



SOL Connections for High School Social Studies Teachers

A field trip to the National Museum of the Marine Corps gives Virginia public school teachers the opportunity to enhance students' understanding of the SOL Curriculum Framework.

Grade 11: Virginia and United States History

VUS.10: The student will demonstrate knowledge of World War II.

❖ Following a visit to the Museum, students will be able to answer these **SOL Essential Questions:**

- How did the United States respond to increasing totalitarian aggression in Europe and Asia?
- What caused America's gradual abandonment of its policy of neutrality?
- What was the overall strategy of America and its allies in World War II?
- How did America's strategy during World War II reflect available resources and the geographical scope of the conflict?
- Why were some battles of World War II considered turning points of the war?
- How did minorities contribute to Allied victory?

❖ **SOL Essential Understandings** and **Essential Knowledge** (VUS.10) identified in the Museum's **World War II Gallery:**

- World War II began with Hitler's invasion of Poland in 1939
- During the 1930s a militaristic Japan sought military and economic domination over Asia
- Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii on December 7, 1941
- Wartime strategies reflect the political and military goals of alliances, resources on hand, and the geographical extent of the conflict
- In the Pacific, American military strategy called for an "island hopping" campaign, seizing islands closer and closer to Japan

- Major battles and turning points in the Pacific include the “Miracle of Midway” where American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island
- Major battles and turning points in the Pacific include the American invasions of the islands of Iwo Jima and Okinawa which brought American forces closer than ever to Japan, but cost thousands American lives *[most of whom were U.S. Marines]*
- President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender
- African Americans generally served in segregated military units
- Communication codes of the Navajo Indians *[who served primarily in the Marine Corps]* were used (oral, not written language)
- The treatment of prisoners of war in the Pacific Theater often reflected the savagery of the fighting there

VUS.11: The student will demonstrate knowledge of the effects of World War II on the home front.

- ❖ Following a visit to the Museum, students will be able to answer these **SOL Essential Questions:**

- How did the United States organize and distribute its resources to achieve victory during World War II?
- How did women and minorities contribute to America’s efforts during World War II?
- How did media and communications assist the Allied efforts during World War II?

- ❖ **SOL Essential Understandings** and **Essential Knowledge** (VUS.11) identified in the Museum’s **World War II Gallery:**

- Success in the war required the total commitment of the nation’s resources
- On the homefront, public education and the mass media promoted nationalism
- War bonds were used for financing the war
- The draft/selective service was used to provide personnel for the military
- The entertainment industry produced movies, play, and shows that boosted morale and patriotic support for the war effort

VUS.12: The student will demonstrate knowledge of United States foreign policy since World War II.

- ❖ Following a visit to the Museum, students will be able to answer these

SOL Essential Questions:

- What were the political, economic, and social consequences of World War II?
- How did the U.S. respond to the threat of communist expansion?
- What are the origins of the Cold War?
- What events characterize the early events of the Cold War?
- What was the impact of the Cold War on Americans at home?
- What was the impact of the Vietnam War on Americans at home?
- How did America's military forces defend freedom during the Cold War?

- ❖ **SOL Essential Understandings** and **Essential Knowledge** (VUS.12) identified in the Museum's **World War II, Korean War, and Vietnam War Galleries:**

- Following its defeat, Japan was occupied by American forces
- The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars
- The U.S. government's anti-communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars
- The Truman Doctrine was a guiding principle of American foreign policy throughout the Cold War
- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism
- After communist North Korea invaded South Korea, American military forces [*including thousands of Marines*] led a counterattack that drove deep into North Korea itself
- American involvement in Vietnam also reflected the Cold War policy of containment of communism
- The American military buildup [*including thousands of Marines*] began under President John Kennedy and intensified under President Lyndon Johnson
- The scale of combat in Vietnam grew larger over the course of the 1960s
- The country became bitterly divided during the Vietnam War
- President Nixon instituted a policy of "Vietnamization," withdrawing American troops and replacing them with South Vietnamese forces
- In 1975, both North and South Vietnam were merged under communist control