a buffer zone of friendly governments as a defense against Germany, which had invaded Russia during World War I and again in 1941.

As the Red Army had pushed German forces out of Eastern Europe, it left behind occupying forces. At wartime conferences, Stalin tried to get the West to accept Soviet influence in the region. He bluntly claimed:

66Whoever occupies a territory also
imposes his own social system. Everyone imposes his own system as far as
his armies can reach. It cannot be
otherwise.99

The Soviet dictator pointed out that the United States was not consulting the Soviet Union about peace terms for Italy or Japan, defeated and occupied by American and British troops. In the same way, Russia would determine the fate of the Eastern European lands overrun by the Red Army on its way to Berlin.

Roosevelt and Churchill rejected Stalin's view, making him promise "free elections" in Eastern Europe. Stalin ignored that pledge. Backed by the Red Army, local communists in Poland, Czechoslovakia, and elsewhere destroyed rival political parties and even assassinated democratic leaders. By 1948, Stalin had installed pro-Soviet communist governments throughout Eastern Europe.

"An iron curtain." Churchill had long distrusted Stalin. As early as 1946, on a visit to the United States, he warned of the new danger facing the war-weary world:

66A shadow has fallen upon the scenes so
lately lighted by the Allied victories. . . .
From Stettin in the Baltic to Trieste in
the Adriatic, an iron curtain has descended across the Continent. Warsaw,
Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia, all these
famous cities and populations around
them lie in what I must call the Soviet
sphere and all are subject to a very high
and, in many cases, increasing measure
of control from Moscow.99

Cold War in Europe

FINLAND

NORWAY

SWEDEN

ESTONIA

ATLANTIC
OCEAN

NORTH
SEA

LATVIA

IRELAND

DENMARK

LITHUANIA

GREAT
BRITAIN

NETH. Potsdam Berlin

Warsaw

BELG. EAST POLAND
GERMANY

SOVIET
UNION

WEST
GERMANY

LUX.

CZECHOSLOVAKIA

FRANCE

SWITZ. AUSTRIA

HUNGARY

ROMANIA

Yalta

BLACK SEA

PORTUGAL

SPAIN

ITALY

YUGOSLAVIA

BULGARIA

ALBANIA

TURKEY

GREECE

MEDITERRANEAN SEA

BRITISH
ZONE

Berlin

RUSSIAN
ZONE

AMERICAN
ZONE

FRENCH
ZONE

0   75   150 Miles

0   75 150 Kilometers

NATO nations 1955 | **Warsaw Pact nations 1955** | **Other communist countries** | **Territory added to Soviet Union**

0   250   500 Miles

0   250   500 Kilometers

GEOGRAPHY AND HISTORY

By 1955, the Cold War was well underway in Europe. Western nations had joined to form NATO. In response, the Soviet Union formed the Warsaw Pact. Meanwhile, Germany, as well as the city of Berlin, was divided into communist and non-communist zones of occupation.

1. Location On the main map, locate (a) West Germany, (b) East Germany, (c) Lithuania, (d) Warsaw Pact nations.

2. Region Use the inset map to identify the occupation zone in which Berlin was located.

3. Critical Thinking **Synthesizing Information** Why would Turkey be a likely locale for a Cold War conflict?

In the West, Churchill's "iron curtain" became a symbol of the Cold War. It expressed the growing fear of communism. More important, it described the division of Europe into an "eastern" and "western" bloc. In the East were the Soviet-dominated, communist countries of Eastern Europe. In the West were the western democracies, led by the United States.

Containing Communism

Like Churchill, President Truman saw communism as an evil force creeping across Europe and threatening countries around the world, including China. To deal with that threat, the United States abandoned its traditional isolationism. Unlike after World War I, when it

1-30

withdrew from global affairs, it took a leading role on the world stage after World War II.

When Stalin began to put pressure on Greece and Turkey, Truman took action. In Greece, Stalin backed communist rebels who were fighting to topple a right-wing monarchy supported by Britain. By 1947, however, Britain could no longer afford to defend Greece. Stalin was also menacing Turkey in the Dardanelles, the straits linking the Black Sea and the Mediterranean.

Truman Doctrine. On March 12, 1947, Truman outlined a new policy to Congress:

    66I believe that it must be the policy of the United States to support free people who are resisting attempted subjugation by armed minorities or by outside pressures. . . . The free peoples of the world look to us for support in maintaining their freedoms.99

This policy, known as the Truman Doctrine, would guide the United States for decades. It made clear that Americans would resist Soviet expansion in Europe or elsewhere in the world. Truman soon sent military and economic aid and advisers to Greece and Turkey so that they could withstand the communist threat.

The Truman Doctrine was rooted in the idea of containment, limiting communism to the areas already under Soviet control. George Kennan, the American statesman who first proposed this approach, believed that communism would eventually destroy itself. With "patient but firm and vigilant containment," he said, the United States could stop Soviet expansion. Stalin, however, saw containment as "encirclement" by the capitalist world that wanted to isolate the Soviet Union.

The Marshall Plan. Postwar hunger and poverty made Western European lands fertile ground for communist ideas. To strengthen democratic governments, the United States offered a massive aid package, called the Marshall Plan. Under it, the United States funneled food and economic assistance to Europe to help countries rebuild. Billions in American aid helped war-shattered Europe recover rapidly and reduced communist influence there.

President Truman also offered aid to the Soviet Union and its satellites in Eastern Europe. Stalin, however, saw the plan as a trick to knock Eastern Europe out of the Soviet orbit. He forbade Eastern European countries to accept American aid, promising that the Soviet Union would help them instead.

Divisions in Germany. Defeated Germany became another focus of the Cold War. The Soviet Union dismantled factories and other resources in its occupation zone, using them to help rebuild Russia. Above all, the Soviets feared the danger of a restored Germany. The western Allies, however, decided to unite their zones of occupation and encouraged Germans to rebuild industries.

Germany thus became a divided nation. In West Germany, the democratic nations let the people write a constitution and regain self-government. In East Germany, the Soviet Union installed a communist government tied to Moscow.

Berlin airlift. Stalin's resentment at western moves to rebuild Germany triggered a crisis over Berlin. The former German capital was occupied by all four victorious Allies even though it lay in the Soviet zone.

In 1948, Stalin tried to force the western Allies out of Berlin by sealing off all railroads and highways into the western sectors of the city. The western powers responded to the blockade by mounting a round-the-clock airlift. For almost a year, cargo planes supplied West Berliners with food and fuel. Their success forced the Soviets to end the blockade. The West had won a victory in the Cold War, but the crisis deepened the hostility between the two camps.

Military alliances. In 1949, as tensions grew, the United States, Canada, and nine Western European countries formed a military alliance. It was called the North Atlantic Treaty Organization (NATO). Members of NATO pledged to help one another if any one of them was attacked.

In 1955, the Soviet Union responded by forming its own military alliance, the Warsaw Pact. It included the USSR and seven satellite states in Eastern Europe. Unlike NATO, however, the Warsaw Pact was a weapon used by the Soviets to keep its satellites in order.

The arms race. Each side in the Cold War armed itself to withstand an attack by the other. At first, the United States, which had the atomic

The Arms Race World War II and the Cold War changed American society. Before the war, the United States had spent less on the military than many European countries. After the war, military spending remained high, and the military became increasingly important to the economy. This postwar cartoon shows a toy store filled with missiles and other weapons. **Art and Literature** What point is the cartoonist making about postwar American society?

The Cold War would last for more than 40 years. Rivalry between the hostile camps would not only divide Europe but would also fuel crises around the world. It would drain the resources of the United States and exhaust those of the Soviet Union. Though it would not erupt into large-scale fighting between the two superpowers, many small wars broke out, with the superpowers championing opposite sides. Meanwhile, the spread of ominous new weapons would more than once raise the specter of global destruction.

bomb, held an advantage. But Stalin's top scientists were under orders to develop an atomic bomb. When they succeeded in 1949, the arms race was on.

For four decades, the superpowers spent fantastic sums to develop new, more deadly nuclear and conventional weapons. They invested still more to improve "delivery systems"—the bombers, missiles, and submarines to launch these terrifying weapons of mass destruction. Soon, the global balance of power became, in Churchill's phrase, a "balance of terror."

The propaganda war. Both sides campaigned in a propaganda war. The United States spoke of defending capitalism and democracy against communism and totalitarianism. The Soviet Union claimed the moral high ground in the struggle against western imperialism. Yet linked to those stands, both sides sought world power.

Looking ahead. In 1945, the world hoped for an end to decades of economic crisis, bloody dictators, and savage war. Instead, it faced new tensions.

SECTION 5 REVIEW

1. **Identify** (a) UN, (b) "iron curtain," (c) Truman Doctrine, (d) Berlin airlift, (e) NATO, (f) Warsaw Pact.
2. **Define** containment.
3. (a) Describe conditions that total war had created in Europe and Asia following World War II. (b) How did the Allies try to hold the Axis leaders responsible for the suffering they caused during the war?
4. (a) Who were the superpowers that emerged after World War II? (b) What were the main differences between them?
5. State two causes of the Cold War.
6. *Critical Thinking* **Recognizing Causes and Effects** Some historians argue that the Cold War began in 1918 when the World War I Allies, including the United States, sent forces to Russia to topple the Bolsheviks there. How might they support this position?
7. *ACTIVITY* Use Churchill's "iron curtain" image to create a political cartoon about the Cold War.

Chapter 31 813

CHAPTER REVIEW

REVIEWING VOCABULARY

(a) Classify each of the vocabulary words introduced in this chapter under one of the following themes: Economics and Technology, Political and Social Systems, Global Interaction. (b) Choose one word in each category and write a sentence explaining how that word relates to the theme.

REVIEWING FACTS

1. What happened at the Munich Conference of 1938?

2. What event started World War II? When did it occur?

3. What event brought the United States into World War II? When did it occur?

4. What means did Nazi Germany use in its attempt to murder all European Jews?

5. Why was the Battle of Stalingrad important?

6. Explain the American "island-hopping" campaign.

7. When and why was the United Nations established?

8. What was the Truman Doctrine?

SKILLS FOR SUCCESS   MAKING DECISIONS

Decisions involve choices between alternatives. You have already learned how to identify alternatives and project their consequences. (See page 654.) In this lesson, you will build on that skill in order to learn how to make decisions.

During World War II, General Dwight Eisenhower had the task of preparing the invasion of France. The excerpt below is from his memoir, *Crusade in Europe.* Read the excerpt and follow the steps to analyze how and why Eisenhower chose June 6, 1944, for D-Day.

1. **Identify the alternatives.** (a) What date had originally been set for the Normandy landing? (b) What other date did Eisenhower consider? Why?

2. **Project the consequences for each alternative.** (a) What were possible consequences of a landing on June 5? (b) What were possible consequences of a landing on June 6?

3. **Make the decision.** (a) What did Eisenhower decide? (b) Why?

> **Dwight D. Eisenhower**
>
> 66 The final conference for determining the feasibility of attacking on the selected day, June 5, was scheduled for 4:00 A.M. on June 4. However, some of the attacking [groups] had already been ordered to sea. . . .
>
> When the commanders assembled on June 4 . . . the report we received was discouraging. . . . The meteorologists said that air support would be impossible, naval gunfire would be inefficient, and even the handling of small boats would be rendered difficult. . . . Weighing all factors, I decided that the attack would have to be postponed. . . .
>
> [The next morning] . . . the first report was that . . . if we had persisted in the attempt to land on June 5 a major disaster would almost surely have resulted. [They told us] that by the following morning a period of relatively good weather . . . would ensue, lasting probably 36 hours. . . .
>
> The prospect was not bright because of the possibility that we might land the first several waves successfully and then find later build-up impracticable, and so have to leave the isolated original attacking forces easy prey to German counteraction. However, the consequences of the delay justified great risk and I quickly announced the decision to go ahead with the attack on June 6. 99

814   Chapter 31

1-33

REVIEWING CHAPTER THEMES

Review the "Focus On" questions at the start of this chapter. Then select *three* of those questions and answer them, using information from the chapter.

CRITICAL THINKING

1. **Analyzing Information** Why do you think some historians call the period from 1919 to 1939 the 20-year armistice?
2. **Linking Past and Present** What lessons does the Holocaust have for us today?
3. **Analyzing Information** Explain the following statement: World War II brought down several dictatorships but at the same time increased the power of the world's largest totalitarian state.

ANALYZING PRIMARY SOURCES

Use the quotation by Winston Churchill on page 794 to answer the following questions.

1. What was Churchill's basic message?
2. What phrase is repeatedly used in this excerpt?
3. Why do you think Churchill used the technique of repetition?

FOR YOUR PORTFOLIO

CONDUCTING AN INTERVIEW Interview someone who lived during World War II. Begin by locating a person who was born before World War II. Explain your assignment and request permission to tape an oral history. Hold a preliminary meeting with the interviewee, at which you can share the topics you plan to cover. (Possible topics include life on the home front and memories of critical events, such as the Japanese attack on Pearl Harbor.) Offer the interviewee the chance to refresh his or her memory of the events. Then set the date and time for the interview. Finally, tape record the interview and share it with your class.

Key Events of World War II

Event	Outcome
1939: German invasion of Poland	Britain and France declare war on Germany
1941: Japanese attack on Pearl Harbor	United States declares war on Japan
1942: Battle of Midway	United States forces take the offensive in the Pacific
1942–1943: Battle of Stalingrad	Red Army takes the offensive in the Soviet Union
1944: Allied invasion of France (D-Day)	Allied troops take the offensive in Western Europe
1945: Fall of Berlin	Germany surrenders
1945: Atomic bombing of Hiroshima and Nagasaki	Japan surrenders

ANALYZING TABLES

Use the table and information from the chapter to answer the following questions.

1. What event caused the United States to enter the war?
2. What events marked turning points that led to an Allied victory in the war?
3. What event or events marked the end of World War II?
4. If you could add one key event to this list, which event would you choose? Why?
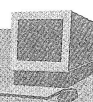
INTERNET ACTIVITY

MAKING A TIME LINE Use the Internet to research some important events of World War II. Then create a time line that shows the progression of the war. Use a special color or other design to present especially important dates, such as the war's beginning and end and major turning points.

World Wars and Revolutions

Chapter 27 World War I
and Its Aftermath
(1914–1919)

Many forces—including nationalism, militarism, and imperialist rivalries—propelled Europe into World War I. This massive conflict engulfed much of the world for four years and ushered in a new age of modern warfare.
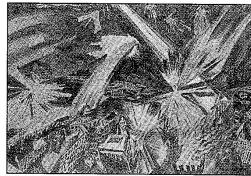
- Two huge alliances emerged in Europe: the Central Powers, dominated by Germany and Austria-Hungary, and the Allies, led by France, Britain, and Russia.
- Although the assassination of Archduke Francis Ferdinand in 1914 ignited World War I, historians agree that all the major powers share blame for the conflict.
- Trench warfare and new weapons contributed to a stalemate on the Western Front.
- In 1917, the United States entered the war, allowing the Allies to achieve victory.
- The Paris peace conference imposed heavy penalties on Germany and redrew the map of Eastern Europe.

Chapter 28 Revolution in Russia
(1917–1939)

V. I. Lenin and his successors transformed czarist Russia into the communist Soviet Union. This experiment in single-party politics and a state-run economy would exert a powerful influence over the modern world for almost 75 years.

- In March 1917, political, social, and economic conditions in Russia sparked a revolution that overthrew the czar and paved the way for more radical changes.
- After leading the Bolsheviks to power in October 1917, Lenin hoped to build the classless, communist state envisioned by Karl Marx.
- Lenin's successor, Stalin, imposed "five-year plans" to build industry and farm output.
- Stalin created a totalitarian state, employing censorship, propaganda, and terror to ensure personal power and push the Soviet Union toward modernization.
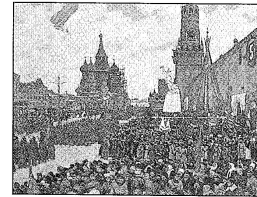
Chapter 29 Nationalism and
Revolution Around
the World (1914–1939)

Between 1919 and 1939, the desire for democracy and self-determination contributed to explosive struggles in many regions. New leaders in Africa, Latin America, and Asia built liberation movements that would change the world.

- The Mexican Revolution opened the door to social and economic reforms.
- Latin American leaders promoted economic nationalism, seeking to end dependence on the industrial powers.
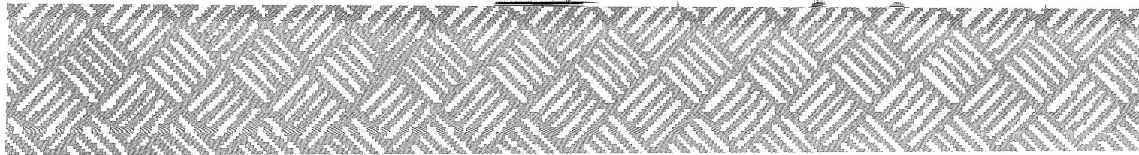
- In Africa, a new generation of leaders called for an end to imperialism and reaffirmed traditional cultures.
- Arab nationalism gave rise to Pan-Arabism, a movement which sought to end foreign domination and unite Arabs in their own state.
- In India, Gandhi led a campaign of nonviolent resistance to British rule.
- In China, foreigners extended their spheres of influence. Later, communists and nationalists engaged in civil war.
- During the 1920s and 1930s, extreme nationalism and economic upheaval set Japan on a militaristic and expansionist path.

Chapter 30 Crisis of Democracy in the West (1919–1939)

After World War I, western nations worked to restore prosperity and ensure peace. At the same time, political and economic turmoil in the 1920s and 1930s challenged democratic traditions and led to the rise of powerful dictators.
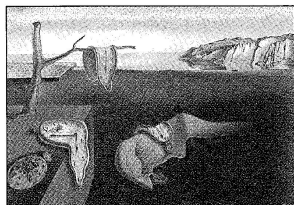
- The Great Depression of the 1930s created financial turmoil and widespread suffering throughout the industrialized world.
- Scientific discoveries, new trends in literature and the arts, and social changes all contributed to a sense of uncertainty.
- Three systems of government—democracy, communism, and fascism—competed for influence in postwar Europe.
- In Italy, Mussolini and his Fascist party took advantage of economic and political unrest to win power in the 1920s.

- In Germany, Hitler rose to power by appealing to extreme nationalism, anti-Semitism, anti-communism, and resentment of the Treaty of Versailles. In the 1930s, he turned Germany into a totalitarian Nazi dictatorship.

Chapter 31 World War II and Its Aftermath (1931–1949)

Between 1939 and 1945, nations all over the globe fought World War II, the largest and most costly conflict in history. The war shifted the balance of world power from Western Europe to the United States and the Soviet Union.

- The Axis powers—Germany, Italy, and Japan—embarked on a course of aggression in the late 1930s. At first, France and Britain adopted a policy of appeasement but finally declared war when Hitler invaded Poland.
- The Axis at first enjoyed an unbroken string of victories in Europe.
- During the Holocaust, the Nazis systematically killed more than six million Jews, as well as millions of other people the Nazis considered undesirable.
- The Soviet Union and the United States joined the war on the Allied side. Allied victories in North Africa and Europe eventually led to the defeat of Germany.
- To force a Japanese surrender, the United States employed a powerful new weapon, the atomic bomb.
- World War II was followed by the Cold War, which pitted the western democracies, led by the United States, against the communist bloc, dominated by the Soviet Union.

UNIT 7   817

UNIT 7 THE BIG PICTURE

How Did World Events Reflect Growing Interaction?

Future historians may view the first half of the twentieth century as a giant step backward in human history. The events that swept the globe between 1900 and 1945 pitted many peoples around the world against one another or against their own governments.

The two world wars revealed a world that was violently divided. Revolutions tore through some of the world's largest nations. Cruel dictatorships arose in others. We might conclude that, at this point in history, people simply could not live together in harmony.

A World Drawn Together

Amid such division, it is hard to see evidence of a world moving together. Yet these terrible events were also signs of a movement toward the globalization of history. The major events, trends, and even disasters of the period were, after all, increasingly global in scope.

World War I was fought mostly in Europe between European armies. But, as we have seen, non-Europeans also fought in that war, and there were battles beyond the continent. Certainly, the causes and consequences of World War I were global in scale.

The world economy in the early part of the century was still dominated by the West—German factories, American farms, stock exchanges in New York and London. But Japan was quickly joining the ranks of leading economic powers. In addition, ties of trade or empire linked Asia, Africa, and Latin America to the dominant economies.

Such economic connections meant that all regions were affected by the prosperity of the 1920s. But, by the same token, the Great Depression of the 1930s, which began in the United States, quickly escalated into a global disaster.

Political Upheavals

The early 1900s also saw the longest and bloodiest revolutions in a century. Unlike the democratic revolutions that took place in Europe and Latin

1910	1920	1930

AFRICA
1912 African National Congress formed
1919 First Pan-African Congress held
1920s Ibo "Women's War" in Nigeria

THE AMERICAS
1910 Mexican Revolution begins
1919 Red Scare in United States
1929 Stock market crash

ASIA AND OCEANIA
1911 Revolution in China
1919 Amritsar Massacre in India
1923 Atatürk begins modernization of Turkey

EUROPE
1914 World War I begins
1917 Russian Revolution
1922 Mussolini gains power in Italy
1925 Locarno agreements

Chapter Summary

After reading the preceding textbook chapter, summarize the chapter in the space below. Highlight important content presented in the material. Use additional paper if necessary.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Important Ideas

From the previous summary, isolate some main ideas and write them in the space provided for "Important Ideas." You may have more or less than three important ideas.

1. _____

   _____

2. _____

   _____

3. _____

   _____

State Standards Alignment

Align the important ideas you identified in this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards for your grade level and content area. Be purposeful and thorough.

Content Domain	Common Curriculum Goal	Content Standard	Benchmark Level: _____	Rationale for Including Information

Concepts, Attributes, Examples, and Non-Examples

Considering the important ideas and standards for this chapter, determine the supporting concepts and attributes. Write this information in the chart below. Also, identify plausible examples and non-examples for each attribute. Use additional paper if necessary.

Concept	Attributes	Examples/Non Examples
1		
2		
3		
4		
5		

* Answers at the end of this section

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Additional Resources

Primary sources: http://db.education-world.com/perl/browse?cat_id=1508

Holocaust lessons: http://fcit.coedu.usf.edu/holocaust/

WWII timeline: http://history.acusd.edu/gen/WW2Timeline/start.html

Summary of the holocaust: http://library.thinkquest.org/12663

Holocaust unit: http://remember.org/educate/lessonplan.html

A host of lesson plans: www.col-ed.org/cur/social.html

Data and statistics about Jews in Poland: www.cyberroad.com/poland/jews_ww2.html

Resource links: www.educationplanet.com/search/History/History_Topics/War/World_War_II

Various WWII lesson plans: http://www.ollaquicksource.com/resources/ss/socst/histplan.html

Primary sources of battle accounts: http://www.pbs.org/wgbh/amex/guts

"1941-1945 The War Years" pictures and primary sources: http://www.rangerring.com/wwii

Lesson plan links: http://www.sitesforteachers.com

Perspective links:http://www.students.trinity.wa.edu.au/library/subjects/sose/war2.htm

Excellent supplementary material: http://www.tyler.net/ruskhslib/ah194059.htm#WWII

Holocaust resources: http://www.ushmm.org/

Instructional Planning and Curriculum Analysis
Guided Practice
Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please use the following Peer Evaluation Form to evaluate each section using the criteria provided. Write a positive comment and identify areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Areas	
1. Key areas are thoroughly addressed and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Curriculum Material	
1. Curriculum is identified and cited correctly.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Chapter summary is complete and accurate. Important ideas are included.	/0.5
Positive Comment:	
Areas for Improvement:	

State Standards Alignment	
1. Relevant information is provided relating the state standards to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
2. Curriculum is aligned appropriately with the state standards identified. Rationale for alignment is clear and reasonable.	/1
Positive Comment:	
Areas for Improvement:	
Concept Analysis	
1. Concepts and attributes are identified clearly. Attributes are critical and important for understanding the concept.	/1
Positive Comment:	
Areas for Improvement:	
2. Examples and non-examples are reasonable and identified clearly. Examplars help clarify the concepts and attributes.	/1
Positive Comment:	
Areas for Improvement:	
Additional Resources: A variety of relevant and useful resources are included.	
NOT REQUIRED FOR GUIDED PRACTICE	
Possible suggestions for sources of additional information:	
Final Comments:	/5

ANSWERS TO GUIDED PRACTICE
State Standards Alignment

The curriculum unit presented here aligns with the Oregon State Benchmarks in the World History Common Curriculum Goal: Understanding and interpreting events, issues, and developments, issues, and developments within and across eras of world history. Specifically, by participating in this unit, students will be able to meet the following four CIM benchmarks:

1. Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.
2. Understand the systemic campaign of terror and persecution in Nazi Germany.
3. Understand the response of the world community to the Nazis and the holocaust.
4. Understand the division of Europe after WWII that led to the Cold War.

Concepts, Attributes, Examples, and Non-Examples

The chapter discusses many concepts. The three concepts best aligned with the important ideas and standards are alliances, technology, and dominance. Only two examples from the text are given here.

Concept	Attributes	Examples
Alliances	Organizations	• Axis • Allies
	Compacts/Agreements	• Nazi-Soviet Pact • Munich Pact
	Benefits/Sanctions	• Appeasement • War

Technology	Devices and Tools	• Atomic bomb • U-boat
	Human Extensions	• mass destruction • underwater theater
	Scientific Development	• fission • buoyancy and pressure

Dominance	Unequal Strengths	• Poland v. Germany • Axis v. Allies
	Strategic Moves	• blitzkrieg • Anschluss
	Boundary Decisions	• Alsace Lorraine • Sudetenland
	Nationalism	• Germany • Italy

Key Areas

Considering your chosen content, building resources, and your student population, can you identify other key areas when planning this unit?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Curriculum Material

Locate and photocopy curricular material (textbook chapter, section, etc.) from your area of interest. Provide a citation using the appropriate format as specified in the latest edition of the *Publication manual of the American Psychological Association*.

Chapter Summary

Write a narrative description of your content. Include all important information and issues presented in the text material. Use additional paper if necessary.

_____

_____

_____

_____

_____

_____

_____

Content Planning Worksheet

Important Ideas

   Resourcing the previous summary, list approximately three ideas you believe are critical to mastery of the content you will teach. Remember, ideas are more general than specific concepts in that they represent unifying themes or topics. Focus on ideas contained within the context of a single unit rather than global themes or topics that cut across the entire course.

   For example, in a unit on scarcity, you might want students to understand the idea that "Slash-and-burn farming techniques result in environmental damage in the form of soil depletion and pollution, decreasing production." This idea would be more context-specific than the global theme, "Humans interact with their environment in a variety of ways, with both positive and negative effects," which could apply to a wide range of applications across social science curricula.

1. _____

 _____

2. _____

 _____

3. _____

 _____

4. _____

 _____

5. _____

 _____

6. _____

 _____

7. _____

 _____

8. _____

 _____

State Standards Alignment

Align this curriculum with the state standards. Refer to the Department of Education's website for an updated version of the state standards in your grade level and content area. Be purposeful and thorough.

Content Domain	Common Curriculum Goal	Content Standard	Benchmark Level: _____	Rationale for Including Information

Concepts, Attributes, Examples, and Non-Examples

Considering the important ideas and standards for your material (unit, chapter, etc.), determine the supporting concepts and attributes. Write this information in the chart below. Also, identify plausible examples and non-examples for each attribute. Use additional paper if necessary.

Specific Directions

CONCEPTS
Please use this definition of concept:
- *Concepts are specific words or short phrases that refer to classes of objects or events that share some common defining attributes.*
- *Concepts involve three parts: a label, key attributes, and a range of examples.*

1.   Please identify the key concepts you consider ***critical*** for understanding the content you plan to teach during the unit indicated. Learning these concepts would, in your opinion, mark the difference between mastery and non-mastery of the material you will cover.

    ▪ List as many concepts as you feel are important, **up to 10**. Concepts you might target could include terms such as "molecule," "fossil fuel," "holy war," or "vassal." Remember, *specific examples* of concepts would not be applicable. For example, the concept "epoch" might be exemplified by "ancient Greece,' "ancient Rome," or "the middle ages" would not qualify as concepts according to the definition used here.

KEY CONCEPTS

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. List key defining attributes for each concept. These attributes would enable discrimination between what is and is not an example of the concept.

3. Provide two or three examples of each concept AND, when possible or applicable, also include non-examples that further aid in discrimination of the concept's critical features.

CONCEPT DESCRIPTIONS

Concept	*Attributes*	*Examples/Non Examples*
1		
2		
3		
4		
5		
6		

* Use additional paper if needed

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Additional Resources

Please list additional resources related to the content of this instructional unit. State the source and provide a rationale for using this source for this unit.

Additional resources for: _____	
Source	**Rationale**

* Use additional paper if needed.

Instructional Planning and Curriculum Analysis
Independent Practice
Evaluation Form

Your name: _____

Name of the person whose paper you are evaluating: _____

Please use the following Peer Evaluation Form to evaluate each section using the criteria provided. Write a positive comment and identify areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Areas		
1. Key areas are thoroughly addressed and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Curriculum Material		
1. Textbook citation is formatted correctly.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Chapter summary is complete and accurate. Important and relevant information is included.		/0.5
Positive Comment:		
Areas for Improvement:		

State Standards Alignment		
1. Relevant information is provided relating the state standards to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
2. Curriculum is aligned appropriately with the state standards. Rationale is clear and reasonable.		/0.5
Positive Comment:		
Areas for Improvement:		
Concept Analysis		
1. Concepts and attributes are clearly identified. Attributes are critical and important for understanding the concept.		/1
Positive Comment:		
Areas for Improvement:		
2. Examples and non-examples are clearly identified and reasonable. Examplars help clarify the concept and attributes.		/1
Positive Comment:		
Areas for Improvement:		
Additional Resources: A variety of relevant and useful resources are included.		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:	*Total Score*	/5

Section 2:
Instructional Delivery

CONCEPT EXAMPLE

Curriculum

Gaynor Ellis, E., Esler, A., (1999). World War II and Its Aftermath. *World History, Connections to Today* (pp. 786-820). Upper Saddle River, New Jersey: Prentice Hall.

Instructional Sequence

Below is a description of how an introductory lesson (one to two days) for a unit on World War II could be sequenced using the above chapter. The teacher provides an anticipatory set, delivers new information in an interactive way, checks for understanding, provides opportunity to practice (guided practice), and gives a homework assignment (independent practice).
(*Intellectual operations are italicized and in parentheses*).

1. **Anticipatory Set**: The unit opens with an introduction to definitions of concepts and attributes. The teacher then introduces the three concepts and attributes to be used for the coming unit on World War II (dominance, alliances, and technology) on a graphic organizer. The teacher uses explicit examples from World War I to check for understanding (*summarization*). One of the examples could include a discussion about how the relationship between Austria-Hungary fit into the concept of alliances and how the concept of alliances was universal and could be applied across times and settings.

2. **Information/Guided Practice**: The teacher then introduces the note-taking strategy used to organize the content around concepts and attributes.

3. The teacher could use a note-taking matrix while introducing World War II with reference to previous curricular units as a review (on page 2-4). Students are asked to define the characteristics or attributes of each concept (*reiteration, summarization*). This information is written on the note-taking matrix.

4. The teacher provides content in a lecture/discussion format. Instruction continues as the teacher presents detailed information about the attributes to further define the concepts throughout the unit. Examples and non-examples are incorporated.

5. The lecture continues in a question and answer format. Students engage in this activity by answering questions about previously presented facts about World War I as it relates to the concepts and attributes (*summarization*). Students apply their knowledge of World

War II by continuing to categorize facts across a range of examples presented in the lecture (*illustration*) on a graphic organizer (on page 2-3).

6. The teacher highlights the complexity of World War II by writing key phrases and events on the board. Students apply their understanding of World War II by organizing the key phrases and events in their note-taking matrix (*prediction*).

7. **Independent Practice**: As a homework assignment, students predict possible outcomes given different scenarios (*prediction*). An example could be a different outcome to the Battle of the Bulge given different levels of preparedness by the Nazis and Allies.

8. **Closure**: The World War II unit concludes with a description of the implications to society, including changes in the political nature of Europe and the United States as an introduction to the Cold War.

Instructional Modifications

The following instructional modifications can be made to accommodate the diverse community of learners within this classroom.

1. Photocopied notes can be provided for students unable to take notes from the overhead.

2. Supplementary material targeting a variety of reading abilities can be provided for students needing additional information representing a variety of reading abilities.

3. A classroom instructional aid may be available to assist students with disabilities and English Language Learners.

Graphic Organizer

CONCEPTS AND ATTRIBUTES: World War II

CONCEPT: Alliances

How do these influence each other?

CONCEPT: Technology

CONCEPT: Dominance

ATTRIBUTES:
Organizations
Compacts and Agreements
Benefits or Sanctions

ATTRIBUTES:
Unequal Strengths
Strategic Moves
Boundary Decisions
Nationalism

ATTRIBUTES:
Devices and Tools
Human Extensions
Scientific Developments

Axis
Allies
Nazi-Soviet Pact
Munich Pact
Appeasement
Total War

Poland v. Germany
Axis v. Allies
Blitzkrieg
Genocide
Alsace Lorraine
Anschluss
Germany
Italy

Atom bomb
U-boat
Mass destruction
Stealth
Fission
Buoyancy & pressure

Note-taking Matrix

WWII notes   **Name**   **Period**

Notes	Concept	Attribute	Why?

Student Work Sample

Notes	Concept	Attribute	Why?
Hitler quits ???? East to U.S.S.R.			
Attack on U.S.S.R. (June 20) Germans start attack in June 1941. Early on Germans crushing Soviets. Germans caught by Russian winter By 1944 Germans lose U.S.S.R.	dominance technology	unequal strength Devices b war tools	A lot more numbers had better war tools than USSR
Allies were fighting Germans in N. Africa (U.S. enters here first)			
D-Day Invasion -June 6, 1944 largest amphibious invasion ever. Led by Dwight D. Eisenhower. Allied troops eventually Free France (1944) & head to Berlin	Dominance	operational strategies	U.S. had a lot more troops
- Battle of the bulge last ditch effort by Hitler to try $ win	Dominance	strategy	good attempt but failed
The End April 1945 Allies Take Berlin April 30, 1945 Hitler commits suicide May 7 Germany surrenders, May 8 V-E Day.			

2-5

GUIDED PRACTICE

Key Areas

Curriculum:
- Student Relevance
- Teacher Content Knowledge

Instruction:
- Giving Directions
- Addressing Diversity
- Scaffolding – Individual Assistance/Accommodations
- Method - Examples and Demonstrations
- Transitions
- Classroom Management

Assessment:
- Checking for Understanding
- Review Techniques
- Asking Questions

Considering your content area, building resources, and student population, can you identify additional key areas to those above when designing an instructional sequence for this unit?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Instructional Sequence

Design an instructional plan for the presentation of the information provided. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Include examples of interactive teaching. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____
* Use additional space if needed.

Graphic Organizers

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented. Below are several examples of different graphic organizers.

Problem and Solution Map

```
┌──────────┐
│ Infl uence├──┐
└──────────┘   ↓   ┌──────────┐      ◇
              │ Cause   ├──→  Effect
┌──────────┐   ↑   └────┬─────┘      ◇
│ Infl uence├──┘        │
└──────────┘            ↓
                 ┌──────────────┐
                 │   Solution   │
                 └──────────────┘
```
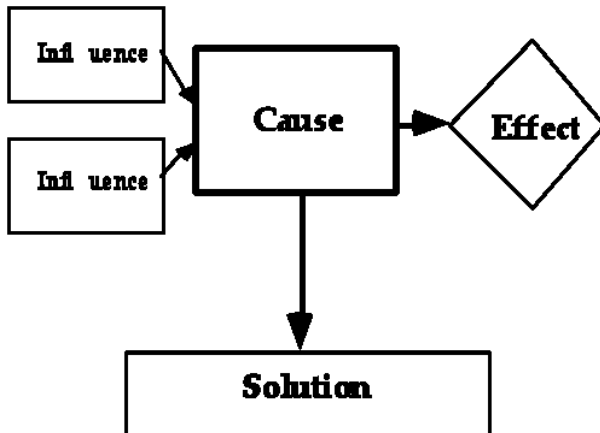
Descriptive or Thematic Map

Support Detail — Subord. Idea — Main Idea — Subord. Idea — Support Detail

Subord. Idea — Support Detail
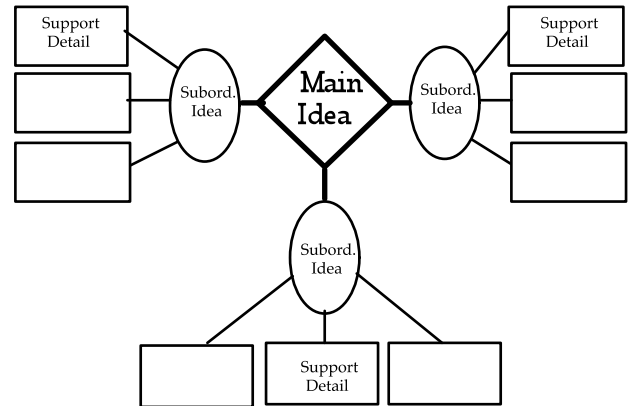
Sequential Episodic Map

Main Idea

Cause ... → Effect...Cause → Effect

Infl uence   Infl uence   Infl uence
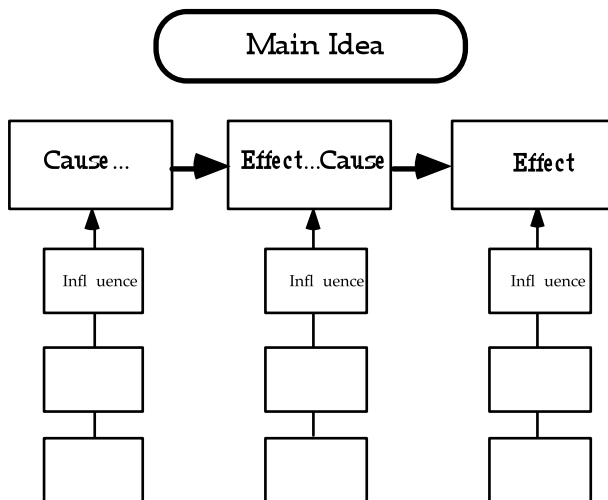
Comparative and Contrastive Map

Concept 1   Concept 2

Dimension 1   Diff. Feature — Diff. Feature

Sim. Feature

Dimension 1

Dimension 1

Network Tree

Spider Map

Main Id

Topic
Concept
Theme
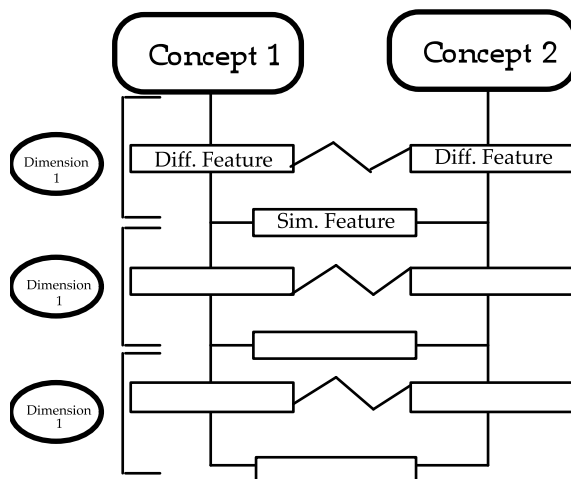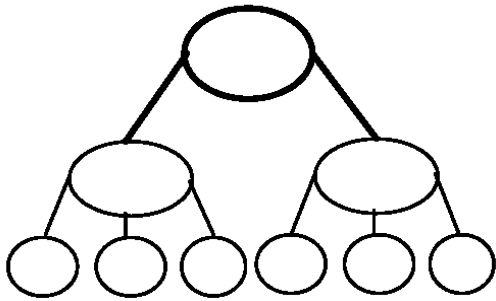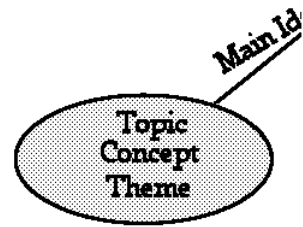
Human Interaction Outline

Person/Group 1   Person/Group 2

Action ————————————→ Reaction
Action ←———————————— Reaction

Series of Events Chain

Initiating Event

Event 1

Event 2

Final ▼ Event

Event 3

Fishbone Map

Cause 1

Cause 2

Cause 4

Continuum Scale

Low   High

Compare-Contrast Matrix
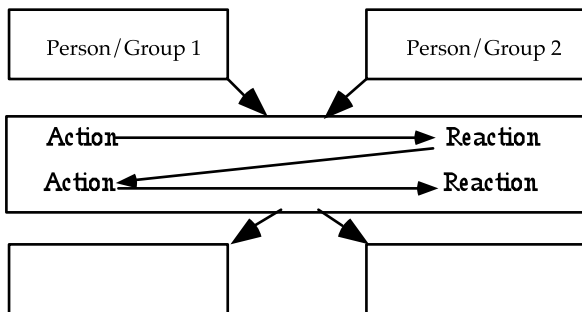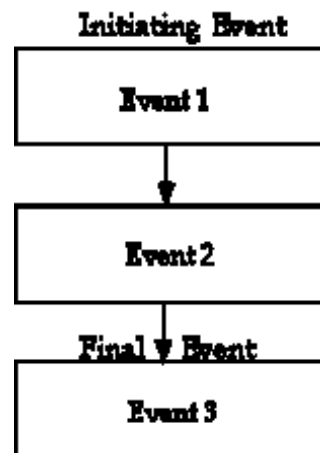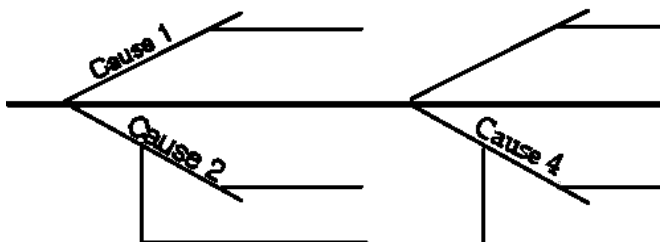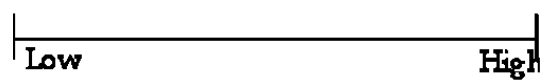
Attribute 1		
Attribute 2		
Attribute 3		

Problem-Solution Outline

Who
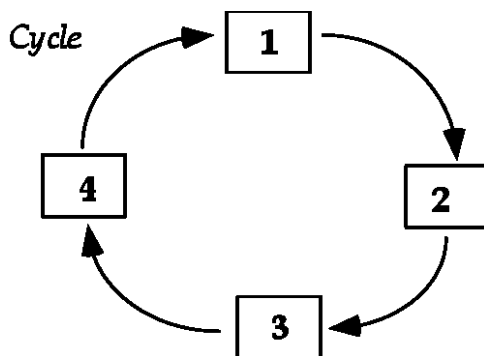
Problem

What
Why

Attempted Solutions	Results

Solution

1.   1.

2.   2.

End Result

Cycle

1 → 2 → 3 → 4 → 1

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes.* Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Graphic Organizer

On this, or a separate piece of paper, sketch a graphic organizer for your content material that shows the key relationships among concept(s) and attributes. You may design your own or use one of the above examples.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional space if needed.

Instructional Delivery
Guided Practice
Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please use the following Instructional Delivery form to evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues	
Key areas are thoroughly addressed and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Delivery	
1. Conceptual framework (concepts, attributes, examples and non-examples) and graphic organizer are explicitly introduced	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional sequence flows in a logical order. Instructional sequence is rich and provides a detailed list of activities to be completed	/1
Positive Comment:	
Areas for Improvement:	

3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher order thinking	/1
Positive Comment:	
Areas for Improvement:	
Graphic Organizer	
1. Concepts and attributes are clearly identified	/0.5
Positive Comment:	
Areas for Improvement:	
2. Graphic organizer explicates the organization and structure of the content	/0.5
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the need of diverse learners	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	/5

INDEPENDENT PRACTICE

Key Areas

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to the presentation of instruction. Consider actions you will need to take when presenting this unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Instructional Sequence

Design an instructional plan for the presentation of the information provided. Include a range of examples and non-examples you will use to teach the concept(s) and attributes. Include examples of interactive teaching. Clearly identify problem-solving scenarios that reflect a range of intellectual operations.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

* Use additional space if needed.

Graphic Organizer

A graphic organizer is a visual, non-linear representation of the linkages among knowledge forms. When designing a graphic organizer, it is important to emphasize the relationships and simplify the information to be presented.

On this, or a separate piece of paper, sketch a graphic organizer for the content you have chosen that shows the key relationships among concept(s) and attributes.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional space if needed.

Instructional Delivery
Independent Practice
Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please use the following Instructional Delivery form to evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues		
Key areas are thoroughly addressed and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Delivery		
1. Conceptual framework and graphic organizer are explicitly introduced		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional sequence flows in a logical order and provides a detailed list of activities to be completed.		/1
Positive Comment:		
Areas for Improvement:		

3. Interactive teaching techniques are integrated into the instructional sequence with clearly identified intellectual operations that elicit higher order thinking		/1
Positive Comment:		
Areas for Improvement:		
Graphic Organizer		
1. Concepts and attributes are clearly identified		/0.5
Positive Comment:		
Areas for Improvement:		
2. Graphic organizer explicates the organization and structure of the content		/0.5
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the need of diverse learners		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:	*Total Score*	/5

Section 3:
Independent Activity

CONCEPT EXAMPLE

Curriculum

Gaynor Ellis, E., Esler, A., (1999). World War II and Its Aftermath. *World History, Connections to Today* (pp. 786-820). Upper Saddle River, New Jersey: Prentice Hall.

Independent Activity

After reviewing the information presented in class, the instructor introduces an independent activity. The focus of this activity is to have students demonstrate their knowledge of the events that shaped WWII. Part I of the exercise requires students to *illustrate* the attributes of the concept by assigning examples to each attribute from their notes to the graphic organizer. Part II requires students to change the outcome of one of the events described during the unit. Students *evaluate* a specific situation and use their knowledge of the concepts and attributes to *predict* a different outcome.

Instructional Modifications

These activities are designed to accommodate various learners. The following instructional modifications can also be made to promote the success of all learners in the classroom.

1. Students may compose their responses on a computer.
2. Students can present their responses orally or through a scribe.
3. The assignments may be extended into a detailed research report for accelerated students.
4. Resources can be accessed in various reading levels.
5. Students will be given time in class to research the topic.
6. More time may be permitted for completion of the assignments.
7. The teacher may make use of an instructional aid to assist Culturally-Linguistically Diverse learners and/or students with disabilities.

World War II

Reviewing the Attributes
Activity: Part I
In the graphic organizer below, assign an example containing the attributes of the concepts discussed in class. Use information provided in class and in your notes to present a realistic example of the attribute. Label each frame with the corresponding concept and attribute. You may use additional space if needed.

CONCEPTS AND ATTRIBUTES:
World War II

CONCEPT:
Alliances

How do these influence each other?

CONCEPT:
Technology

CONCEPT:
Dominance

ATTRIBUTES:

Organizations
Compacts and
Agreements
Benefits or Sanctions

ATTRIBUTES:

Unequal Strengths
Strategic Moves
Boundary Decisions
Nationalism

ATTRIBUTES:

Devices and Tools
Human Extensions
Scientific Developments

EXAMPLES:

Central powers
Allied powers
Axis Agreements
Hitler & Stalin sign
Non-Aggressive pact.

EXAMPLES:

Hitler takes over
Austria & Czech. unequal strength
Brittian Battle
Germans wiping
out U.S.S.R

...

EXAMPLES:

Machine Gun
Airplanes
tanks
U.S.S.R had no
technology

Activity: Part II

On a separate piece of paper, create a new scenario. Use the information presented in class to thoroughly answer the questions below. Be specific and include a discussion of the concept and attributes described in class.

Choose any concept discussed in class (Alliances, Dominance, Technology) and change the outcome of one of the examples to predict a new outcome. Be sure to frame your answer by using the attributes. Some things to consider:

- What is the difference in the example?
- Would the outcome of the war be different because of this change?
- Why?

STUDENT TRANSCRIPT:

The concept I'll use is technology, and the Germans inventing the atomic bomb before America. The difference is that the Germans did not have the atomic bomb. If they did, they would have probably used it on Britain and Russia. This would have changed the outcome of the war, because they would then have had unequal strength to dominate Europe.

GUIDED PRACTICE

Key Areas

Curriculum:
- Student Relevance
- Teacher Content Knowledge

Instruction:
- Giving Directions
- Addressing Diversity
- Scaffolding – Individual Assistance/Accommodations
- Method - Examples and Demonstrations
- Transitions
- Classroom Management

Assessment:
- Checking for Understanding
- Review Techniques
- Asking Questions

Considering your content area, building resources, and student population, can you identify additional key areas to those above when designing activities for this unit?

1. _____

2. _____

3. _____

4. _____

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

* Use additional space if needed.

Independent Activity

Using your content, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations below.

Provide a brief explanation of the activity.

_____

_____

_____

_____

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*Use additional space if needed.

Intellectual Operations

Reiteration	*A verbatim reproduction of material that was previously taught.* • The emphasis is on <u>verbatim</u>. The wording in the student's response must be very nearly identical to that presented in instruction.
Summarization	*Generation or identification of a paraphrase, rewording or condensation of content presented during instruction.* • The emphasis here is on previous presentation of material. Therefore, summarization involves remembering information to a much greater extent than manipulating it.
Illustration	*Generation or identification of a previously unused example of a concept or principle.* • The emphasis here is on use of an example that was not presented in instruction. In this respect, the student is expected to employ information about the attributes of a particular concept or principle rather than to simply remember whether or not an event exemplifies a knowledge form.
Prediction	*Description or selection of a likely outcome, given a set of antecedent circumstances or conditions that has not previously been encountered.* • Again, the emphasis is on the <u>use</u> of information in a novel context rather than remembering a response from previous instruction.
Evaluation	*Careful analysis of a problem to identify and use appropriate criteria to make a decision in situations that require a judgment.* • Evaluation focuses on decision-making. The student must first recognize or generate the options available and then use a set of criteria to choose among them.
Explanation	*Description of the antecedent circumstances or conditions that would be necessary to bring about a given outcome.* • Application is the reverse of prediction. The student must use information about a concept or principle to work backwards from the circumstances presented and tells what happened to create it.

Some examples of interactions between knowledge forms and intellectual operations:

Reiteration of a fact:	*T:* Salem is the capital of Oregon. –What is the capital of Oregon? *S:* Salem is the capital of Oregon.
Summarization of a concept: element	*T*: An element is a substance made of only one kind of atom. –Who can tell me what an element is? *S*: If you have some kind of matter and all of its atoms are exactly the same, that's an element.
Illustration of a concept: energy conservation	*T:* We talked about some examples of energy conservation in the home. Can you think of an example we haven't talked about? *S:* We can recycle glass—it takes less energy to make glass from old glass than it does to make it from scratch, so that saves energy.

Prediction of a concept:
  Mass production
  (Three attributes:
  •assembly line
  •standardized parts
  •division of labor)
	T: Mass production is a system for rapidly creating large quantities of one kind of product that uses an assembly line and standardized parts. If we want to make a lot of a given product and we want to do it fast, what would jobs be like in this system?
	S: It seems like it would help if every person on the assembly line only had one kind of job to do; that way they'd get real fast at it.

Evaluation of a principle: The Law of Diminishing Returns: "As units of a variable factor of production are added to a fixed factor of production, at some point the resulting increases in output will begin to diminish in size."	*T:* Farmer Jones has decided that if he can't double his profits from his dairy farm, he's going to sell it. Right now he's trying to figure out if he can meet his goal by increasing the milk output of his herd without buying any more cows. If you were Farmer Jones, what factors would you consider in deciding whether to sell or try to increase your cows' productivity? *S:* The number of cows is fixed. Obviously the amount of milk a cow produces can't be increased indefinitely, so we'd need to know what they're producing now and how much it can be increased…
Explanation of a principle If one link in an ecosystem's food chain is broken, the relationship among the organisms may be upset.	*T:* Homeowners on Paradise Lake are very upset—in the past couple of years the mosquito population has increased so much that it has become impossible to stay outdoors for very long. They want to get rid of those mosquitoes. What should they do? *S:* Well, they shouldn't just run out and get the most powerful bug spray to kill 'em. They ought to try to figure out why the mosquitoes have increased. What eats mosquitoes? Frogs. Maybe something happened to the frogs. . .

Tindal, G., Nolet, V., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 3: Focus of teaching and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Independent Activity
Guided Practice
Peer Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluating: _____

Please use the following Independent Activity form to evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Points Earned
Key Issues	
1. Key areas are thoroughly addressed and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Independent Activity	
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.	/1
Positive Comment:	
Areas for Improvement:	
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations	/1
Positive Comment:	
Areas for Improvement:	

3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	
4. Scoring rubric clearly identifies expectations for completing the activity	/1
Positive Comment:	
Areas for Improvement:	
Instructional Modifications	
1. Instructional modifications are clearly articulated in sentence format	/0.5
Positive Comment:	
Areas for Improvement:	
2. Instructional modifications address the need of diverse learners	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	/5

Key Areas

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to introducing an activity. Consider actions you will need to take when designing and presenting this activity.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Independent Activity

Using the content you have chosen, design an independent activity that aligns with the conceptual framework of the lesson. Provide a brief description of the activity. Identify specific intellectual operations that will elicit the behavior you are intending with this activity. Be certain to include higher order intellectual operations. Refer to the descriptions and examples of intellectual operations above.

Provide a brief explanation of the activity.

_____

_____

_____

_____

_____

_____

_____

_____

*Use additional space if needed.

Independent Activity

On this, or a separate piece of paper, design an independent activity for the content you have chosen that aligns with the conceptual framework previously identified. Be certain to include higher order intellectual operations. Clearly format the task with well-articulated directions. Provide a scoring guide.

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional space if needed.

**Independent Activity
Independent Practice
Evaluation Form**

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the following Independent Activity. Evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Areas		
1. Key areas are thoroughly addressed and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Independent Activity		
1. Explanation provides a thorough description of the activity. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Independent activity is clearly linked to the concepts and attributes. Activity provides practice using higher order intellectual operations		/1
Positive Comment:		
Areas for Improvement:		

3. Activity is appropriately formatted with directions. Activity is ready for distribution in a classroom.		/0.5
Positive Comment:		
Areas for Improvement:		
4. Scoring rubric clearly identifies expectations for completing the activity		/1
Positive Comment:		
Areas for Improvement:		
Instructional Modifications		
1. Instructional modifications are clearly articulated in sentence format		/0.5
Positive Comment:		
Areas for Improvement:		
2. Instructional modifications address the need of diverse learners		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:	*Total Score*	/5

Section 4:
Assessment

Curriculum

Gaynor Ellis, E., Esler, A., (1999). World War II and Its Aftermath. *World History, Connections to Today* (pp. 786-820). Upper Saddle River, New Jersey: Prentice Hall.

Assessment

At the conclusion of this lesson on WWII, the teacher should administer one assessment activity aligned with the predictive independent activity. This provides multiple opportunities for practice. Prior to distributing the assessment the teacher should review the content and allow students to share questions and observations with the class. The activity is designed to provide students with an opportunity to use the information *summarized* from the unit to predict the outcome of WWII making a single change to one of the attributes *illustrated* in their notes. For example, *predict* the outcome of WWII if the British didn't adopt a policy of appeasement.

Assessment Modifications

This assessment activity is designed to accommodate various learners. The following instructional modifications promote the success of all learners in the classroom.

1. Students may respond to the assessment through illustrations.
2. Students may compose their responses on a computer.
3. Students may present their responses orally or through a scribe.
4. More time may be permitted for completion of the assignments.
5. Students may use their graphic organizers or additional resources when appropriate for their instructional plan.
6. A classroom aid may be available to assist with Culturally and Linguistically diverse students and students with disabilities.

World War II Assessment

Name_

In this unit you learned that World War II consisted of many strategies and battles (Blitzkrieg, Battle of Britain, Attack on USSR, D Day, Battle of the Bulge) that were created and won or lost on the basis of three concepts: Alliances, Technology, and (National) Dominance. Each of these concepts has three attributes as listed below.

Concept	Allies	Technology	Dominance
Attributes	Organizations	Devices or tools	Unequal Strengths
	Compacts	Human Extensions	Operational Strategies
	Benefits/Sanctions	Scientific Developments	Boundary decisions

Choose one of the following WW II battles and answer the questions below using that battle:

Defeat of France (1940)   War on USSR (1941-1944)
Battle of Britain (1940)   D-Day Invasion (1944)

1. Describe how the outcome of the battle was affected by any three attributes (choose at least one from each concept).

2. Using the same three attributes from #1, rewrite a different outcome for the battle chosen.

For Example: In the Battle of the Bulge:

A. The organization in the alliance increased when France was freed by the D-Day invasion.
B. The technology was primarily guns and tanks. They did not employ boats or planes in the new sub-theatre.
C. The strategy was to head to Germany and Germany eventually loses.

How could Germany have won? Where **A** + a different **B** = a different **C** (Germany wins)

8/25

1.) Battle of Brittian   Who's alliance with?
? A) Hitler starts air war.
+5 B) advanced Radar & new planes (Brittians)
? C) Hitler goes off to the east (U.S.S.R.)
              → Strategies?

2) B A) Hitler starts air war
+3 B) but the British got there newer & more advanced planes
    C) Hitler bombs @ London
         How did attributes change?
         How did change result in different outcome?

Student Work Sample (Typical)

1 (The Battle of Britian)

I think that ~~Developmentals~~ were the factors for Britian winning. It is not necessarily the fact that they had better technology than Germany, it is just the fact that their planes were better for the kind of fighting that took place. Just imagine small little planes darting around and firing high powered machine guns at slow not very manuverable bombers. This is the kind of situation I think of when I am asked this question.

I think that operational strategies was also another big thing. Such as technique in fighting styles. Human extentions was the biggest part. Humans invented Planes for the battle of Britian. This was the basic way that the battle was fought.

Advanced? (margin note)

No (margin note)

2) A (Scientific developements)

The dense numbers of high efficient bombers over ran the cities while the modern fighters shot down scores of British planes.

B (unequal strength)

The Germans had huge amounts of planes and ships, so the could just attack the coast and overrun Britian with millions of troops

C (Operational Strategies)

They could just bomb the coast until there was nothing left then send over their troops.

3 examples of Changes in outcome (margin note)

No (margin note)

19/25

Battle of Britain

~~(A) The alliance system the~~

A. The organization of the alliance ~~has~~ an effect! *Lend-Lease Act allowing U.S. to send military equip. to G.B. had*
nothing to do w/ the battle, ~~except~~ it
+1 was only between Germany and Gr. Britain.

B. Technology helped both the Germans and
~~Britishe~~ British. The British developed
+5 radar to detect the planes Germany were
sending over. Giving an advantage to Gr.
Britain. Germany using a lot of bombs.

C. Germany, to send boats to Gr. Britain
to attack them, to do that they must
+3 send planes to attack first. Gr. Britain
defends their own land. what was G.B.'s strategy?

If Germany's alliance w/ Italy could've kicked
in they could've helped. If Germany developed
better planes w/ better radar and ~~too~~ w/ more
agility they could've out strategized the
+10 Germans. Their strategy could've been better
by attacking at night ~~w/~~ ~~off to~~ more and just
~~keep the~~ kept bombing London, that might have
brought the morale of england down.

GUIDED PRACTICE

Key Areas

Curriculum:
- Student/Teacher Expectations
- Alignment

Instruction:
- Giving Directions
- Monitoring Students
- Addressing Diversity
- Individual Assistance/Accommodations
- Classroom Management

Assessment:
- Measurement
- Closure

Considering your content area, building resources, and student population, can you identify additional key areas to those above when designing an assessment for this unit?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Assessment

Using your content, design and describe an assessment task aligned with the conceptual framework and state standards addressed in the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task. Incorporate important features of an assessment task as stated below.

Provide a brief explanation of the assessment task(s).

_____

_____

_____

_____

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*Use additional space if needed.

State Standards Alignment

Revisit chapter 1 to assist in aligning your assessment to your instruction. Describe the alignment of this curriculum with the state standards. Refer to the Oregon Department of Education's website http://www.ode.state.or.us/tls/socialsciences/ for an updated version of the state standards for this content.

_____

_____

_____

_____

_____

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_____

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_____

_____

Instructional Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* Use additional space if needed.

Important Features of Classroom-Based Assessment

1.   **It samples instruction representatively.**
     This means that the tasks used in classroom-based assessment are a fair sample of the goals of instruction. It implies that classroom-based assessment tests what students are taught.

2.   **It is technically adequate.**
     This means it is *reliable* and *valid*. An assessment task that is designed and administered in a reliable manner is relatively free of potential sources of error that have nothing to do with the purpose of the task. A valid assessment task can be used to answer the question: "Did the students learn what I wanted them to learn?" Reliability and validity are extensively covered in Training Module 4: Focus on Assessment and Learning in content Classes.

3.   **It employs production responses.**
     Students are expected to generate a product as a result of the assessment process. This product could be as simple as a few phrases or sentences or as elaborate as an essay. Production responses, also may include spoken responses, such as may be elicited in a structured interview, as well as nonverbal constructions, such as maps, graphs, and drawings.

4.   **It can provide information for making instructional decisions.**
     The information obtained from classroom-based assessment can be used to evaluate the effectiveness of past instruction and to plan future instruction. Classroom-based assessment may or may not be useful for making other decisions, which may be social or political rather than educational (such as assigning grades, or placing a student in special education).

5.   **It can be used with a range of evaluation standards.**
     This means that classroom-based assessment can be used to (a) compare an individual's or group's performance to that of a comparison group (norm-referenced evaluation), (b) estimate the extent to which content or skills have been mastered (criterion-referenced evaluation), or (c)chart an individual student's progress over time (individual-referenced evaluation).

Nolet, V., Tindal, G., & Blake, G. (1992). *Research, consultation, & teaching program training module No. 4: Focus assessment and learning in content classes*. Eugene, OR: University of Oregon, Behavioral Research and Teaching.

Assessment Activity

On this, or a separate piece of paper, design an assessment task that is oriented toward a specific intellectual operation (as described above). Be certain to include higher order intellectual operations. Clearly format the assignment by including instructions and a scoring guide.

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*Use additional space if needed.

Assessment
Guided Practice
Peer Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please use the following Assessment section to evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	
Key Areas	
Key areas are thoroughly addressed and relevant to the unit.	/0.5
Positive Comment:	
Areas for Improvement:	
Assessment Task	
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.	/1
Positive Comment:	
Areas for Improvement:	
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity)	/1
Positive Comment:	
Areas for Improvement:	

3. Higher order intellectual operations are the primary focus of the assessment task.	/0.5
Positive Comment:	
Areas for Improvement:	
4. Assessment task is appropriately formatted with directions. Assessment task is ready for distribution in a classroom.	/0.5
Positive Comment:	
Areas for Improvement:	
5. Scoring rubric clearly identifies expectations for completing the assessment task	/1
Positive Comment:	
Areas for Improvement:	
Assessment Modifications	
1. Instructional modifications are clearly articulated in sentence format and address the need of diverse learners	/0.5
Positive Comment:	
Areas for Improvement:	
Final Comments:	/5

INDEPENDENT PRACTICE

Key Areas

Considering the content you intend to cover and the student population you will be addressing, identify important issues to consider prior to the presentation of instruction. Consider actions you will need to take when assessing this unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assessment Modifications

List instructional modifications you will make to accommodate the diverse community of learners within your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

* Use additional space if needed.

Assessment Activity

Using the content you have chosen, design an assessment task that aligns with the conceptual framework and states standards in the lesson. Provide a brief description of the task. Identify specific higher order intellectual operations that will elicit the behavior you are intending with this assessment. Be certain that students have had ample practice in the instruction and activity using the intellectual operations required by the task.

Provide a brief explanation of the assessment task(s).

_____

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_____

_____

_____

_____

*Use additional space if needed

Assessment
Independent Practice
Evaluation Form

Your Name: _____
Name of the person whose paper you are evaluation: _____

Please use the following Assessment section to evaluate each section using the criteria provided. Write a positive comment and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Peer Review Evaluation	Instructor Evaluation (Do not write in these boxes)	Points Earned
Key Issues		
Key areas are thoroughly addressed and relevant to the unit.		/0.5
Positive Comment:		
Areas for Improvement:		
Assessment Task		
1. Explanation provides a thorough description of the assessment. Intellectual operations are explicitly stated.		/1
Positive Comment:		
Areas for Improvement:		
2. Assessment task is aligned with instructional domain as defined by the instructional unit (review the instructional sequence and independent activity)		/1
Positive Comment:		
Areas for Improvement:		

3. Higher order intellectual operations are the primary focus of the assessment task.		/0.5
Positive Comment:		
Areas for Improvement:		
4. Assessment task is appropriately formatted with directions. Assessment task is ready for distribution in a classroom.		/0.5
Positive Comment:		
Areas for Improvement:		
5. Scoring rubric clearly identifies expectations for completing the assessment task		/1
Positive Comment:		
Areas for Improvement:		
Assessment Modifications		
1. Instructional modifications are clearly articulated in sentence format and address the need of diverse learners		/0.5
Positive Comment:		
Areas for Improvement:		
Final Comments:		
	Total Score	/5

Section 5:
Teacher Reflection

Key Areas

Curriculum:
- Analysis of Lesson Organization
- Student Access Skills
- Concepts and Attributes
- Technology Integration

Instruction:
- Instructional Units
- Delivery Strategies

Assessment:
- Test choices
- Instruction-Assessment Alignment
- Assessment Delivery
- Scoring Procedures - Authentic Assessment
- Performance Range
- Student Reactions

Lesson Evaluation

Upon conclusion of this unit, it is critical that the instructor reflects on the strengths, weaknesses of his or her unit of instruction, be it a single lesson or entire course, especially with respect to the internal validity, external validity, and social validity in three domains: curriculum/instruction/assessment (completed in this module), reading as an access skill, and writing as an access skill (addressed as Key Areas).

No example is provided for this section because it is difficult to model a personal reflection statement. Please reflect on each issue thoughtfully and honestly. Your responses will be evaluated based on the thoroughness of your explanations. The content of your reflection (critique of your unit) will not be graded.

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Teacher Reflection

After designing the instructional unit for your content, reflect on the validity of the unit and the strengths and areas for improvement of each lesson component. If needed, use the definitions and prompting questions provided below to write your analysis.

Validity

Internal Validity

- Indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance)
- Can you identify a cause and effect relationship between your instruction and student success?
- Would the students have succeeded without your instructional plan?

External Validity:

- Associated with the generalizability of the outcomes
- Can the knowledge or skills learned in this lesson be generalized across other activities or content?
- What inferences can be made about the student's abilities upon completion of this unit?

Social Validity

- Identifies the benefits and consequences of participation in this unit for individuals and groups of students in the future
- What is the value of learning this information outside of the classroom?
- Why should students learn the content?

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill.

Content

Strengths: Consider the strengths of the unit you developed for the content provided.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: Consider the aspects you would change or redesign for the unit you developed.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity

Assessment

Internal Validity: Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the assessment? Does the rubric match the sampling plan? Does the rubric address important information covered in the domain of instruction? Thoroughly consider these issues.

External Validity: Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

Social Validity: What are the benefits and consequences of participation in this unit for individuals and groups of students?

Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

<u>Internal Validity:</u> Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about their content ability or knowledge? Thoroughly consider these issues.

<u>External Validity:</u> Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How do students reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

<u>Social Validity:</u> What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

<u>Internal Validity:</u> Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about their content ability or knowledge? Thoroughly consider these issues.

<u>External Validity:</u> Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

What writing skills are developed during this unit? How can these skills generalize across other content areas? How do students writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

<u>Social Validity:</u> What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

**Teacher Reflection
Guided Practice
Peer Evaluation Form**

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided Use the Peer Review Evaluation form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

<div align="center">Scoring Rubric for Teacher Reflection</div>

5   All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.

4   Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.

3   Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.

2   Information was completed with brief statements.

1   Information was incomplete.

Peer Review Evaluation
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity
Positive Comment:

Areas for Improvement:

Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity

Positive Comment:

Areas for Improvement:

Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity
Positive Comment:
Areas for Improvement:

Final Comments:

Key Areas

Considering the content you intend to cover and the student population you will be addressing, identify important issues to take into account at the end of an instructional unit.

1. _____

2. _____

3. _____

4. _____

5. _____

Teacher Reflection

Upon conclusion of this unit, reflect on the strengths, areas for improvement, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Respond to each section on a separate piece of paper.

Content

Strengths: Consider the strengths of the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: Consider the aspects you would change or redesign for the unit you developed for the content you chose.

Curriculum Analysis and Instructional Planning:

Instructional Delivery:

Independent Activity

Assessment

<u>Internal Validity:</u> Can you identify a cause and effect relationship between your instruction and student success?

Identify the domain of the instructional delivery and independent activity. Look at the sampling plan for the assessment. Is there alignment between the instruction/activity and the assessment? Does the rubric match the sampling plan? Does the rubric address important information covered in the domain of instruction? Thoroughly consider these issues.

<u>External Validity:</u> Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

  If your students are successful on this unit, what else might they be successful in? Can the students extend their knowledge to other examples of the concept? Can the students apply their skills to other intellectual operations? Thoroughly consider these issues.

<u>Social Validity:</u> What are the benefits and consequences of participation in this unit for individuals and groups of students?

  Is learning the information in this unit beneficial and/or harmful for the student? What conflicts might the student experience from learning this information? Is it important for the student to learn the information presented? Thoroughly consider these issues.

Reading as an Access Skill

Strengths: How does the students' ability to read positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: How does the students' ability to read negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

<u>Internal Validity:</u> Can you identify a cause and effect relationship between your instruction and student success?

Does the students' ability to read threaten the internal validity? Is it possible that a student's ability to read may influence the judgment about their content ability or knowledge? Thoroughly consider these issues.

<u>External Validity:</u> Can the knowledge or skills learned in this lesson be generalized across other activities or content area?

What reading skills are developed during this unit? How can these skills generalize across other content areas? How do students reading skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

<u>Social Validity:</u> What are the benefits and consequences of participation in this unit for individuals and groups of students?

How does the reading involved in this unit affect the student socially? How might the reading skills you've taught affect the students socially? Thoroughly consider these issues.

Writing as an Access Skill

Strengths: How does the students' ability to write positively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

Areas for Improvement: How does the students' ability to write negatively affect their access or ability to succeed on the unit? Thoroughly consider this issue for each lesson component.

Instructional Delivery:

Independent Activity

Assessment

<u>Internal Validity:</u> Can you identify a cause and effect relationship between your instruction and student success?

      Does the students' ability to write threaten the internal validity? Is it possible that a student's ability to write may influence the judgment about their content ability or knowledge? Thoroughly consider these issues.

<u>External Validity:</u> Can the knowledge or skills learned in this lesson be generalized across other activities or content areas?

      What writing skills are developed during this unit? How can these skills generalize across other content areas? How do students writing skill affect their ability to generalize what they've learned in the unit? Thoroughly consider these issues.

<u>Social Validity:</u> What are the benefits and consequences of participation in this unit for individuals and groups of students?

      How does the writing involved in this unit affect the student socially? How might the writing skills you've taught affect the students socially? Thoroughly consider these issues.

Teacher Reflection
Independent Practice
Evaluation Form

Your Name: _____

Name of the person whose paper you are evaluating: _____

Please review the Teacher Reflection section. This section will be evaluated using the scoring rubric provided Use the Peer Review Evaluation form below as a guideline for evaluating the responses provided. Provide positive comments and areas for improvement. Once finished, sign and return the evaluation to the author of the paper. This evaluation will be submitted with the final draft of this section.

Scoring Rubric for Teacher Reflection

6   All issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Practices or topics of reliability and validity were considered with specific details, examples, and references. Format of presentation is clear.

5   Most issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in specific terms but incomplete in the reference to specific practices or topics of reliability and validity.

4   Some issues were identified and addressed that related to the strengths, weaknesses, internal validity, external validity, and social validity for three domains of the lesson: content, reading as an access skill, and writing as an access skill. Discussion was provided in general terms or incompletely. Little reflection on specific practices or topics of reliability and validity.

3   Information was completed with brief statements.

2   Information was incomplete.

Peer Review Evaluation	Instructor Evaluation **(Do not write in these boxes)**
Content: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity	
Positive Comment:	

Areas for Improvement:	
Reading as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity	
Positive Comment:	
Areas for Improvement:	
Writing as an Access Skill: consider the discussion of the strengths, weaknesses, internal validity, external validity, and social validity	
Positive Comment:	

Areas for Improvement:	
Final Comments:	
Total Score	*/5*

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Appendix A

LESSON MATERIALS

CONCEPTS AND ATTRIBUTES: World War II

CONCEPT:
Alliances

How do these influence each other?

CONCEPT:
Technology

CONCEPT:
Dominance

ATTRIBUTES:

Organizations
Compacts and
Agreements
Benefits or Sanctions

ATTRIBUTES:

Unequal Strengths
Strategic Moves
Boundary Decisions
Nationalism

ATTRIBUTES:

Devices and Tools
Human Extensions
Scientific Developments

Appendix A-2
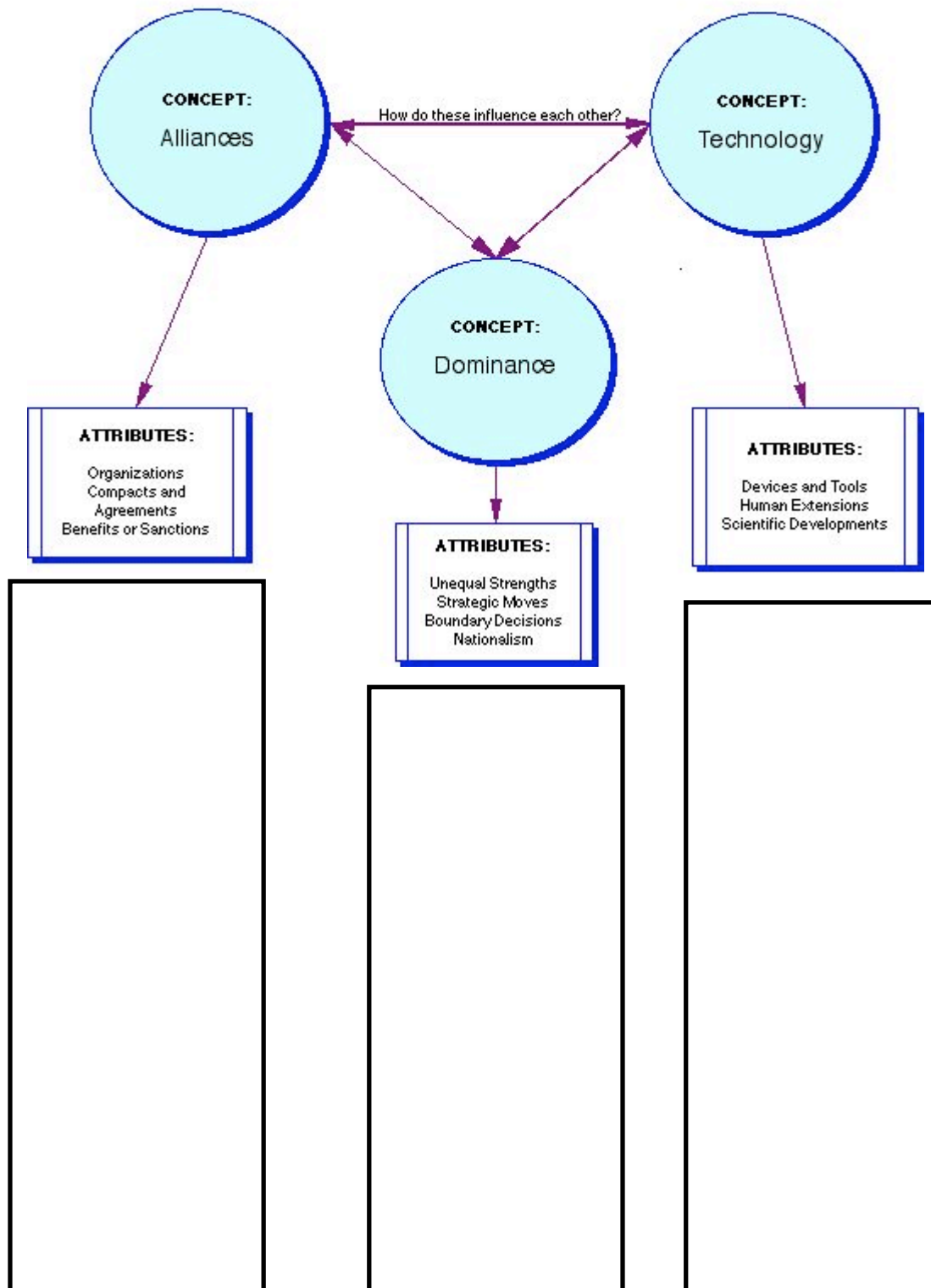
WWII notes   **Name**   **Period**

Notes	Concept	Attribute	Why?

World War II Assessment

Name_

In this unit you learned that World War II consisted of many strategies and battles (Blitzkrieg, Battle of Britain, Attack on USSR, D Day, Battle of the Bulge) that were created and won or lost on the basis of three concepts: Alliances, Technology, and (National) Dominance. Each of these concepts has three attributes as listed below.

Concept	Allies	Technology	Dominance
Attributes	Organizations	Devices or tools	Unequal Strengths
	Compacts	Human Extensions	Operational Strategies
	Benefits/Sanctions	Scientific Developments	Boundary decisions

Choose one of the following WW II battles and answer the questions below using that battle:

Defeat of France (1940)   War on USSR (1941-1944)
Battle of Britain (1940)   D-Day Invasion (1944)

1. Describe how the outcome of the battle was affected by any three attributes (choose at least one from each concept).

2. Using the same three attributes from #1, rewrite a different outcome for the battle chosen.

For Example: In the Battle of the Bulge:

   A. The organization in the alliance increased when France was freed by the D-Day invasion.
   B. The technology was primarily guns and tanks. They did not employ boats or planes in the new sub-theatre.
   C. The strategy was to head to Germany and Germany eventually loses.

How could Germany have won? Where **A** + a different **B** = a different **C** (Germany wins)

SUGGESTION SHEET

We would like to request your comments regarding this training module. Please use this response sheet to provide suggestions that may help us improve subsequent modules. We greatly appreciate your insights and perspectives.

Please return this suggestion sheet to Holly Vance in Educational Leadership, ED 124.

Curriculum Instruction Assessment Alignment: Social Studies

1. What aspects of this training module are not clear to you? Please be specific, include brief description, and note the page number.

_____

_____

_____

_____

____How can we improve the content of this training module?

_____

_____

_____

_____

____How can we improve the structure of this training module?

_____

_____

_____

_____

____Other suggestions:

_____

_____

__

Glossary

Attribute: a defining characteristic of the concept; provide criteria for distinguishing between what is and what is not an example of the concept

Concept: clusters of events, names, dates, objects, places, etc. that share a common set of defining attributes

Example: positive description of the concept or attribute that aid in discrimination of the critical features of the concept; includes a wide range (far and near) of acceptable responses that describe or define the concept or attribute; far positive example and near negative example should be similar but differ based on the critical features that define the concept or attribute

External validity: associated with the generalizability of the outcomes

Fact: a simple association between names, objects, events, places, etc. that use singular exemplars

Graphic organizer: a visual, non-linear representation of the linkages among knowledge forms.

Intellectual operation: classification of behaviors that are identifiable or observable; allows teacher to determine whether or not students are able to manipulate content area knowledge forms in meaningful ways

Interactive teaching: dialogues between teachers and students to check for understanding; integrates critical thinking skills into instruction by modeling intellectual operations

Internal validity: indicates whether there is a causal relationship between the lesson inputs (instruction, activity, and assessment) and the observed outcomes (student performance)

Knowledge form: form of information presented to learners; includes principles, concepts, and facts

Non-example: negative description of the concept or attribute that aid in discrimination of the critical features of the concept; includes a wide range (far and near) of responses that would not describe or define the concept or attribute; far positive example and near negative example should be similar but differ based on the critical features that define the concept or attribute

Principle: a consistent relationship among events, objects, or behaviors; indicates relationships among different facts or concepts

Social Validity: identifies the benefits and consequences of participation in this unit for individuals and groups of students in the future