

## U.S. LEADERSHIP IN WORLD WAR II

### Performance Standard 14E.G

Describe the various ways in which the United States was the leading power among the Allies accordingly:

- *Knowledge*: identify the leadership of the United States in the categories of political leadership, manufacturing and production and development of resources;
- *Reasoning*: interpret statistics and describe the qualities of leadership; and
- *Communication*: construct charts or graphs and write an essay that is well-organized, well-focused and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedure

1. *In order to understand United States foreign policy as it relates to other nations and international issues (14E)*, students should experience sufficient learning opportunities to develop the following:
  - Explain an historical event in which the United States played a leading role.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will research the leadership role of the United States in World War II in the following categories; political leadership, military leadership, manufacturing and production leadership, development of resources. Discuss with students the role of the military and political leaders during World War II and guide students in using statistics from graphs and charts.
4. In assessing the political and military leadership categories, have students write a paragraph about the leaders of the major allies identifying the qualities that made them leaders.
5. In the manufacturing, productive and resource categories, have the students make charts or graphs to show display the statistical data they found about the two areas. Students may use computer programs to display the statistical data gathered or construct charts or graphs by hand. Students should add an interpretation to the statistics by writing a few paragraphs that explain the data and identify the leadership role of the United States.
6. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the political and military leaders and manufacturing, production resources is complete and accurate.
  - *Reasoning*: the interpretation of the statistics and the analysis of the qualities of the leaders are well-reasoned and logical.
  - *Communication*: the writing and charts/graphs are well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work not available

### Time Requirements

- Three to four class periods

### Resources

- A standard history textbook
- Computer and Internet access
- Encyclopedias, biographies, histories of World War II
- Social Science Rubric