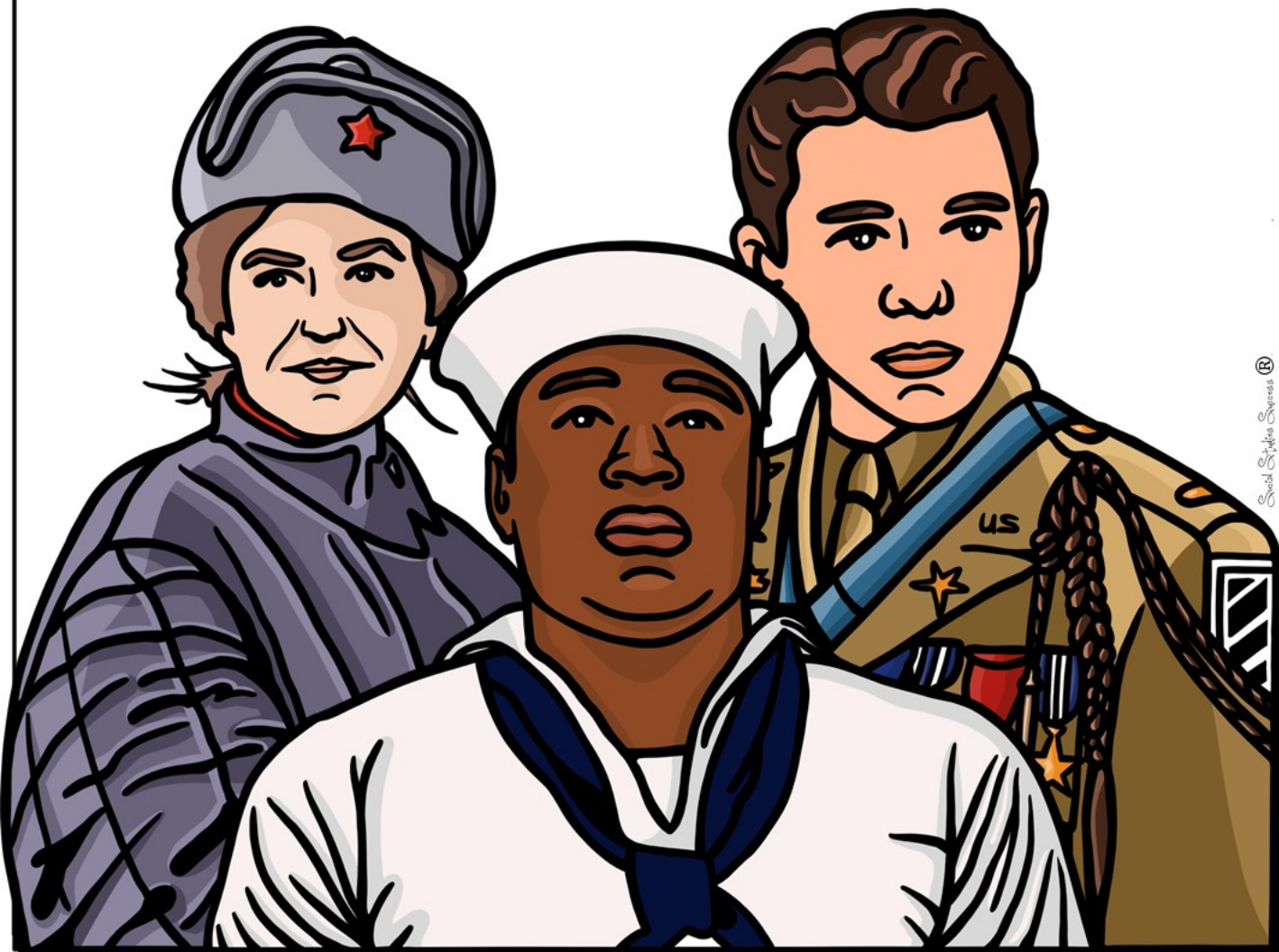


Guess in Three Game

World War II





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Clip Art and Fonts



Teacher Directions

This resource is designed to help your students review key people, places, and events of World War II.

Rules

- ❑ Place your students into groups of 4-5 players. Give each student a score sheet and each group a stack of the Guess in Three Cards.
- ❑ One person in the group will choose a card. They will read the statements on the card to the person on their left. If the person can guess the Person, Place, Vocabulary Term, or Thing with one statement, they get 10 points.
- ❑ If they don't know the answer or give an incorrect answer, read the second clue. If they get it right, they earn 5 points.
- ❑ If they don't know or give an incorrect answer, read the third clue. If they get it correct, they earn 3 points.
- ❑ Rotate the role of reader within the group for each round.
- ❑ Each student will need to keep track of their own points. Person with the most points at the end wins the game.



Have your students make their own "Guess in 3" cards for extended play. I have included a blank set.

Guess in Three Score Sheet

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Round 7: _____



Guess in Three Score Sheet

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Round 7: _____



Guess in Three Score Sheet

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Round 7: _____



Guess in Three Score Sheet

Round 1: _____

Round 2: _____

Round 3: _____

Round 4: _____

Round 5: _____

Round 6: _____

Round 7: _____



Person



- ☐ Leading figure in failed Beer Hall Putsch in 1923 (10)
- ☐ Appointed German Chancellor in 1933 (5)
- ☐ Fuhrer (Dictator) of Germany from 1934 to 1945 (3)

A: Adolf Hitler

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Term



- ☐ A primary characteristic is ultranationalism (10)
- ☐ Believed in dictatorial power and suppression of opposition (5)
- ☐ Dominant ideology in Italy, Germany, and Spain prior to World War II (3)

A: fascism

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Event



- ☐ Allied assault to liberate France from German occupation (10)
- ☐ Launched June 6, 1944 with Allied troops landing in Normandy (5)
- ☐ An Allied victory which provided a foothold in France (3)

A: D-Day

Social Studies Success®

Place



- ☐ United States naval base (10)
- ☐ Location of events that led to the United States entering World War II (5)
- ☐ Surprise attack by Japanese occurred here on December 7, 1941 (3)

A: Pearl Harbor, Hawaii

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Place



- ❑ Located and operated in Nazi occupied Poland (10)
- ❑ Concentration camp responsible for 1 million deaths (5)
- ❑ Liberated by Soviet soldiers on January 27, 1945 (3)

A: Auschwitz-Birkenau

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Person



- ❑ Believed U.S. Army and Navy should become an "Arsenal for Democracy" (10)
- ❑ Supported lend lease program to aid Great Britain during World War II (5)
- ❑ Served as President of the U.S. from 1933 to 1945 (3)

A: Franklin D. Roosevelt

Social Studies Success®

Thing



- ❑ Method of warfare utilized by Germany during war (10)
- ❑ Translates to "lightning war" (5)
- ❑ An intense military campaign meant to lead to quick victory (3)

A: Blitzkrieg

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People



- ❑ This group represented less than 1% of German population prior to World War II (10)
- ❑ Were excluded from civil service position in Germany in 1933 (5)
- ❑ Approximately 6 million murdered during the Holocaust (3)

A: The Jewish people

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Thing



- ❑ Albert Einstein wrote to FDR in 1939 to help initiate development of this new weapon (10)
- ❑ Developed outside of Los Alamos, New Mexico (5)
- ❑ Dropped on Nagasaki and Hiroshima to end World War II (3)

A: atomic bomb

Social Studies Success®

Thing



- ❑ An agreement between Germany and the Soviet Union signed in August 1939 (10)
- ❑ Laid foundation for start of World War II in September 1939 (5)
- ❑ Enabled Germany and Soviet Union to divide Poland between them (3)

A: Molotov-Ribbentrop Pact

Social Studies Success®

Thing



- ❑ A component of the war effort on the home front in the U.S. (10)
- ❑ Helped provide items that could not be bought due to rationing (5)
- ❑ Purpose was to help increase food production during war and reduce pressure on food supply (3)

A: Victory Garden

Social Studies Success®

Person



- ❑ Called for British armament in the 1930s to counter threat of German militarism (10)
- ❑ Leader of the British Conservative Party (5)
- ❑ Served as British Prime Minister during World War II (3)

A: Winston Churchill

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Person



- ❑ Oversaw planning of North African Campaign (10)
- ❑ In charge of planning and carrying out Allied landing in Normandy (5)
- ❑ Supreme Allied commander in Europe during World War II (3)

A: Dwight D. Eisenhower

Social Studies Success®

Event



- ❑ Forcible transfer of U.S. and Filipino POWs by Japanese (10)
- ❑ Consisted of POWs trudging approximately 60 miles (5)
- ❑ Led to the death of 5,000 to 18,000 Filipino and 500 to 650 American POWs (3)

A: Bataan Death March

Social Studies Success®

Event



- ❑ Naval battle occurring approximately 6 months after attack on Pearl Harbor (10)
- ❑ A defensive victory by the U.S. Navy (5)
- ❑ Considered to be a turning point of fighting in the Pacific during World War II (3)

A: Battle of Midway

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Person



- ❑ Served in U.S. Navy during World War I (10)
- ❑ Earned rank of Fleet Admiral, the highest in the Navy, in 1944 (5)
- ❑ Commander-in-Chief of the U.S. Pacific Fleet (3)

A: Chester W. Nimitz

Social Studies Success®

Thing



- ☐ Issued by FDR in February 1942 (10)
- ☐ Authorized the movement of all people considered threat to U.S. (5)
- ☐ Led to over 100,000 Japanese to be moved to internment camps during World War II (3)

A: Executive Order 9066

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Thing



- ☐ Formulated and negotiated by U.S., Great Britain, Soviet Union, and France in 1944 (10)
- ☐ Mission was to prevent future wars and maintain world peace (5)
- ☐ Replaced League of Nations as worldwide intergovernmental organization (3)

A: United Nations

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People



- ☐ Used as means of secret communication (10)
- ☐ Primary job was to transmit secret messages in their native language (5)
- ☐ Composed of between 400 to 500 Native Americans in U.S. Marine Corps (3)

A: Navajo Code Talkers

Social Studies Success®

Person



- ☐ Served as Vice President under Franklin D. Roosevelt (10)
- ☐ Became President after the death of FDR in 1945 (5)
- ☐ Ordered atomic bombs dropped on Japanese cities ending World War II (3)

A: Harry S. Truman

Social Studies Success®

People



- ❑ Nicknamed "Red Tails" after painting tails of P-47 planes red (10)
- ❑ Served as bomber escorts in Europe between 1944-1945 (5)
- ❑ A group of primarily African American pilots who fought in World War II (3)

A: Tuskegee Airmen

Social Studies Success®

Person



- ❑ Initially sought neutrality during World War II (10)
- ❑ Declared war on Germany after they invaded the Soviet Union in June 1941 (5)
- ❑ Served as General Secretary of Communist Party in Soviet Union between 1922-1952 (3)

A: Joseph Stalin

Social Studies Success®

Term



- ❑ A military strategy used by Allied forces in Pacific War (10)
- ❑ Bypassed heavily fortified islands in route to final target (5)
- ❑ Meant to cut off islands from supply chains leading to surrender without heavy loss of life (3)

A: island hopping

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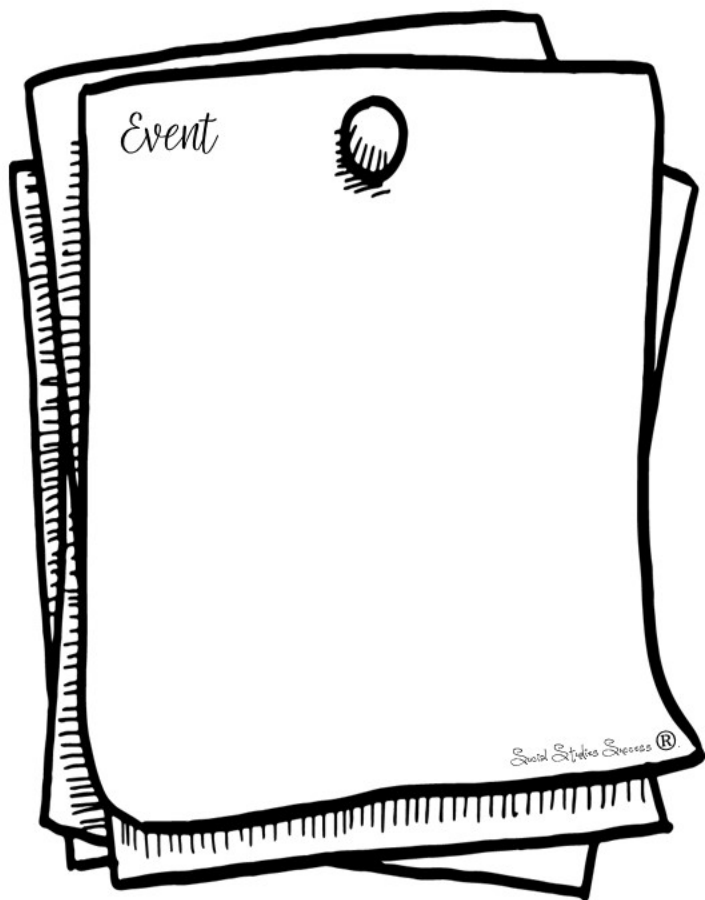
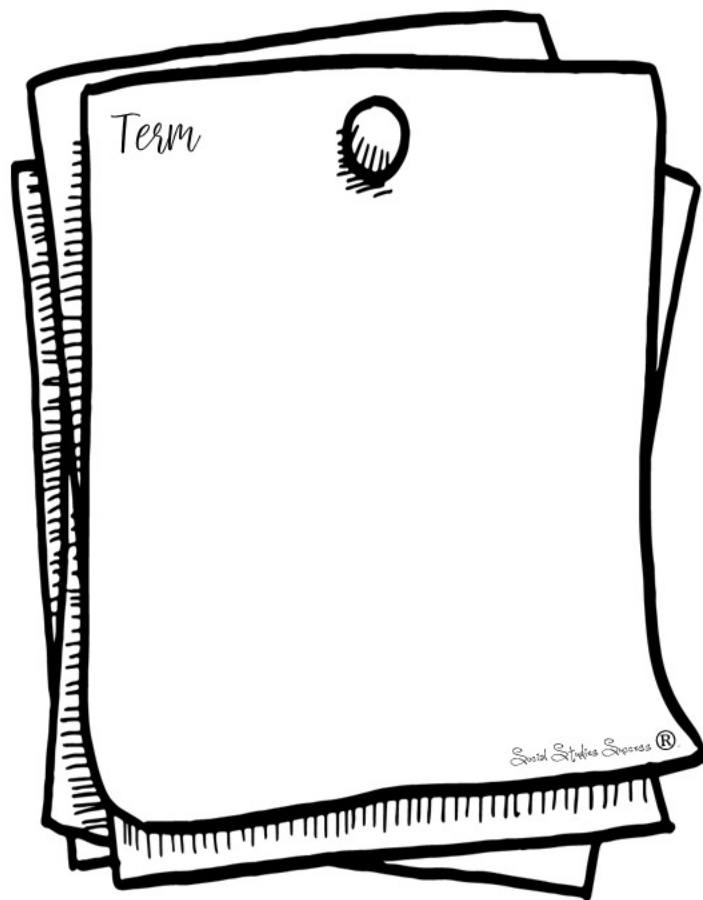
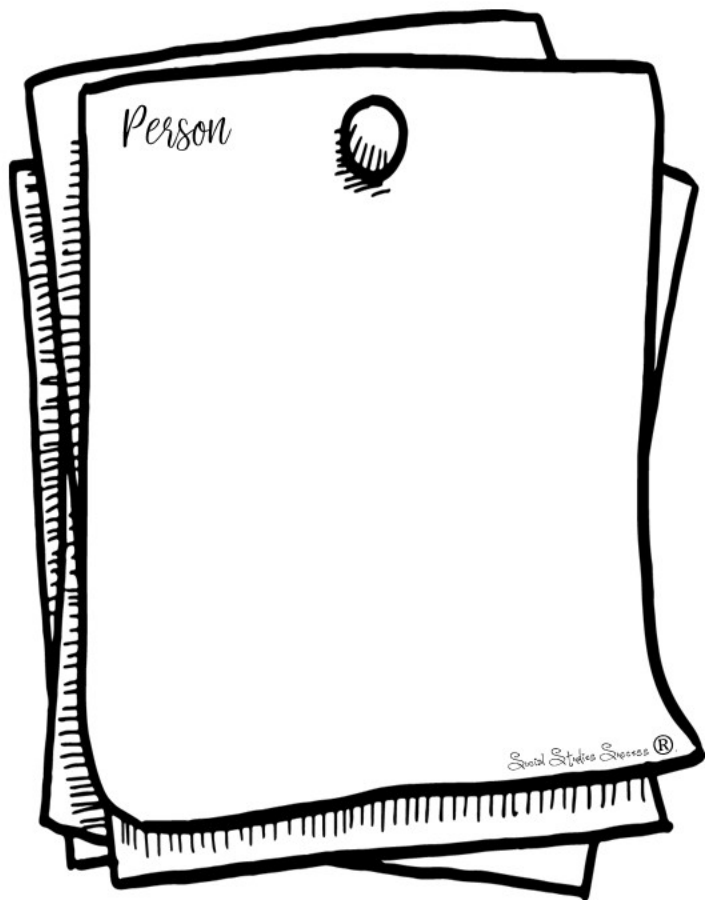
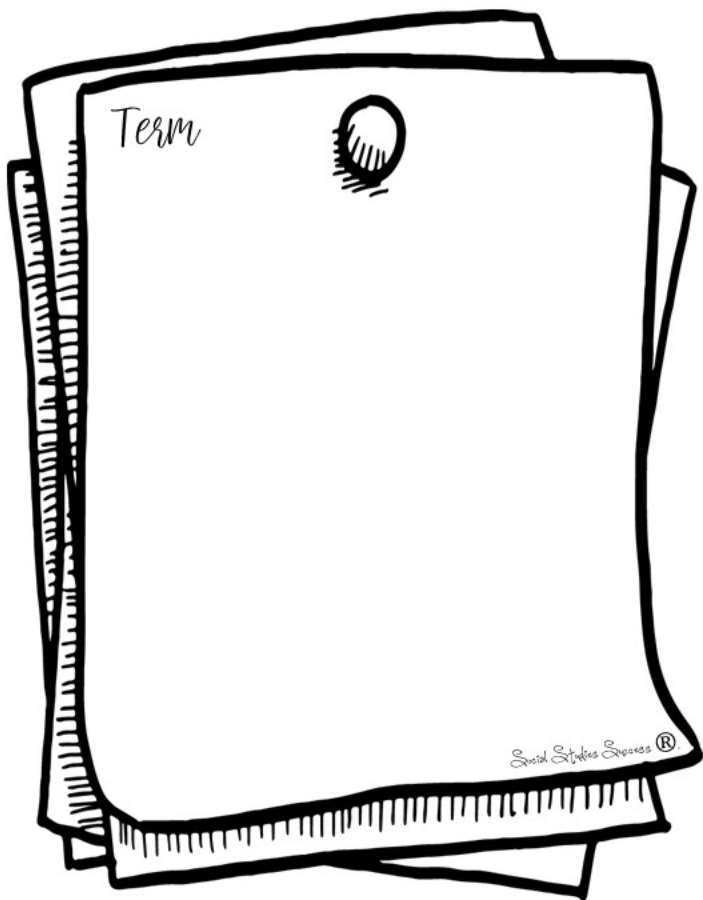
Person

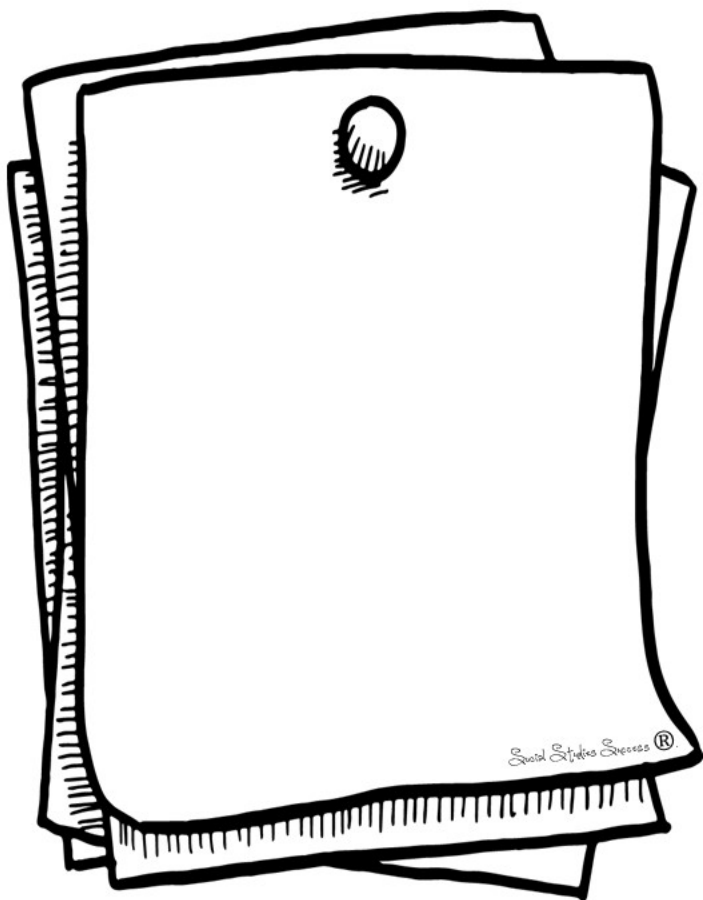
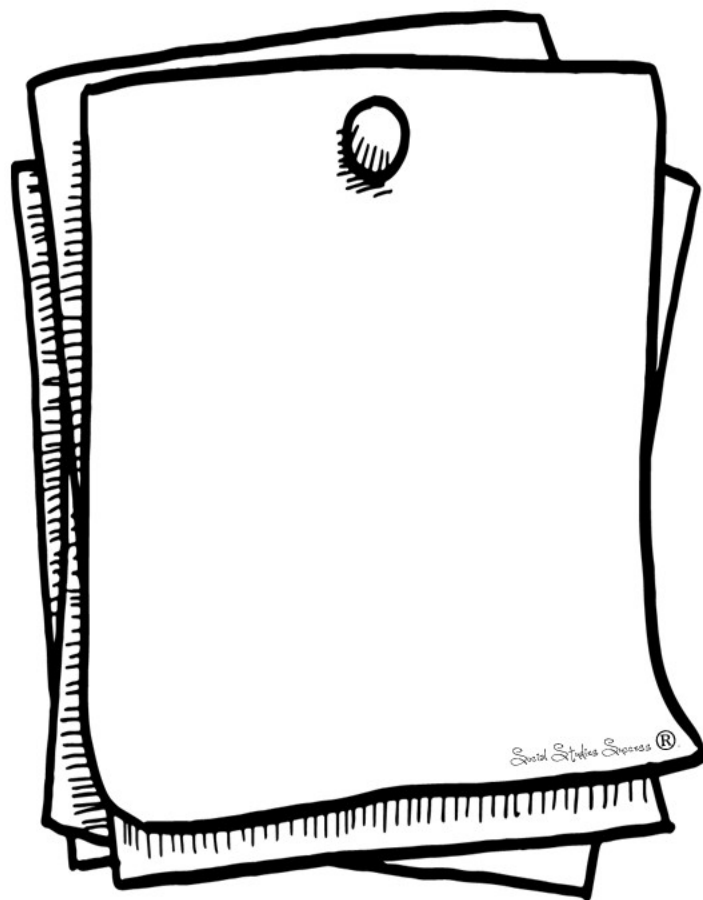
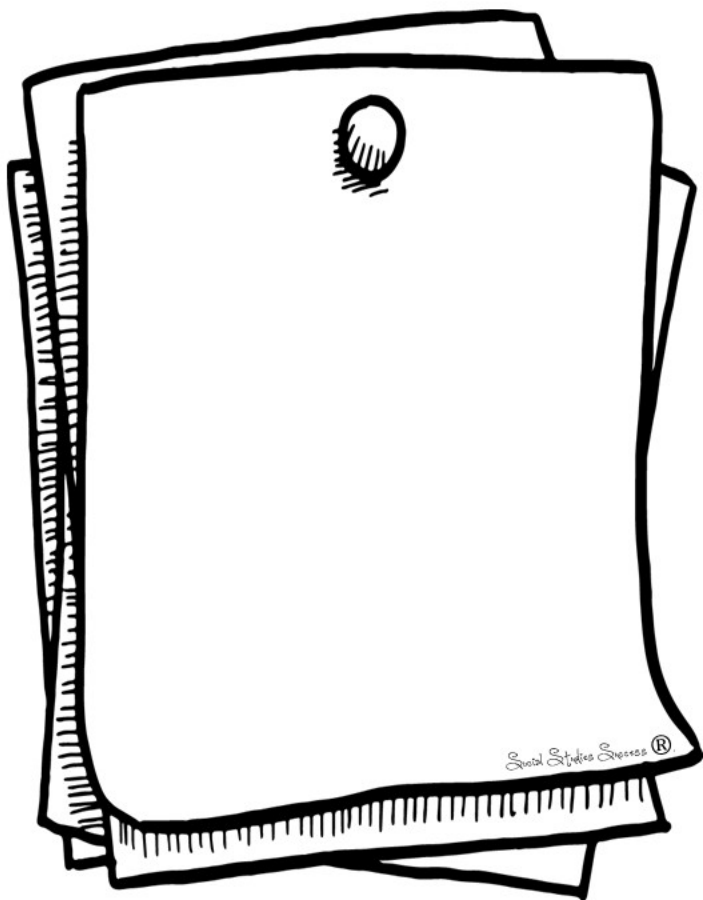
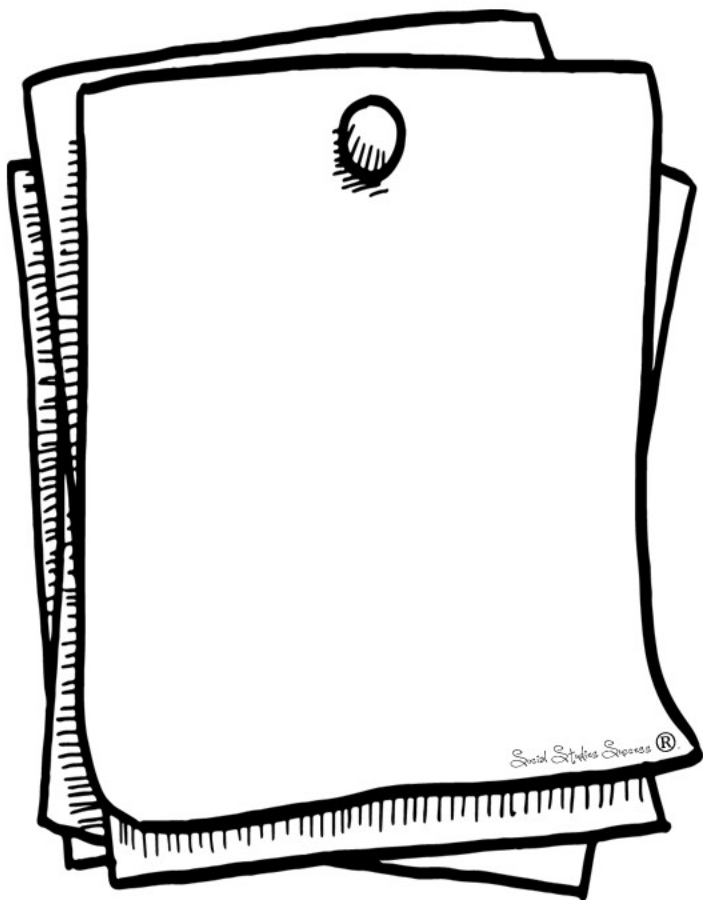


- ❑ Commanded U.S. naval forces in Philippines in 1941-1942 (10)
- ❑ Appointed Supreme Commander of Allied Forces in Southwest Pacific Area in 1942 (5)
- ❑ Famously proclaimed "I shall return" to the Philippines (3)

A: Douglas MacArthur

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About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidlitz's *Seven Steps*
- ✓ Kids should to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time. Teachers should not be afraid to teach the "hard history".
-Dawn



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success® with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question or would you like to purchase a license for your district? You can reach Dawn [here](#).



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