

Lesson Title: Early U. S. Involvement in World War II  
Lesson Design by: Mary Barnett, Bosworth R-V High School,  
9<sup>th</sup> Grade, American History  
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## Teaching Traditional American History Program

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Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

Lesson Overview: This lesson will examine how the U. S. was aided by the Allies in World War II before the U. S. declared war.

Essential Question(s): How did the U. S. participate in World War II before Congress declared war?

Objectives: After completing this lesson the student will be able to:

- (GLE: US 2.a.D.4) Analyze the evolution of U. S. foreign policy from the beginning of WW II through U. S. Declaration of War
- (GLE: WH 2b.G.7) Examine the causes of U. S. involvement in WW II
- (GLE: EC 4.B.2) Apply major economic concepts to era including: supply and demand, profit, full employment, and government regulation.
- (GLE: T 7.B.2) Analyze primary sources
- (GLE: T 7.E.5) Knowledge to create social-studies' graphics, such as graphic organizers and timelines, to assist in analyzing concepts in social studies

Assessment: At the end of the lesson the student will write an essay using the following writing prompt:

“U. S. involvement in World War II was inevitable.  
Explain the factors that contributed to our involvement?”

Use the attached scoring guide

Materials: *The Americans*, Text: McDougal-Littell  
Several copies of Neutrality Acts of 1935, 1937, and 1939 (can be accessed through sources ).  
Written Document Analysis Worksheet (found in sources)  
“Road to War” transparency master –included  
Vocabulary Quiz - included  
2 different colors of note cards (5 each of color per student)

Class Time: 1 class period

Teacher Input:

1. Students should have read section in text, America Moves Towards War, prior to class
2. Complete Vocabulary Activity.
3. Complete Document Analysis.
4. Hand-out copies of "Road to War" and place it on a transparency explaining that during this lesson students will gain an understanding of the terms, events, and people listed. As a term is discussed have students develop a working definition of that term and write the definition next to term
5. On board construct a time-line of events so students will see the progression towards war. Color code events, people, and legislation.
6. Have students complete concept maps, individually or in pairs.
7. Assign writing prompt to be due next day:  
"U. S. involvement in World War II was inevitable.  
Explain the factors that contributed to our involvement?"

Activities:

**1. Vocabulary Activity**

1. As students begin class have them take vocabulary quiz. Once students have taken quiz they can grade it themselves. (10 min.)
2. Have students choose 3-5 terms they missed and make flashcards for those terms. Have students write the terms on one color and the definition on another. Once students have finished making cards, working with a partner review terms on flashcards. (8 min.)
3. Each pair should pick one term then go around room and share term and definition.

Comment [PAP1]: side?

**2. Document Analysis**

1. Break students into 3 groups. Assign each group one of the Neutrality Acts to analyze.
2. Group reads through the act they were assigned.
3. Each person in group completes a Document Analysis Worksheet.

**3. Concept Mapping**

1. Have students use information from "Road to War" sheet to complete a concept map.
2. These concept maps can be used for essay assignment

Questions for review: Using the timeline:

1. What policies were implemented by the government to aid the allies?
2. What events led the U. S. to support the Allies?

Closure: Q: **Summarize our discussion today, who can tell me the Big Idea about U. S. foreign policy in the 1930s?**

A: *The U. S. in WW II was not something that happened suddenly with the bombing of Pearl Harbor. The foreign policy of the U. S. in the late*

1930s allowed the U. S. to influence the war prior to its Declaration of War.

Extension:

- Continue using vocabulary flash cards daily until students have a working definition of all words and can explain the significance of each.

References:

Neutrality Act of 1935

<http://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm>

Neutrality Act of 1937

<http://www.fdrlibrary.marist.edu/psf/box2/t12c103.html>

Neutrality Act of 1939

<http://www.fdrlibrary.marist.edu/psf/box2/t12q01.html>

“Written Document Analysis Worksheet” developed by Education Staff, NARA  
<http://www.archives.gov/education/lessons/worksheets/index.html> on this page  
click on Written Document

Danzer, Gerald A. ed., *The Americans*, (McDougal Littell, Evanston, IL, 1998)719-725.

Name \_\_\_\_\_

## Road to War Vocabulary Quiz

Write the letter of the correct answer choice in the space before the term.

1. \_\_\_\_ Allies
  2. \_\_\_\_ Axis Powers
  3. \_\_\_\_ Atlantic Charter
  4. \_\_\_\_ Convoy
  5. \_\_\_\_ "Cash and carry"
  6. \_\_\_\_ Charles DeGalle
  7. \_\_\_\_ Full employment
  8. \_\_\_\_ Lusitaniana
  9. \_\_\_\_ Lend-lease
  10. \_\_\_\_ Naval Blockade
  11. \_\_\_\_ Neville Chamberlain
  12. \_\_\_\_ Neutrality Act
  13. \_\_\_\_ Supply and Demand
  14. \_\_\_\_ U-Boats
  15. \_\_\_\_ Zimmerman Telegram
- A. Germany, Japan, and Italy
  - B. Laws enacted to define U. S. stand at beginning of WW II
  - C. Allowed countries involved in war to buy supplies from the U.S. if they used their own ships to transport.
  - D. Britain, France and Soviet Union
  - E. Allowed Allied countries to buy supplies on credit.
  - F. Submarines
  - G. Indicated an alliance between Germany and Mexico
  - H. French General
  - I. British passenger ship attacked by German U-Boats
  - J. System to protect supply ships by surrounding them with destroyers.
  - K. Prime Minister of England
  - L. Using to prevent movement of an enemy in and out of a port
  - M. When everyone who wants to work has a job.
  - N. The relationship between the amount of goods produced and the amount needed.
  - O. Agreement between Britain and U. S. regarding German aggression

Name Key

## Road to War Vocabulary Quiz

Write the letter of the correct answer choice in the space before the term.

1. D Allies
2. A Axis Powers
3. O Atlantic Charter
4. J Convoy
5. C "Cash and carry"
6. H Charles DeGalle
7. M Full employment
8. I Lusitania
9. E Lend-lease
10. L Naval Blockade
11. K Neville Chamberlain
12. B Neutrality Act
13. N Supply and Demand
14. F U-Boats
15. G Zimmerman Telegram

# U. S. Road to War

Franklin D. Roosevelt

Charles DeGalle

Winston Churchill

Neville Chamberlain

Joseph Stalin

Adolph Hitler

Allies

Axis Powers

Government Regulation

Neutrality Act of 1935

Neutrality Act of 1937

Neutrality Act of 1939

“Cash and carry”

Lend-lease

Atlantic Charter

Convoy

Zimmerman Telegram

Lusitania

U-Boats

Naval Blockade

Supply and Demand

Profit

Scarcity

Full employment

Student \_\_\_\_\_

Turned in \_\_\_\_\_

## Road to War Essay Scoring Guide

<b>Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Needs Improvement</b>
<b>Content</b>	Contains 3 reasons U. S. became involved Details of each	2 reasons given with some details of each.	Only 1 reason given for involvement Little or no details
<b>Use of Terms</b>	Use correct terminology	Use terms from class. Some errors in usage.	Use terms incorrectly Doesn't use terms from class
<b>Mechanics</b>	Use correct paragraphs and sentence structure.	Has paragraphs and sentences with some errors	No paragraphs or incomplete sentences.

**Total Points Earned**

\_\_\_\_\_

**Comments:**