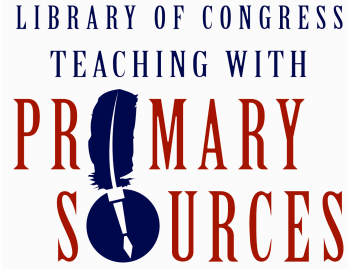






Annotated Resource Set (ARS)

Content Theme:	From Isolation to Intervention	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the seventh standard of the 11 th grade U.S. History II, Utah state core curriculum. The lessons are specific to the first objective and indicator (b) Determine how the attack on Pearl Harbor forced the United States out of isolationism. The primary sources in this set will help students understand the reasons why the U.S. became involved in World War II.		

Resource Set

Prevention of War Speech	Naval Dispatch	Pearl Harbor Photo	Day of Infamy
			
<p>Click on link and then go to keyword search then type in Prevention of War to find the speech and click on gallery view then choose the speech under that topic to listen to the speech.</p> <p>http://memory.loc.gov/ammem/nfhtml/nfhome.html</p>	<p>Click on link and then go to keyword search then type in Naval Dispatch from the Commander in Chief Pacific and click on the title.</p> <p>http://memory.loc.gov/ammem/mchtml/corhome.html</p>	<p>Click on link and then go to keyword search then type in Pearl harbor and click on gallery view then choose photo and click for information.</p> <p>http://memory.loc.gov/ammem/fsahtml/fahome.html</p>	<p>http://www.archives.gov/education/lessons/day-of-infamy/activities.html</p>

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11th	Social Studies	<p>Standard VII: Students will understand the causes, course, and consequences of the United States' role in World War II.</p> <p>Enduring Understanding: The causes, course and consequences of World War II were altered by the United States' role in the conflict.</p>	Why did the United States enter World War II?	How did the attack on Pearl Harbor force the United States out of isolationism?	<p>-Brainstorm reasons by America should stay out of the war in Europe. You may list in two columns: Intervention and Isolation to show the pros and cons of going to war.</p> <p>-Print a copy of the speech on Preventing War and make sure all students have one. Then have them listen to the speech as they follow along. Have them highlight the reasons to stay out of war.</p> <p>-Go to the third source and follow the link to the photos of pearl harbor (you may want to print several of the photos and have students analyze them with the NARA photo analysis sheet).</p> <p>Have them list what emotions the photos elicit and then ask them to make comparisons to current events (terrorist attacks Sept. 11).</p> <p>Go to the link to read and see the Day of Infamy Speech and have students compare it to the first speech. You may also use the lesson plans included in the NARA site.</p> <p>Revisit the brainstorm columns and add to them.</p>	<p>-Have students choose one of the photos from the bombing of pearl harbor and write an eyewitness account of the bombing. What happened before the photo was taken, during and after. This will assess their inference and analysis skills. You might put these together as a newspaper.</p>	<p>www.loc.gov</p> <p>www.nara.gov</p> <p>http://www.readingquest.org/</p> <p>http://history.state.gov/milestones</p>
Teaching with Primary Sources - Annotated Resource Set							