

Remember: Refer to *The Social Studies Helper Introduction* for how these lessons work, and how to make follow-up slide shows and questions.

Core Concepts

Teachers, particularly those in public schools, have many students who learned English as a second language (ESL), and are at a variety of levels on the English Learner (EL) spectrum. As such, many of us are trained to adapt materials and lessons to maximize effectiveness for such learners, and fill-in lessons are excellent in this regard, for they, again, allow close-reading, thus teaching reading and writing skills. They also follow up with rich visuals which is another core when it comes to teaching EL's. Think, yourself, about how much a good picture adds to your learning and understanding. So mix it up, close-read as much as possible, use a variety of visual aids (pictures, videos etc), scaffold most all writing assignments, and be sure to frontload vocabulary, for students, especially EL's, may not yet have learned those words. Another helpful thing for EL's is to also frontload the major concepts and storylines of any historical scenario. In other words, it helps if students have a general introduction to a historical situation, if they can start with some general context, if they can see the main ideas, concepts, and processes that might have led to a historical event at any given time. This is the purpose of Core Concepts lessons. They are meant to provide a quick overview, to explain core ideas, concepts, and vocabulary. In some cases, they will be a quick introduction. Before diving into the five detailed lessons on World War II, I start with the World War II Core Concepts. In other cases, they may act as a way to quickly cover a general content area that you may not have time to cover in-depth. They can also be used as quick review lessons some time after you've already covered that subject. In all cases, they offer much opportunity to elaborate if inspired. Quick (10-20 mins) and concise, you can often squeeze them into your class schedule at any desired time. Enjoy!

ANSWER KEY

World War II England, France, Russia (Soviet Union), United States, Germany, Italy, Japan, (1914-1918), Depression, problems jobs, crime, totalitarian dictators, desperate, change, Hitler, Germany, Mussolini, Italy, Stalin, communist, Russia, Franco, Spain, invaded Austria, Czechoslovakia, German, Germany, Chamberlain, England, accepted, Munich, allowing, keep, stopped, Hitler, other, nonaggression, Russia, blitzkrieg, lightning war-fast, tanks, planes, invade, Poland, continued, control, Jews, Gypsies, homosexuals, problems, kill, Holocaust, Japan, expand, empire, Pacific, fight, island, island, control, two, Europe/Northern Africa, Germany/Italy, Pacific, Japan, 1944, invasion, France, D-Day, D-Day, men, supplies, Nazis, controlled, Atomic bomb, Hiroshima, Nagasaki, 1945, Japan's surrender, Roosevelt, President, Eisenhower, D-Day, general, President, Truman, President, Riveter, women, MacArthur, general, Pacific, Churchill, England, Bradley, general, Tojo, Japan, Patton, general, Patton, general, Rommel, general.

Core Concepts

World War II 1939-1945

Allies vs Axis Powers
En_____ Ge_____
Fr_____ It_____
Ru_____ (communist Sov_____ Union) Ja_____
Uni_____ St_____

1. WWI (19____ to 19____) left Europe a mess and the Great Dep_____ that began in 1928 made the pro_____ even worse. There were few j_____ and cr_____ was rampant.
2. This led to the rise of tot_____ di_____, for people were desp_____ for a cha_____, and they believed that these men would make things bet_____.
Adolf H_____ in Ger_____
Benito Muss_____ in It_____
Joseph St_____ in comm_____ Ru_____
Francisco Fr_____ in Sp_____
3. Hilter first inv_____ Aust_____ and Czechoslo_____, claiming that the Ger_____ people in these countries wanted to be part of Ge_____. Neville Chamb_____ of Eng_____ acce_____ this and the Mun_____ Agreement was signed, allow_____ Germany to ke___ those areas as long as he sto_____ there. Hit_____, however, had oth_____ plans. He signed a nonaggre_____ pact with Ru_____, then, used his bli_____ tactics (lig_____ war-fa_____ attacks with ta_____, pla_____ etc.), to inv_____ Po_____ in 1939. He then slowly contin_____ until he had cont_____ of most of France.
4. Hitler blamed the Je_____, the Gy_____, and the hom_____ for Germany's pro_____. He set out to k_____ as many as he could in The H_____.

5. On the other side of the world, J_____ was making plans to exp_____ their own emp_____ in Asia and the South P_____. The U.S. would later have to fi_____ them from isl_____ to is_____ to regain con_____ of these areas.
6. World War II was fought in t_____ major arenas:
 1. Eu_____ /Northern Af_____ etc. versus Ger_____/It_____
 2. The Pa_____ versus the J_____.
7. On June 6th, 19____, the Allies launched a massive inv_____ on the Normandy coast of F_____ known as D-_____. The purpose of D-_____ was to land the necessary me___ and sup_____ to enable the Allies to slowly kick the Na_____ out of the areas that they con_____.
8. The dropping of the At_____ b_____ on Hir_____ and Naga_____ in 19_____ led to J_____ su_____.

9. Important People/Figures of WWII

1. Franklin Delanor Roos_____ U.S. Pres_____ 1933-1945
2. Dwight D. Eis_____ Mastermind of D-_____ Head gen_____ in Europe...Future U.S. Pre_____
3. Harry S. T_____ U.S. Pr_____ 1945-1953
4. Rosie the Ri_____ Symbol for wo_____ working...
5. Douglas MacA_____ Head g_____ in the Pa_____
6. Winston Ch_____ Prime Minister of Eng_____
7. Omar Brad_____ U.S. gene_____
8. Hideki To_____ War Minister of J_____
9. George S. Patt_____ U.S. gen_____
10. Erwin Romm_____ German gen_____
11. Bernard Montgo_____ British gen_____