

Admiral Nimitz: A Lesson in Leadership and Good Citizenship

TEKS Social Studies and History curriculum correlation:

5.5A. understand important issues, events, and individuals in the United States during the 20th Century. The student is expected to analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.

5.5C identify the accomplishments of individuals and groups such as, Dwight Eisenhower, Franklin D. Roosevelt who have made contributions to society in the areas, military actions, and politics.

18.5A Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels.

6.2A-B understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

6.11A-B describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.

7.1A History identify the major eras in Texas history including World War II; Civil Rights; and Contemporary Texas.

7.7E analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

7.17B identify the contributions of Texas leaders.

Compatible National Social Studies Standards:

Note: N/A indicates the lesson plans are either not in alignment with or circularly appropriate for the state or grade level listed

Standard Type	Applicable National Standards by Grade			
	5th	6th	7th	8th
C3 Framework	<p>D2.Civ.2.3-5. Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate</p> <p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments</p>	<p>D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p> <p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p>		
Common Core	<p>CCSS.ELA-LITERACY.SL.5.1A-D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts,</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts,</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts,</p>

		and issues, building on others' ideas and expressing their own clearly.	and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
--	--	---	--	--

Compatible State Social Studies Standards

Note: N/A indicates that the lesson plans are either not in alignment with or curricularly appropriate for the state or grade level listed.

State	Applicable State Standard by Grade			
	5th	6th	7th	8th
Alabama	N/A	<p>Content Standard 6 Identify causes and consequences of World War II and reasons for the United States' entry into the war.</p> <ul style="list-style-type: none"> Locating on a map Allied countries and Axis Powers Locating on a map key engagements of World War II, including Pearl Harbor...Midway; and the Battle of the Bulge Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya 	<p>Content Standard 10 Describe individual and civic responsibilities of citizens of the United States.</p> <ul style="list-style-type: none"> Explaining character traits that are beneficial to individuals and society Examples: honesty, courage, compassion, civility, loyalty 	N/A

		<p>Hirohito, and Hideki Tōjō</p> <ul style="list-style-type: none"> • Describing the development of and the decision to use the atomic bomb • Describing human costs associated with World War II <p>Content Standard 7 Identify changes on the American home front during World War II.</p> <ul style="list-style-type: none"> • Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps 		
Alaska	<p>GC.E.1--know the important characteristics of citizenship</p> <p>H.A.1-9--understand that history is a record of human experiences that links the past to the present and the future.</p> <p>H.B.1-5--understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.</p> <p>H.C.2--use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;</p> <p>H.D.4--recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context</p>			
Arizona	N/A	N/A	7.SP1.1 Analyze connections among events and developments in broader historical contexts.	8.SP1.1 Analyze connections among events and developments in broader historical contexts.

			<p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.</p> <p>7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant</p> <p>7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes</p>	<p>8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> <p>8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.</p> <p>8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p> <p>8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras</p> <p>8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.</p> <p>8.C2.2 Explain specific roles, rights and responsibilities of people in a society.</p>
--	--	--	--	---

			and effects of conflict and approaches to peacemaking. 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.	8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally
Arkansas	G.2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States	C.5.6.8 Evaluate ways being a good citizen is important for every individual H.6.6.18 Examine the events and political decisions that led to U.S. involvement in World War II: H.6.6.19 Research the major events and political decisions made by the United States during the course of World War II H.6.6.20 Examine the events that led to the conclusion of World War II	N/A	H.6.8.26 Examine the following battles as turning points of World War II: • Battle of Britain • Battle of the Bulge • D-Day • Midway • Pearl Harbor • Stalingrad
California	N/A			
Colorado	N/A	1.2b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. 4.1c Describe how groups and individuals influence the government and other nations	1.1a. Determine and explain the interdependence of people around the world during significant eras or events	1.1a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives 1.1b Analyze evidence from

		<p>4.1d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations Social Studies</p> <p>4.1e. Analyze political issues from both a national and global perspective over time</p> <p>4.1f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues</p>		<p>multiple sources including those with conflicting accounts about specific events in United States history</p> <p>4.1a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes</p> <p>4.1c Describe examples of citizens and groups who have influenced change in United States government and politics</p> <p>4.1f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally</p>
Connecticut	N/A			
Delaware	<p>4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.</p> <p>4-5b: Students will develop an understanding of selected themes in</p>	<p>6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p>		

	<p>United States history, including:</p> <p>-- Important people in American history</p>		
District of Columbia	<p>5.11.2. Describe the Japanese attack on Pearl Harbor. (G, M, P)</p> <p>5.11.3. Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans). (S, E)</p> <p>Historical Research, Evidence and Point of View</p> <p>3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p> <p>4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.</p>	N/A	
Florida	N/A		
Georgia	<p>SS5H4 Explain America's involvement in World War II.</p> <p>a. Describe German aggression in Europe</p>	N/A	<p>SS8H9 Describe the role of Georgia in WWII.</p> <p><i>a. Describe key events leading</i></p>

	<p>and Japanese aggression in Asia.</p> <p>b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</p> <p>c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.</p> <p>d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</p> <p>e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.</p> <p>f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.</p>		<p><i>up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.</i></p>
Hawaii	N/A		
Idaho	N/A	<p>6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II and the Holocaust; and the Cold War</p>	
Illinois	<p>SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>SS.H.3.5: Explain probable causes and</p>	<p>SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).</p> <p>SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives.</p> <p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>	

	effects of events and developments in U.S. history.	<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity</p> <p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p> <p>SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p>	
Indiana	N/A	<p>7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.</p>	N/A
Iowa	N/A	<p>SS.7.26. Explain multiple causes and effects of various contemporary global events and developments.</p>	N/A
Kansas	N/A		
Kentucky	N/A		
Louisiana	N/A	<p>8.2.8 Investigate and describe the impact of World War II on Louisiana's social, political, and economic systems</p>	
Maine	N/A	<p>Civics & Government 2 (F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.</p> <p>Civics & Government 3 (F1) Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</p>	

		<p>History 1 (F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. *</p> <p>History 1 (F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *</p> <p>History 1 (F3) Tracing the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. *</p> <p>History 1 (D1) Analyzing interpretations of historical events that are based on different perspectives and evidence from primary and secondary sources. *</p> <p>History 1 (D2) Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world. *</p> <p>History 1 (D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. *</p> <p>History 2 (F1) Explaining how both unity and diversity have played and continue to play important roles in the history of Maine and the United States.</p> <p>History 2 (D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the World.</p>		
Maryland	N/A			
Massachusetts	N/A			
Michigan	N/A			
Minnesota	N/A	<p>6.4.4.21.3 Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The</p>	<p>7.4.4.21.3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war</p>	N/A

		<p><i>Great Depression and World War II: 1920-1945) For example: America First, Charles Lindbergh, German-American loyalty)</i></p> <p>6.4.4.21.4 Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. <i>(The Great Depression and World War II: 1920-1945) For example: Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.</i></p>	<p>on domestic affairs. (The Great Depression and World War II: 1920-1945) For example: Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</p> <p>7.4.4.21.4 Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920- 1945) For example: D-Day, Iwo Jima, Guadalcanal, segregated military, treatment of Japanese Americans, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p>	
Mississippi	N/A			
Missouri	<p>SS 5.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events</p> <p>SS 5.1.D Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.</p>	N/A		

	<p>SS 5.1.E Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.</p> <p>SS 5.3a.I Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p>	
<p>Montana</p>	<p>BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8 (f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements);</p> <p>BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8 (a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;</p>	
<p>Nebraska</p>	<p>SS 5.1.2.d--Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p> <p>SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)</p> <p>SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p>SS 8.1.1.d Explain how various government decisions impact people, places, and history</p> <p>SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>

<p>New Hampshire</p>	<p>SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)</p> <p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p>SS:CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, J: Human Expression and Communication)</p> <p>SS:HI:8:2.3: Compare and contrast the rationales for entering into war with other nations, e.g.</p>	
<p>New Mexico</p>	<p>N/A</p>		
<p>New Jersey</p>	<p>6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p>6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p>		
<p>New York</p>	<p>N/A</p>	<p>F.6 Identify situations in which social actions are required and determine an appropriate course of action.</p> <p>F.7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history</p>	<p>N/A</p> <p>8.6a Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.</p> <p>8.6b Students will examine American involvement in</p>

				<p>World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.</p> <p>Students will examine the role of the Tuskegee Airmen within the segregated military during World War II. Students will investigate the effects of the war on the American economy and day-to-day life.</p> <p>Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in <i>Korematsu v. United States</i> (1944).</p> <p>Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.</p> <p>8.6c The nature and consequences of warfare during</p>
--	--	--	--	---

				<p>World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.</p> <p>Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.</p> <p>Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.</p>
North Carolina	N/A			
North Dakota	N/A			
Ohio	N/A			
Oklahoma	N/A			
Oregon	N/A	<p>Historical Knowledge 7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including</p>	N/A	

			the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.	
Pennsylvania	N/A	<p>5.2.6.B Explain how citizens resolve conflicts in society and government.</p> <p>5.2.6.C Describe the importance of political leadership and public service.</p> <p>5.2.6.D Explain why participation in government and civic life is important.</p>	5.2.7.C Describe the role of political leadership and public service.	<p>5.2.8.C Describe the role of political leadership and public service</p> <p>8.1.7.B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p>
Rhode Island	<p>G&C 2 (5-6) –2c. Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by exhibiting and explaining what it means to be a responsible citizen in the community</p> <p>C&G 3 (7-8) –2c. Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic)</p> <p>C&G 4 (5-6) –3 Students participate in a civil society by taking responsibility for one’s own actions (anticipating and accepting consequences)</p>	<p>C&G 2 (7-8) –2c. Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by exhibiting and explaining what it means to be a responsible citizen in the state and nation</p> <p>C&G 3 (7-8) –1c. Students demonstrate an understanding of citizens’ rights and responsibilities by analyzing and defending a position on an issue involving civic responsibilities (personal, economic, legal or political rights)</p> <p>HP 2 (7-8) – 2a Students chronicle events and conditions by identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”)</p> <p>HP 2 (7-8) – 2b correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g.,</p>		

			Jacksonian Democracy and Dorr's Rebellion, water power and steam power, WWII and women at work)
South Carolina	<p>5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.</p> <p>5-4.5 Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.</p> <p>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.</p> <p>5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national</p>	N/A	<p>7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and isolationism, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the "Final Solution," the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.</p> <p>8-6.5 <i>Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity.</i></p>

	boundaries and governments.			
South Dakota	<p>5.H.1.2 Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially</p> <p>5.H.1.3 Describe the impact other countries had on North America through exploration and conflict</p> <p>5.C.4.1 Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organization</p> <p>5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate</p> <p>5.C.5.2 Describe how volunteerism has benefited the U.S.</p> <p>5.C.5.3 Illustrate historical and contemporary means of changing societies, and families</p>	N/A		
Tennessee	<p>5.17 Explain the structures and goals of the governments in Germany and Japan in the 1930s.</p> <p>5.18 Determine the significance of the bombing of Pearl</p>	N/A		

	<p>Harbor and its impact on the U.S.</p> <p>5.20 Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.</p>			
<p>Texas</p>	<p>5.5A. understand important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5.5C identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.</p> <p>18.5A Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to explain the duty individuals have to participate in</p>	<p>6.2A-B understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to identify and describe the historical influence of individuals or groups on various contemporary societies; and describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>6.11A-B describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p>	<p>7.1A History identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas</p> <p>7.7E analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.</p> <p>7.17B identify the contributions of Texas leaders such</p>	<p>N/A</p>

	civic affairs at the local, state, and national levels; and		as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.	
Utah	Objective 1, Indicator c: Analyze how the United States' involvement in World War II led to its emergence as a superpower.	<p>Objective 1: Analyze how major world events of the 20th century affect the world today.</p> <p>a. Identify key events, ideas, and leaders of the 20th century (e.g. World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, dynamic Asian economies).</p> <p>b. Describe the impact of these events on the world today.</p> <p>Objective 2: Explore current global issues facing the modern world and identify potential solution.</p> <p>c. Identify individuals and groups making positive changes in the world today and support these choices with evidence.</p> <p>Objective 3: Determine human rights and responsibilities in the world.:</p> <p>a. Identify rights considered essential for all humans</p>	UT Standard 3.2: <i>Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish flu epidemic, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah.(history)</i>	WH Standard 6.1: Students will identify cause and effect relationships between World War I, the global Great Depression, and World WarII.

Vermont	<i>Vermont uses the C3 Framework--see pg 1</i>		
Virginia	<p>USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by</p> <ul style="list-style-type: none"> a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; b) locating and describing the major events and turning points of the war in Europe and the Pacific; and c) explaining and evaluating the impact of the war on the home front. <p>CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by</p> <ul style="list-style-type: none"> d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society; e) evaluating how civic and social duties address community needs and serve the public good <p>CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by</p> <ul style="list-style-type: none"> a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; d) practicing respect for the law; e) practicing patriotism; f) practicing decision making; <p>WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by</p> <ul style="list-style-type: none"> a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito; b) examining the Holocaust and other examples of genocide in the twentieth century; c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948). 		
Washington	N/A	4.1.2, Part 4 <i>Understands how themes and developments have defined eras in</i>	N/A

		<p><i>Washington State and world history by:</i></p> <ul style="list-style-type: none"><i>• Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: o The Great Depression and World War II (1930—1945). f Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State.</i> <p>CIVICS 1.1.2 <i>Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.</i></p> <ul style="list-style-type: none"><i>• Examines the relationship between Washington State citizens' support for Gordon Hirabayashi's resistance to incarceration and the right to "due process" outlined in Article 1, Section 3 of the State Constitution.</i><i>• Examines the relationship between Washington State women's contribution to the war effort during</i>	
--	--	---	--

		<p><i>World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution.</i></p> <ul style="list-style-type: none"><i>Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution.</i> <p>GEOGRAPHY 3.1.1 <i>Analyzes maps and charts from a specific time period to analyze an issue or event.</i></p> <ul style="list-style-type: none"><i>Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were.</i> <p>HISTORY 4.3.1 <i>Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.</i></p> <ul style="list-style-type: none"><i>Constructs an interpretation of why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials</i>	
--	--	---	--

			<i>from Washington State.</i>
West Virginia	N/A	<p>SS.6.21 Demonstrate an understanding of the causes, key events and outcomes of World War II.</p> <ul style="list-style-type: none"> · Summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union. · Analyze the role of strong leadership during the war and critique their responses to the conflict. · Investigate the role of the United States in World War II. · Cite evidence of the human rights violations during times of war. · Illustrate the US civilian response on the home-front to the war (e.g., “Rosie the Riveters,” victory gardens, rationing, etc.). 	N/A
Wisconsin	<p>SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p>SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p>	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>	
Wyoming	SS5.4.1 Describe how small changes can lead to big changes (cause and effect)	<p>SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.</p> <p>SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places</p>	

		SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)
--	--	--

Admiral Nimitz & Standard Alignment Connections

Points to cover and connect during presentation

- Connecting general points of Nimitz's life
 - Close relationships with grandfather and how they shaped him into a leader
 - Court-martial and Nimitz's refusal to give up afterwards
- Qualities of leadership and good citizenship shown by people in WWII both in the Pacific, Nimitz's leadership
 - Trustworthiness & honesty
 - Responsibility, accountability
 - Respecting differing opinions
 - Bravery
 - Courtesy
 - Good decision making
 - Patriotism
 - Perseverance
- Admiral Nimitz's role in WWII
- Examples of forgiveness shown during and after WWII, connected (if possible) to Nimitz's forgiveness during his Court-martial

Pre-Distance Learning Video Conference Activity:

PRIOR KNOWLEDGE

Students should have basic knowledge of the following to get the most out of this experience

- USA was involved in WWII from Dec. 8, 1941--Sept. 2, 1945.
- WWII was fought in the Pacific as well as in Europe
- War in the Pacific was against the Japanese
- The attack on Pearl Harbor brought the US into WWII
- War in the Pacific ended after the War in Europe
- War in the Pacific ended after the US dropped 2 atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

CONTENT CONNECTIONS

- Understanding and analyzing qualities of a good citizen and a good leader
- United States leaders and influential people
- United States involvement in WWII
- Analyzing and discussing primary and secondary source documents (Engage II)

Engage I--Cross the room if... (5-7 min)

Students will go from one side of the room, carpet, etc. if they identify with one of the questions asked. Students who don't identify with the question will stay where they are. Lead with one or two general questions so students can get the idea--something like "Cross the room if your favorite color is red" or "Cross the room if you're wearing sneakers." The following prompts will help students think about their own experiences and will help them better identify with Nimitz and his story.

For each prompt, call on one or two students to share their experience
Cross the room if...

- You have a family member you love that inspires you (*parallels Nimitz & his grandfather*)
- You've gotten in big trouble before (*parallels Nimitz's court-martial & reprimand*)
- You decided not to give up on a dream, even when it was hard to keep going (*parallels Nimitz's determination after court-martial & reprimand*)
- You were a leader for someone else (*parallels various aspects of Nimitz's leadership*)
- You've ever forgiven someone (*parallels Nimitz being forgiven during the court-martial, Japan and America forgiving each other after the war*)
- You've ever been forgiven for something you did (*parallels Nimitz being forgiven during the court-martial, Japan and America forgiving each other after the war*)

Tell students that they will be learning about WWII, some of it through the experience of one such leader, Admiral Nimitz. Admiral Nimitz went from being raised by his mother and grandfather, to messing up so badly he faced being unable to follow his dreams, to commanding battles that would help America and its allies win the war.

Engage II--Photo Reveal (3-5 min)

Show students the picture one third at a time. Discussion questions for students are on each slide, which can be found at the link below.

[Battle of Midway Photo Reveal](#)

After the whole picture is revealed and students have discussed their thinking, inform students that the picture is showing the Battle of Midway, a battle that turned the tide of the war in the Pacific. Talk about how heroes were fighting to make sure the country was free, and other heroes making decisions about how, where, and when battles would be fought to try and win the war as quickly and with as little death as possible.

Tell students they will be learning about WWII, some of it through the experience of Admiral Nimitz, a hero who helped command the Battle of Midway. Admiral Nimitz went from being raised by his mother and grandfather, to messing up so badly he faced being

unable to follow his dreams, to commanding battles that would help America and its allies win the war.

Post-Distance Learning Video Conference Activity:

Name: _____

Date: _____

Ticket

1. What are some of the good leadership and citizenship qualities exhibited by Admiral Nimitz and others involved in WWII?

2. How did these leadership and citizenship qualities help America during WWII?
