

11th Grade World War II Inquiry

Why Was the US on the Winning Side of World War II?

Staging the Question: Watch a brief documentary on the dedication of the National World War II Memorial and discuss how the war affected veterans' families.

Social Studies Practices

- Gathering, Using, and Interpreting Evidence
 ● Chronological Reasoning and Causation

Supporting Question 1	Supporting Question 2	Supporting Question 3
Why was the home front so important to the war front?	What did the United States contribute to the Allies' victory in Europe?	How did the United States win the war against Japan?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Participate in a silent conversation on big paper on the supporting question.	Create a "found poem" using words and phrases from the featured sources.	Participate in a fishbowl conversation on the supporting question.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Use sources to acquire background information and brainstorms ideas for further inquiry by watching a documentary on the dedication of the National World War II monument. Graphic Organizer: Connect#11	Connect:	Connect: Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research. Graphic Organizer: Connect#19
Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important about the importance of the home front to the war front.	Wonder: Focuses the purpose of the research by formulating specific questions to be answered about how the United States contributed to the Allies' victory in Europe.	Wonder: Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research on how the United States won the war against Japan. Graphic Organizer: Wonder#19 and Wonder#20
Investigate: Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively by examining a clip from Ken Burn's <i>The War</i> , an image bank of propaganda posters, and wartime production data from the United States and abroad.	Investigate: Takes notes using one or more of a variety of notetaking strategies while reading a secondary analysis of the war, examining data on casualties, and watching a documentary on D-Day.	Investigate: Conducts advanced web searches using Boolean logic and other sophisticated search functions to locate appropriate resources for research on how the United States won the war against Japan. Graphic Organizer: Investigate#96 and Investigate#97 C3 Resources
Construct: Participates in a silent conversation on big paper on the supporting question.	Construct: Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.	Construct: Draws clear and appropriate conclusions supported by evidence and examples. Graphic Organizer: Construct#40 and Construct#41
Express:	Express: Creates a "found poem" using words and phrases from the featured sources.	Express: Participates in a fishbowl conversation on the supporting question.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21

Summative Performance Task: Argument: Why was the US on the winning side of World War II? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. **Extension:** Investigate the impact of World War II on particular groups in the United States (e.g., women, African Americans, Mexican braceros).