



**Title:**

What was the cost?

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**Grades:** 4 – 6, adaptable to other grades

**Overview/Annotation:**

Using a timeline of major events of World War II and other events at the state, national and international level students will assess the social costs of World War II.

**Content Standard(s):**

I. Social Studies:

GR 6/ 8. List key figures, significant events, and reasons for the involvement of the United States in World War II.

Examples:

- key figures-Franklin D. Roosevelt, Winston Churchill, Harry S. Truman, Joseph Stalin, Adolph Hitler, Benito Mussolini, Michinomiya Hirohito, Hideki Tojo;

- significant events-Battles of Normandy, Stalingrad, and Midway; Battle of the Bulge;

- reasons-Pearl Harbor, threat by Axis powers to Europe and Asia

- Locating on a map or globe countries controlled by the Axis powers from 1939-1942
- Locating on a map or globe Allied countries and key battles in World War II
- Describing the development and use of the atomic bomb
- Describing social costs associated with World War II

Examples: Holocaust, civilian and military casualties

- Explaining the importance of treaties ending World War II

## II. English Language Arts

27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]

a. Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). [W.6.9a]

b. Apply Grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). [W.6.9b]

31.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.6.1]

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1a]

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

**Primary Learning Objective(s):**

Students will create a “time travel” interview where they assume the identity of assigned or chosen world leaders. The world leaders will be lead through a panel-type discussion by another student who will serve as the interview host (similar to a talk show format). “Audience members” (students in the classroom) will also ask questions of the show’s “guests.” The various world leaders should be well versed and prepared to speak about the social costs of World War II.

In addressing the social costs of the war, students should include:  
GIs, women, children, consumers, minorities, governments, refugees, etc.

**Additional Learning Objective(s):**

This lesson can be expanded to include discussions of the social cost of other wars throughout history.

**Approximate Duration of the Lesson:** Greater than 120 Minutes

**Materials and Equipment:**

Materials appropriate to chosen form of presenting the materials (posters, reports, online blog, etc.)

**Technology Resources Needed:**

Access to Alabama Veterans Memorial Foundation Timeline

Web-connected devices for each student for Internet research

**Background/Preparation:**

This is a concluding lesson on World War II and assumes students have a basic working knowledge of the war.

Students will all research the major events and world leaders of World War II. Students will also be asked to assess the social cost of World War II considering groups such as GIs, women, children, consumers, minorities, families, etc. The teacher will select, or allow students to volunteer, to assume the identities of various world leaders to be interviewed by a host in a talk show format. Other students will serve as audience members and ask questions. Students will all work together to determine the social cost of the war.

## **Resources:**

Human Cost of World War II

<http://www.jrwhs.com/uploads/WHBHumanCostsofWar.pdf>

World War II

<http://www.historynet.com/world-war-ii>

The Legacy of World War II

[http://middle.usmk12.org/Faculty/taft/Unit7/wwii\\_legacy.htm](http://middle.usmk12.org/Faculty/taft/Unit7/wwii_legacy.htm)

Effect of World War II on Each Country

[http://www.worldology.com/Europe/world\\_war\\_2\\_effect.htm](http://www.worldology.com/Europe/world_war_2_effect.htm)

The U.S. Home Front After World War II

<http://www.history.com/topics/us-home-front-during-world-war-ii>

Everyday Life During World War II

[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic5h.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5h.html)

World War II on The Home Front: Civic Responsibility

[http://www.smithsonianeducation.org/educators/lesson\\_plans/civic\\_responsibility/smithsonian\\_siyc\\_fall07.pdf](http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf)

Japanese Americans: The War at Home

<http://teacher.scholastic.com/activities/wwii/ahf/mineta/background.htm>

Service On The Home Front

<http://www.nps.gov/nhl/themes/HomefrontStudy.pdf>

The American Family in World War II

<http://www.u-s-history.com/pages/h1692.html>