

DOMINICAN UNIVERSITY *of* CALIFORNIA

Public History Program

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- Title/Overview
 - Unit Topic: Defending the Bay
 - Grade Level: 11th
 - Lesson Subject(s): Interwar Period, World War II, Pearl Harbor

- Vital Information
 - Context of site
 - The purpose of this site is to be able to inform students aboard the ship Matthew Turner; about important areas, aspects, and locations in the broader bay area which have played a significant role in California history as well as United States history. These ideas are broken up into four specific topics: maritime history, defending the bay, migrations, and unrest and protest. Each topic has sub topic and concepts which will help the students learn more in depth history of certain events within the bay area and which will help grow their knowledge and understanding of the history of the Bay Area

- Prior Knowledge Vocabulary
 - Refer to Appendices

- Key Concepts & Standards
 - Big Ideas & Essential Questions - Questions to constantly remind students of through the lesson.
 - Who came to the United States at the end of the nineteenth and beginning of the twentieth century?
 - Why did they come?
 - What was their experience like when they arrived?
 - How did America's role in the world change between the 1870s and 1910s?
 - Did the United States become an imperial power? Why or why not?
 - How did America change because of World War I?

- Learning Outcome(s)
 - **11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.**
 - List the purpose and the effects of the Open Door policy.

- Describe the Spanish-American War and U.S. expansion in the South Pacific.
- Discuss America's role in the Panama Revolution and the building of the Panama Canal.
- Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
- Analyze the political, economic, and social ramifications of World War I on the home front.
- Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.
- **11.7 Students analyze America's participation in World War II.**
 - Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
 - Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
 - Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
 - Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
 - Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
 - Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
 - Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
 - Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.
- **11.9 Students analyze U.S. foreign policy since World War II.**
 - Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

- Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
 - Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism
 - Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
 - The Vietnam War
 - Latin American policy
 - List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
 - Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
 - Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
 - Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.
- Pre-Lesson
 - Materials & Resources:
 - Device, headphones, access to website to download audio file of podcast and map PDF, binder paper for students to record responses
 - [Map Analysis](#) - Refer to appendendicies 1.2
 - Were you surprised with the amount of defenses located around the harbor?
 - Which type of defenses stood out to you and why?
 - What actions prompted such a drastic change in defense for California and the United States?
 - [Podcast](#)
 - Implementation
 - For either activity allocate 30 minutes to the exploration of the materials
 - For Podcast
 - Listening/Brainstorming
 - Ask students their highlights and what information surprised them
 - Ask how it related to larger society
 - Debate on if the militarization of California was justified
 - For Map
 - Have students respond to 2 or more questions listed:

- Why were the 1920s filled with political, social, and economic extremes?
 - How did culture change in the 1920s?
 - Were the 1920s a “return to normalcy?” Why or why not?
 - How did the Bay Areas infrastructure during on-going conflict lead to an advanced economy?
 - Assessments
 - Students should be able to complete these assignments and illustrate connections with outside thinking while demonstrating a proficient understanding of the content
- Ship Activity (30 minute)
 - Materials and Resources
 - Link to website with interactive map, WIFI or data connected devices
 - Implementation
 - While onboard have students complete an exploration of the map while sailing to the various viewpoints
 - [Interactive Map](#)
 - Assessment
 - Have each student share their most memorable moment on board the ship, each student should participate
- Post Activity
 - Materials and Resources
 - Paper and writing utensil
 - Implementation
 - Have students reflect on their learning in all activities with a free response question, encourage them to draw from outside sources as well as the information learned today
 - FRQ Prompts - How did the preparations for potential conflict affect the social and political dynamics of California? Both before and after the attack at US Pearl Harbor.
 - How did the culture and social mood of Californians’ affect wartime efforts?
 - Why did workers flock to California after Pearl Harbor? What did they hope to achieve? Why did most remain after the conflict had ended?
 - PDF Grading Rubric - Refer to appendices
- Reflection Prompts
 - Prior to the visit aboard the Mathew Turner, how much did you know about California’s defense during World War II?

- How did seeing these historical locations affect your learning?
- What insights did you gain from the ship and the route?
- How will you continue to develop these skills in your everyday learning?
- Appendices
 - 1.1 [Prior Knowledge Vocab](#)
 - Totalitarianism
 - Treaty of Versailles
 - Fascism
 - Axis Powers
 - 1 Allies
 - Isolationism
 - Domestic Affairs
 - Neutrality Acts
 - Pearl Harbor
 - December 7, 1941
 - Pacific Theatre
 - Battle of Midway
 - Internment
 - Korematsu v. United States
 - Executive Order 9066
 - Manhattan Project
 - Hiroshima
 - Nagasaki

- 1.3 Free response questions rubric

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.
D. ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g., comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as: <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods Confirming the validity of an argument by corroborating multiple perspectives across themes Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.