

TEACHER'S GUIDE

# Skill-Based Reading Anthologies

## The second world war

Remembering the Costliest War in History

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## Skill-Based Reading Anthology Series

The books that are part of the *Skill-Based Reading Anthology Series* offer middle school and high school students interesting and accessible selections and corresponding questions that will improve their reading comprehension and critical-thinking skills and complement their content-area studies.

# The second world war

## Remembering the Costliest War in History

This captivating collection surrounds World War II. From Pearl Harbor to the Manhattan Project, the history of the Second World War is still fresh in its fascination, patriotism, and horror. The twelve selections in *The Second World War: Remembering the Costliest War in History* are organized thematically and chronologically into three units: “Battling the Enemy,” “Making Weighty Decisions,” and “Identifying the Faces of War.”

### SELECTIONS

Each selection in *The Second World War* runs between 500 and 1500 words in length and is written at the 4<sup>th</sup>- to 7<sup>th</sup>-grade reading level as assessed by the Flesch/Kincaid Readability Formula. The lower reading level and sophisticated content will appeal to and be accessible to students reading at or below grade level. *The Second World War* offers nonfiction selections to provide students an opportunity to develop informational reading strategies.

The word count for each selection is shown below each title in the next column. You may wish to time your students and record their reading time. Should they wish to calculate their reading speed (words per minute), a timing chart is provided at the end of each unit in the student book. A comprehensive timing chart is also provided on page 35 of this Teacher’s Guide.

The word counts and reading levels for the selections are as follows.

### UNIT ONE—

#### battling the enemy

- 1. Pearl Harbor**  
WC = 952, RL = 5.4
- 2. Tricking the Germans**  
WC = 1461, RL = 5.4
- 3. The Battle of the Bulge**  
WC = 794, RL = 6.3
- 4. Attacks upon American Soil**  
WC = 1058, RL = 5.4

### UNIT TWO—

#### making weighty decisions

- 5. America Gets Involved**  
WC = 803, RL = 5.2
- 6. Operation Torch**  
WC = 633, RL = 5.8
- 7. American Women in Uniform**  
WC = 991, RL = 7.3
- 8. The Secret City**  
WC = 1113, RL = 5.4

### UNIT THREE—

#### identifying the faces of war

- 9. The Navajo Code**  
WC = 822, RL = 5.2
- 10. Children in Hiding**  
WC = 570, RL = 4.0
- 11. Japanese Internment Camps**  
WC = 729, RL = 6.9
- 12. The Bataan Death March**  
WC = 1072, RL = 6.2

## GUIDED READING

Beginning on page 4, a guided reading lesson plan provides teaching support for each of the 12 selections. These lesson plans are organized into Before Reading, During Reading, and After Reading sections.

### Before Reading: *Preview Vocabulary*

Featured vocabulary words are presented in the order in which they appear in the selection, with a definition and the context sentence.

### Before Reading: *Preview the Selection*

Related discussion ideas in this section build background knowledge. Discussion points include information about the author to lend insight into why he or she wrote the selection, information concerning a tradition behind the selection, or facts or background about the time period or event.

### During Reading: *Reading Between the Lines*

Guided reading questions involve clarifying, predicting, evaluating, monitoring, summarizing, inferring, visualizing, and connecting questions. The selection is divided into meaningful chunks with questions to be discussed once the chunk is read.

### During Reading: *Literary Focus*

This section offers discussion points for related literary elements, genres, text features, text structures, vocabulary skills, or reading comprehension strategies.

### After Reading

Low-stakes writing activities or other extension ideas are suggested.

## UNIT QUESTIONS

Following each selection in *The Second World War*, multiple-choice and constructed-response questions are provided to assess factual recall, inferential recall, and vocabulary. The format and the wording of the questions match those questions your students will encounter on national and state tests. National and state language arts standards are also reflected in the comprehension, vocabulary, and critical-thinking exercises provided at the end of each selection.

The following skills are featured.

- understanding the main idea
- identifying supporting details
- recalling facts
- drawing conclusions
- making generalizations
- recognizing inferences
- determining cause and effect
- using context clues

## END-OF-UNIT QUESTIONS

At the end of each unit in *The Second World War*, two open-ended activities offer students an opportunity to reflect on what they've read and compare and contrast the selections in the unit. These open-ended activities match constructed-response questions found on national and state tests. Examples are often given to assist students in completing the activities successfully. A reproducible format of the end-of-unit activities is provided in this Teacher's Guide.

## RESPONSE KEY

The answers to unit questions for *The Second World War* are provided at the end of this Teacher's Guide. You may wish to check all the activities for your students, allow students to self-check, or have students cross-check. You may reproduce the response keys for use within the classroom.

## HOW TO WORK THROUGH THE BOOK

The selections within each of the three units in *The Second World War* represent a range of reading levels. Although the thematic units are listed chronologically, they do not need to be read in order. You may wish to have students read and complete the questions in all three units in order or select a unit of particular interest or relevance to begin with. Students should be able to read and complete the questions for a selection within one class period.

## Pearl Harbor RL 5.4

### BEFORE READING

#### Preview Vocabulary

The vocabulary words are presented in the order in which they occur in the selection. The paragraph number as well as the context sentence is provided. You can present the vocabulary prior to the reading of the selection. Or if you plan to guide the reading of the selection, you may prefer discussing the vocabulary words in context as they occur.

**calm**—peaceful; quiet

**paragraph 1:** “It was a calm Sunday morning.”

**strolled**—wandered on foot at a slow and carefree pace

**paragraph 1:** “Early risers ran or strolled along the sands of Waikiki Beach.”

**spying**—secretly watching and examining the actions of other individuals or organizations to gather information on them

**paragraph 2:** “Months of planning and spying had brought Japan to this day.”

**torpedo**—cylinder-shaped explosive projectile that can be shot underwater, much like a large bullet

**paragraph 9:** “The torpedo planes went first.”

**fleet**—group of vessels, ships, or vehicles

**paragraph 9:** “Seven battleships of the American Pacific Fleet were anchored there.”

**civilians**—people who are not related to or involved in the military

**paragraph 19:** “Counting civilians caught in the attack, 2,403 Americans died that Sunday morning.”

**detected**—discovered or found by careful research or searching

**paragraph 21:** “Could the attack have been detected?”

**radar**—method of detecting distant objects and determining their location, speed, or other characteristics by analyzing radio waves that bounce off their surfaces

**paragraph 21:** “At about 7 o’clock that morning, an army radar screen on Oahu showed a number of blips.”

**blips**—small dots displayed on electronic equipment like a radar screen that shows where contacts have occurred

**paragraph 21:** “At about 7 o’clock that morning, an army radar screen on Oahu showed a number of blips.”

#### Preview the Selection

Share with students the global situation that led up to the attack on Pearl Harbor. World War II had actually started years before in Europe with the increasingly hostile actions of Germany. Germany was trying to take over its neighbors through force and eventually caused Great Britain (England) to declare war on Germany. At the same time in Asia, Japan was seeking to increase its territories by taking over Asia. Germany, Japan, and Italy formed an alliance, called the Axis powers. For a few years, the United States had avoided getting involved in battles, but during that time President Franklin Roosevelt and the Congress had been providing aid and weapons to Britain, France, and the other countries fighting the Axis. German leaders had warned Japan not to try to push America into the war, but the Japanese did not listen. The attack described in this selection would cause the United States to finally enter the war.

### DURING READING

#### Reading Between the Lines

Use the following questions to guide the reading of the selection. Discuss the questions after the paragraphs shown have been read.

#### Paragraphs 1–4

1. (Predicting) Why do you think the Japanese were planning to attack the United States? (*Ask students to explain their predictions but don’t confirm or deny.*)
2. (Clarifying) Why weren’t the people in Hawaii prepared for the attack? (*The Hawaiians didn’t know the attack was coming because the Japanese were trying to do it in secret.*)

#### Paragraphs 5–8

3. (Clarifying) Why did the Japanese choose Pearl Harbor as the site of their attack?

*(Many of the American ships were based there, and the Japanese hoped they could destroy all those ships before the United States could use them in the war.)*

- (Predicting) Do you think the Americans will be ready for the Japanese attack? *(Ask students to explain their predictions but don't confirm or deny.)*

#### Paragraphs 9-12

- (Summarizing) What happened in the first 20 minutes of the attack? *(Japanese torpedo planes flew in and dropped torpedoes on the American ships, surprising the crews and causing them to start to sink.)*
- (Evaluating) Do you think it was right for the Japanese to attack without warning? *(Ask students to justify their opinions.)*

#### Paragraphs 13-16

- (Connecting) Have you ever been to Hawaii and visited the Pearl Harbor site? Would you like to share?
- (Predicting) What other kinds of damage do you think the Americans will discover? *(Ask students to explain their predictions but don't confirm or deny.)*

#### Paragraphs 17-20

- (Clarifying) How did America's aircraft carriers avoid damage in the attack? *(The aircraft carriers were out to sea at the time and therefore weren't involved at all in the attack and avoided all damage.)*
- (Connecting) Have you ever heard people talk about Pearl Harbor before or seen movies or television shows about it? Would you like to share?

#### Paragraphs 21-25

- (Summarizing) How was radar involved before the attack on Pearl Harbor? *(American radar had picked up blips indicating the Japanese planes, but a lieutenant had ignored them, thinking they were American bombers.)*
- (Summarizing) What happened to Japanese submarines during the attack? *(One Japanese submarine was sunk by a U.S. destroyer before the attack and another ran aground after the attack, giving the United States its first prisoner of the war.)*

#### Literary Focus: Jargon

Share with students about the use of jargon in the English language. *Jargon* describes terms that are found mainly within specialized communities. For instance, in this selection, we encounter jargon from the military community. Jargon may or may not be known to people outside the community and can sometimes make it seem as if a person is speaking another language.

Further share some of the nautical jargon found in this selection:

- paragraph 2** aircraft carriers
- paragraph 3** decks, bombers, fighter planes
- paragraph 4** formations, attack wave
- paragraph 7** airfields
- paragraph 9** torpedo planes, battleship, fleet, anchored
- paragraph 10** gun stations
- paragraph 11** dive-bombers, supply depots, hangars
- paragraph 14** barracks
- paragraph 18** control towers
- paragraph 19** civilians
- paragraph 21** radar, blips
- paragraph 22** lieutenant
- paragraph 23** submarine

#### AFTER READING

##### Write to Connect

Use this low-stakes writing activity to help students connect reading and writing and demonstrate their understanding of the selection.

The attack at Pearl Harbor has been discussed for more than half a century. Many felt it wasn't honorable of the Japanese to attack before declaring war on the United States. Others think that it was a good military decision by the Japanese because they were able to severely hurt the American navy before the American navy had a chance to attack them. What do you think? What would you have done if you were a Japanese commander? Make sure to give explanations for all of your opinions.

# Response Key

## UNIT ONE—

### battling the enemy

#### **Pearl Harbor**

##### *Understanding the Main Idea*

1. c; 2. a; 3. b; 4. Answers will vary.

##### *Recalling Facts*

1. d; 2. b; 3. c; 4. b

##### *Reading Between the Lines*

1. a; 2. c; 3. d; 4. d

##### *Determining Cause and Effect*

1. Answers will vary. 2. a; 3. b; 4. a

##### *Using Context Clues*

1. b; 2. a; 3. b; 4. c

#### **Tricking the Germans**

##### *Understanding the Main Idea*

1. d; 2. a; 3. d; 4. Answers will vary.

##### *Recalling Facts*

1. a; 2. b; 3. b; 4. a

##### *Reading Between the Lines*

1. d; 2. c; 3. b; 4. a

##### *Determining Cause and Effect*

1. a; 2. c; 3. d; 4. b

##### *Using Context Clues*

1. c; 2. a; 3. b; 4. Answers will vary.

#### **The Battle of the Bulge**

##### *Understanding the Main Idea*

1. c; 2. d; 3. b; 4. Answers will vary.

##### *Recalling Facts*

1. a; 2. c; 3. d; 4. Answers will vary.

##### *Reading Between the Lines*

1. a; 2. c; 3. a; 4. b

##### *Determining Cause and Effect*

1. c; 2. d; 3. b; 4. a

##### *Using Context Clues*

1. a; 2. c; 3. b; 4. d

#### **Attacks upon American Soil**

##### *Understanding the Main Idea*

1. c; 2. b; 3. d; 4. Answers will vary.

##### *Recalling Facts*

1. a; 2. b; 3. c; 4. c

##### *Reading Between the Lines*

1. b; 2. d; 3. Answers will vary. 4. a

##### *Determining Cause and Effect*

1. b; 2. a; 3. c; 4. d

##### *Using Context Clues*

1. b; 2. d; 3. a; 4. c



# End-of-Unit Activities

**Unit One involves battles and attacks during World War II. Which of these do you think had more impact on World War II? Why? Justify your answer with 3 reasons. Fill out the chart below.**

\_\_\_\_\_ had the most impact on World War II.

**Reason 1:**

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**Reason 2:**

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**Reason 3:**

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# End-of-Unit Activities

**Rank each of the stories in this unit, from the one you liked the most to the one you liked the least. For each story, write one interesting fact you learned. Then tell why you liked the story you ranked 1 the best.**

**LESSON** \_\_\_\_\_ **Ranking** \_\_\_\_\_

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**LESSON** \_\_\_\_\_ **Ranking** \_\_\_\_\_

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**LESSON** \_\_\_\_\_ **Ranking** \_\_\_\_\_

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**LESSON** \_\_\_\_\_ **Ranking** \_\_\_\_\_

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Why did you like the story you ranked 1 the best?

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# Words-Per-Minute Chart

Lessons No. of Words	1	2	3	4	5	6	7	8	9	10	11	12	
	952	1,461	794	1,058	803	633	991	1,113	822	570	729	1,072	
80	714	1,096	596	794	602	475	743	835	617	428	547	804	1:20
100	571	877	476	635	482	380	595	668	493	342	437	643	1:40
120	476	731	397	529	402	317	496	557	411	285	365	536	2:00
140	408	626	340	453	344	271	425	477	352	244	312	459	2:20
160	357	548	298	397	301	237	372	417	308	214	273	402	2:40
180	317	487	265	353	268	211	330	371	274	190	243	357	3:00
200	286	438	238	317	241	190	297	334	247	171	219	322	3:20
220	260	398	217	289	219	173	270	304	224	155	199	292	3:40
240	238	365	199	265	201	158	248	278	206	143	182	268	4:00
260	220	337	183	244	185	146	229	257	190	132	168	247	4:20
280	204	313	170	227	172	136	212	239	176	122	156	230	4:40
300	190	292	159	212	161	127	198	223	164	114	146	214	5:00
320	179	274	149	198	151	119	186	209	154	107	137	201	5:20
340	168	258	140	187	142	112	175	196	145	101	129	189	5:40
360	159	244	132	176	134	106	165	186	137	95	122	179	6:00
380	150	231	125	167	127	100	156	176	130	90	115	169	6:20
400	143	219	119	159	120	95	149	167	123	86	109	161	6:40
420	136	209	113	151	115	90	142	159	117	81	104	153	7:00
440	130	199	108	144	110	86	135	152	112	78	99	146	7:20
460	124	191	104	138	105	83	129	145	107	74	95	140	7:40
480	119	183	99	132	100	79	124	139	103	71	91	134	8:00
500	114	175	95	127	96	76	119	134	99	68	87	129	8:20
520	110	169	92	122	93	73	114	128	95	66	84	124	8:40
540	106	162	88	118	89	70	110	124	91	63	81	119	9:00
560	102	157	85	113	86	68	106	119	88	61	78	115	9:20
580	98	151	82	109	83	65	103	115	85	59	75	111	9:40
600	95	146	79	106	80	63	99	111	82	57	73	107	10:00
620	92	141	77	102	78	61	96	108	80	55	71	104	10:20
640	89	137	74	99	75	59	93	104	77	53	68	101	10:40
660	87	133	72	96	73	58	90	101	75	52	66	97	11:00
680	84	129	70	93	71	56	87	98	73	50	64	95	11:20
700	82	125	68	91	69	54	85	95	70	49	62	92	11:40
720	79	122	66	88	67	53	83	93	69	48	61	89	12:00
740	77	118	64	86	65	51	80	90	67	46	59	87	12:20
760	75	115	63	84	63	50	78	88	65	45	58	85	12:40
780	73	112	61	81	62	49	76	86	63	44	56	82	13:00
800	71	110	60	79	60	47	74	83	62	43	55	80	13:20
820	70	107	58	77	59	46	73	81	60	42	53	78	13:40
840	68	104	57	76	57	45	71	80	59	41	52	77	14:00

Seconds

Minutes and Seconds