## Curriculum Map
### World History

### Unit 9: World War II

#### Enduring Themes
- Conflict and Change
- Culture
- Governance
- Individuals, Groups and Institutions
- Location
- Movement/Migration
- Time, Change, and Continuity
- Technological Innovation

#### Time Frame
- April 4th – April 22nd (3 weeks)

#### Unit Standards

**SSWH17** The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.
- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan.
- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.

**SSWH18** The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.

#### Unit Resources
- Unit 9 Student Content Map
- Unit 9 Sample Assessment Items (by standard)

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<tbody>
<tr>
<td>Causes of World War II (Conflict and Aggression)</td>
<td>Major Conflicts and Outcomes of World War II</td>
<td>Post-World War II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Concept 1: Culture of Uncertainty (Inter War Period)

**Standard:**

SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.

**Lesson EQ:** How did scientific and social changes in the Inter War Period shape world societies?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Inter War Period  
• Culture of Uncertainty  
• Albert Einstein  
• Sigmund Freud  
• Pablo Picasso | • The Inter War Period was marked by weak economies, and weak democratic governments in Europe. The U.S. was also experiencing the Great Depression.  
• Albert Einstein influenced science by challenging the predictability and mechanical approach to science. His theory of relativity and matter as energy (work with atoms) would lead to the development of the atomic bomb.  
• Sigmund Freud also added to the uncertainty of the era, with his psychological theories of repression and unconscious thought. Led to new profession of psychotherapy.  
• Pablo Picasso created modern art, and invented new form of art called cubism. | • Identify the major political and economic factors that shaped world societies between World War I and World War II  
• Examine the influence of Albert Einstein on science  
• Examine the influence of Sigmund Freud on social thinking  
• Examine the influence of Pablo Picasso on art |

### Resources

**I Do (Teacher Point)**

Introduce [Unit 9 Student Content Map](#). Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#1. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#1.

[Age of Uncertainty Student Handout](#)  
[Age of Uncertainty PowerPoint](#)

**We Do (Guided/Differentiated Instruction)**

[Age of Uncertainty Elbow Partner Activator/Quick Class Discussion](#)

**You Do (Independent Practice)**

Have students answer EQ#1 in complete sentences on their [Unit 9 Student Content Map](#) using the vocabulary of the standards.
Concept 2: Rise of Nationalism (Inter War Period)

Standard:
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi.

Lesson EQ: How did the rise of nationalism shape world societies during the Inter War Period?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2-3)</th>
</tr>
</thead>
</table>
| • Nationalism (New Nationalism)  
• Sun Yat Sen  
• Mustafa Kemal Ataturk  
• Mohandas Gandhi | • Following World War I, conflicts still arose around nationalism, because imperialism continued after the war.  
• Indian nationalism arose out of Indian frustration with British rule. Ghandi became the leader of the movement and encouraged civil disobedience. In 1935, England granted partial self-rule. Later, India would split into Pakistan (Muslim) and India (Hindu) due to religious conflict.  
• Sun Yat Sen led a nationalist movement in China. He believed that China needed to westernize (industry, technology, western education model). After the Qing Dynasty collapsed, the Nationalists rose to power. Chiang Kai-shek became President. The Nationalists would remain in power until the communist revolution led by Mao Zedong following World War II.  
• Turkish leaders were able to drive the Greeks out (who invaded after World War I). They were led by Mustafa Kemal (known as Ataturk). He removed Islamic influences and tried to modernize. | • Identify the major political and economic factors that shaped world societies during the Inter War Period.  
• Analyze the rise of nationalism  
  o Ideas of Sun Yat Sen  
  o Ideas of Mustafa Kemal Ataturk  
  o Ideas of Mohandas Gandhi |

Resources

I Do (Teacher Point)  
Introduce EQ#2 on Unit 9 Student Content Map. Discuss vocabulary of the standards, purpose of the unit and

We Do (Guided/Differentiated Instruction)  
Indian Nationalism Group Reading Challenge Activity  
(The link below is for a Kahoot! Quiz)

You Do (Independent Practice)  
Have students answer EQ#2 in complete sentences on their Unit 9 Student Content Map using the
purpose of the lesson using EQ#2. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#2.

**New Nationalism PowerPoint**

**New Nationalism Student Handout**

<table>
<thead>
<tr>
<th>Vocabulary of the standards.</th>
</tr>
</thead>
</table>
| on the reading passage. You can have students work together in their groups and compete against the other groups in their class to answer the questions. Completing the Guided Reading assignment will help students comprehend the passage and perform well on the quiz.)
| [https://play.kahoot.it/#/k/2d986373-033a-4502-8ea0-50f8bef677d3](https://play.kahoot.it/#/k/2d986373-033a-4502-8ea0-50f8bef677d3) (or you can search for it by title: “Independence in India Group Reading Challenge!” (it is public) – you can duplicate the quiz and add it to your account, as well. |

Other options if you do not like using Kahoot! or do not have access to technology for this lesson:

-  Google Form (very easy to set up, quick results, as well)
-  Give each group a white board and have them hold up their answer at once and award points to each group as you go through each question. Have each group take the quiz on paper and have groups exchange quizzes and grade each other as you go over it.

The document below has the same questions as the Kahoot! Quiz.

**Indian Independence Reading Quiz**
Concept 3: Communism in Russia

Standard:
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin’s first Five Year Plan.

Lesson EQ: What were the causes and results of the Russian Revolution?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 1-2)</th>
</tr>
</thead>
</table>
| • Russian Revolution  
• Bolsheviks  
• Communism  
• Karl Marx  
• Lenin  
• Stalin  
• Five Year Plan | • The Russian Revolution occurred because the people of Russia were poor (many were starving), tired of absolute rule of the Czar Nicholas II, and millions of Russians suffered and died as a result of World War I.  
• Uprisings broke out in 1917, and many Russian soldiers joined the people in rebellion.  
• Ultimately, the Bolsheviks, led by Lenin, would usher in a communist revolution. They wanted a communist government based on the ideas of Karl Marx.  
• As a result of the Russian Revolution, Russia became a communist country (Soviet Union). Communist leaders resented the support the West gave to the White (non-communist) army during the Revolution.  
• When Lenin died in 1924, a battle for power between communist leaders occurred. Ultimately, Stalin took over as the communist dictator of the USSR.  
• Stalin put in place his first Five Year Plan to increase industrialization and production in the Soviet Union. He also created a system of collective farming. Russia did increase industrial output, but many Russian workers and peasants were very poor.  
• Stalin’s response to anyone who opposed his rule was often brutal and ruthless. | • Identify the major political and economic factors that shaped world societies between World War I and II.  
• Determine the causes of the Russian Revolution.  
• Determine the results of the Russian Revolution from Lenin to Stalin’s first Five Year Plan. |
who challenged him was to kill them or send them to Siberia. Ultimately, millions of his people were killed during his rule.

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
</tr>
<tr>
<td>Introduce EQ#3 on <a href="#">Unit 9 Student Content Map</a>. Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#3. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#3.</td>
</tr>
</tbody>
</table>
**Concept 4: Rise of Fascism**

**Standard:**
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

**Lesson EQ:** How did the rise of fascism in Italy, Germany and Japan compare to each other?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Fascism  
• Benito Mussolini  
• Adolf Hitler  
• Emperor Hirohito | • Fascism describes a nationalist movement with a strong central government, a dictator, and a belief in putting the state above the individual  
• Mussolini was the fascist dictator in Italy, Hitler in Germany and Hirohito in Japan.  
• All three dictators used the economic and social problems in their respective countries to consolidate power. The fascist dictators focused on national glory and militarism and blaming outsiders to gain support of the masses and increase their own power. | • Identify the major political and economic factors that shaped world societies between World War I and World War II.  
• Describe the rise of fascism in Europe and Asia  
• Compare the politics of Mussolini, Hitler, and Hirohito |

**Resources**

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
</table>
| Introduce EQ#4 on Unit 9 Student Content Map. Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#4. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#4.  
Rise of Fascism PowerPoint  
Rise of Fascism Student Handout | What is Fascism? Reading Practice Activator (Introduces students to fascism and could facilitate a class discussion about reading with purpose).  
Hyperinflation Activity  
Hyperinflation Reflection Sheet (Can be used to discuss the causes of the rise of Hitler in Germany/can also be used to activate prior knowledge about the effects of the Treaty of Versailles and punishing Germany).  
Comparing Fascism in Italy, Germany and Japan Graphic Organizer | Have students answer EQ#4 in complete sentences on their Unit 9 Student Content Map using the vocabulary of the standards.  
Benito Mussolini Reading Passage and Comprehension Quiz  
Women’s Role in Hitler’s Nazi Germany Reading Passage and Comprehension Quiz |
Concept 5: Totalitarianism

Standard:
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

Lesson EQ: How do totalitarian governments differ from authoritarian governments?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Totalitarianism  
  • Authoritarian governments  
  • Police state  
  • Stalin  
  • Hitler  
  • Mussolini | • Totalitarian governments take complete control over not only the government, but all aspects of society.  
  • Totalitarian leaders implement a police state to use fear and terror to force people to accept their rule and plans.  
  • Stalin, Hitler and Mussolini were all totalitarian leaders who implemented police states in their countries to keep complete control. For example, in their police states, anyone who disagreed with them or was deemed a “traitor” would be killed. | • Identify the major political and economic factors that shaped world societies between World War I and World War II  
  • Describe the nature of totalitarianism  
  • Describe the nature of the police states that existed in Russia, Germany and Italy  
  • Describe how these police states were different from authoritarian governments. |

Resources

**I Do (Teacher Point)**
- Introduce EQ#5 on [Unit 9 Student Content Map](#). Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#5. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#5.
  - Totalitarianism PowerPoint
  - Totalitarianism Student Handout

**We Do (Guided/Differentiated Instruction)**
- Rise of Fascist and Totalitarian Leaders Comparison Chart

**You Do (Independent Practice)**
- Have students answer EQ#5 in complete sentences on their [Unit 9 Student Content Map](#) using the vocabulary of the standards.
  - Rise of Totalitarianism History Frame (Summarizer)
Concept 6: Causes of World War II

Standard:
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.

Lesson EQ: How did aggression and conflict during the Inter War Period lead to World War II?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Aggression  
• Appeasement  
• Conflict  
• Italian invasion of Ethiopia  
• Spanish Civil War  
• Rape of Nanjing in China  
• German annexation of Sudetenland | • Aggression from the Axis powers would eventually lead to World War II.  
• Hitler and Mussolini formed an alliance and supported the Fascism in the Spanish Civil War, launching air strikes on the Republican faction there.  
• Mussolini wanted to expand and create an empire, so Italy invaded Ethiopia.  
• In the 1930s, Hitler began to ignore the terms of the Treaty of Versailles and began to build up Germany’s military again. He annexed part of the Rhineland, then Austria and Czechoslovakia. He demanded that the Sudetenland be annexed to Germany. France and Great Britain practiced appeasement with Hitler, and allowed him to continue to expand. However, Britain announced that an invasion of Poland would lead to war. When Hitler invaded Poland in 1939, Great Britain and France declared war on Germany.  
• Meanwhile, Japan was seeking to build an empire in Asia. Japan invaded Manchuria in northern China in 1931. Then, 1937 Japan captured the Nationalist capital of China, Nanjing. The Japanese military raped and killed so many Chinese there, that the invasion is called the Rape of Nanjing. Japan would want to continue their expansion, but would have to | • Identify the major political and economic factors that shaped world societies between World War I and World War II  
• Explain the aggression and conflict leading to World War II in Europe and Asia  
• Explain the Italian invasion of Ethiopia  
• Explain the Spanish Civil War  
• Explain the Rape of Nanjing in China  
• Explain the German annexation of the Sudetenland |
overcome the American influence in Southeast Asia to do so. Ultimately, Japan would decide to attack the U.S. to pull them into the war.
Concept 7: Major Conflict and Outcomes of World War II

Standard:
SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.

b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.

Lesson EQ: How did the major conflicts and outcomes of World War II impact the world?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pearl Harbor</td>
<td>• Japan launched an attack on U.S. naval base in Hawaii at Pearl Harbor. This pulls the U.S. into World War II.</td>
<td>• Demonstrate an understanding of the global, political and economic, and social impact of World War II</td>
</tr>
<tr>
<td>• El-Alamein</td>
<td>• Despite heavy losses and destruction, the Soviet Union did stop the German advance in the Battle of Stalingrad. This would cause tension between the USSR and the Allies later, because Stalin wanted the Allies to invade on the western front sooner.</td>
<td>• Describe the major conflicts and outcomes of World War II</td>
</tr>
<tr>
<td>• Stalingrad</td>
<td>• The battle at El-Alamein was significant because it relieved pressure on the eastern front, and the Allies pushed from Africa into Italy, and forced an end to Mussolini’s power.</td>
<td>• Describe Pearl Harbor</td>
</tr>
<tr>
<td>• D-Day</td>
<td>• The Allied victory at Guadalcanal in the Pacific was the first amphibious landing for the Allies, and helped prevent Japanese expansion.</td>
<td>• Describe El-Alamein</td>
</tr>
<tr>
<td>• Guadalcanal</td>
<td>• D-Day, the Allied invasion at Normandy, was the largest amphibious invasion. The Allies broke through German defenses, and began the push to take France back from the Germans.</td>
<td>• Describe Stalingrad</td>
</tr>
<tr>
<td>• Philippines</td>
<td>• Leyte Gulf, in the Philippines, was the last Japanese naval battle in the Pacific. This loss eliminated the Japanese navy as a threat to the Allies.</td>
<td>• Describe D-Day</td>
</tr>
<tr>
<td>• End of the war in Europe</td>
<td>• V-E Day (Victory in Europe) occurred in April of 1945 with the Fall of Berlin (led by the Soviets).</td>
<td>• Describe Guadalcanal</td>
</tr>
<tr>
<td>• End of the war in Asia</td>
<td></td>
<td>• Describe the war in the Philippines</td>
</tr>
<tr>
<td>• Nazi ideology</td>
<td></td>
<td>• Describe the end of the War (in Europe and the Pacific)</td>
</tr>
<tr>
<td>• Nazi policies and consequences that led to the Holocaust</td>
<td></td>
<td>• Identify Nazi ideology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify Nazi policies and consequences that led to the Holocaust</td>
</tr>
</tbody>
</table>
- V-J Day (Victory in the Pacific) occurred after the Japanese surrender following the atomic bombing at Hiroshima and Nagasaki in August of 1945.
- Nazi ideology centered around the belief in the superiority of the Aryan race. They particularly hated and blamed the Jews. Nazi policies included passing laws limiting the rights of Jews, forcing Jews into ghettos, then concentration camps. Finally, the Nazis implemented the “Final Solution” or genocide of the Jewish population.

<table>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
</tr>
<tr>
<td>Introduce EQ#7 on <a href="#">Unit 9 Student Content Map</a>. Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#7. Have students circle vocabulary of the standards they will need to know to be able to answer EQ#7.</td>
</tr>
<tr>
<td><a href="#">Major Conflicts of World War II PowerPoint</a></td>
</tr>
<tr>
<td><a href="#">Major Conflicts of World War II Student Handout</a></td>
</tr>
<tr>
<td>World War II Prezi: <a href="https://prezi.com/fzjnchb1irqy/world-war-ii/">https://prezi.com/fzjnchb1irqy/world-war-ii/</a></td>
</tr>
<tr>
<td>Holocaust PowerPoint</td>
</tr>
<tr>
<td>Holocaust Student Handout</td>
</tr>
<tr>
<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
</tr>
<tr>
<td>World War II Document Based Questions (could be used as either Guided Practice or Independence Practice depending on the needs of your students).</td>
</tr>
<tr>
<td>Holocaust Webquest</td>
</tr>
<tr>
<td><strong>You Do (Independent Practice)</strong></td>
</tr>
<tr>
<td>Have students answer EQ#7 in complete sentences on their <a href="#">Unit 9 Student Content Map</a> using the vocabulary of the standards.</td>
</tr>
<tr>
<td><a href="#">World War II Document Based Questions</a> (could be used as either Guided Practice or Independence Practice depending on the needs of your students).</td>
</tr>
</tbody>
</table>
Concept 8: Post-World War II

Standard:
SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.

Lesson EQ: What was the global impact of Post-World War II policies?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2)</th>
</tr>
</thead>
</table>
| • Churchill  
• Stalin  
• Roosevelt  
• Truman  
• Teheran  
• Yalta  
• Potsdam  
• United Nations  
• Marshall Plan  
• MacArthur’s plan for Japan | • Towards the end of the war, the Allied powers met to discuss issues and plans for the end of the war.  
• At Teheran, Churchill, Roosevelt, and Stalin made the plans for D-Day, which would pin Hitler in Europe and free Paris.  
• At Yalta, Stalin, Roosevelt and Churchill discussed plans for defeating Germany as fast possible; USSR would fight in the Pacific after Germany was defeated; Stalin agreed to free elections in Eastern Europe and would receive war reparations from Germany and control of Poland; also discussed plans for keeping peace after war.  
• Truman, Stalin and Churchill met at Potsdam. Stalin said that he would not allow free elections in Eastern Europe. Distrust between the U.S. and Soviet Union led to tensions that caused Cold War. Discussions here also led Truman to drop the atomic bomb. | • Demonstrate an understanding of the global, political, economic and social impact of World War II.  
• Explain the military and diplomatic negotiations between Churchill, Stalin and Roosevelt/Truman at Teheran, Yalta and Potsdam  
• Explain the impact of these negotiations on the nations of Eastern Europe. |

Resources

<table>
<thead>
<tr>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
</tr>
</thead>
</table>
| Introduce EQ#8 on Unit 9 Student Content Map. Discuss vocabulary of the standards, purpose of the unit and purpose of the lesson using EQ#8. Have students circle vocabulary of the | World Realignment Activator  
Plans for Postwar Europe Teacher Directions  
Plans for Postwar Europe Lesson Plan | Have students answer EQ#8 in complete sentences on their Unit 9 Student Content Map using the vocabulary of the standards. |
standards they will need to know to be able to answer EQ#8.

<table>
<thead>
<tr>
<th>Peace Conferences PowerPoint</th>
<th>Peace Conferences Student Handout</th>
<th>World War II to Cold War Flow Chart</th>
<th>Summarizing World War II Peace Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aftermath of World War II PowerPoint</td>
<td>Aftermath of World War II Student Handout</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>