



11th Grade Level

**Camp Hearne
1942 - 1946
Texas U.S.A.**

**Roll Call – *Friends of Camp Hearne*
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The World Goes to War

The Causes and Key Players of World War II

★ ★ ★ Summary ★ ★ ★

World War II was truly a global conflict of unparalleled proportions. In this lesson, students will learn about the scope of World War II and the lessons it still teaches today by studying the war's causes and its major players from heads of state to leaders on the fields of battle, both land and sea.

★ ★ ★ Purpose ★ ★ ★

The purpose of this lesson is not only to teach students about a defining period of the 20th Century, but also to examine the political and economic climate that fostered the War and the rise of dictatorship that ultimately gave it birth.

★ ★ ★ Grade Level ★ ★ ★

11th Grade

★ ★ ★ Time Allotted ★ ★ ★

3-4 days

★ ★ ★ General Objectives ★ ★ ★

1. Identify the major causes of World War II.
2. Identify the key players that plunged the world into war and directed the conflict from staterooms and from the field.
3. Explain major events leading to World War II.
4. Understand how geography influenced the War.
5. Place events in chronological order.
6. Develop research skills including the use of primary and secondary resources to make creditable presentations.
7. Understand the causes of the United States' entry into the War.

★ ★ ★ Learning Objectives - TEKS ★ ★ ★

113.32 (c)

(1) US History. The student explains the significance of the dates 1941 – 1945.

(6) US History. The student understands the importance of WWII.

(A) Reasons for US involvement.

(B) Major issues and events of WWII.

(C) Role of military leaders.

(9) Geography. The student understands the impact of geography as a factor influencing major events (Japanese, Italian and German expansion)

(15) Government. The student understands changes in the role of government over time.

(B) The impact of WWII.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information from a variety of sources.

(25) Social studies skills. The student communicates in written, oral and visual forms.

144.44 English III (b)

(1) (2) (3) (4) (6) Writing incorporating facts, concepts, and interpretation (e.g. interpreting facts to establish the most significant causes of WWII).

(7) and (9) Reading/comprehension. Reading to understand the pre-war and war time situation worldwide.

(13) Reading/inquiry/research. Researching key historical figures and events.

★ ★ ★ Materials Needed ★ ★ ★

- ✓ **Computers with internet connection**
- ✓ **Web sites including www.world-war-2.info and www.besthistorysite.net with links to additional sites including BBC History and *The World at War*.**
- ✓ **Paper and pen**
- ✓ **Books from reading list**
- ✓ **Camp Hearne Exhibit**
- ✓ **Blank (without names of countries/cities) maps of pre-World War II Europe, North Africa, and the Far East.**
- ✓ **A time line exercise**
- ✓ **A “causes” worksheet**

- ✓ World War II fact sheet
- ✓ Hyper-inflation cartoon

★ ★ ★ Reading List ★ ★ ★

The Diary of Anne Frank and *Anne Frank: Behind the Diary A Photographic Remembrance* by Ruud Van Der and Rian Verhoeven

Speer's Inside the Third Reich,

Shirer's The Rise and Fall of the Third Reich,

Cheaney's My Friend, the Enemy,

Chang's The Rape of Nanking,

Lawson's Thirty Seconds over Tokyo

★ ★ ★ Vocabulary ★ ★ ★

Totalitarian

Appeasement

Fascism

Lend-lease

Nazism

Propaganda

Nationalism

Versailles Treaty

Adolf Hitler

Blitzkrieg

Benito Mussolini

Ghetto

Hideki Tojo

Genocide

Allied Powers

Concentration Camp

Axis Powers and the Tripartite agreement

Manhattan Project

Atomic bomb

TEACHING STRATEGIES

★ ★ ★ Introductory Activities ★ ★ ★

1. Introduce World War II with a fact sheet outlining the countries involved, the dates, the casualties (both military and civilian), and the major players. Ask students to choose a WWII historical figure they would like to portray from the following list: Adolf Hitler, Benito Mussolini, Hideki Tojo, Franklin D. Roosevelt, Winston Churchill, Neville Chamberlain, Josef Stalin, Dwight D. Eisenhower, Chester A. Nimitz, Erwin Rommel, Omar Bradley, Isoroku Yamamoto, and Hermann Goring. (as many as two students can chose the same historical figure).
2. Students will research the man they have chosen to portray using a study sheet with the key questions (talking points) they must answer in their presentation.
3. Students will portray their historical figure in a class presentation, putting key dates on the board as they speak. Students are encouraged to “get into” their characters. Teachers can help with props to make portrayals more realistic. In the cases of pairs developing the same portrayal, one can act while the other assists.
4. After researching and portraying their characters, students will form groups and together fill out a chronological timeline and a “causes” sheet.
5. Discuss the Versailles Treaty and brainstorm how Germany might react to the demand for reparations and what might happen as a result of economic and other demands on their country. Use hyper-inflation cartoon.
6. Discuss Japan’s challenges—a shortage of natural resources, increasing population, economic isolation and a military with the power to control the civilian government.
7. To understand America’s entry into the war, discuss lend-lease and America’s opposition to Japanese expansion into China.

★ ★ ★ Learning Activities ★ ★ ★

1. Visit Camp Hearne, tour exhibit, and discuss how over four thousand prisoners of war were incarcerated in Texas. Discuss the North African theatre, European theatre, and Pacific theatre in relation to Camp Hearne, a holding place for alien enemy troops from each of the war’s theatres.
2. Choose one of the following activities after the Camp Hearne tour:
 - a. Study maps of the three theatres and “fill in the blanks” with countries’ names.

- b. Create the maps of either Nazi Germany or Imperial Japan.
- c. Create a radio program during which two Camp Hearne prisoners—one a German and one a Japanese soldier—are interviewed and asked questions about their experiences at Camp Hearne.

Drawing Conclusions

To assess students' knowledge of World War II causes and major players, assign one of the following:

1. From pre-writing to final draft stages (including a peer review session), write an essay defending a particular cause of World War II as the primary cause, for example, reparations placed on Nazi Germany, geographic limitations to imperial goals, the rise of totalitarianism, etc.
2. From pre-writing to final draft stages (including a peer review session), write an essay detailing America's entry into the War. Examine in some detail factors motivating America's entry, including German interference with American shipping under lend-lease, traditional American ties with other countries, and the bombing of Pearl Harbor.
3. Create a Power Point presentation illustrating either Nazi Germany's takeover of Europe or Imperial Japan's domination of the Far East.
4. Read a book from the Reading List and give an oral report to the class plus a written outline to the teacher.

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