
CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways.

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Age: 12–15
Grade: 7–9
Softcover: 9781619306578, \$17.95
Hardcover: 9781619306554, \$22.95
eBook: all formats available, \$12.99
Specs: 8 x 10, 128 pages, color interior
Focus: World History
GRL: Z

World War II: From the Rise of the Nazi Party to the Dropping of the Atomic Bomb

Why did the world find itself immersed in another global conflict only two decades after World War I?

World War II: From the Rise of the Nazi Party to the Dropping of the Atomic Bomb introduces kids ages 12 to 15 to the political, military, and cultural forces that shook the globe from 1939 to 1945 and beyond. Middle school students examine the events leading up to, during, and after WWII and the repercussions of these events on populations around the world, from Germany's invasion of Poland to the resulting domino fall of events that engaged several countries and caused the deaths of 60 million people, including 40 million civilians. They also see how the dark side of Hitler's ideology was always present, eventually resulting in the Holocaust, the systematic murder of 11 million people, including 6 million Jews and other populations.

Learn more about *World War II* at nomadpress.net/books/world-war-ii-rise-nazi-party-dropping-atomic-bomb/



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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

Aryan, atomic bomb, concentration camp, drafted, immigrant, kamikaze

BEFORE READING

1 Establish Background Knowledge

- What do you already know about World War II?
- Do you think there could ever be another world war? If you do, what do you think the conflict would be about?
- What are some of the pros and cons of international alliances?

2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do maps and primary sources help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

DURING READING

1 Check for Understanding

- What part did fear play in Hitler's rise to power?
- Not everyone in Germany supported the Nazi Party. How did they resist? Why did their efforts fail?
- How did Germany's condition after World War I make it easier for people to support a dictator?
- Do any of today's news stories have connections to the events of World War II?

CCC: CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).



Read eyewitness accounts of the siege of Leningrad.
<http://www.eyewitnesstohistory.com/leningrad.htm>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a How would you have handled the nightly bombings that the people of London experienced during the Battle of Britain?
- b Why did the United States delay its entry into the war? How might the war and Holocaust have been different if the United States had been involved sooner?
- c If the food distribution system in your area were disrupted, what products would stop showing up in the grocery store?
- d How might World War II have played out if Japan hadn't attacked the United States?
- e What role did racism play in the U.S. response to the bombing of Pearl Harbor?
- f Why were the China-Burma-India campaigns referred to as the "forgotten war"?
- g The United States is the only country that has ever used a nuclear weapon in war. In 2014, however, more than 10,000 nuclear weapons existed worldwide. Why do you think this is the case?

CCC: CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCC: 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.

CCC: CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

COMMON CORE CONNECTIONS

Grade: 7 Language CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4c,5,5c,6

Grade: 6-8 History/Social Studies CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

Grade: 7 Speaking & Listening CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

Grade: 7 Writing HST CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 7 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,5,5c,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.

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.

3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1a,1c,1d,2,3,4,5,6

- 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, and issues, building on others' ideas and expressing their own clearly.
 - 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - 1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - 1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- 3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade: 7 Writing HST

CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

- 1 Write arguments focused on discipline-specific content.
- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Inquire & Investigate



VOCAB LAB

Write down what you think each word means.

What root words can you find to help you?

What does the context of the word tell you?

Allied powers, annihilation, Axis powers, dictator, genocide, Holocaust, Nazi, noncombatant, persecution, and rationing.

Compare your definitions with those of your friends or classmates. Did you all come up with the same meanings? Turn to the text and glossary if you need help.

To investigate more, compare maps from 1939 to 1945. How did boundaries change? What alliances were formed and what alliances disintegrated? How are maps a reflection of world events?

PLACES TO GO

If you don't know your way around the globe, World War II can be very confusing. Let's look at some maps.

Each of these websites shows a different map of the world during the time of World War II. You can refer to these as you read this book. You can also find historical atlases at your local library.

- **Take a look at the maps, and then see if you can answer a few questions.**

• Map of Europe

- Which countries would you list as being in southern, eastern, western, or northern Europe?
- Why was Germany considered a Central European country?

 Europe 1939 map



• Map of Asia

- Which countries controlled which regions in Asia in 1939?
- How large is Japan in relation to its surrounding neighbors?

 imperial powers 1939 map



• Map of Colonial Africa

- How many different countries controlled Africa in 1939? Which countries had colonized the most land?
- How might colonization have affected the outcome of World War II? Keep this question in mind while reading this book.

 map Africa 1939



More from the Inquire and Investigate series:



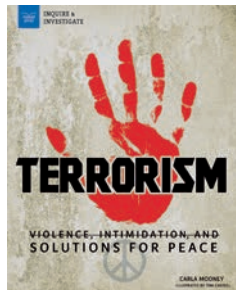
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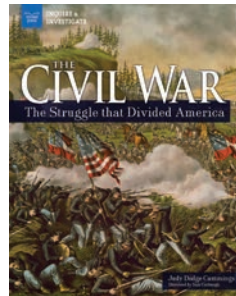
Author: Barbara Diggs



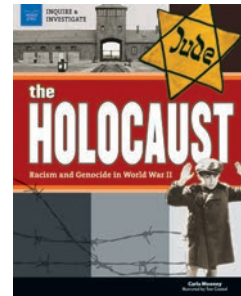
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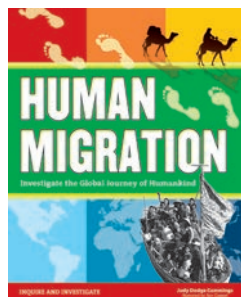
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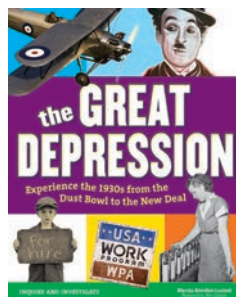
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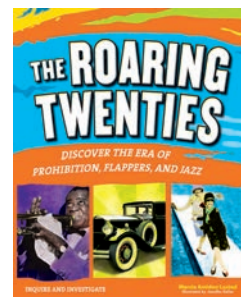
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