

# i Think : U.S. History

## The U.S. & W.W. II



by Kendra Corr

\*\* It is the goal of InspirEd Educators, Inc. to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Sharon Coletti

Cover graphics by Sharon Coletti and Amy Hellen

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# About InspiEd Educators

Inspired Educators was founded in 2000 by author Sharon Coletti. Our mission is to provide interesting, student-centered, and thought-provoking instructional materials. To accomplish this, we design lesson plans with research-based content information presented in various ways and used as the vehicle for developing critical thinking, reading, writing, collaboration, problem-solving, and other necessary and enduring skills. By requiring students to THINK, our lessons ensure FAR greater retention than if they simply memorize facts!

Initially our company offered large, comprehensive, multi-disciplinary social studies curricula. Then in 2008 we launched a second line of thematic units, many excerpted and adapted from our original products. These flexible and affordable resources are ideal for individual, small, or large-group instruction. We hope you will find our company's unique approach valuable and that we can serve you again in the near future.

If you are interested in our other offerings, you can find information on our website at [www.inspirededucators.com](http://www.inspirededucators.com). Inspired Educators materials provide engaging lesson plans that vary daily and include:

- Lesson-specific Springboards (warm-ups)
- Reading in the content area
- Writing Activities
- Critical and creative thinking
- Problem-solving
- Test-taking skills
- Primary source analyses (DBQ's)
- Multiple perspectives
- Graphic analyses
- Fascinating readings
- Simulations
- Story-telling
- Practical use of technology
- Debates
- Plays
- Research
- Graphic organizers
- AND SO MUCH MORE!!!!

Thank you for choosing our units,  
Sharon Coletti, Author and President  
Inspired Educators

# **Tips for Teaching with InspirEd Educators Units**

- Before beginning the unit, take time to look through the Objectives and lessons. This will give you a chance to think about what you want emphasize and decide upon any modifications, connections, or extensions you'd like to include.
- Give your student(s) the Objective worksheet at the beginning of unit study. The Objectives serve as an outline of the content to be covered and provide a means to review information. Have your student(s) define the terms as they progress through the lessons and thoroughly answer the essential questions. You can check responses as you go along or wait and check everything as a test review. It is important that your student(s) have some opportunity to receive feedback on their Objective answers, since assessments provided at the end of the unit are based on these.
- Read through each lesson's materials before beginning. This will help you better understand lesson concepts; decide when and how to present the vocabulary, and prepare the handouts (or transparencies) you will need.
- "Terms to know" can be introduced at the beginning of lessons or reviewed at the end, unless specified otherwise. (In a few instances the intent is for students to discover the meanings of the terms.)
- Look over what we have given you and use whatever you feel your student(s) need. Suggestions are sometimes offered for enrichment, but feel free to use any lesson as a jumping off point to pursue other topics of interest.
- Our materials are intended to prompt discussion. Often students' answers may vary, but it's important that they be able to substantiate their opinions and ideas with facts. Let the discussion flow!
- Note that differentiated assessments are provided at the end of the unit. Feel free to use any of these as appropriate; cut-and-paste to revise, or create your own tests as desired.
- For additional information and research sites refer to the Resource Section in the back of the unit.
- InspirEd Educators units are all about thinking and creativity, so allow yourself the freedom to adapt the materials as you see fit. Our goal is to provide a springboard for you to jump from in your teaching and you student(s)' learning.
- ENJOY! We at InspirEd Educators truly believe that teaching and learning should be enjoyable, so we do our best to make our lessons interesting and varied. We want you and your student(s) to have fun while learning!



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# THE U.S. & W.W. II OBJECTIVES



## Define and be able to use the following terms:

- colonies
- economy
- revolution
- reparations
- empire
- ideology
- fascism
- inflation
- communism
- paramilitary
- neutrality
- belligerent
- alliance
- blitzkrieg
- charter
- conscription
- isolationism
- embargo
- civilians
- internment
- discrimination
- rationale
- sabotage
- civil rights
- due process
- pardon
- retreat
- siege
- amphibious
- kamikaze
- ration
- labor union
- Gross Domestic Product (GDP)
- assets
- liabilities
- munitions
- abstract
- morality
- annihilate
- Holocaust
- exterminate
- liquidate
- krema
- developing country
- occupation
- constitution

## Fully answer the following questions:

1. Describe the causes of World War II.
2. Explain the debate over U.S. neutrality and its thawing in 1941.
3. Explain why and how the U.S. government interred Japanese Americans.
4. Describe how the war was fought in the Pacific.
5. Explain how D-Day was a major turning point in World War II.
6. Explain how the war impacted the U.S. economy.
7. Describe the effects World War II had on women and culture.
8. Explain the debate over use of the atomic bombs on Japan.
9. Describe how the Holocaust was carried out by Hitler and the Nazis.
10. Explain how the war came to an end and the problems faced thereafter.

## THE U.S. & W.W. II OBJECTIVES SUGGESTIONS FOR ANSWERS



**Define and be able to use the following terms:**

*Definitions for terms are provided in the lessons in which they are introduced.*

**Fully answer the following questions:**

1. *World War II was essentially caused by W.W.I and its harsh peace treaty. Europe and Germany were destroyed, the latter severely punished. The economic conditions of the Great Depression made a terrible situation even worse, leaving Germany and Italy ripe for fascist dictators to come to power. Then their large military and empire expansion fueled their nations' economies, leading directly to war.*
2. *As Europe moved closer to war, U.S. neutrality acts were passed forbidding the sale of munitions to belligerents. Many argued that problems in Europe did not pose a threat to the U.S. and the nation was too strong to be attacked. Anti-isolationists argued the country's responsibility as a global leader to protect people from fascist dictators. Early blows to the Allies, such as the fall of France, shocked many Americans out of their isolationism. FDR signed the Atlantic Charter and Lend-Lease Act by 1941. Any pretense of neutrality ended with the Japanese attack Pearl Harbor in December 1941.*
3. *After Pearl Harbor many feared "Japanese" people, even those born here, would spy for their "homeland" or commit sabotage. So FDR authorized the military to remove Japanese immigrants and citizens from the West Coast and relocate them into internment camps. Many disagreed, arguing Japanese Americans were being deprived of their civil rights. Years later, the U.S. government apologized for its W.W. II actions.*
4. *In general terms Japan quickly conquered a vast area of Pacific islands. The Allies did not begin to take the offensive until after their victory at Midway. Then slowly, using their "island-hopped" strategy, bypassing heavily defended areas to more easily capture islands where they set up bases for further attacks, the Allies regained land.*
5. *Once North Africa, Italy, and the Soviet Union were under Allied control, the next step was to free France. The invasion codenamed Operation Overlord was planned for D-Day, June 6, 1944. Thousands of Allied troops landed on the beaches of Normandy and pushed the Nazis back out of France and towards Germany.*
6. *The war lifted the country out of the Great Depression. Factories opened and jobs were created. Not all effects were positive though. Shortages and inflation meant higher prices for everything. Many goods had to be rationed for military use. Some would say the government's role in the economy also grew, which could be considered negative.*
7. *Like Rosie the Riveter, some women did work in munitions or other factories, but women played many other roles, too. Some joined the military, planted victory gardens, and involved themselves in many other patriotic activities to contribute to the war effort. American culture was all about the war! Women played baseball in place of drafted men. Music, art, and the movies all reflected war-related topics and concerns. Also, Bob Hope and other performers worked with the USO to entertain the troops.*
8. *Points favoring use of the bomb included saving American lives; exacting revenge for Pearl Harbor and discouraging future wars. Those against the bomb argued loss of civilian lives and the moral questions involved in using such a destructive weapon.*
9. *The Nazis killed 6 million Jews and 6 million other "undesirables" by constructing huge concentration camps in Germany, Poland, and other locations to carry out their "final solution" to wipe out all European Jews.*
10. *When Hitler was cornered, he committed suicide, and his government surrendered on May 7<sup>th</sup>, 1945. Two atomic bombs were dropped; then the Japanese surrendered on August 14<sup>th</sup>. Peace-makers had to deal with millions of dead and wounded; trillions in damages, unstable countries, and the aftermath of the atomic bomb. To that end the United Nations was founded, Nuremberg Trials held, the Marshall Plan was implemented, and Germany and Japan were occupied by the Allies.*



## A Brewing Storm

### Springboard:

Students should read “\_\_\_\_\_” and answer the questions.

**Objective:** The student will be able to explain conditions that contributed to World War II.

### Materials:

“\_\_\_\_\_” (Springboard handout)  
United States Congress Post-War Status Report (handout)  
Predict the Problems (handout)

### Terms to know:

**colonies** - lands ruled by a stronger nation  
**economy** - financial affairs of a country  
**revolution** - overthrow of a government  
**reparations** - money paid for war damages  
**empire** - a nation that rules itself and others

### Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn how conditions after World War I led to a second world war twenty years later.*
- Distribute the “United States Congress Post-War Status Report” and the “Predict Problems” handouts. Have the student(s) work individually, in pairs or small groups to read the report, identify issues, and make their predictions to complete the analysis form.
- Have the student(s) share / compare their ideas. *(Answers may vary and include: tremendous loss of life and financial damages; harsh peace treaty which is unlikely to keep the peace; new nations drawn on the map that include peoples who do not want foreign rule; a weak League of Nations; the Great Depression which made it harder to recover and caused hardships; misery and anger in Germany, Italy, and Japan; political instability in colonies and former empires; shock, anger, bitterness, devastation of the people. Predictions will vary but should reflect the very tense and unstable situation in Europe.)*
- Then, discuss the following questions:
  - ? Which of these issues do you think MOST contributed to problems and eventually another war? Why? *(Answers may vary. The next lesson specifically examines the suffering and problems in Germany and Italy that led to the rise of Hitler and Mussolini, the key aggressor in World War II.)*
  - ? What could have been done differently to avoid future conflicts? *(Answers will vary and include suggestions that the Great Depression may have been avoidable, Germany could have been dealt with less harshly, or the League of Nations could have been strengthened, enabling it to address global problems.)*



From the 1500's until the early 20<sup>th</sup> century, European nations were extremely powerful. Countries like Great Britain, France, and Germany had taken over many lands and established colonies around the world. These powers grew very rich from the resources and markets of their prized possessions. To protect their holdings, the Europeans built large armies and navies

and didn't hesitate to use them to maintain their control. Then the years from 1914 to 1919 changed everything.

World War I was the most costly war up to its time. About 13 million people died including many civilians, and millions more were wounded. The billions of dollars worth of destroyed property and land left European economies in ruins as well. Most of the war was fought in Europe, making recovery difficult. France in particular suffered huge losses; thousands of homes, businesses, factories and farms were destroyed. Germany, the leader of the Central Powers, also experienced great difficulty in the aftermath. Russia's tremendous losses led in part to a bloody revolution in 1917 that caused it to withdraw from the war early. Great Britain, which relied heavily on shipping, lost most of its **fleet**.

The situation was different across the Atlantic for the United States. Because America joined the war late, involved for just a year, it absorbed only a fraction of the costs. In fact the United States emerged from the war as the strongest nation in the world. The war's end signaled a shift in global leadership. For the first time Europeans found themselves in a position of following, rather than leading in world affairs.

Which choice would be the **BEST** title for the passage?

- A. "The End of European Power"
- B. "World War I and Europeans"
- C. "The Aftermath of World War I"
- D. "America: The New World Power"

Based on its use, the word "fleet" in the second paragraph refers to

- A. a group of boats.
- B. guns and tanks.
- C. a large army.
- D. faraway colonies.

Based on the passage, which occurrence would **NOT** be considered an outcome of World War I?

- A. America emerged as a stronger nation after the war.
- B. Countries involved in the war suffered greatly as a result.
- C. European countries lost their colonies all over the world.
- D. Russia had a different form of government after World War I.



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- A. "The End of European Power"
- B. "World War I and Europeans"
- C. "The Aftermath of World War I" \*
- D. "America: The New World Power"

*(Although all the choices relate to the passage information, at least in part, Choice C summarizes the most information.)*

Based on its use, the word "fleet" in the second paragraph refers to

- A. a group of boats \*
- B. guns and tanks
- C. a large army
- D. faraway colonies

*(Students should use words that appear before the term to figure out the meaning of the term. In this case, "relied heavily on shipping" provides the key clue.)*

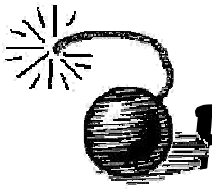
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- C. European countries lost their colonies all over the world. \*
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*(The reading discusses Europe's problems but Choice C, though implied, was never stated, while others were. Though only partially true, C is the best choice.)*

# UNITED STATES CONGRESS POST-WAR STATUS REPORT

- Death tolls are placed at around 13 million, with almost 20 million wounded.
- Total costs to fight the war are estimated at more than \$180 billion dollars. Resulting damages total almost \$152 billion.
- Versailles Peace treaty to end the war resulted in severe punishment of Germany. Germany forced to give up territory; reduce its army and navy; turn over its major coal-producing Saar region to France; give up all colonies; pay millions of dollars in reparations; and take full responsibility for war.
- New states of Poland, Lithuania, Czechoslovakia, Estonia, Latvia, and Yugoslavia formed from land taken from the defeated Central powers.
- The Russian, Ottoman, Austro-Hungarian, and German empires fell apart as a result of the war.
- Global organization called The League of Nations is formed at war's end. The stated purpose of the League of Nations is for world nations to cooperate to prevent future wars. Congress did not pass the treaty, so U.S. is not a member nation. Other European countries joined, but not all. Now, some are leaving as others opt to participate; situation remains in flux.
- Due to Great Depression, the severe economic downturn that began in 1929, millions have lost jobs and homes. Trade between nations is at a standstill. Stronger countries, such as the U.S., cannot afford to loan money to aid other nations.
- Italy also dissatisfied with peace settlement. Having joined the Allies during the war, the nation seems to have held hopes of gaining territory in exchange, which did not happen.
- Japan, which began to industrialize before World War I, continues to do so. As a small island nation with resources of their own, concerns exist that it will seek to expand.
- Congress passes law to forbid Japanese immigration to the U.S. in 1924; immigration remains restricted.
- Native people in European colonies, who realize their rulers were weakened by the war, now are using the situation to push for independence.
- People remain greatly disturbed over the horrors of war. The devastation and loss of life has led many citizens and members of Congress to question whether the technology and advances of the modern world were worth it.
- While glad to have won the war, Americans were shocked by the losses. Pressure is still being applied to the president and Congress to stay out of world affairs.



# PREDICT THE PROBLEMS

**DIRECTIONS:** In the left column list what you see as major issues and problems threatening world peace in the years after World War I. Then predict one way each issue could cause more tension and even a future war.

## ISSUES

## PREDICTIONS





## Evil Rising



### Springboard:

Students should study “The Rise of Fascism” and write their paragraphs as instructed.

**Objective:** The student will be able to explain fascism and why the ideology took hold in Germany and Italy prior to World War II.

### Materials:

The Rise of Fascism (Springboard handout)  
I Was a Blackshirt (handout)  
I Was a Brownshirt (handout)  
But Why?! (handout)

### Terms to know:

**ideology** - set of beliefs

**fascism** - ideology characterized by a one-party dictatorship, massive military, extreme national pride, government control over the economy, and strict limits on the rights of citizens

**inflation** - rise in the costs of goods and services

**communism** - political system under which all property and business are owned “in common” under strict government control

**paramilitary** - army that is not part of a nation’s forces

### Procedure:

- After reviewing the Springboard, explain that in the years leading up to World War II, fascism took root in both Germany and Italy. Go on to explain that this lesson examines how the fascists gained control in each country.
- Distribute the remaining handouts. The student(s) should read the narratives individually, in pairs, or small groups and complete the “But Why?” analysis. (**NOTE:** The narratives are InspirEd creations based on author’s the research.)
- Have the student(s) compare their answers and discuss. (*Answers will vary on most questions, but the following points should be noted:*
  - *Both nations had economic problems that the government couldn’t solve.*
  - *They hated the Versailles Treaty; Italy was bitter over broken promises, Germany crippled by punitive reparations and loss of resources.*
  - *A strong dictator came to power in both countries by promising solutions; Hitler in Germany, Mussolini in Italy.*
  - *Both Hitler and Mussolini used fear of communism to further their goals.*
  - *Both used paramilitary, ex-soldiers to silence opposition and dissent.*
  - *While both used the Communists as scapegoats, Hitler also blamed the Jews for problems.*
  - *Citizens’ rights and freedoms were suppressed in both countries.*
  - *Both accounts are completely biased, expressing widely-accepted views among Mussolini’s and Hitler’s armies and other supporters, including widespread anti-Jewish sentiment.)*

# THE RISE OF FASCISM

**BACKGROUND:** In the years following World War I, a new ideology took root and grew in European. This ideology called fascism brought new governments to power with new leaders who would later threaten world peace. While fascism can be hard to clearly define, several characteristics are common to all fascist governments:

- Under fascism, the nation is celebrated. In fact love of country is taken to the extreme.
- Fascist governments are usually controlled by one political party. They are led by a single, all-powerful dictator, who uses the military to maintain control.
- Citizens' rights such as freedom of speech, religion, and the press, and many others are strictly limited.
- The economy is controlled by the government, in other words the dictator. Private businesses are only allowed if they benefit the state in some way.
- Often, fascist dictators call for action against their enemies. Such enemies can be real or imagined threats.
- Youth, the military, and male strength and power are glorified in fascist countries.

**DIRECTIONS:** Based on what you know about conditions in Europe after World War I, why do you think this ideology was embraced? What country or countries would be most likely to become fascist, and why? Write a paragraph to explain the rise of fascism in Europe.

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# I Was a Blackshirt

“As a soldier from the Italian army after the Great War, I, Giuseppe Rosini, suffered much. At the time there were so many problems in my country. I and thousands of other soldiers returned from the war and could not find work. We crowded into the cities, along with the many farmers who did not own their own land and had lost jobs. We were all seeking hope that did not exist.

Our nation and its economy were so weak. So much was destroyed in the war; it was very hard to get what was needed. Then inflation made goods too costly to buy. Those who could buy things, rich and middle class business owners, were afraid of the Communist Party growing in our country. After seeing what had happened in Russia, they did not want to see all they had worked for taken from them by an angry mob. Many people were upset by the treaties our government signed after the war. A million Italians gave their lives to help the Allies, yet our nation received little for that help -- only a fraction of the land we had been promised. So many people were angry, and our leaders did nothing to help. Things were truly in an uproar; Italy needed a strong leader!



Benito Mussolini had joined the army during the war. Like so many of us, he hated to see what was happening to his beloved land. So he organized the Fascist Movement and a political party around its ideas. He made speeches, promising jobs and a return to normal. He pledged to us that Italy would hold a strong place in the world. Many, like myself, agreed with his words. We joined with him to help take back our nation. Our forces came to be called the Blackshirts for our clothes. This is a picture of me (at left) with Il Duce, as we called Mussolini.

You see, large numbers of Italian workers thought communism was the answer to their problems. They had begun to organize into unions to fight for their “right” to their share of the nation’s wealth. Of course we did not agree with this and feared the growing popularity. Il Duce led us in breaking up their meetings, burning down union halls, and even killing Communist Party members and those working with them. Our king and government could not stop this threat. But they did not stop us either, as they too feared the Communists.

In October of 1922, about 50,000 fascist supporters marched to Rome from all corners of Italy to stop the coming communist revolution. The king could see from the large number of armed men that Il Duce was right, and so he made Mussolini the new government leader. As he promised, Il Duce restored order almost immediately. He began public building projects to put people to work. He took over factories and seized control of any property owned by Communists. The people loved him so much! As his power grew, he outlawed other political parties and took over all communication to keep us safe. The people did not mind to give up a bit of freedom for jobs and for our many economic problems to be over!

I know some people think Mussolini had too much power, but I do not agree. His goal was to return Italy to glory. He strengthened and protected our great nation. His beliefs were our beliefs. He worked for us, and we gave him our support. He would say, ‘Nothing above the state, nothing outside the state, nothing against the state!’ That was his pledge...”

# I Was a Brownshirt



"I am Hans Schroeder, and I was a member of the stormtroopers, the German paramilitary after W.W. I. We were called the Brownshirts for our uniforms (pictured). Most of us had once served in the German army, but many younger men joined because they believed in the ideas of the Führer, our leader Adolf Hitler. In the years after World War I our country had terrible problems. So many people were without jobs! There was no money, and all over the country even mothers and children did without many things they needed.

The Allies tried to make Germany pay reparations, but with what? Our stupid government just printed more money. This did not help at all; instead it caused inflation to skyrocket! German marks were not worth the paper and ink it cost to print them! By the end of 1923 a trillion marks were equal to one U.S. dollar! People lost businesses, their savings, their homes... Germany truly suffered.

And everyone hated the government! We blamed our leaders for signing the vile Versailles Treaty which hurt our country. They allowed the Allies to take our colonies and the Saar region, where we mined coal for our factories. Without coal there could be no industry. The Allies also took our trade ships. How was Germany ever supposed to recover from the first war? With no way to make money, there were no jobs. Germany could not pay the Allies for their damages as required. Things were awful and only getting worse! I can tell you that everyone I knew was very happy when Adolf Hitler finally came to power and solved our problems.

Hitler was a magnetic man. Whenever he gave a speech, people listened. When he spoke, he said what was in our hearts. He was such a powerful man; we all believed he could do as he promised. And he did! He promised jobs, and he promised Germany would rise to be a great power once more. He promised to protect us from the Communists, who would make us all slaves of the state as in Russia. He also wanted to control the Jews, whom we all knew had always caused problems. This is why they had been shunned and even killed at times throughout European history. His ideas about them made sense. We did not like the Jews. We learned that they were not like us; that they were not really human beings.

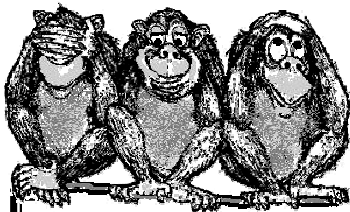
The Führer formed the Nazi Party around his fascist beliefs and we Brownshirts and the SS as we were later called helped him in every way. In a short time our nation was rid of the communist threat. Jews soon 'knew their place' in the new Germany. By 1932 Nazis controlled the legislature and Hitler was named chancellor. As his popularity grew, he outlawed other parties and took full control of the government. He could then quickly accomplish so much more. Hitler was very good for business! He began many public works projects to create jobs. He re-built our military, which boosted factories to expand and hire more workers. It was very good!

Hitler would say, 'There have been two great German Empires in the past, the Holy Roman Empire of the Middle Ages and Germany under the rule of the Kaisers in the late 1800's.' He told us the Nazis' rise to power was the beginning of the Third Reich, an empire that would last for 1,000 years! We believed in this vision and wanted to fight for it. We used every means, including violence when necessary, to stop dissent. Any who opposed us were jailed or executed. Radio and newspapers were controlled, public meetings were banned, and any who caused us problems, especially the Jews, were punished. We did anything we could to help der Führer restore our country to its rightful place of glory and respect..."

Compare and/or contrast the ways fascist leaders rose to power and ruled in Italy and Germany in the years following World War I. \_\_\_\_\_

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## Not US!

### Springboard:

Students should study the “Moving Towards War” timeline and answer the questions.

*(Answers will vary but should spark discussion.)*

**Objective:** The student will be able to explain reasons for and against American neutrality during the outbreak of World War II.

### Materials:

Moving Towards War (Springboard handout)  
Source Study (3-page handout)  
State Your Views (handout)

### Terms to know:

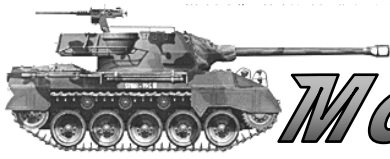
**alliance** - countries that agree to work together and defend one another in war

**neutrality** - non-participation in a conflict

**belligerent** - country taking part in a war

### Procedure:

- After reviewing the Springboard, reveal that the United States took a stance of strict neutrality as Europe moved closer to World War II, although not all Americans agreed with this position. Go on to explain that this lesson examines both sides of the neutrality issue.
- Distribute the “Source Study” pages and the “State Your Views” handout. The student(s) should study the sources individually or in pairs and use what they learn to complete the spectrum activity.
- Have them share / compare their ideas and discuss. *(Answers may vary, but sources should be cited to support each position.)*



# *Moving Towards War*

**DIRECTIONS:** Fully answer the questions below based on pre-war events.

- 1922 Mussolini and the Fascist Party come to power in Italy.
- 1933 Hitler and the Nazi Party rise to power in Germany.
- 1934 Japan ends the Washington Naval Treaty and begins to build a navy.
- 1935 Mussolini attacks Ethiopia in Africa.  
Hitler ignores Versailles Treaty ban and builds up his army.
- 1936 Mussolini and Hitler form the Rome-Berlin Axis, a formal alliance.  
Hitler occupies the Rhineland
- 1937 Japan invades China
- 1938 Hitler invades Austria, the country where he was born.  
At the Munich Conference it is decided Hitler could take control of the Sudetenland, a German speaking region in Czechoslovakia, in exchange for ending his further expansion.
- 1939 Fascists in Spain win a civil war there, aided by Italy and Germany.  
Hitler invades and takes over the rest of Czechoslovakia.  
Stalin and Hitler sign an agreement promising not to attack each other.  
Hitler invades Poland, which is part of an alliance with Britain and France

Which events do you think posed a threat to the United States? Why? \_\_\_\_\_

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Do you think the United States should have involved itself in these events? Why and how? \_\_\_\_\_

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What would you have advised President Roosevelt to do? Why? \_\_\_\_\_

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# --SOURCE STUDY--

**Source 1:** Editorial cartoon by artist, Dr. Seuss

"Hey! Hide if you have to,  
but by thunder, stop nibbling!"



**Source 2:** The U.S. Neutrality Acts

- 1935** - Providing for the prohibition of the export of arms, ammunition, and implements of war to belligerent countries; the prohibition of the transportation of arms, ammunition, and implements of war by vessels of the United States for the use of belligerent states; for the registration and licensing of persons engaged in the business of manufacturing, exporting, or importing arms, ammunition, or implements of war; and restricting travel by American citizens on belligerent ships during war.
- 1936** - Extended the 1935 act for another 14 months and banned loans made to belligerents.
- 1937** - Removed date for Neutrality Acts to expire and extended the laws to cover civil wars as well. Also, U.S. ships were prohibited from carrying any passengers or goods to belligerents, and U.S. citizens were forbidden from traveling on ships of belligerent nations.
- 1939** - A change in the laws allowed European nations to buy arms and ammunition on a cash-and-carry basis only. No loans or credit would be extended, and whatever was bought had to be transported by European ships and crews.



**Source 3: Excerpt from a speech given by President Franklin D. Roosevelt in Chicago in 1937**

“And yet, as I have seen with my own eyes, the prosperous farms, the thriving factories and the busy railroads, as I have seen the happiness and security and peace which covers our wide land, almost inevitably I have been compelled to contrast our peace with very different scenes being enacted in other parts of the world.

. It is because the people of the United States under modern conditions must, for the sake of their own future, give thought to the rest of the world that I, as the responsible executive head of the Nation, have chosen this great inland city and this gala occasion to speak to you on a subject of definite national importance.

The political situation in the world, which of late has been growing progressively worse, is such as to cause grave concern and anxiety to all the peoples and nations who wish to live in peace and amity with their neighbors...

Without a declaration of war and without warning or justification of any kind, civilians, including vast numbers of women and children, are being ruthlessly murdered with bombs from the air. In times of so-called peace, ships are being attacked and sunk by submarines without cause or notice...

Innocent peoples, innocent nations, are being cruelly sacrificed to a greed for power and supremacy which is devoid of all sense of justice and humane considerations...

Those who cherish their freedom and recognize and respect the equal right of their neighbors to be free and live in peace, must work together for the triumph of law and moral principles in order that peace, justice, and confidence may prevail in the world. There must be a return to a belief in the pledged word, in the value of a signed treaty. There must be recognition of the fact that national morality is as vital as private morality”...

**Source 4: Excerpt from a speech in April, 1941 by Charles Lindbergh**

“We have weakened ourselves for many months, and still worse, we have divided our own people by this dabbling in Europe's wars. While we should have been concentrating on American defense, we have been forced to argue over foreign quarrels. We must turn our eyes and our faith back to our own country before it is too late. And when we do this, a different vista opens before us. Practically every difficulty we would face in invading Europe becomes an asset to us in defending America. Our enemy, and not we, would then have the problem of transporting millions of troops across the ocean and landing them on a hostile shore. They, and not we, would have to furnish the convoys to transport guns and trucks and munitions and fuel across three thousand miles of water. Our battleships and submarines would then be fighting close to their home bases. We would then do the bombing from the air, and the torpedoing at sea. And if any part of an enemy convoy should ever pass our navy and our air force, they would still be faced with the guns of our coast artillery, and behind them, the divisions of our army.

The United States is better situated from a military standpoint than any other nation in the world. Even in our present condition of unpreparedness, no foreign power is in a position to invade us today. If we concentrate on our own and build the strength that this nation should maintain, no foreign army will ever attempt to land on American shores.”

**Source 5:** An editorial in The New York Times in response to Lindbergh in 1941

Those who tell us now that the sea is still our certain bulwark (safeguard), and that the tremendous forces sweeping (Europe) threaten no danger to (us), give the lie to their own words in the precautions they would have us take.

To a man they favor an enormous strengthening of our defenses. Why? Against what danger would they have us arm if none exists? To what purpose would they have us spend these almost incredible billions upon billions for ships and planes, for tanks and guns, if there is no immediate threat to the security of the United States...

The conqueror does not need to attempt at once an invasion of the continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails; the moment the eastern gates of the Atlantic are open to the aggressor; the moment we are compelled to divide our one-ocean Navy between two oceans simultaneously...

There are moral and spiritual dangers for this country as well as physical dangers in a Hitler victory. There are dangers to the mind and heart as well as to the body and the land... Who can doubt that our lives would be poisoned every day by challenges and insults from Nazi politicians; that Nazi agents would stir up anti-American feeling in every country they controlled; that Nazi spies would overrun us here; that Hitler would produce a continual series of lightning diplomatic strokes -- alliances and 'non-aggression pacts' to break our will; in short, that a continuous war of nerves, if nothing worse, would be waged upon us?

**Source 6:** Excerpt from a speech by President Franklin Roosevelt in September of 1941

"My fellow Americans:

The Navy Department of the United States has reported to me that on the morning of September 4 the U. S. Destroyer GREER, proceeding in full daylight toward Iceland, had reached a point southeast of Greenland. She was carrying American mail to Iceland. She was flying the American flag. Her identity as an American ship was unmistakable.

She was then and there attacked by a submarine. Germany admits that it was a German submarine. The submarine deliberately fired a torpedo at the GREER, followed later by another torpedo attack. In spite of what Hitler's propaganda bureau has invented, and in spite of what any American obstructionist organization may prefer to believe, I tell you the blunt fact that the German submarine fired first upon this American destroyer without warning, and with deliberate design to sink her.

Our destroyer, at the time, was in waters which the Government of the United States had declared to be waters of self-defense-surrounding outposts of American protection in the Atlantic... The United States destroyer, when attacked, was proceeding on a legitimate mission...

This was piracy -- legally and morally. It was not the first nor the last act of piracy which the Nazi government has committed against the American flag in this war. Attack has followed attack..."

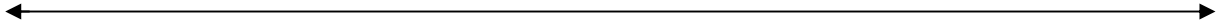
# State Your Views

**DIRECTIONS:** Place an “X” on the each line to show where your views lie on each statement. Then cite and explain source information to support your points of view.

As the world’s greatest superpower, the U.S. **MUST** intervene to help other countries that are threatened.

**AGREE FULLY**

**FULLY DISAGREE**

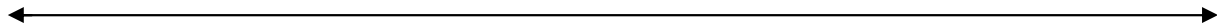


Source(s) \_\_\_\_\_

Businesses should be able to sell their goods anywhere they want, even in wartime.

**AGREE FULLY**

**FULLY DISAGREE**

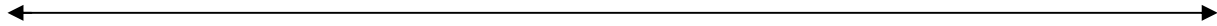


Source(s) \_\_\_\_\_

Freedom comes at a high price and should not be taken for granted.

**AGREE FULLY**

**FULLY DISAGREE**

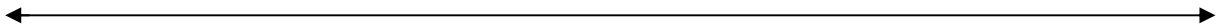


Source(s) \_\_\_\_\_

European wars do not pose a threat to the United States.

**AGREE FULLY**

**FULLY DISAGREE**

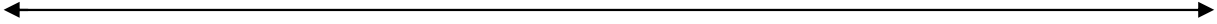


Source(s) \_\_\_\_\_

The United States is so strong that other countries wouldn’t risk attacking us.

**AGREE FULLY**

**FULLY DISAGREE**

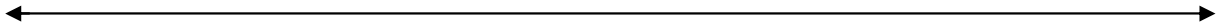


Source(s) \_\_\_\_\_

Democracies must work together to preserve freedom around the world.

**AGREE FULLY**

**FULLY DISAGREE**

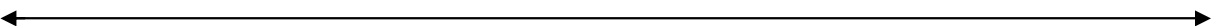


Source(s) \_\_\_\_\_

Isolationism was the right choice for America in the 1930’s.

**AGREE FULLY**

**FULLY DISAGREE**



Source(s) \_\_\_\_\_

## Cracking Ice



### Springboard:

The student should read “Early Blows” and answer the questions.

**Objective:** The student will be able to explain why and how U.S. neutrality began to thaw by 1941.

### Materials:

Early Blows (Springboard handout)  
InspirEd Times, W.W. II Edition (handout)  
Actions / Reactions (handout)

### Terms to know:

**blitzkrieg** - German “lightning fast” attack of coordinated air and ground forces  
**charter** - agreement  
**conscription** - required military service; a draft  
**isolationism** - policy of avoiding involvement in world affairs

### Procedure:

- After reviewing the Springboard, explain that the events in the first couple years of the war made it impossible for the United States to ignore what was happening and the debate on neutrality grew fierce. Go on to explain that in this lesson the student(s) will learn more about U.S. reactions to the “European” war.
- Distribute “InspirEd Times” and “Reacting to News.” The student(s) should read the news article and complete the analysis form as directed.
- Have them share their quotations. (*Quotes will of course vary, but should be reasonable.*)
- Then discuss the following questions (*Answers may vary, should be justified, and will likely spark discussion.*):
  - ? Which U.S. actions MOST moved the nation closer to war? Why?
  - ? Do you think the U.S. should have been more or less involved at this point in the war? Why?
  - ? Do you think the U.S. was still able to consider itself neutral after these events? Why or why not?
  - ? Do you think other countries would still consider the U.S. neutral after these events? Why or why not?

# Early Blows



After a series of invasions and broken promises, by the fall of 1938 the world watched and waited to see what Hitler would do next. The German army had already taken over Austria and the Sudetenland, but European leaders hoped that **appeasing** Hitler at the Munich Conference would end his thirst for land and power. They agreed to his demands in exchange for Hitler's vow to end his aggressions. But only six months later, the German leader reneged on his word and his armies gobbled up the rest of Czechoslovakia. Britain and France were further stunned when Joseph Stalin, leader of the Soviet Union, signed a non-aggression pact with Hitler, giving the Germans a green light to move into Eastern Europe.

As expected, Germany launched "blitzkrieg," or lightening war, on Poland on September 1, 1939. Also as expected, Britain and France honored their commitment to defend Poland, as those in their alliance had agreed. Both nations declared war on Germany. The uneasy peace that had held since 1919 ended. When President Roosevelt was awakened at 3 A.M. with the news, he replied, "It has come at last. God help us all." Still, he continued to pledge neutrality, and Americans hoped and prayed the European democracies would win quickly. Unfortunately, they did not; instead the situation worsened quickly.

After the collapse of Poland, a chilling fear fell over Europe as Hitler prepared his next move. Lightening struck again in April of 1940. German armies overran Denmark, Norway, the Netherlands, Belgium, and finally, France. By late June France was forced to surrender and Great Britain stood alone in the fight against Nazi Germany.

The fall of France shocked Americans as they realized the only thing standing between Hitler and the U.S. was the British Navy's control of the Atlantic Ocean. To soften Great Britain for a land attack, Hitler began to air bomb the island nation in August, 1940. For months on end the Battle of Britain raged (pictured above). Brave Londoners huddled in underground subway tunnels as the Royal Air Force valiantly defended their city. Having expected a quick defeat, the British refusal to give in to the nightly air raids meant Hitler did not have enough fuel to continue them. In June of 1941, only a year after occupying France, Hitler once more went back on his word and invaded the oil-rich Soviet Union.

Based on context cues, the word "appeasement" **MOST NEARLY** means

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| A. quickly attacking other countries. | C. refusing the demands of another.  |
| B. giving into someone to avoid war.  | D. lightening war on another nation. |

Though Hitler had \_\_\_\_, he \_\_\_\_ and invaded the Soviet Union in 1941.

- |                                  |                                |
|----------------------------------|--------------------------------|
| A. pledged neutrality ... moved  | C. expected defeat... helped   |
| B. fallen to Europe... continued | D. signed a treaty ... reneged |

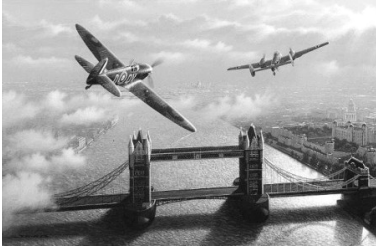
By the summer of 1941, the situation for the British would **BEST** be described as

- |           |              |          |             |
|-----------|--------------|----------|-------------|
| A. brave. | B. exciting. | C. dire. | D. winning. |
|-----------|--------------|----------|-------------|

Which statement is **NOT** supported by passage information?

- A. Most Americans no longer wanted to stay neutral by June 1941.
- B. The blitzkrieg allowed Germany to quickly take over other countries.
- C. Adolf Hitler could not be trusted to keep his word or agreements.
- D. The Polish, French, and other armies were no match for the Germans.

## Early Blows - Answers & Explanations



After a series of invasions and broken promises, by the fall of 1938 the world watched and waited to see what Hitler would do next. The German army had already taken over Austria and the Sudetenland, but European leaders hoped that **appeasing** Hitler at the Munich Conference would end his thirst for land and power. They agreed to his demands in exchange for Hitler's vow to end his aggressions. But only six months later, the German leader reneged on his word and his armies gobbled up the rest of Czechoslovakia. Britain and France were further stunned when Joseph Stalin, leader of the Soviet Union, signed a non-aggression pact with Hitler, giving the Germans a green light to move into Eastern Europe.

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After the collapse of Poland, a chilling fear fell over Europe as Hitler prepared his next move. Lightening struck again in April of 1940. German armies overran Denmark, Norway, the Netherlands, Belgium, and finally, France. By late June France was forced to surrender and Great Britain stood alone in the fight against Nazi Germany.

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Based on context cues, the word "appeasement" **MOST NEARLY** means

- A. quickly attacking other countries.
- B. giving into someone to avoid war. \*
- C. refusing the demands of another.
- D. lightening war on another nation.

**(The next sentence explains the "agreement" to stop Hitler's aggression.)**

Though Hitler had \_\_\_\_, he \_\_\_\_ and invaded the Soviet Union in 1941.

- A. pledged neutrality ... moved
- B. fallen to Europe... continued
- C. expected defeat... helped
- D. signed a treaty ... reneged \*

**(Even if words in Choice D are unfamiliar, others choices are clearly wrong.)**

By the summer of 1941, the situation for the British would **BEST** be described as

- A. brave.
- B. exciting.
- C. dire. \*
- D. winning.

**(Again, Choices B and D are false, and A is also, as the bombing had stopped.)**

Which of these statements is **NOT** supported by passage information?

- A. Most Americans no longer wanted to stay neutral by June 1941. \*
- B. The blitzkrieg allowed Germany to quickly take over other countries.
- C. Adolf Hitler could not be trusted to keep his word or agreements.
- D. The Polish, French, and other armies were no match for the Germans.

**(Choice A is not discussed, but passage information supports the other choices.)**

# CHURCHILL AND ROOSEVELT MEET



**WASHINGTON** - Still in shock over Hitler's invasion of the Soviet Union, British Prime Minister Winston Churchill and U.S. President Franklin Roosevelt met aboard a warship off the coast of Newfoundland today. The meeting did not as Churchill had hoped result in U.S. entry into the war, but an eight-point Atlantic Charter was signed by the two leaders.

The charter is described as the leaders' "plans" for the post-war world. The agreement addresses what are now seen as mistakes made after

World War I with efforts to avoid repeating them. The charter specifically calls for people to choose their own governments after the war. Boundary changes, unlike those in 1919, should be decided by the people, not peace-makers. One of the most telling points was a call for a "permanent system of general security" unlike the weak and ineffective League of Nations. Reactions to the Atlantic Charter are mixed. Some, like the Polish applaud the freedoms promised to oppressed peoples. Others in and outside of the U.S. argue that a "neutral" America has no right to make any plans for a war in which it is not involved.

It appears that the cracks in American neutrality are growing deeper and wider. Although the Neutrality Acts forbade Americans from selling weapons and other war goods to belligerents, Congress felt forced to take action after the fall of France shocked the world. Conscription laws were passed, and airplanes and ships began to be built. Isolationists supported these actions, in the hopes that strengthening American defenses could help keep the country out of the war.

However, they did not view the Destroyer Deal signed by President Roosevelt in September of 1940, with the same hope. As the Germans bombed London night after night in the Battle of Britain, the President insisted that the battered nation was in critical need of warships to maintain its control of the seas. The deal they worked out provided Great Britain with fifty old-model destroyers in exchange for a promise of land in Newfoundland for U.S. bases after the war.

As the Battle of Britain continued into late 1940, the President felt he had to take further action. With re-election safely behind him, Roosevelt encouraged the passage of the "Act to Further Promote the Defense of the United States," better-known as the Lend-Lease Act. The U.S. voted to send unlimited arms to victims of German aggression with the hope that doing so would keep the war from spreading across the Atlantic. After the war the used weapons are to be returned or replaced.

The Lend-Lease Act was hotly debated around the country. There were those who agreed that sending "guns, not sons" could keep the U.S. out of the war, but still help in the defeat of Hitler. Some argued the bill was just a "blank check" to supply the British; that it destroys any pretense of neutrality. Others have criticized the law because the U.S. would likely get back used weapons, losing huge sums of money in the deal.

Regardless of the arguments at home over the Lend-Lease Act, Hitler seems to view its passage as an unofficial declaration of war. Until its passage, he had avoided attacking U.S. ships. After, in May of this year, a German submarine destroyed an unarmed American merchant ship, the *Robin Moor*. The ship was traveling outside the war zone in the South Atlantic and was flying the U.S. flag, so the attack was not a mistake.

# ACTIONS → ↔ ← REACTIONS

**DIRECTIONS:** Write a quote as if you were each of these people, expressing how you might react to the events discussed in the news article.

An isolationist American -

An anti-isolationist American -

A British citizen in London -

A French person -

Hitler -

Roosevelt -

Stalin -



## "A Date Which Will Live in Infamy"



### Springboard:

Students should read "The Rising Sun in the East" and answer the questions.

**Objective:** The student will be able to describe events at Pearl Harbor on December 7, 1941.

**Materials:** The Rising Sun in the East (Springboard handout)  
Events as They Unfolded (2-page handout)  
Eyewitness to History (handout)

**Terms to know:** **embargo** - official ban on trade with another country  
**civilians** - people not in the military

### Procedure:

- During discussion of the Springboard, have the student(s) share what they already know about the events at Pearl Harbor. *(Answers may vary, but it is likely they will know something from previous study, movies, television, books, etc.)* Explain that in this lesson the student(s) will learn more about this fateful day, which President Roosevelt described as "a date which will live in infamy."
- Distribute all remaining lesson handouts. The student(s) should study the "Events as They Unfolded" timeline and follow the directions for "Eyewitness to History" to create their own written "primary source" as if they were there and witnessed the events.
- Have the student(s) share their sources and discuss the following questions:
  - ? Why do you think warnings about the impending attack were not taken seriously? *(Answers may vary; it was not entirely unexpected, but most people probably thought Japan would be foolish to attack the United States, didn't want to think something like that could happen, etc.)*
  - ? Do you agree that this is a "date which will live in infamy?" Why? *(This was the worst foreign attack on American soil at that time, 2<sup>nd</sup> only to 9-11 since. Americans thought they were reasonably safe; far enough from the war that they would not be attacked.)*
  - ? What other events in American history conjure up the same sorts of reactions, feelings, etc.? How are they similar? *(Answers may vary; September 11, 2001, the bombing in Oklahoma City, etc. were unexpected events that likewise killed many innocent people and shocked the nation.)*

# The Rising Sun in the East

As European powers built their empires in the 1800's, Japan hoped to do the same. Countries such as Great Britain had access to raw materials such as coal and iron needed for industry, while Japan had none. As an island nation with few resources of its own, the Japanese had to buy raw materials from other countries to supply their factories.

Japan entered World War I on the side of the Allies in hopes of receiving valuable colonies and territory as repayment after the war. When this did not happen, bitterness towards the western nations grew. Then the Great Depression hit Japan hard. The country relied heavily on foreign trade; so when markets dried up during the economic downturn, conditions in Japan worsened.



As was the case in Germany and Italy, the Japanese government fell into the hands of those who offered solutions to the country's many problems. In this case the military took control of Japan. Once the Japanese army seized power, it began taking over other countries in Asia. Japan invaded Manchuria and China and gobbled up Indochina (today Vietnam) in Southeast Asia after the fall of France in 1940. Then the assassination of the prime minister and many of his advisors by radical members of the army led to the collapse of the government. By 1941 Japan had turned into a military dictatorship under General Tojo Hideki (shown).

A year earlier Japan signed onto the Rome-Berlin-Tokyo Axis agreement, joining Hitler's and Mussolini's alliance.

Anger toward the United States came to a breaking point by 1941. Until then most of Japan's oil and iron came from the United States. But after Japan took over Indochina in 1941, the U.S. placed an embargo on the nation and froze its assets in the United States, making it difficult for Japan to continue its conquests. As Japan saw the situation, the U.S. was clearly siding with the Allies, as evidenced by the Lend-Lease Act. The Japanese faced a choice: give in to Roosevelt's demands to withdraw from Indochina and China or go to war. So Japan's bombers attacked the U.S. airfields and naval base at Pearl Harbor on Oahu Island in Hawaii on December 7, 1941. The days of U.S. neutrality were over.

Which sentence BEST states the main idea of the passage?

- A. The United States and Japan were enemies long before World War II.
- B. Japan attacked other Asian nations in building its empire in the 1930's.
- C. Like Germany and Italy, a dictator took over Japan and brought it war.
- D. Conditions within and outside of Japan led to its attack on Pearl Harbor.

Which of the following word pairs are used as synonyms in the reading?

- |                       |                               |
|-----------------------|-------------------------------|
| A. empires, countries | C. raw materials, resources   |
| B. embargo, froze     | D. government, prime minister |

All of these events contributed to Japan's decision to invade U.S. territory, EXCEPT

- A. the assassination of the Japanese prime minister.
- B. Japan's joining Germany and Italy in the Axis.
- C. an embargo on trade hampered Japan's conquest.
- D. the Lend-Lease Act was seen as taking sides.

## The Rising Sun in the East - Answers and Explanations

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- C. Like Germany and Italy, a dictator took over Japan and brought it war.
- D. Conditions within and outside of Japan led to its attack on Pearl Harbor. \*

**(Only D summarizes the passage; B and C are details and A is false.)**

Which of the following word pairs are used as synonyms in the reading?

- A. empires, countries
- B. embargo, froze
- C. raw materials, resources \*
- D. government, prime minister

**(The passage uses the terms raw materials and resources interchangeably in reference to Japan's need for them for its industries.)**

All of these events contributed to Japan's decision to invade U.S. territory, **EXCEPT**

- A. the assassination of the Japanese prime minister. \*
- B. Japan's joining Germany and Italy in the Axis.
- C. an embargo on trade hampered Japan's conquest.
- D. the Lend-Lease Act was seen as taking sides.

**(Though the army leaders who took over the government later decided to attack the U.S., the fall of Japan's government did not contribute to the decision.)**

# EVENTS AS THEY UNFOLDED

**December 7, 1941**

**3:42 A.M.** - An American minesweeper, the *Condor*, patrols the waters less than two miles away from Pearl Harbor. An officer sees something about 50 yards away and asks another sailor what he thinks it is. The sailor tells him it looks like the periscope of a submarine. The *Condor* sends a message to another ship, the *Ward*, telling of the submarine sighted.

**6:10 A.M.** - Aboard a Japanese aircraft carrier, the first set of 183 planes takes flight heading for Hawaii.

**6:45 A.M.** - The *Ward* fires on the submarine. The first shot misses but the second shot appears to hit; the vessel slows and sinks. The crew radios the 14<sup>th</sup> Naval Headquarters at Pearl Harbor, "We have attacked, fired upon, and dropped depth charges upon submarine operating in defensive sea area."

**7:02 A.M.** - A private on duty at the Opana Radar Station on Oahu asks his buddy to take a look at the screen. He confirms that he sees 50 or more airplanes on their way to Oahu.

**7:15 A.M.** - The message sent by the *Ward* is decoded and sent up the naval chain of command. Admiral Husband E. Kimmel, commander-in-chief of the Pacific Fleet decides to "wait for verification" because of so many recent "false reports of submarines."

**7:20 A.M.** - A lieutenant at Fort Shafter gets the Opana radar report but he thinks the radar shows a group of U.S. bombers heading from California to Hawaii. He tells the radar operators not to worry about it, but that he cannot divulge more for security reasons.

**7:33 A.M.** - Code breakers send a message to President Roosevelt warning of an impending attack. General George C. Marshall tries to send a message to the Army commander in Hawaii but because of static on the line, he has to use a commercial telegraph which would take about four hours to transmit.

**7:40 A.M.** - The first wave of Japanese planes nearing Oahu hear a weather report on their radios: "Clouds mostly over the mountains. Visibility good." The pilots can see the coastline.

**7:49 A.M.** - The Japanese commander looks down and sees no aircraft carriers, which they had hoped to destroy in the attack. He orders the telegraph operator to tap out "*to ra, to ra, to ra*," which means "attack, surprise achieved," though some of the pilots think the operator is tapping out *tora*, or tiger in Japanese. According to a Japanese saying, "A tiger goes out 2,000 miles and returns without fail!"

**7:55 A.M.** - Commander Logan Ramsey looks out his window at the Command Center at Pearl Harbor and sees a low-flying plane. At first he thinks it's a reckless American pilot; then sees something fall out the back -- a bomb! He runs to a radio room and orders the operator to send out an un-coded message to every ship and base saying "Air raid on Pearl Harbor. This is not a

drill.” But it’s too late. Dive bombers strafe the planes at the Army’s Wheeler Field north of Pearl Harbor and Hickam Field near Battleship Row, to destroy the U.S. warplanes on the ground. The planes are parked in neat rows, easy targets to hit and destroy. The *U.S.S. Oklahoma* is hit.

**8:00 A.M.** - U.S. bombers on their way to the Philippines are near Oahu to land for fuel. Unaware that Pearl Harbor is under attack, they try to land. Unarmed to conserve fuel, the pilots cannot defend themselves. They can only dodge the Japanese fighters. Most land safely, one on a nearby golf course.

**8:10 A.M.** - A bomb hits the *U.S.S. Arizona*, setting off more than a million pounds of gunpowder. The flames kill 1,177 men. Nine minutes later the *Arizona* sinks, killing all the sailors inside who had been sleeping. Also hit are the *California* and the *West Virginia*. Civilians are told to run for their lives as soldiers and sailors, many still in their pajamas, take to any weapons they can find to try to shoot the planes down.

**8:50 A.M.** - The *U.S.S. Nevada* heads out to sea in an effort to escape, while sailors shoot at the planes. The ship’s commander worries that if the *Nevada* is hit in the narrow channel, it will block other escaping ships. So he purposely grounds the ship off Hospital Point.

**8:54 A.M.** - A second wave of attack by 167 Japanese planes begins. The *U.S.S. Pennsylvania* is hit along with several other smaller destroyers and light cruisers. Sailors throw everything they can overboard to help keep the ships from sinking.

**9:30 a.m.** - The second attack is finally over. The Japanese planes fly away. 18 American battleships are sunk or badly damaged. 300 planes are destroyed. More than 2,400 people have lost their lives. 1,200 more are hurt.

**10:00 A.M.** - Japanese pilots return to their aircraft carriers and want to go out on a third attack, but their superiors say, “No.” They still don’t know where the U.S. aircraft carriers are.

**10:30 A.M.** - Medics convert any building they can into makeshift hospitals. There are so many dead, dying, and wounded that nurses can only give the injured morphine to ease their pain. As a means of keeping track, patients’ foreheads are marked with an “M” in lipstick to show who receives the drug.

**12:00 A.M.** - The planes that attacked Pearl Harbor head back to Japan.

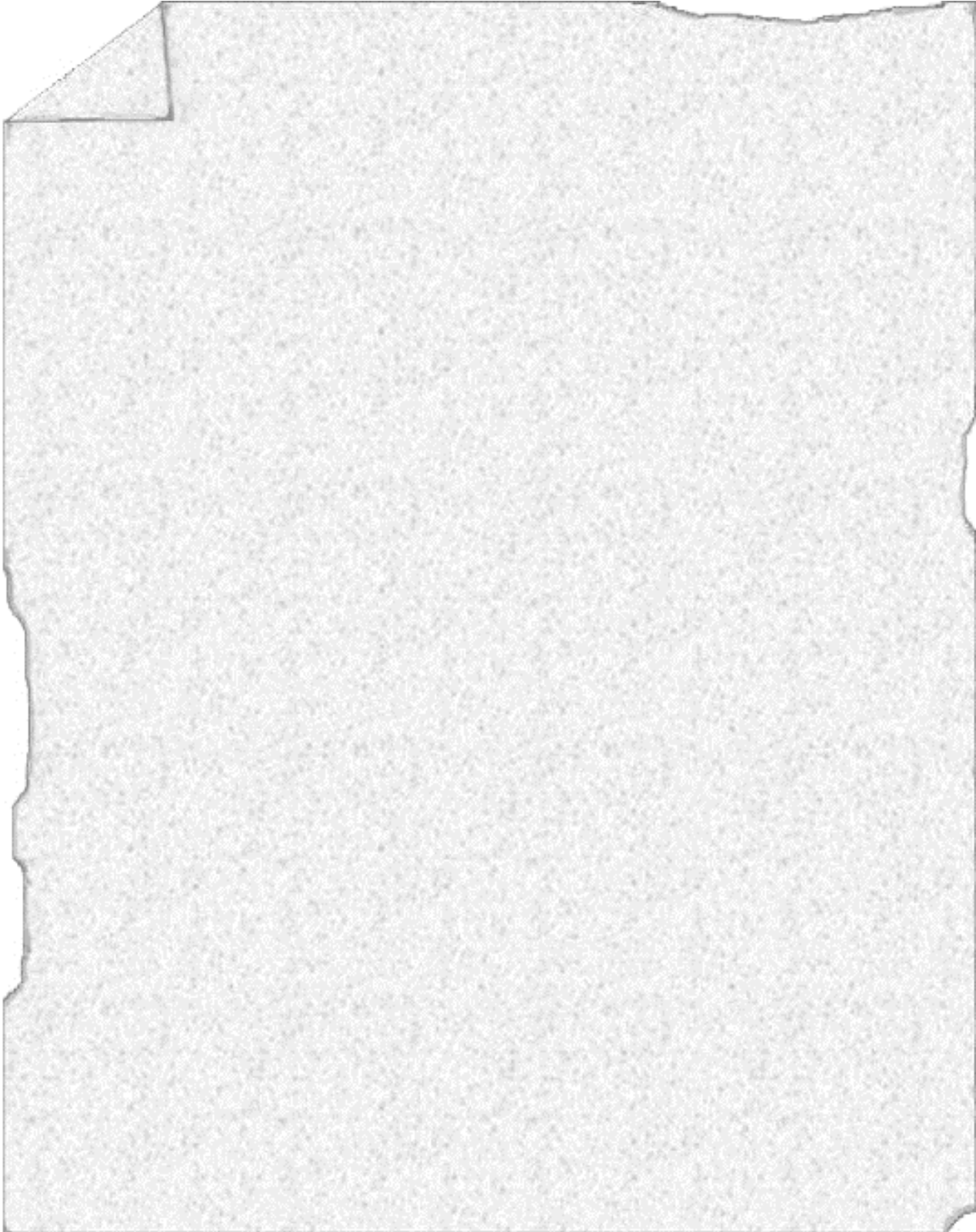
### **December 9, 1941**

**12:30 P.M.** - President Franklin Roosevelt arrives at the U.S. Capitol building in Washington D.C. He gives a speech beginning, “Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan...” He asks Congress to declare war on Japan.

**1:00 P.M.** – The Senate unanimously declares war on Japan. Ten minutes later the House votes for the war 388 to 1.

# EYEWITNESS TO HISTORY

**DIRECTIONS:** Create a “primary source” as if you were there: before, during, or after the attack at Pearl Harbor. Primary sources can be written such as a letters, diaries, memos, reports, and so on, or visual - drawings, photos, etc. Include details in your “primary source” to make it seem real.



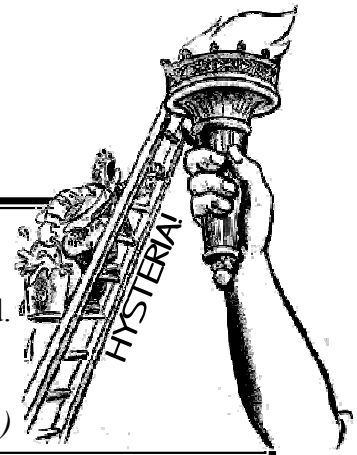
## In the Name of Security

### Springboard:

Students should read “Instructions to All Persons of Japanese Ancestry” and summarize the document as instructed.

**FYI:** This is an adapted version of the document.

*(All in America of Japanese ancestry were forced to leave their homes and report to a Control Station.)*



**Objective:** The student will be able to explain reasons for and arguments against Japanese internment during World War II.

### Materials:

Instructions... (Springboard handout)  
The Trials of Fred Korematsu (5-page handout)  
Pick A Position (handout)

### Terms to know:

**internment** - imprisonment, locked up  
**discrimination** - unfair treatment based on race, religion, gender, national origin, etc.  
**rationale** - an explanation of reasons  
**sabotage** - deliberate damage or destruction  
**civil rights** - freedoms that all citizens should have  
**due process** - the right to proper legal procedures and justice  
**pardon** - forgiveness, release from punishment

### Procedure:

- During discussion of the Springboard document, have the student(s) suggest why they think this order might have been issued. *(President Roosevelt issued Executive Order 9066 authorizing the U.S. military to remove Japanese immigrants and natural-born Japanese citizens from designated “military areas” along the West coast and relocate them into internment camps. Thousands of people, including 110,000 American citizens and legal immigrants were sent to camps in 14 states, where they lived for the duration of the war.)*
- Distribute “The Trials of Fred Korematsu” and explain that after the order was issued, most Japanese-Americans complied, doing “whatever was necessary” to serve their new homeland. But one citizen named Fred Toyosaburo Korematsu did not comply and was tried and convicted for not following relocation orders. Mr. Korematsu appealed his case all the way to the Supreme Court. Go on to explain that this lesson examines his case. Have the student(s) read the interview in pairs or have two perform it.
- Then distribute “Pick A Position” and have them follow the instructions to choose or write an original thesis statement and write their paragraphs. Then, have them share / compare their ideas. *(Paragraphs will of course vary, but should be justified and spark discussion.)*

**WESTERN DEFENSE COMMAND AND FOURTH ARMY  
WARTIME CIVIL CONTROL ADMINISTRATION**

Presidio of San Francisco, California

**INSTRUCTIONS**

**TO ALL PERSONS OF**

**JAPANESE**

**ANCESTRY**

Pursuant to the provisions of Civilian Exclusion Order No. 92, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P.W.T., Saturday, May 30, 1942.

No Japanese person will be permitted to move into, or out of the above [specified areas in California] after 12 o'clock noon, P.W.T., Saturday, May 23, 1942, without obtaining special permission from the representative of the Commanding General, Northern California Sector, at the Civil Control Station ...

**THE FOLLOWING INTRUCTIONS MUST BE OBSERVED:**

1. A responsible member of each family, preferably the head of the family... will report to the Civil Control Station to receive further instructions...
2. Evacuees must carry with them on departure for the Assembly Center, the following property:
  - (a) Bedding and linens (no mattress) for each member of the family;
  - (b) Toilet articles for each member of the family;
  - (c) Extra clothing for each member of the family;
  - (d) Essential personal effects for each member of the family.
4. No personal items and no household goods will be shipped to the Assembly Center.
5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items...
6. Each family and individual living alone will be furnished transportation to the Assembly Center. Private means of transportation will not be utilized...

Go to the Civil Control Station between the hours of 8:00 A.M. and 5:00 P.M., Sunday, May 24, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Monday, May 25, 1942, to receive further instructions.

J. L. DeWitt

Lieutenant General, U.S. Army Commanding

May 23, 1942

Summarize this document in three sentences or less. \_\_\_\_\_

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# THE TRIALS OF FRED KOREMATSU

*Fred Korematsu was one of many Japanese-Americans living on the west coast of the United States when Japan bombed Pearl Harbor in December 1941. InspirEd News reporter Mark Question interviewed Mr. Korematsu shortly before his death in 2005 to learn about his experiences before, during, and after the war.*



**Question** - Mr. Korematsu, thank you so much for speaking with me today. I know you haven't been feeling well, so I really appreciate your time.

**Korematsu** - I am anxious to tell my story so more will know about the Japanese internment; and please call me Fred. Where would you like to begin?

**Question** - If it's alright I'd like to start with your early life. I think it is important for our readers to understand that many Japanese were just like everyone else before the war.

**Korematsu** - I completely agree and so yes, I shall begin at the beginning. I was born in Oakland, California, in 1919. I lived in Oakland my whole childhood.

**Question** - And your parents? Were they also from California?

**Korematsu** - No, my parents came to America from Japan in 1905. But, they raised my three brothers and I as Americans. We went to public school and I graduated from Castlemont High School in East Oakland.

**Question** - What was high school like for you? Were you treated like everyone else?

**Korematsu** - I tried to be as normal as possible. I played tennis and was on the swim team. I had non-Japanese friends and even had an American girlfriend named Ida, who was Irish. But sad to say, I was not treated like everyone else.

**Question** - In what ways do you feel were you treated differently? Can you give an example?

**Korematsu** - Of course. Japanese-Americans experienced much discrimination in those days. For instance Ida's parents did not accept our relationship. They said Japanese were not fit to mix with whites.

**Question** - Hmmm, that's pretty ironic since the Irish had themselves been discriminated against. So what happened after high school?

**Korematsu** - I worked in my parent's flower nursery for many years. Then I reported to the draft for military duty in 1940, just as everyone else, but I was rejected because of stomach ulcers.

**Question** - Do you think it had anything to do with your being Japanese?

**Korematsu** - I'm certain it did. Still, I wanted to serve my country so I went to work as a welder in a shipyard.

**Question** - So you were able to contribute to the war effort at home? That must have made you proud.

**Korematsu** - Oh yes, but one day I went to work and found my timecard missing. When I asked my coworkers where it was, they told me I wasn't allowed to work there anymore because I am Japanese. I found a new job, but was fired after just a week. The boss came back from his vacation and fired me.

**Question** - It sounds like you faced many challenges even long before Pearl Harbor. As we all know, after the attack, President Roosevelt issued an executive order removing all Japanese and Japanese-Americans from the west coast. What did you think when that order was issued?

**Korematsu** - I couldn't believe it! The rationale was that Japanese would be likely to spy for Japan or even commit sabotage at home. Most Americans assumed that even those Japanese who were born here and considered themselves Americans, would forget all that and turn on our country. It was terribly insulting!

**Question** - I would imagine so. So what did you do when you saw the posters ordering you to evacuate?

**Korematsu** - I planned to run away. I had plastic surgery on my eyelids to help me pass as a white person. I changed my name and claimed to be Hawaiian. My plan was to run to Nevada or the Midwest.

**Question** - But you never made it that far, did you? I've read that you refused to comply with orders and went into hiding in Oakland.

**Korematsu** - This is true. Before I could gather enough money to leave California, I was recognized as Japanese and arrested on a street corner and put in jail in San Francisco.

**Question** - And the American Civil Liberties Union took your case, correct?

**Korematsu** - Yes. I was visited by civil rights lawyers who wanted to take my case. I was truly happy to see them! At that point I truly felt that people like me were not given a chance to prove our loyalty. Many American citizens were just rounded up and put in jail or interment camps without due process. It was all very unjust – only to Japanese, though we were fighting Germany and Italy, too.

**Question** - You were put on trial. My guess is that you lost your case.

**Korematsu** - I did. I was found guilty and sent to the Central Utah War Relocation Center.

**Question** - What was life like in the internment camp? I read that you spent most of your time there alone.

**Korematsu** - Yes. You see, many Japanese disagreed with what I did and wanted nothing to do with me at the camp. I even asked to be placed in the back corner so I wouldn't have to endure their anger and coldness.

**Question** - I don't understand. Why would the other Japanese disagree with your actions? You were fighting for their rights as well as your own!

**Korematsu** - You and I know that, but you must understand that many Japanese thought they were showing their loyalty by cooperating. In fact the Japanese American Citizens League actually told us to cooperate with the military! I think they believed that if we did as we were told, things would be better in the long run.

**Question** - I did not realize that! So internment life was especially hard for you then.

**Korematsu** - Oh yes. I worked eight hours a day and only received \$12 per month in pay. My "home" during that time was a horse stall with one light bulb. I was both lonely and angry, but I was not ready to give up the fight. I appealed my conviction to the U.S. Court of Appeals.

**Question** - I know your case eventually did reach the Supreme Court, so I assume the Appeals Court did not reverse your conviction?

**Korematsu** - No, in fact it seemed to me that the judge barely listened to our arguments, so we took the case to the Supreme Court in 1944.

**Question** - And according to my notes here, the Court decision was six to three against you.

**Korematsu** - Your notes are correct. My lawyers argued that my arrest violated the 14<sup>th</sup> Amendment to the U.S. Constitution, specifically the clause that states that "all American citizens are entitled to equal protection under the laws." As a Japanese-American, I believed I was treated differently because of my family background.

**Question** - Didn't your lawyers also argue that you were not allowed due process? For example there was no actual charge of sabotage or spying for you to defend yourself against; is that correct?

**Korematsu** - Yes that's right. But the Supreme Court did not agree. The justices said that although the Japanese people endured hardships while interred, hardships are to be expected in wartime. They argued that the military was doing what it thought necessary to protect the West Coast.

**Question** - It sounds like the Court thought the need for safety outweighed your rights.

**Korematsu** - That's exactly what happened. The Court claimed that the order to inter the Japanese was not to punish them for any crimes, but to protect the country at large.

**Question** - You must have been very happy to see the war end, so you and others could be released and begin to rebuild your lives. So what did you do after the war?

**Korematsu** - I would like to tell you that life was easier after the war, but at least in my case it was not. My life would never again be the same. I was not allowed to move back to California after the war, so I went to Salt Lake City, Utah. There I got a job fixing water tanks, but life was still difficult.

**Question** - Why? What happened?

**Korematsu** - Once on the job I realized I was earning only half the pay as my white co-workers. When I confronted my boss, he threatened to have me arrested so I basically gave up. After that I stayed quiet and just put up with all of the unfair treatment for almost thirty years.

**Question** – That's what I heard. I spoke with your daughter to prepare for this interview, and she told me even she knew nothing of your past until she was in high school.

**Korematsu** - I think I began to feel somewhat responsible for all that had happened to my people.

**Mark** - That's ridiculous! How could internment possibly have been your fault?

**Korematsu** - Try to understand. After I lost my case in the Supreme Court, there was no other way to fight it. In effect my case had made interment legal.

**Question** - With all due respect sir, I disagree. It was your efforts that led to others continuing the fight long after the war. For example in 1980 President Carter formed a commission to study Japanese interment. The commission found that the policy was based on racism, war hysteria, and bad decisions on the parts of our leaders and had nothing to do with American safety. The nation did not inter its German- and Italian-Americans, whom we were also fighting at the time. A few years later Congress even apologized to Japanese prisoners and allotted money to compensate survivors.

**Korematsu** - Yes, I know, and my personal case was finally resolved in 1983. I was contacted by Peter Irons, a lawyer from the University of California who came across some very interesting evidence.

**Question** - I read about this in my research! Didn't Irons find that government lawyers actually hid evidence that would have helped in your case?

**Korematsu** - Yes, they had failed to reveal an FBI report they knew about, which clearly stated that Japanese-American citizens posed no threat during the war. The lawyers lied to the Supreme Court at the time, so a new team of lawyers asked to have my conviction overturned and it was.

**Question** - I remember reading what you said to the judge at that hearing. I thought it was very powerful. Can you share with our readers what you told her?

**Korematsu** - I said I wanted the government to admit it was wrong so "this will never happen again to any American citizen of any race, creed, or color." I said that, "If anyone should do any pardoning, I should be the one pardoning the government for what they did to the Japanese-American people."

**Question** - I think your strength and bravery was and still is remarkable. President Clinton gave you the Presidential Medal of Freedom in 1988, the highest honor that a civilian can get in this country. That must have been a proud day for you.

**Korematsu** - Oh yes, it was! He compared me to Rosa Parks and others who he felt devoted their lives to justice. After that, I realized I needed to keep fighting. I wanted to make sure the same mistakes were not made again.

**Question** - Is that why you spoke out in the wake of the September 11<sup>th</sup> terrorist attacks?

**Korematsu** - Of course. Someone had to speak out. The U.S. government must not make the same mistakes towards people of Middle Eastern descent, as they did with Japanese. I saw suspected terrorists were kept without trial at Guantanamo Bay, so I felt I had to express my opinion that people should not be locked up simply because they are the same race or religion as a spy or terrorist. This is the very lesson we as Americans must learn from Japanese internment.

**Question** - Mr. Korematsu, I have very much enjoyed our time together. I can see you are tired and not feeling well, so I won't take up any more of your time. I am just so grateful that you could meet with me. I think your story is fascinating and I'm so impressed with how you have devoted your life to what you believe in. Good luck and thank you again.

**Korematsu** - You are most welcome. And I should like to thank you as well. You have given me one more chance to teach the lesson I hope America will learn.

*Fred Korematsu died of respiratory failure in California on March 30, 2005 at the age of 86. On September 30, 2010, the governor of California declared January 30<sup>th</sup> as the Fred Korematsu Day of Civil Liberties and the Constitution.*



## Rising & Setting Sun



### Springboard:

Students should study the “Pacific Theater” map and answer the questions.

*(Answers may vary and include: 1. Japan, the U.S., Australia, China, etc.  
2. getting supplies over huge expanses of water, fighting far from home, tiny islands with no room to store up troops, defending islands taken, etc.)*

**Objective:** The student will be able to describe, in general terms, the ebb and flow of the Pacific war during World War II.

### Materials:

The Pacific Theater (Springboard handout)  
The War in the Pacific (2-page handout)  
The BIG PICTURE of the Pacific (handout)

### Terms to know:

**retreat** - to fall back or run away

**siege** - surrounding a place to cut off supplies as a means to force surrender

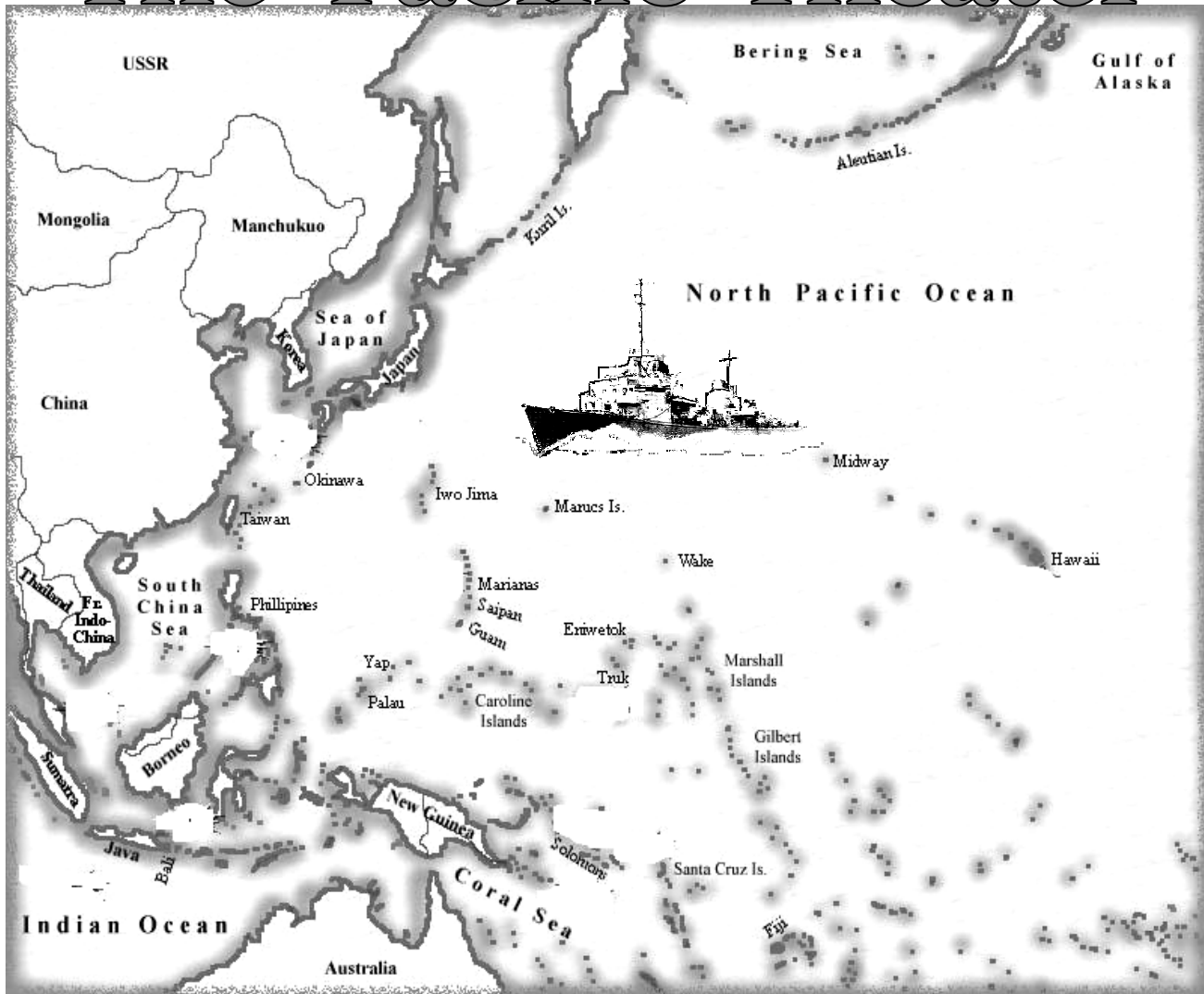
**amphibious** - operates on land and water

**kamikaze** - Japanese suicide pilot in W.W. II

### Procedure:

- After reviewing the Springboard, explain that the War in the Pacific was fought very differently than in the European theater. Go on to explain that this lesson further examines the Pacific campaign.
- Distribute the “War in the Pacific” timeline and “The BIG PICTURE of the Pacific” handouts. The student(s) should work individually, in pairs, or small groups to study the chronology, using the Springboard map as a reference, and complete the statements. (**NOTE:** Monitor students to ensure they look for trends or patterns, not minutiae!)
- Then have the student(s) share their statements and discuss. *(Answers may vary but the following points should be noted:*
  - *During the first stage of the war, Japan was very successful, quickly taking control of much of the region, cutting off supply lines and obtaining valuable resources such as rubber and tin.*
  - *The key turning point was the Allied victory at Midway. After that the U.S. was able to take the offensive and begin driving the Japanese back.*
  - *The U.S used a strategy called “island-hopping.” They bypassed heavily defended islands to attack others, forcing Japan to spread its forces. The strategy won land and valuable bases for launching future attacks.*
  - *Other important victories were Guadalcanal (Japanese advisors believed this is what lost them the war), the Philippines, Burma (which Allies used to get supplies to China), the Solomon Islands (from which Japan had threatened Australia), and Iwo Jima (from which the U.S. could launch attacks against the Japanese mainland).*
  - *Japanese forces used brutality (executions, death march, etc.).*
  - *Since Japan refused to surrender, even in the face of certain defeat, plans moved ahead to drop the atomic bombs (examined in a future lesson).*

# The Pacific Theater



Which countries do you think would have been involved in this theater of the war and why?

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What would be some difficulties faced by those fighting in this region?

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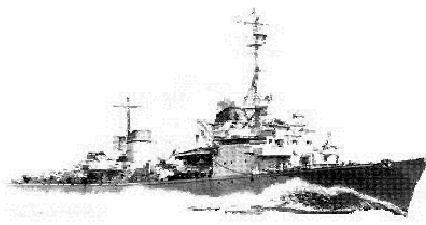
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# *The War in the Pacific*

## **- 1941 -**

**December** - Japanese bomb Pearl Harbor; also attack the Philippines, Wake Island, Guam, Malaya, Thailand, Shanghai, Burma, British Borneo, Hong Kong and Midway. U.S. General Douglas MacArthur retreats from Manila to Bataan in the Philippines; British surrender Hong Kong.

## **- 1942 -**

**January** - U.S. Naval bases in the Philippines captured. Japan invades Dutch East Indies and Dutch Borneo; then advances further to Burma and North Borneo, the Solomon Islands where they invade the largest island there, Bougainville. British retreat to Singapore; Japan puts city under siege.

**February** - Japan invades Java and Sumatra in the Dutch East Indies; British surrender Singapore. Japan air bombs Darwin, Australia and invades Bali. The U.S. aircraft carrier, *Langley*, sunk by Japanese bombers; Japan defeats U.S. at Battle of Java Sea.

**March** - British evacuate Rangoon in Burma (west of Thailand); Japan continues to take land in New Guinea. Java surrenders to Japan. General MacArthur, under orders from Roosevelt leaves troops in the Philippines for Australia. Upon leaving, he says famous quote, "I shall return."

**April** - Japan continues to bombard the Philippines; American soldiers give their lives to buy time before surrendering; finally give up on April 9<sup>th</sup>. Bataan Death March begins as 76,000 Allies including 12,000 Americans are forced to walk 85 miles to a POW camp. Many die along the way due to heat, lack of food and water, and abuse by Japanese captors. Japan takes over central Burma.

**May** - Japan completes capture of Burma and reaches India (west of Burma); prepare to invade Midway and the Aleutian Islands, but suffer first defeat of the war during Battle of Coral Sea with the U.S. Navy.

**June** - U.S. wins the Battle of Midway, but Japan moves ahead with invasion of the Aleutian Islands.

**July** - Japan lands more troops on New Guinea.

**August** - First U.S. amphibious landing on Guadalcanal in the Solomon Islands; Marines take over the airfield and name it Henderson Field after heroic major at Midway. U.S. Navy suffers terrible night attack; loses several ships and men. Ground war begins shortly after, but Marines able to fight off the first major Japanese ground attack. Days later U.S. wins Battle of the Eastern Solomons; U.S. troops then invade the Aleutian Islands.

**September** - Guadalcanal campaign continues with Allied victory at Battle of Bloody Ridge. Meanwhile, Britain begins offensive in Burma.

**October** - U.S. Navy defeats Japan in Battle of Cape Esperance off Guadalcanal; Japan constantly bombs Henderson Airfield.

**November** - Japan air bombs Darwin, Australia again.

**December** - After five months of bloody fighting, Japan begins withdrawal from Guadalcanal.

- 1943 -

**January** - Allies take back parts of New Guinea.

**February** - British and Indian troops begin fighting Japanese in Burma.

**March** - U.S. defeats Japan at Battle of Bismarck Sea.

**April** - Japanese Admiral Yamamoto shot down after U.S. code breakers locate his whereabouts.

**May** - U.S. troops complete capture of Aleutian Islands after Japan withdraws.

**June** - U.S. begins submarine attacks on Japanese shipping; Allies advance to New Georgia in Solomon Islands.

**July** - U.S. bombs Japanese on Wake Island.

**August** - U.S. wins Battle of Vella Gulf in Solomon; completes occupation of New Guinea.

**September** - U.S. continues push of Japanese out of New Guinea.

**October** - Japan executes 100 American POW's on Wake Island.

**November** - U.S. Marines invade Bougainville in Solomon Islands and Gilbert Islands, ending Japanese resistance there.

**December** - Full Allied assault begins on New Britain in Papua New Guinea.

- 1944 -

**January** - British and Indian troops recapture Maungdaw in Burma; U.S. troops invade Marshall Islands.

**February** - U.S. continues to capture parts of Marshall Islands; begin destroying Japanese naval bases in Caroline Islands, attack the Mariana Islands and Northern Burma.

**March** - U.S. troops set up operations behind Japanese lines in Burma, leaving them no room to retreat.

**April** - Allies invade Aitape and Hollandia in New Guinea.

**May** - Allies invade Biak Island in New Guinea.

**June** - Japanese railroad stations bombed in Thailand; begin bombing Japan. U.S. fighters shoot down 220 Japanese planes during "Marianas Turkey Shoot."

**July** - U.S. Marines invade Guam, complete its liberation a week later.

**August** - U.S. and Chinese forces take Myitkyina in Burma; complete the capture of the Mariana Islands.

**September** - U.S. invades Morotai (in Indonesia) and Paulau.

**October** - U.S. begins air raids of Okinawa, Japan; Invade Philippines. U.S. Navy wins Battle of Leyte Gulf despite kamikaze attacks.

**November** - Japanese forces in Iwo Jima bombarded by the U.S. Navy; bombings of Tokyo, Japan begin.

**December** - U.S. continues move into Philippines.

- 1945 -

**January** - British take over Akyab in Burma; U.S. Army moves further in Philippines. Japanese air bases in Indochina attacked by U.S., Burma Road reopened allowing supplies to China.

**February** - U.S. attacks Japan in Manila, Philippines, Bataan recaptured and U.S. Marines invade Iwo Jima, small island off Japanese coast.

**March** - Manila, Philippines retaken and Mandalay, Burma liberated.

**April** - U.S. invades Okinawa, Japan.

**May** - Japan begins withdrawal from China.

**June** - Japan withdraws from Philippines; Japanese Premier Suzuki announces Japan will "fight to the end rather than surrender."

# The of the Pacific

**DIRECTIONS:** Use “The War in the Pacific” information and your own ideas to complete the sentences with general statements and explanations. Avoid small details that simply describe how the War in the Pacific unfolded. Instead describe trends, the “big picture” as you see it.

At the beginning of the war ...

An important turning point was \_\_\_\_\_ because ...

Things began to turn around at \_\_\_\_\_ in that ...

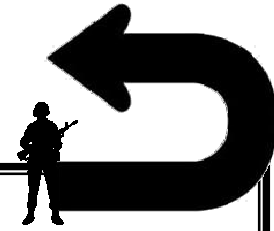
Japan reacted to events by ...

The U.S. and its Allies fought the war by ...

By the middle of 1945, it was highly likely that ...

The War in the Pacific could best be described as ...

## Turning Things Around



### Springboard:

Students should read “The ‘Other’ War” and answer the questions.

**Objective:** The student will be able to describe Operation Overlord and explain why it was a major turning point for the Allies in Europe.

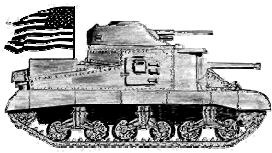
### Materials:

The “Other” War (Springboard handout)  
Prepare to Play... (handout)  
Allies Ahead! (handout)  
blank note-cards or scrap paper

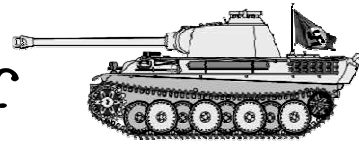
### Procedure:

- After reviewing the Springboard, explain that once North Africa, Italy, and the Soviet Union were under Allied control, the next step in defeating Germany was to re-capture France, which had been occupied by the Germans since early in the war. That invasion of France was one of the largest and best-planned military operation in history. Go on to explain that this lesson examines the historic mission.
- Distribute the “Preparing to Play” handout and have the student(s) work individually, in pairs, or small groups, using the Internet to learn about each person or action and its importance to the 1944 D-Day invasion.
- Have them share what they learn and discuss, adding to their answers as appropriate. (*Answers will vary; see Teacher page for suggestions.*) In the follow-up discussion have the student(s) explain why the events of D-Day are considered the most important turning point in World War II. (*Retaking France forced the German troops to retreat, as the Allies pushed them back toward the German homeland. The successful Allied invasion led to an Allied victory in Europe a year later.*)
- **For group instruction** divide the students into teams by color as on the “Allies Ahead!” game board, and have them write their color on the back of the cards. Each group should write AT LEAST 5 questions about D-Day and other turning points (the fewer the players, the more questions needed) and answers for each to prepare to play the “Allies Ahead!” jeopardy game. Each question should be rated and labeled on the back (with the color) based on its level of difficulty from \$100 (least challenging) to \$500 (most challenging). **For individualized instruction** the teacher or parent and student should develop questions and to play against each other.
- When the questions are written, collect them by color. To play each team or person selects a color and value of question to answer. The teacher reads the cards for requested questions (such as blue for \$300). A correct answer earns the assigned value while an incorrect response, loses that amount. A tally should be kept throughout the game to determine the winner, the team or player with the most points when allotted time is up or questions have all been asked.





# The "Other" War



As the Japanese pushed their way across the Pacific, the other Axis Powers were fighting through Europe, North Africa, and the Soviet Union. By mid-1941 the Allies had suffered many setbacks. Hitler's submarine fleet called the "wolf pack" sank hundreds of ships in the North Atlantic, Caribbean, and Gulf of Mexico. The Germans' surprise 1941 invasion of the Soviet Union codenamed "Operation Barbarossa" was looking like a success. Meanwhile the German commander Marshal Rommel, called the "Desert Fox," had crossed North Africa and was closing in on Egypt. Had the Axis taken control of the Suez Canal, a valuable waterway there, it could have proved disastrous for the Allies.

Things finally began to look up by late-1942. First, British troops under the leadership of Bernard Montgomery stopped the Germans at El Alamein, just west of the Egyptian capital of Cairo, and drove them back. An Allied invasion of North Africa trapped the Axis armies at Tunisia, forcing them to surrender in May 1943.

At the same time the Soviets halted the German advance at Stalingrad, ending Hitler's hopes of defeating the huge empire. The Soviets fought bravely, but their biggest **asset** was the weather. Hitler attacked in June, but an early Russian winter in September made it impossible for his troops to fight in the harsh conditions. Within a year, Stalin's rugged army regained almost all of Russia's lost territory and pushed the Germans back.

Then the Allies set their sights on Italy. Allied leaders thought Italy would be easy to defeat; and then they could turn their attention fully on Germany. The Italian campaign began with the invasion of Sicily off the southern coast of Italy. Sicily fell in August 1943, allowing Allied troops to then flood onto the Italian mainland, which they did the following month, resulting in a quick victory over Mussolini. With his main ally out and the tide turning in the Pacific against Japan, Hitler and his army now stood alone to fight the Allies in Europe.

Which synonym of the word "asset" **BEST FITS** its use in the passage?

- A. skill                      B. talent                      C. benefit                      D. advantage

Which statement is most likely **FALSE** based on passage information?

- A. Wintertime in Russia is very cold, snowy, and harsh.  
B. The defeat of Italy signaled the end of the war in Europe.  
C. German submarines were superior to Allied technology.  
D. Taking the Suez Canal was a key goal for the Axis powers.

Which of these events was **NOT** a turning point in World War II?

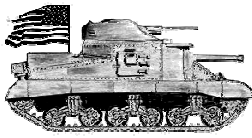
- A. surprise invasion of the Soviet Union  
B. defeat of Rommel at El Alamein, Egypt  
C. invasion and fall of Sicily in August 1943  
D. stopping the Germans at Stalingrad, Russia

What do you think the next step should be to defeat Hitler? \_\_\_\_\_

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## The "Other" War Answers & Explanations



As the Japanese pushed their way across the Pacific, the other Axis Powers were fighting through Europe, North Africa, and the Soviet Union. By mid-1941 the Allies had suffered many setbacks. Hitler's submarine fleet called the "wolf pack" sank hundreds of ships in the North Atlantic, Caribbean, and Gulf of Mexico. The Germans' surprise 1941 invasion of the Soviet Union codenamed "Operation Barbarossa" was looking like a success. Meanwhile the German commander Marshal Rommel, called the "Desert Fox," had crossed North Africa and was closing in on Egypt. Had the Axis taken control of the Suez Canal, a valuable waterway there, it could have proved disastrous for the Allies.

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Which synonym of the word "asset" **BEST FITS** its use in the passage?

- A. skill                      B. talent                      C. benefit                      D. advantage \*

*(Students should substitute each synonym into the sentence. Only D makes sense in the context of the passage.)*

Which of these statements is most likely **FALSE** based on passage information?

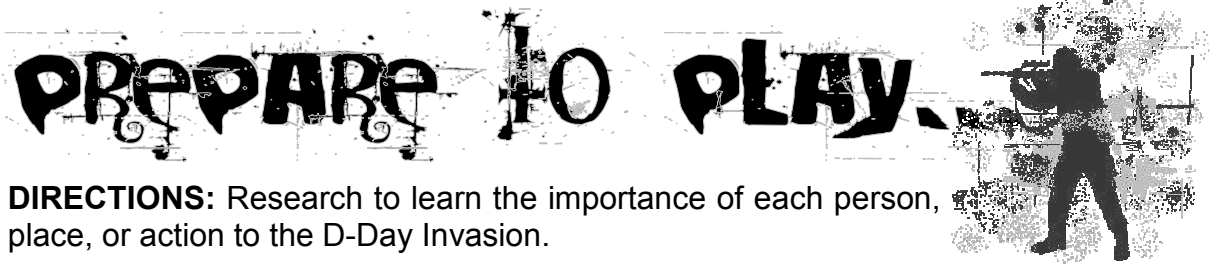
- A. Wintertime in Russia is very cold, snowy and harsh.  
B. The defeat of Italy signaled the end of the war in Europe. \*  
C. German submarines were superior to Allied technology.  
D. Taking the Suez Canal was a key goal for the Axis powers.

*(A, C and D are logical based on passage information. Even though Italy was taken out of the war in 1943, the Allies were still fighting Germany for two more years.)*

Which of these would **NOT** be considered a turning point in World War II?

- A. the surprise invasion of the Soviet Union \*      *(A turning point changes the*  
B. the defeat of Rommel at El Alamein, Egypt      *course of an event. B, C,*  
C. the invasion and fall of Sicily in August 1943      *and D all led to the Allies*  
D. stopping the Germans at Stalingrad, Russia      *gaining the upper hand*  
*and eventually winning the war. Choice A was an event during the war, but did not*  
*change who was winning at the time.)*

What do you think the next step should be to defeat Hitler? *Answers will vary but should be well-reasoned and spark some discussion. However, note that at this point in the war, France was still under German control.*



**DIRECTIONS:** Research to learn the importance of each person, place, or action to the D-Day Invasion.

Dwight D. Eisenhower -

D-Day -

Operation Overlord -

Landing beaches -

Atlantic Wall -

Normandy, France -

The English Channel -

SHEAF -

Pas de Calais -

Higgins boats -

paratroopers -

training exercises -

Other -



Dwight D. Eisenhower - *America's commander of the operation was appointed after distinguishing himself in the African and Italy invasions.*

D-Day - *It's the code name given for the invasion. Originally D-Day was set for 5:30 A.M. on June 5<sup>th</sup>, 1944, but weather conditions forced the Allies to push it back a day to June 6<sup>th</sup>. This date was chosen because the full moon provided light to help with night travel.*

Operation Overlord - *It is the code name for the entire operation. The plan was to cross the English Channel to invade France. Once they took "beachheads," places along the coast from which to attack inland, they could move to liberate the country from Axis control.*

Landing beaches - *The Allies planned to land at several locations along a 50-mile stretch of the Normandy coast in Northern France. The landing sites were codenamed Utah, Omaha, Gold, Juno, and Sword.*

Atlantic Wall - *The northern coast of France was called the Atlantic Wall because it was so heavily defended by the Germans. It was fortified with concrete barriers, barbed wire, machine gun nests, more than six million mines (on land and in the water), and steel poles in the water that could rip the bottom out of boats. It was also guarded by thousands of soldiers, though most were French and Polish men captured and forced to fight for the Germans; these had little loyalty or willingness to die for Germany.*

Normandy, France - *The region of northern, coastal France chosen for the invasion. Commanders chose this area to throw the Germans off. (The Germans were expecting the invasion elsewhere - see Pas de Calais.)*

The English Channel - *The Allies crossed this narrow waterway between Great Britain and France to land on the coast of Normandy.*

SHEAF - *This acronym stands for Supreme Headquarters Allied Expeditionary Force, the British and American commanders who planned the invasion led by Eisenhower.*

Pas de Calais - *This French location would have been the most logical spot for an invasion, since it is the closest point to Great Britain across the English Channel. The Germans thought the Allies would land there and were prepared for an attack; Normandy, while defended, was unprepared for the massive invasion.*

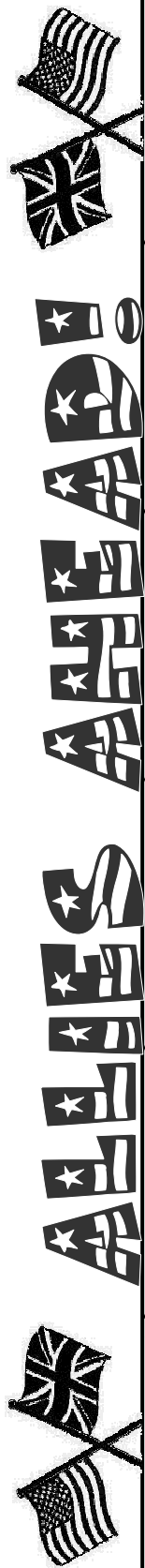
Higgins boats - *This flat-bottomed boat was specially designed for the attack to land on the beaches. Several other weapons were also designed especially for this mission, including amphibious tanks and new rifles.*

paratroopers - *Just before dawn on D-Day, 20,000 soldiers were dropped by parachute behind enemy lines to help with the invasion.*

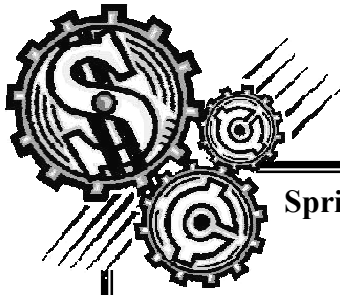
training exercises - *Soldiers were very well prepared for D-Day. They practiced climbing cliffs, landing on beaches, and fighting in the forests of Great Britain for months beforehand. All training exercises were done with live ammo!*

Other - *The plan, Operation Overlord, included tricking the Germans into preparing for the attack at Pas de Calais. Fake "Hollywood sets" along the British coast and radio broadcasts fooled the Germans about the attack's location. Spies kept track of German troops. Planes bombed railroads, airports, radar centers, and bases all over France in the days before D-Day. Then thousands of boats filled with soldiers landed at Normandy. Around 10,000 Allied soldiers died on D-Day; most were British and Americans.*





| RED   | YELLOW | BLUE  | GREEN | ORANGE | PURPLE |
|-------|--------|-------|-------|--------|--------|
| \$100 | \$100  | \$100 | \$100 | \$100  | \$100  |
| \$200 | \$200  | \$200 | \$200 | \$200  | \$200  |
| \$300 | \$300  | \$300 | \$300 | \$300  | \$300  |
| \$400 | \$400  | \$400 | \$400 | \$400  | \$400  |
| \$500 | \$500  | \$500 | \$500 | \$500  | \$500  |



## In Dollars and Cents

### Springboard:

The students should read “A Wartime Industrialist”  
and answer the questions.

*(Answers will vary but should be justified and reasonable.)*

**Objective:** The student will be able to explain how World War II affected the U.S. economy.

### Materials:

A Wartime Industrialist (Springboard handout)  
Wartime Economics (cut-out cards)  
Assets and Liabilities (handout)

### Terms to know:

**ration** - restrict the sale and use of, as in war

**labor union** - organization that represents its  
“members” in a certain industry or trade

**gross domestic product (GDP)** - total value of  
goods and services produced by a country, state, etc.  
in a year

**assets** - factors favoring a person, nation, etc.;  
positives

**liabilities** - factors with negative impacts

### Procedure:

- After reviewing the Springboard, explain that the war had a tremendous effect on America’s economy, but the impact was a mixed bag. Some effects were beneficial and others were negative. Go on to explain that in this lesson the student(s) will learn about the war’s economic impact on the U.S.
- Distribute the “Wartime Economics” cut-out cards. The student(s) should cut the cards apart. They should then work individually, in pairs, or small groups to divide the cards into categories based on the impact they think each event would have: something that helped or hurt the U.S. economy during or after the war.
- Have them share / compare their groupings and discuss. (*Groupings may vary somewhat. Some are obviously good, snapping the U.S. out of the Depression, or bad, as inflation. Others can arguably go either way. Any groupings are fine as long as they are well-reasoned.*)
- Then distribute the “Assets and Liabilities” graphic organizers and discussion questions. The student(s) should complete the analysis form and then share their ideas and discuss. (*Answers will vary, but make sure to emphasize that the role of government grew tremendously during the war. In spite of problems like inflation, by and large, most Americans were happy to do their part and were thrilled to be back to work after the Depression.*)



## *A Wartime Industrialist*

Henry J. Kaiser was perhaps one of the best-known businessmen of the World War II era. Born in New York in 1882, he began his career as a photographer and was running the company that hired him by the time he was twenty! Using the money he earned, he moved to the west coast and started a construction company. Most of his jobs were for the U.S. government and by the early-1930's they were large-scale projects, most notably the building of the Hoover Dam.

During the war Kaiser opened his first of many shipyards in Richmond, California. He used new and improved ship building methods that allowed his company to produce ships faster than ever. During the war his company was able to turn out a "Liberty" ship in less than four days, unheard of at that time! Kaiser Shipyard built cargo ships and smaller aircraft carriers that served the U.S. military in both the Pacific and Atlantic wars.

And his industry did not end with shipbuilding. Over the course of his long life, Kaiser also started automobile companies, using profits from these and others to sponsor hospitals and first-aid stations at his business sites. He offered his workers low-cost health plans to use these facilities. After World War II ended, he extended medical coverage to the families of his employees. In 1948 he started the Kaiser Family Foundation, a non-profit organization, working toward improving health-care in America. Kaiser spent much of his life in Hawaii, where he built civic centers, hotels, roads, hospitals, and schools. He died at in Honolulu age 85.

Today there are many schools named after Henry Kaiser, a medical empire that bears his name, as well as buildings such as the Kaiser Convention Center in Oakland California. Though his career took him in many directions, his contributions to shipbuilding and the war effort are celebrated. During the 1980's and 1990's a whole fleet of 18 U.S. Navy oil ships were named after Henry J. Kaiser.

Henry Kaiser was often referred to as "Sir Launch-alot" during World War II. Why do you think he was given this nickname? \_\_\_\_\_

\_\_\_\_\_

Of all of his accomplishments, which do you think is the most notable? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What other businesses besides ship building do you think may have thrived during W.W. II and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# WARTIME ECONOMICS\$

|  |  |   |
|--|--|---|
| World War II ended the economic downturn of the Great Depression.  | New factories opened to produce needed supplies for the military                                       | The War Production Board was a government agency that organized goods and services needed for the military. |
| Many new ships were built to supply the U.S. Navy.   | The government ordered that non-essential items such as cars stopped being produced.                   | Rubber and tin shortages made it necessary to conserve these materials for military needs.                  |
| National speed limits were imposed to make tires last longer.  | Gas was rationed in the U.S. to conserve gas for military use.   | Huge numbers of farm workers had to leave the farms to serve in the military.                               |
| The United States reached full employment during the war.  | Consumer goods were scarce during the war.   | Better farm machines and fertilizers were developed to grow more food faster to feed troops and civilians.  |
| Inflation went up during World War II.   | The Office of Price Administration was a government agency to oversee pricing.                         | Meat, butter, and other common items were rationed during the war.  |
| The War Labor Board was a government agency that controlled wages during the war.                        | Wages went up considerably during the war because there were not enough workers to fill jobs.          | The “black market” became popular. It was an “I know someone who...” way to obtain hard-to-get goods.       |
| The labor unions grew in number and members during W.W. II   | Most major labor unions took “no-strike pledges” during the war.                                       | Bosses for coal-workers unions ordered their members to strike often in the early years of the war.         |
| The Smith-Connally Act was passed in 1943 making it a crime to strike in war industries.                 | The U.S. government took over the coal industry after 1943.  | The U.S. government controlled the nation’s railroads during part of the war.                               |
| Cities such as Los Angeles, Detroit, and Seattle grew rapidly, as people flocked there for wartime jobs. | FDR gave a large number of military contracts to southern businesses hit hard by the Great Depression. | The Gross Domestic Product rose from \$100 billion in 1940 to \$200 billion in 1945.                        |
| Big businesses’ profits rose from \$6 billion in 1940 to \$12 billion in 1944.                           | The amount of money people had left over after paying bills doubled during World War II.               | Income taxes rose dramatically to pay for the war   |
| The nation’s debt rose to \$259 billion by 1945.   | At its height the cost of fighting World War II was \$10 million per HOUR!                             | Families were issued ration books to limit what they could buy during the war.                              |

## LIABILITIES

**DIRECTIONS:** Complete the graphic organizer with information from the lesson about factors that influenced the U.S. economy. Then answer the questions below.

## POSITIVE & NEGATIVE EFFECTS:

Explain how the role of government changed during the war. Do you think the changes were needed? Explain.

How do you think Americans felt at the time about the economic growth and the war? Do you think people today would have the same reactions? Explain.

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## We Can Do It!

### Springboard:

Students should read “Rosie the Riveter” and answer the questions.  
(Answers will vary but should spark discussion.)

**Objective:** The student will be able to describe what women did during the war and how World War II changed their roles.

### Materials:

Rosie the Riveter (Springboard handout)  
What We Did During the War (5-page handout)  
Researching History (handout)

### Terms to know:

**munitions** - weapons, ammunition, and other needed war materials

### Procedure:

- While reviewing the Springboard, make sure that student(s) understand that most movies, posters, songs, and other sources portray women in this way during World War II. Realizing that the work of women was needed to fill factory jobs, the government created the fictional character Rosie the Riveter to inspire women to leave their homes and pitch in. Rosie was strong, fiercely patriotic, efficient, self-sacrificing, admirable, and pretty. Go on to explain that it may be an over-simplification to think that ALL women worked in the factories during the war out of patriotic duty because of a few iconic images, movies, and the like. Go on to explain that in this lesson the student(s) will conduct historical research, examining actual personal narratives and other sources to determine the accuracy of the Rosie the Riveter portrayal of World War II women.
- Distribute “What We Did During the War” and “Researching History.” The student(s) should study the sources individually, in pairs, or small groups and complete the historical research analysis form as directed. (FYI: The readings are all excerpts from primary sources @ [www.womenshistory.about.com](http://www.womenshistory.about.com). The pictures are from the 1940’s but do not necessarily depict the women in the sources.)
- Have them share their “findings” and discuss.
- **EXTENSION:** Videos and music downloads of “Rosie the Riveter” are available online. These could be projected or the student(s) can view them independently.

# Rosie the Riveter

This song is about “Rosie the Riveter,” a character who became the symbol for the efforts of millions of women in U.S. factories, munitions plants, and shipyards during W.W. II.



All the day long, whether rain or shine  
She's a part of the assembly line  
She's making history, working for victory  
Rosie, the Riveter

Keeps a sharp lookout for sabotage  
Sitting up there on the fuselage  
That little frail can do more than a male can do  
Rosie, the Riveter

Rosie's got a boyfriend, Charlie  
Charlie, he's a Marine  
Rosie is protecting Charlie  
Workin' overtime on the riveting machine

When they gave her a production 'E'  
She was as proud as a girl could be  
There's something true about, red, white, and blue about  
Rosie, the Riveter

Ev'ryone stops to admire the scene  
Rosie at work on the P-19  
She's never twittery, nervous or jittery  
What if she's smeared full of oil and grease  
Doin' her bit for the old Lend-Lease  
She keeps the gang around, they love to hang around

Rosie buys a lot of War Bonds  
That girl really has sense  
Wishes she could purchase more Bonds  
Putting all her extra cash in National Defense

Oh, Senator Jones, who was in the know  
Shouted these words on the radio  
Berlin will hear about, Moscow will cheer about  
Rosie (Hah-hah-hah-hee-hee-hee), Rosie (Hee-hee-hee-hee) Rosie the riveter gal

Do you think this is an accurate description of American women in World War II? Explain.

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# What We Did During the War



"I was standing on the stairs when the Pearl Harbor announcement was made...I can remember looking down at the carpet and thinking life would never be the same again. I was then in high school, and there was a belief that we were all going to be involved...I had been 16 when I went into college and just 19 when I left..."

I did work as a volunteer in a hospital in Boston to relieve civilian nurses. We were very convinced that everyone ought to be tremendously involved in the war effort. I enjoyed the hospital volunteering, but I found the experience absolutely terrifying. I had been sheltered, and I had not realized that there was as much pain and misery in the world. The hospitals were very short-staffed and seemed to me that there was always too much to do. I think the responsibility was really too much for me at that age.

There were entertainment centers called 'Buddies Clubs' or USO Clubs, which came a little later, and this meant that typically on a Saturday if you were a good patriotic young woman, you would go to a Buddies Club and you would serve doughnuts and coffee, and you would sit and talk with servicemen and sometimes servicewomen. There would be a tremendous opportunity to meet people from very different parts of the country. Servicemen were very lonely, very homesick, and they simply liked to sit and talk with someone. They would like to show photographs of their homes and their parents and their girlfriends and talk about all that..."

*Nancy Potter*

"I remember during the war years I was in the 4-H and I had a victory garden. As a matter of fact, it won a \$25 war bond. They were called savings bonds until the war, and then they were called war bonds. And I won a war bond and a camp scholarship because of my victory garden.

Had it not been for the war, I never would have played professional baseball. That started because of the war. People didn't have money to go places. Phil Wrigley of the Chicago Cubs was certain that all the men would be drafted, and the major league ballparks would be empty. That's the reason he started that league, the All-American Girls' Professional Baseball League. So because of the war, I got that chance... it gave me the courage years later to say, "I think I'll go to college."

...I think our whole country changed after the war... that was the beginning of the downfall of the family...Families found out that they could have two incomes. And now, 45 years later, parents need those two incomes to survive. Because of that, nobody's home. The kids know their baby-sitter better than they know their parents... And I really think that all happened because Rosie was needed to rivet during the war, but when the war was over, she didn't stop."

*Wilma Briggs*





# What We Did During the War

"...I was also an air raid warden instructor. I went to the armory on North Main Street, and there we were trained. We then came back and conducted schools where we taught air raid wardens procedures of how to act in case of an air raid, how we were to keep people in shelters during the air raids, and what to do with casualties. I didn't particularly enjoy being an air raid warden instructor, but I was glad to help. I was glad to do it. I was doing my patriotic duty..."



During the war we had food rationing, and I was on the board for sugar rationing. That was a very special project. I was the local chairman for Kingston and South Kingstown. Sometimes I was very angry because some people came in and filled out applications for more sugar than they were entitled to... Another thing we did was to can fruits for the hospital. Groups of women throughout South Kingstown gathered at the Neighborhood Guild and we canned... At school we had drives collecting metal, and people brought in pots and pans right out of their kitchens. Oh, my, what a mess! But we did it. In school we sold war bonds, and we had competitions in school to see which homeroom would sell the most. This was another sign of patriotism."

*Mary Bristow*



"... Black people had a hard time going to school... I knew there was discrimination, particularly when I went to get a job, when I graduated from high school. I couldn't get a job. I went to offices of the different insurance companies. I was a crackerjack stenographer, and I was smart, but I was colored.

When I would go down for a job, the girl in the office would look like this, and then she called for the employer. He'd come; he'd say, 'Uh, uh Miss Jennings, um, yes, well the job is filled.' I'd go home and call right back. 'Is there a position open as a secretary in your office?' 'Yes there is'... I said to my mother, 'I'm never going to be able to work.' She said, 'Why?' I said, 'Because they're only giving out jobs to white people.' She said, "That shouldn't be." I said, "It shouldn't be, but it is'..."

When the war came, women went to work for the first time in factories and driving trucks. If a delivery truck came to your house, a woman would be driving it. The women were postmen. Up until that time, we didn't have women postmen. The women were garbage people. They were because all the available young men were in the service.

I started work in a war plant, Federal Products in Providence, where they made gauges and precision instruments... We were taught how to do everything in that line. I was top notch, but I couldn't do anymore than what they had shown me... People came in from the government telling us that we were part of the war, that we had to do the best we could, and we would make these indicators that were going out all over to precision places. We had such a feeling of being part of the war..."

*Naomi Craig*

# What We Did During the War



"Most all of the men in my life, including two of my three brothers, joined the service; I myself joined the WAAC's, Women's Army Auxiliary Corps, in January of 1943. Why? I didn't have the gall to stay out. I wasn't married and practically every single person I knew, who was able to walk, went in to help the country. I felt it was my job to help, too.

I was made Commanding Officer of the WAC detachment at Stark General Hospital in Charleston, South Carolina. It was a receiving and evaluation hospital for our wounded coming in from Europe. The wounded soldiers would come in on hospital ships... We could sometimes get a thousand amputation cases off one ship. Most of the kids were 18, 19, 20-years old. There were bad amputations, minor amputations. As one can imagine, it's not easy to see all those thousands of kids so injured...

Stark General Hospital was really big, about 2,400 beds. I had about 250 girls working throughout the hospital. They did all kinds of jobs from secretarial to ward work to anything one can think of that anybody would do in a hospital. I saw to it that they were all housed properly, clothed, and were fed. I was completely in charge. I really liked this job a lot.

During my whole career in the army, I was paid \$21 a week. The army provided just about everything else. First of all, they gave us our uniforms. We were very conscious of the fact that we always had to be in correct uniform, and that we were representing our government. Mostly, though, we wore skirts and shirts and neckties, jackets, and hats. We had winter and summer uniforms. We also had dresses for the summer and for evening wear. The army even issued us stockings. It was the early days of nylon stockings, and you've never seen nylon stockings like that. They lasted for years, and they never got runs. We even had khaki colored underwear and khaki colored slippers..."

*Barbara T. Gwynne*

"After my husband went into the [Navy] I went to work in a woolen mill, Lister's, which before the war was just a normal routine job. When the war started they needed wool very badly so this was considered a service job. In other words, it was important.

At the mill the government used to send out all the Purple Heart soldiers to talk to us and tell us that we couldn't take time off, and pushed all this patriotism on us. One particular day I had the day off and they went to my house. I wasn't home. It would have been embarrassing to have a soldier with a Purple Heart on asking why I wasn't at work...

I had a young baby and I had a place to leave him in a nursery. At the mill I worked every day and I had all my evenings off, and Saturdays and Sundays, so that I was home alone with my son... I was lucky in that there was a Salvation Army day nursery on the street I lived on. They only charged \$3 a week. After I moved to my own little apartment, I used to have to take my son on the trolley car, bring him over to the nursery, and leave him there, and go back down the street and get on another trolley and get to work; and the same thing at night."

*Katherine O'Grady*



# What We Did During the War

“...When a service was opened for women, I just felt I should join, because the men were drafted, the men were enlisting, and I was single, and I just felt it was my duty. Now, I was 25 years old, very idealistic and patriotic, so I became part of the original group of enlisted women in the Women's Army Auxiliary Corps... Somehow or another we got through basic training. We had to get up very early in the morning, race around, and then we would be marched to the mess hall, and we'd just walk in the mess hall, get food on our tray, and we'd have to get out, they'd just throw us out...



I was put in charge of the mess hall at Fort Leavenworth, Kansas. Well, the mess sergeant had worked for Bird's Eye Frozen Food Company in Washington. She was obsessively clean, and that's a good trait in the kitchen. We had a girl from Chicago who had worked in the meat packing house, cutting meat, so we had a good meat cutter. We had another girl, we called her Cookie; she was a baker from a very fine bakery in Denver. We had another girl who was a chef from Sun Valley, Idaho. So our mess hall, I must say, had a wonderful kitchen. It was rated as the second best mess in the United States Army. The second best! ... During the war there wasn't the food to buy, and things were rationed and everything, so boy, to get an invitation to our mess hall was something. I'm very proud of that fact.

So I was there at Fort Leavenworth, Kansas for two years. It was the only time in my life when I and all the women there suffered from discrimination. Today, I mean, women wouldn't tolerate it, but the men there, mostly career army officers, West Pointers, did everything they could to block us.

Every morning, I had to go up to headquarters and report. I'd stand there at attention and he [the officer] would shout at me, and he would curse and swear when I'm there knocking myself out, trying to form a company, something I had never done before. As I'd stand there, the other WAC officer with me would have tears streaming down her face -- I used to get so mad at her, and I used to get so mad at him. But I stood there and I took it until one day, I took the bar off my shoulder and I threw it on his desk, and I said, 'I have taken the last bit of abuse I'm going to take from you or anybody else on this post!' I said, 'I'm going back to my office. I'm going to call Seventh Service Command, talk to Major Bell, and I'm going to tell her to take us out of here and send us someplace where we'll be appreciated! ... I have had no help! People have been rude to us, we get obscene phone calls all the time, day and night, from people at the detachment, the company, and I have had it!'

As I stormed out of the room he said (changes voice), 'Just a minute miss, just come back here!' He said, 'You haven't been dismissed!' and I walked back into the room and said, 'That's another thing! Nobody on this post will call me lieutenant -- everybody calls me miss! I'm just as much a lieutenant as any man that graduates from West Point -- you want to talk to me, you call me lieutenant!' And I walked out..."

*Genevieve Chasm*

# What We Did During the War

| Year | Percentage of Women Working Outside the Home * |
|------|--|
| 1930 | 23.6   |
| 1940 | 27.9   |
| 1944 | 37.3 (peak)                                    |

\* Statistics do not include women in the military. Women made up 2% of the U.S. armed forces during World War II.



"Rosie the Riveter" was first heralded in a 1942 song. After that, posters (above left), articles and ads in magazines, and even a 1944 film (poster above right), and many slogans presented the message, "The more women at work, the sooner we win." The *Magazine War Guide* asked that all magazines publish a "Women at work" cover to emphasize not only defense and factory work, but all kinds of employment opportunities for women.

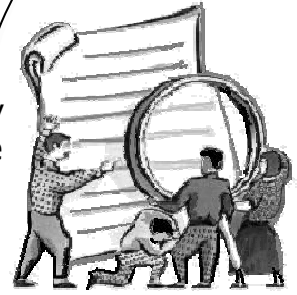
## Rosie the Riveter Memorial

Located at what was formerly Kaiser Shipyard #2, the memorial is inscribed with the words:

*"You must tell your children, putting modesty aside, that without us, without women, there would have been no spring in 1945."*



# Researching History



**DIRECTIONS:** When historians do research they often study sources from the past to draw conclusions about an event or time in history. In this assignment you will act as a historical researcher to answer the questions below. For each question take notes to collect information from the sources. Then write an answer based on information in the sources you used.

**QUESTION 1:** What did women in America do during World War II?

Notes:

Answer:

**QUESTION 2:** How accurate was Rosie the Riveter as a depiction of American women at this time?

Notes:

Answer:

**QUESTION 3:** How did women's roles change in America as a result of the war?

Notes:

Answer:



## Life on the Home Front

### Springboard:

Students should read “Degenerate Art” and answer the questions.

*(Answers will vary but should spark discussion. In general Hitler hated modern art and thought art should glorify Germany and not be personal expression. The fear and disillusionment of European artists mixed with American enthusiasm to create new styles in America. The most popular were modern abstracts.)*

**Objective:** The student will be able to describe American culture during W.W. II and its aftermath.

### Materials:

“Degenerate Art” (Springboard handout)  
That’s Entertainment! (5 handouts - see procedures)

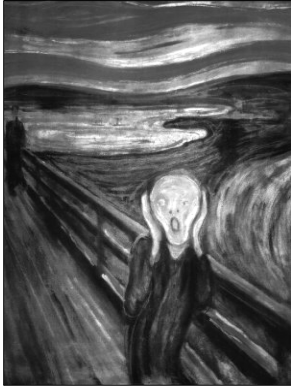
### Terms to know:

**abstract** - visual art form using color and line to create a composition that “represents” real people or things

### Procedure:

- After reviewing the Springboard, explain that ironically, Hitler was actually once an artist himself, but failed to find success or acceptance in the art world. Have the student(s) explain if or how this rejection may have impacted his persecution of artists. *(Answers may vary, but it is certainly likely!)* Go on to explain that life in America during the 1940’s was greatly influenced by the war and in this lesson, the student(s) will learn how.
- **For group instruction** divide the room into five stations, placing one of the “That’s Entertainment!” pages at each. Students should rotate from station to station to complete each mini-activity. **For individualized instruction** the student should complete the activities as a packet.
- Have the student(s) share their answers and discuss. *(Answers may vary but note the following points during the discussion:*
  - All American Girls Professional Baseball** - *Although wartime demanded relaxed traditional ideas about women, the players were still expected to reflect “feminine and respectable” ideals held about women at the time. Owners wanted the players to project the image of the patriotic “girl next door” while the men were off fighting the war.*
  - Swaying to the Music** - *Lyrics will vary but should reflect the style.*
  - Let’s Go to the Movies!** - *Rick’s heroism in aiding people who were escaping the Nazis would have suited the government.*
  - Wartime Poster Art** - *Posters urged people to conserve food, save and turn in metal, plant “victory gardens,” sign up to serve, etc.*
  - Supporting the Troops** - *U.S.O. locations provide meals, drinks, places to “hang out,” play cards, share experiences, hugs at transport centers, etc.)*

# "DEGENERATE ART"



When Hitler and the Nazis came to power, they banned books, art, and anything else that did not promote their beliefs. As a result many artists, authors, and intellectuals fled Germany and other Nazi-occupied countries for America. Once in the U.S., their beliefs and styles greatly influenced American art and artists.

By the late 1930's the Nazis had removed all paintings and other artwork they objected to from German museums and galleries. Of these purged works, 650 were chosen for a special exhibit called *Entartete Kunst*, or "Degenerate Art." The exhibit began in Munich, Germany, and then traveled to other cities in Germany and Austria. At each location the pieces were poorly hung and often surrounded by graffiti and statements mocking the artists.

Hitler himself said of the "degenerate" artists, "I forbid them to force their so-called experiences upon the people. If they do see fields blue, they are deranged and should go to an asylum. If they only pretend to see them blue, they are criminals, and should go to prison. I will purge the nation of them."

Some of the featured artists are today considered masters of their time, including Marc Chagall, Max Ernst, Edvard Munch (well-known for his painting, *The Scream*, pictured above) and Paul Klee. The works of these and others were singled out for being too anti-German or too pro-Jewish. For the most part, any modern styles of art were considered "degenerate," lacking in any moral value. But many of these "degenerates" eventually found their home and freedom in the U.S., where their influence is seen in American artistic movements.

Based on the passage, explain what you think Hitler believed about art and artists. What did he think art was for? \_\_\_\_\_

\_\_\_\_\_

What do you think Hitler would have thought of *The Scream* (pictured above) and why? \_\_\_\_\_

\_\_\_\_\_

How do you think these European artists might have affected American art and artists? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# ALL-AMERICAN GIRLS PROFESSIONAL BASEBALL



As more and more young men were drafted into military service, professional baseball team owners worried that their league would completely collapse, leaving them with empty stadiums. Led by Phillip Wrigley, owner of the Chicago Cubs and Wrigley Gum, a committee came up with the idea to form a girl's baseball league and sent out scouts to find players.

Try-outs were organized in several major cities, attracting hundreds of young American and Canadian women who played in softball leagues. Of these only 280 made it to the final try-outs, where the final number of players was whittled down to 60. The league started with only four teams, all

around Chicago, and expanded around the nation to 10 teams at its height in 1948. The playing rules changed over time from softball distances and pitching styles to being more like regular fast-pitch baseball. Some rules the players had to follow included:

1. Women had to always appear in feminine attire when not playing or practicing.
2. Boyish bobs were not allowed, and lipstick had to be worn at all times.
3. All social engagements had to be approved by the team chaperone.
4. Baseball uniform skirts could be no shorter than six inches above the knee.
5. Neither smoking nor drinking liquor was permitted.

Write three more rules you think players in the All-American Girls Professional Baseball League might have had to abide by and explain why.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

How do you think these rules were different from those for male baseball players of the day? Why do you think this was the case?

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# Swaying to the Music

The 1940's saw the rise of two distinctly different styles of music. Both were wildly popular and both reflected the mood of a nation at war. Swing style jazz was upbeat and danceable. Often performed by big bands using bass, drums, and lots of horns, it was fast and incited high-energy dancing in USO clubs and nightclubs everywhere. One of the most famous "swing style" songs of the day was the "Boogie Woogie Bugle Boy," a hit by the Andrews Sisters (above) in 1941. The song is about a street musician drafted into the army:



**"He was a famous trumpet man from old Chicago way  
He had a boogie style that no one else could play  
He was the top man at his craft  
But then his number came up  
and he was gone with the draft  
He's in the army now, a-blowin' reveille  
He's the boogie-woogie bugle boy of Company B"**



In contrast to the swing craze, torch songs also were very popular during the World War II era. Torch songs are mostly romantic ballads that tell stories. During W.W. II they were often tales about missing someone or pining for the attention of another. Mostly sung by women, torch songs could bring tears to the eyes of listeners thinking of loved ones far away and in terrible danger.

One of the most popular torch songs of the era was "I'll Be Seeing You" by Billie Holliday (shown). Originally written for a Broadway show, it was first recorded in 1944. Then many other artists, including Bing Crosby and Frank Sinatra recorded their own versions. The song tells of someone thinking of a lover who is far away:

**"I'll find you  
In the morning sun  
And when the night is new.  
I'll be looking at the moon,  
But I'll be seeing you."**

**DIRECTIONS:** Choose one of the two popular styles of music of the World War II era, and write a short verse of 4-5 lines or so that reflect that style.

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# Let's Go to the Movies!

Just like everyone else in American society, those in the movie industry responded to World War II. During the 1940's film studios produced dozens of war-time favorites. New advances in film technology in sound, lighting, and special effects made movies more modern and appealing to the general public.

Many of Hollywood's most popular directors made war documentaries as training films such as The Battle of Midway and Memphis Belle: The Story of a Flying Fortress. War themes were the norm: loved ones separated, the bravery of the troops, tales of victories in battles, and so forth.

But one film stands out above all others of the time: by far the most popular movie of the 1940's was Casablanca. Starring Humphrey Bogart and Ingrid Bergman, this 1942 film tells the story of Rick Blaine, a bitter American who owns a nightclub in North Africa during the early part of the war. His club becomes the place where Europeans can buy transit papers to escape the Nazis and go to America. Rick receives the shock of his life when Victor Laszlo, a leader of an anti-Nazi movement arrives with his wife Ilsa. Years earlier while living in Paris, Rick and Ilsa had a passionate love affair before she abruptly left him with no explanation.

It eventually comes to light Ilsa had thought Victor was dead, and left Rick to return to her husband when she learned he was alive. She tries to explain this to Rick, but he rejects her. As the movie unfolds, the former couple asks the nightclub's pianist to "Play it again, Sam" referring to what had been their song, "As Time Goes By." Rick considers using the papers in his possession to run away with Ilsa but eventually makes her get on the plane with her husband telling her she'll regret it if she doesn't. To help the pair escape, Rick shoots a Nazi officer. To this day Casablanca remains one of the best-known and loved films in American history.

**DIRECTIONS:** During W.W. II the government established the Bureau of Motion Pictures to oversee the film industry. The BMP reviewed every movie made to ensure that it contributed to the war effort. What do you think the BMP would have said about Casablanca? Explain your ideas.

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# WARTIME POSTER ART

U.S. officials did not think the war could be won by the troops alone. The stakes in this conflict were very high; democracy HAD to defeat Fascism! America's leaders believed the entire population had to be involved. To keep up public morale and support for the war, the government paid artists and businesses to create posters to inspire citizens to do their parts. The posters conveyed their messages with pictures and memorable slogans. This art form was inexpensive to create and could be hung anywhere, providing constant reminders to Americans to give more, work harder, and sacrifice for the war.

**DIRECTIONS:** Study the poster from World War II and create your own propaganda poster in the blank box. Then explain how these posters would help the government meet its goals in the space below.

## THEY NEED FOOD



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# SUPPORTING THE TROOPS

Born in London, Leslie "Bob" Hope immigrated to the United States in 1907 and became one of the nation's best-known entertainers of all time. After years as a stage actor and singer, he began his movie career in 1938. In his first film Americans heard him sing "Thanks for the Memories," which became his signature song. Over his 70-year career in movies, comedy, and TV, Hope always said his greatest love was entertaining America's troops.



Hope performed his first music and comedy show for the United Service Organization, the U.S.O., in 1941 for soldiers in California. After World War II ended, the U.S.O. urged entertainers not to forget the troops afterward. Bob Hope took up the cause and over the next fifty years, flew millions of miles around the world to perform hundreds of shows in times of war and peace. His U.S.O. career lasted through Operation Desert Shield in 1991.

Due to his passionate and selfless commitment, Bob Hope received many honors including having military planes and ships named after him. In 1997 he was named an honorary veteran by President Bill Clinton. Upon receiving this award, he said "I've been given many awards in my lifetime, but to be numbered among the men and women I admire most is the greatest honor I have ever received." Bob Hope died in 2003 at the age of 100. In true comedic fashion when asked where he wanted to be buried, he told his wife "surprise me."

**DIRECTIONS:** The USO has over 140 centers around the world where soldiers can go to relax and be entertained. The U.S.O.'s mission is to provide soldiers "a home away from home" with recreational activities to keep up their morale. Besides having a comedian come entertain, what else can you think of that a U.S.O. center could provide or do to meet this goal? List your ideas; try to fill in all the blanks.

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## Follow the Leader



### Springboard:

Students should read “Roosevelt Dead; Truman Takes Oath” and answer the questions.

*(Answers may vary; but it should be noted that during wartime, leadership is especially important as people are fearful and uncertain. FDR had been elected four times so he was obviously popular; Americans were shocked and upset to lose him during this stressful time.)*

**Objective:** The student will be able to describe the role and accomplishments of several American leaders during World War II.

**Materials:** Roosevelt Dead; Truman Takes Oath (Springboard handout)  
Look at a Leader (handout)  
U.S. “Top Brass” in W.W. II (handout)

### Procedure:

- After reviewing the Springboard, explain that in this lesson the student(s) will research the roles and contributions of some of America’s top military leaders during the war.
- **For group instruction** divide students into five groups, assigning each one of the military figures from “Look at a Leader” and review the instructions. (**For individualized instruction** the student should briefly research and take notes on all the leaders on the “U.S. ‘Top Brass’ in W.W. II” handout, choosing one from the list to complete a presentation.)
- The student(s) should work in groups or independently to research one of the military leaders using the Internet and other available resources. They should then use what they learn to create a skit as directed, portraying the required elements about the leader. (**NOTE:** This assignment will likely take more than one class period, so plan for added time or adapt the requirements accordingly.)
- Have the student(s) present and evaluate their skits using the rubric provided. Others should take notes on the “U.S. “Top Brass” in W.W. II” handout, as appropriate.
- Student(s) should then answer the culminating question and discuss.



# ROOSEVELT DEAD; TRUMAN TAKES OATH



Washington D.C. Tragedy struck our nation today. At 4:35 PM Eastern Standard Time President Franklin Delano Roosevelt died suddenly in Warm Springs, Georgia, at the age of 63. His death came on the 83rd day of his fourth term in office. Flags around Washington and around the country are flying at half-mast as Americans stream into the nation's capital to pay their respects to the fallen leader.

President Roosevelt took office in 1932 in the midst of one of our nation's darkest times, the Great Depression. In his first campaign he promised a "New Deal for the forgotten man" and as president, he created many programs to help ease America's financial woes. It is said that crises often call forth gifted leaders. Most Americans would likely say this was the case with President Roosevelt. He has, with his many quick and decisive actions, addressed a multitude of grave problems for almost 13 years.

Now as the nation faces still more difficult and uncertain times, the United States has a new leader. At 7:09 PM less than 2½ hours after learning of the president's death, Vice President Harry S. Truman of Missouri was sworn in as America's 32nd president. The White House issued a brief statement that while the president is as shocked and saddened as the rest of the nation, he promises to see Roosevelt's plans for the war through to victory.

A public funeral will be held at the White House at 4 PM on Saturday. President Roosevelt's body will then be sent by train to his hometown of Hyde Park, New York, where he will be laid to rest on Sunday.

How do you think Americans felt about the death of President Roosevelt? Explain your answer. \_\_\_\_\_

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What can be learned about the importance of leadership from this article? \_\_\_\_\_

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# LOOK AT A LEADER

Historians and scholars often disagree about reasons why the Americans were successful during World War II. Many credit the victory to the high quality of America's military leaders. You are to research one of the leaders listed to create a skit about his life and contributions to the war. (Groups should include everyone in the skit somehow.) Make sure your presentation is creative, interesting, and respectful of the person / people you are portraying!

## MILITARY LEADERS

General Douglas MacArthur  
General Dwight D. Eisenhower  
General George S. Patton  
General Omar N. Bradley  
Admiral Chester Nimitz

## INCLUDE

relevant background information (before the war)  
responsibilities during the war  
memorable quotes and/or anecdotes  
contributions / successes during the war  
life after the war  
what we can learn about leadership from this person

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# LEADERSHIP SKIT SCORING

Use the following scale to grade your work on this assignment:

4 - Excellent

2 - Fair

0 - Unacceptable

3 - Good

1 - Poor

|                           | <u>Student Eval.</u> | <u>Teacher Eval.</u> |
|---------------------------|----------------------|----------------------|
| Includes all requirements | _____                | _____                |
| Interesting information   | _____                | _____                |
| Emphasis on leadership    | _____                | _____                |
| Well-organized, rehearsed | _____                | _____                |

**GRADE:**

**COMMENTS:**



# U.S. "TOP BRASS" IN W.W. II

**DIRECTIONS:** Take notes on these important military leaders of World War II. Then answer the discussion question at the end.

General MacArthur:

General Eisenhower:

General Patton:

General Bradley:

Admiral Nimitz:

What qualities do you think these people all have in common? What do you think you could learn from any/all of them about leadership?

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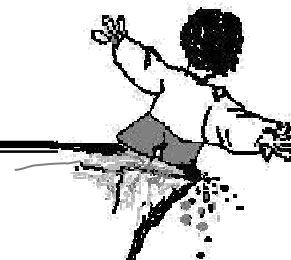
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## No Turning Back



### Springboard:

Students should read “The Last Days” and answer the question.  
(Answers will vary but should spark discussion.)

**Objective:** The student will be able to explain the debate over America’s use of the atomic bomb to end World War II.

**Materials:** The Last Days (Springboard handout)  
The Decision to Use THE BOMB (two different handouts - see Procedures)  
Decisions, Decisions... (handout)

**Terms to know:** **morality** - what is right, just, fair, etc.  
**annihilate** - completely destroy

### Procedure:

- After reviewing the Springboard, explain that indeed two atomic bombs were dropped on Japan just before the war ended. Go on to explain that this lesson examines the decision to use of the bomb.
- **For group instruction WITHOUT LETTING THE STUDENTS KNOW**, give half the class one “The Decision to Use THE BOMB” handout and the other half the other version. (One presents arguments for use of the bomb, the other against.) The students should read their handout individually or in pairs and use what they learn and their own ideas to complete the “Decisions, Decisions...” handout. (**For individualized instruction** the student should read and respond to each version and discuss the pros, cons, and the student’s viewpoint.)
- Then divide the class into two sides for a debate (corresponding to the two handouts). Allow each group time to share their ideas from the “Decisions” handout and prepare points to make in a debate.
- Conduct the debate as follows: Each side should prepare an opening statement, at least three points to defend their position, and a closing statement. Then have each side take turns presenting their ideas and allowing responses, twice back and forth for each point. (*Arguments and justifications will vary. Points favoring use of the bomb include: saving American lives, attacking military targets only, forcing Japan to surrender when they wouldn’t before, revenge for Pearl Harbor, and discouraging future wars. Arguments against include: lack of knowledge about the effects of the weapons, the extensive damage makes the military target argument moot; it is morally wrong to kill innocent civilians, the U.S. needs to set a good example, the Japanese were defeated anyway, etc.*)
- After the debate, have the class take a final vote as to whether or not they agree with President Truman’s decision (or assign a writing assignment for homework.) Then have the student(s) explain how reading just one side of the debate might have impacted their ideas and opinions (or why it didn’t).

# The Last Days



By 1945 World War II was nearing an end. After the Allies drove the Germans out of France and the Soviet Union, German forces were on the run. Feeling the pressure, Hitler put everything on the line for one last effort. He secretly sent all available forces to the Allied line near the Ardennes Forest, a place with fewer American troops than most. He hoped to break through and take Antwerp, a port in Belgium used to supply American and British troops.

The German offensive was successful at first, catching the Americans off guard and creating a “bulge” in the Allied line. But the weakness was quickly filled in with fresh troops, who brought victory. This final German defeat became known as the Battle of the Bulge and marked the last days for the Third Reich. As the Allies closed in on Germany’s capital, Berlin, Adolf Hitler committed suicide in a bunker in April, 1945. What remained of the German government surrendered on V-E Day, May 7, 1945, marking the Allied “victory in Europe.”

Meanwhile in the Pacific, Japan was also on its last legs. Most territory had been recaptured, and the Americans were moving in on Japan itself. The tiny island of Iwo Jima off the coast was captured to use as an airbase for the assault on Japan. On February 19, over 110,000 U.S. Marines arrived there. Although the 20,000 Japanese soldiers were clearly outnumbered, they were dug into bunkers and could shoot at the Americans as they landed. Slowly, U.S. soldiers fought their way across the island. In that five-week battle over 7,000 Americans were killed and 20,000 were injured, making it one of the most deadly of the war. The bloody and battered soldiers were inspired in their fight by the sight of an American flag being raised atop Mount Suribachi on the island. The photo (shown above) has become one of the most famous images from the war.

After this victory, American leadership began to plan an all-out invasion of Japan. Even with mounting losses, scarce supplies and no hope, the Japanese refused to give up. The new President Harry Truman, who took office in April after Roosevelt’s death, warned Japan to surrender or be destroyed. Ignoring such threats, the Japanese vowed to fight to the last man. Truman, however, did have another option. American scientists had been building an atomic bomb since 1940 in the top-secret Manhattan Project. By July of 1945, the bomb had been successfully tested in New Mexico and was ready for use.

*Had you been advising President Truman, what do you think you might have told him to do? Explain your ideas, including the factors that he must consider in making the decision. Use passage information to justify your answer.* \_\_\_\_\_

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# The Decision to Use THE BOMB

As the end of World War II drew near, President Truman had to decide whether to use the new atomic bomb on Japan. On August 6, 1945 a lone U.S. plane named the *Enola Gay* dropped one A-bomb, “Little Boy,” on the Japanese city of Hiroshima. 70,000 people were killed instantly and at least 110,000 injured, many dying later as a result of that day. The Japanese still refused to surrender so a second bomb called “Fat Man” was dropped three days later on Nagasaki, killing 80,000. Read what some people involved in the decision had to say about using the bomb:

***Excerpts from a 2000 interview with General Paul Tibbets, the pilot of the Enola Gay:***

“I fervently hoped for success in the first use of a nuclear weapon. To me it meant putting an end to World War II. I viewed my mission as one to save lives... I knew in my heart that we would convince the Japanese of the futility (*uselessness*) of continuing the fight... I thought the selection of the targets was good by reason that they were all military targets... I was not distraught. I did not lose a night’s sleep over anything to do with the mission.”

***President Truman’s diary, August 9, 1945:***

“Having found the bomb, we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war... We have used it to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.”

***Memoirs of Harry S. Truman, Volume I, Years of Decisions:***

“In deciding to use this bomb I wanted to make sure that it would be used as a weapon of war in the manner prescribed by the laws of war. That meant that I wanted it dropped on a military target. I had told (Secretary of War) Stimson that the bomb should be dropped as nearly as possibly upon a war production center.”

***General Carl “Tooey” Spaatz, Commander of Air Force Operations in the Pacific:***

“The dropping of the atomic bomb was done by a military man under military orders. We’re supposed to carry out orders and not question them... If we were to go ahead with the plans for a conventional invasion... I believe the Japanese thought that they could inflict very heavy casualties on us and possibly as a result get better surrender terms.”

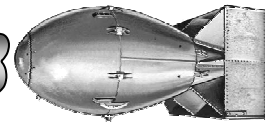
***Henry Stimson, Truman’s Secretary of War, in a Harper’s Magazine article, 1947***

“Two great nations were approaching contact in a fight to a finish that would begin on November 1, 1945. Our enemy, Japan, commanded forces of over 5,000,000 men. Men of these armies had already inflicted upon us... over 300,000 battle casualties. Enemy armies still unbeaten had the strength to cost us a million more. As long as the Japanese government refused to surrender, we should be forced to take and hold the ground, and smash the Japanese ground armies, by close-in fighting of the same desperate and costly kind that we had faced in the Pacific islands for nearly four years.”

***J. Robert Oppenheimer, American physicist, Manhattan Project***

“The atomic bomb has made the prospect of future war unendurable.”

# The Decision to Use THE BOMB



*As the end of World War II drew near, President Truman had to decide whether to use the new atomic bomb on Japan. On August 6, 1945 a lone U.S. plane named the Enola Gay dropped one A-bomb, "Little Boy," on the Japanese city of Hiroshima. 70,000 people were killed instantly and at least 110,000 injured, many dying later as a result of that day. The Japanese still refused to surrender so a second bomb called "Fat Man" was dropped three days later on Nagasaki, killing 80,000. Read what some people involved in the decision had to say about using the bomb:*

*Robert Krohn, physicist who witnessed the first test of an atomic bomb:*

"There was a great deal of speculation as to what the [explosive] yield of the bomb was going to be. Everyone wanted a guess."

*Excerpt from an article in the Nippon Times (Tokyo), August 10, 1945:*

"How can a human being with any claim to a sense of moral responsibility deliberately let loose an instrument of destruction which can at one stroke annihilate an appalling segment of mankind?... For in their (the U.S.) noisy statements, they have always claimed to be the champions of fairness and humanitarianism..."

*Dwight Eisenhower, in his personal account Mandate for Change:*

*(While talking to Secretary of War Stimson)* "I had been conscious of a feeling of depression and so I voiced to him my grave misgivings, first on the basis of my belief that Japan was already defeated and that dropping the bomb was completely unnecessary, and secondly because I thought that our country should avoid shocking world opinion by the use of a weapon whose employment was, I thought, no longer mandatory as a measure to save American lives."

*Excerpt from an article in The Christian Century, a journal published in 1945:*

"But there was no military advantage in hurling the bomb upon Japan without warning. The least we might have done was to announce to our foe that we possessed the atomic bomb... If she doubted the good faith of our representations, it would have been a simple matter to select a demonstration target in the enemy's own country at a place where the loss of human life would be at a minimum."

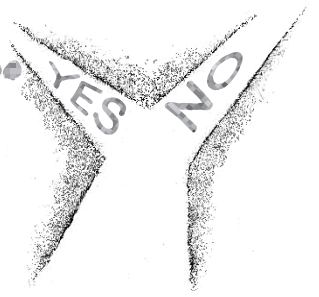
*Excerpt from a letter written from Truman to a U.S. Senator who wanted to drop a second bomb right away after the first strike at Hiroshima:*

"I can't bring myself to believe that, because they are beasts, we should ourselves act in the same manner. For myself, I certainly regret the necessity of wiping out whole populations because of the 'pigheadedness' of the leaders..."

*A survivor's story adapted from the book, Hiroshima by John Hersey, 1946:*

"After the explosion, the air was filled with thick, gray dust. There were burned and blackened bodies everywhere. Survivors headed for the rivers that offered the only refuge from the fire that burned throughout the city filled with burning bodies and debris. Many people were burned so badly you could not tell men from women. People's eyebrows were burned off. Most were naked or their clothes hung in shreds from their bodies. On some, their clothing burned and left patterns on their skin of undershirts, suspenders, or the flowers from their kimonos. Many were vomiting. Some had skin hanging from them. Most were bloody and many were blinded."

# DECISIONS, DECISIONS...



**DIRECTIONS:** After reading others' views about the use of the atomic bomb, list five reasons YOU believe it should or should not have been used on Japan. Then for each, think of a counterargument someone who disagrees with you might offer. Feel free to add your own ideas as well as ones from the reading.

1. \_\_\_\_\_  
\_\_\_\_\_

*Counterargument:*

2. \_\_\_\_\_  
\_\_\_\_\_

*Counterargument:*

3. \_\_\_\_\_  
\_\_\_\_\_

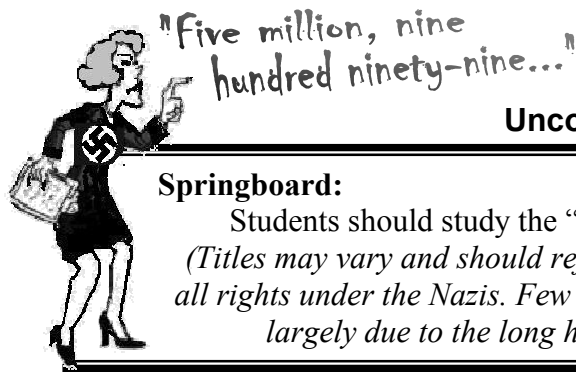
*Counterargument:*

4. \_\_\_\_\_  
\_\_\_\_\_

*Counterargument:*

5. \_\_\_\_\_  
\_\_\_\_\_

*Counterargument:*



## Uncountable Costs

### Springboard:

Students should study the “\_\_\_\_\_” timeline and answer the questions.  
*(Titles may vary and should reflect the idea that the Jews gradually lost all rights under the Nazis. Few did anything to stop the abuses and murders largely due to the long history of anti-Semitism in Europe.)*

**Objective:** The student will be able to describe the horrors of the Holocaust during World War II.

### Materials:

“\_\_\_\_\_” (Springboard handout)  
Major Concentration Camps (handout)  
Getting to the Points (handout)

### Terms to know:

**Holocaust** - the planned killing of 6 million European Jews and 6 million other “undesirables” by Hitler and the Nazis  
**exterminate** - to destroy; kill  
**liquidate** - empty by killing all inside  
**krema** - oven for burning bodies, crematorium

### Procedure:

- After reviewing the Springboard, explain that this lesson examines the concentration camps where Jews and others were held prisoner and killed during World War II.
- Distribute “Major Concentration Camps” and “Getting to the Points.” Depending on the ability and maturity level of your student(s), either review the chart together or have the student(s) work individually or in pairs to study the information and complete the analysis form, conducting additional research as needed to learn details.
- Have them share their answers and discuss. *(Answers may vary; the teacher page offers ideas and additional details which may be added to notes during the discussion.)*
- **EXTENSION:** Assign or have the student(s) chose one of the camps from the list to research further and devise a short presentation about what they learn. **(NOTE:** For further study, the InspirEd Unit “I Think: World History - The Holocaust” offers a more in-depth examination of anti-Semitism from ancient times through the Holocaust and beyond.)



|      |   |  |
|------|---|--|
| 1933 | ↑ | Nazis set up first concentration camp at Dachau; also burned books considered dangerous to Nazi beliefs  |
| 1934 | ↑ | Jewish newspapers no longer sold in streets  |
| 1935 | ↑ | Jews deprived of citizenship and other basic rights  |
| 1936 | ↑ | Nazis boycott Jewish-owned business; Jews lose right to vote; Olympic Games held in Germany and signs of anti-Jewish laws removed for visitors   |
| 1938 | ↑ | Kristallnacht, the “Night of Broken Glass” when Jews throughout Germany and Austria terrorized; Jews required to be in certain places at certain times, carry ID cards and passports marked with a "J,." and NOT allowed drivers' licenses or car registrations; could no longer own or run businesses, attend plays, concerts, etc.; all Jewish businesses shut down - forced to sell and hand over valuables |
| 1939 | ↑ | <i>(World War II began)</i> Jews ordered to follow curfews, turn in radios to police, and wear yellow stars of David.  |
| 1940 | ↑ | Began deporting German Jews to Poland; forced into ghettos; first mass murders and concentration camps   |
| 1941 | ↑ | Western Europe Jews forced into ghettos; not allowed to leave their houses without police permission   |
| 1942 | ↑ | Nazi officials agreed upon “The Final Solution”; Jews could not subscribe to newspapers; own pets of any kind; own typewriters, bicycles, etc.; buy meat, eggs, or milk; use public transportation; or attend schools  |
| 1943 | ↑ | About 80-85% of Jewish Holocaust deaths had already occurred   |
| 1944 | ↑ | Began deporting 12,000 Hungarian Jews DAILY to Auschwitz to be killed  |
| 1945 | ↓ | <i>(Hitler defeated ending the war in Europe)</i> Death camps emptied  |

Write a good title for the timeline: \_\_\_\_\_

Explain why you chose the title you did: \_\_\_\_\_

\_\_\_\_\_

Based on what you’ve learned in this unit, how do you think the events described in the timeline could occur without ANYONE stopping them? \_\_\_\_\_

\_\_\_\_\_

What, if anything, do you think people within or outside of Germany might have done to stop these events? \_\_\_\_\_

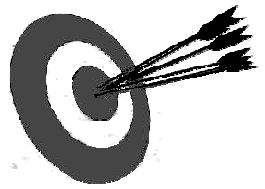
\_\_\_\_\_

# MAJOR CONCENTRATION CAMPS

| Camp                 | Location       | Type / Purpose          | Dates in Operation            | Closure Reason               | Approximate # of Deaths  | Miscellaneous  |
|----------------------|----------------|-------------------------|-------------------------------|------------------------------|--|--|
| Auschwitz-Birkenau   | Poland         | Extermination           | 1940 to January 1945          | Liberated by Soviet Union    | 1 million Jews and 1 million gypsies and others mostly by gas chambers; also from shootings, hanging, and starvation | 4 kremas on site; Eugenics and twin studies took place here; death march of 58,000         |
| Belzec               | Poland         | Extermination           | March 1942 to June 1943       | Liquidated by Nazis          | 550,000 - all Jews from diesel gassing and electrocution   |  |
| Bergen-Belsen        | Germany        | Prisoner of War         | April 1943 to April 1945      | Liberated by British         | Unknown; 10,000 corpses found at liberation; huge typhus outbreak and  | Anne Frank was famous prisoner here; 70% of survivors died after liberation from disease   |
| Brinlitz-Plaszow     | Poland         | Labor / Transit         | December 1942 to January 1945 | Liberated by Soviet Union    | 80,000 from disease, starvation, beatings  | 1200 Jews worked for Oskar Schindler at Brinlitz   |
| Buchenwald           | Germany        | Labor                   | July 1937 to April 1945       | Liberated by Americans       | 43,000   |  |
| Chełmno              | Poland         | Extermination           | 1942 to 1943<br>1944 to 1945  | Liquidated by Nazis          | 150,000-300,000; mainly Jews; many killed in gas vans by carbon monoxide poisoning                                   | Closed for brief period when Jews wiped out; reopened to aid exterminations from elsewhere |
| Dachau               | Germany        | Labor                   | March 1933 to April 1945      | Liberated by Americans       | 28,000 - 35,000  | Population mostly Jewish and political prisoners; death march of 7,000                     |
| Flossenbergl         | Germany        | Labor                   | May 1938 to April 1945        | Liberated by Americans       | 73,000   | Only 2,000 people found at liberation; death march of 15,000                               |
| Gross-Rosen          | Poland         | Labor                   | August 1940 to February 1945  | Liberated by Soviet Union    | 80,000 by disease, shooting, hanging, starvation   | Death march of 40,000  |
| Janowska             | Ukraine        | Labor and extermination | 1941 to November 1943         | Liquidated by Nazis          | Unknown - at least tens of thousands from shootings in nearby ravine   | Known for cruel guards - would play music on march to shooting                             |
| Mauthausen           | Austria        | Labor                   | August 1938 to May 1945       | Liberated by Americans       | At least 111,000 by ice showers to cause hypothermia, injections, dog attacks,                                       | Population mostly Jews and mentally ill  |
| Majdanek (or Lublin) | Poland         | Extermination           | July 1941 to 1944             | Liberated by Soviet Union    | 50,000; unknown how but 5 kremas active daily for a time   | Population largely children and under age 26   |
| Ravensbrück          | Germany        | Labor                   | May 1939 to April 1945        | Liberated by Soviet Union    | 90,000 from starvation, shootings, strangulation, beatings   | Women's camp; death march of 20,000  |
| Sobibor              | Poland         | Extermination           | 1942 to October 1943          | Closed by Nazis after revolt | 250,000 from gas, knifings   | 100,000 killed in first two months after opening   |
| Terezin              | Czechoslovakia | Transit                 | November 1941 to May 1945     | Liberated by Soviet Union    | 33,000 from overcrowding, disease, starvation  | Most prisoners sent to Auschwitz   |
| Treblinka            | Poland         | Extermination           | July 1942 to November 1943    | Liquidated by Nazis          | 750,000 from gas   | Population included mostly Jews and gypsies  |



# GET TO THE POINTS



**DIRECTIONS:** Use information from the chart, the Internet, and your own ideas to note key points about the Holocaust.

**WHO** was involved?

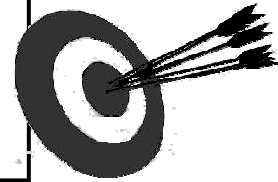
**WHAT** happened?

**WHEN** did these events occur?

**WHERE** did these events occur?

**WHY** do you think this could happen, and do you think it could happen again?

# GET TO THE POINTS SUGGESTIONS FOR ANSWERS



## **WHO** was involved?

*Hitler and the Nazis imprisoned and killed millions of European Jews including women and children. They also put gypsies, the mentally ill, and political prisoners into the camps. There were some famous people involved including Anne Frank and Oskar Schindler. Most camps were liberated by the Soviet, British, and American armies. A great deal of manpower was necessary to run these camps.*

## **WHAT** happened?

*Millions died from abuse and murder. At first prisoners were killed by shooting and gassing in vans. Then at the Wannasee Conference it was decided death camps would help the Nazis with their “final solution” to wipe out all European Jews. Labor camps were used for prisoners to build war goods, POW camps housed war prisoners, transit camps processed people to be sent elsewhere, and death camps were sites of mass killings. “Liquidations” took place at the end of the war as the Nazis closed down the camps when the Allies advanced on them. In many cases prisoners were killed instead of being moved.*

## **WHEN** did these events occur?

*The first camp opened in 1937, and others were built each year through 1943. Nazi leaders realized that implementing the “final solution” would take time. The high-tech death camps were huge (as evidenced by the numbers of people there), and it took time to build and staff each. As the war raged, the Nazis began to liquidate the camps. Some were emptied as early as 1943, either to move prisoners to bigger camps or to kill as many as they could as the Allies closed in.*

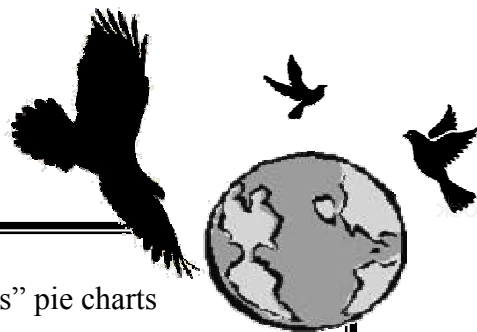
## **WHERE** did these events occur?

*Most death camps were located in Poland due to the large concentration of European Jews there. Also, the Nazis didn’t want their fellow Germans to see (or smell) these horrific places. There were also camps in Germany, Austria, the Ukraine, and Czechoslovakia. Camps in Poland were liberated by the Soviets moving west towards Germany, while the Americans and British liberated camps in Germany as they advanced eastward.*

## **WHY** do you think this could happen, and do you think it could happen again?

*Answers will vary. Although the Nazis kept bizarrely scrupulous records of camp horrors, many were destroyed as the camps were liquidated to keep the world from finding out what had happened. Students should understand that many Europeans were highly anti-Semitic long before the war – persecution of Jews can be traced back to ancient times. Regardless, Allied soldiers who liberated the camps were shocked to see the conditions and the thousands of dead and dying people left behind.*

## Peace and Consequences



### Springboard:

Students should study the “World War II Losses” pie charts and answer the questions.

**Objective:** The student will be able to explain what was done to address world problems after the fighting stopped in World War II.

### Materials:

World War II Losses (Springboard handout)  
Post-War Problems (handout)  
Allied Actions (handout or projection)

### Terms to know:

**developing (countries or nations)** - those poor and lacking basic needs and technologies  
**occupation** - military control by a foreign government  
**constitution** - a plan of government

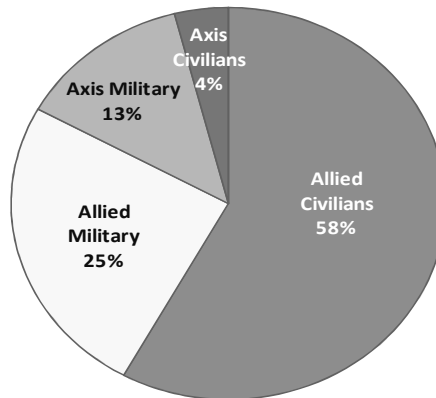
### Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will learn about some other problems that had to be dealt with after the war ended in 1945.*
- Distribute “Post-War Problems” and have student(s) complete the brainstorm activity in groups or with the teacher / parent.
- Have them share their ideas and distribute or display “Allied Actions.”
- Lead a discussion of each Allied action taken after World War II ended, having the student(s) offer ideas as to how it may have helped address problems. (*Answers will vary, but the following connections should be noted:*
  - *The United Nations addresses all listed problems.*
  - *The Nuremburg Trials address problem 3.*
  - *The Marshall Plan addresses problems 2 and 4.*
  - *The occupation of Japan and Germany addresses problems 2, 3 and 4.*
  - *Note that fear and uncertainty about weapons of mass destruction intensified after World War II, especially during the Cold War in which the U.S. and Soviet Union greatly expanded their nuclear arsenals.)*

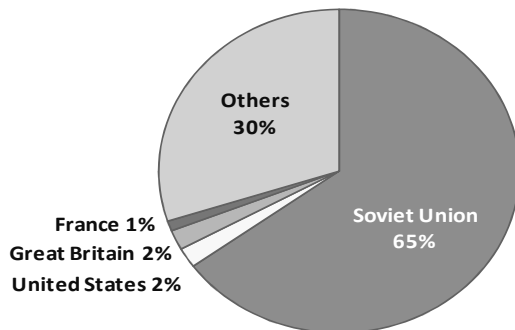


# WORLD WAR II DEATHS

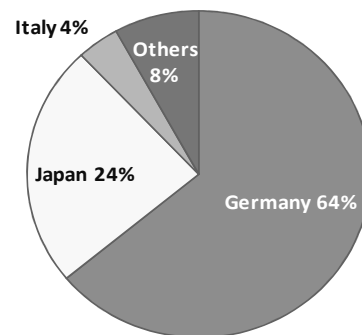
TOTALS DEATHS



MILITARY DEATHS (ALLIES)



MILITARY DEATHS (AXIS)



Data Source: [users.erols.com/mwhite28/warstat1.htm#](https://users.erols.com/mwhite28/warstat1.htm#)

**Complete the statement based on the above graphics:**

\_\_\_ are useful in showing \_\_\_.

- A. bar graphs ... death rates
- B. pie charts ... percentages
- C. Venn diagrams ... comparisons
- D. circle graphs ... enemy victories

Which statement is **NOT** supported by graphic information?

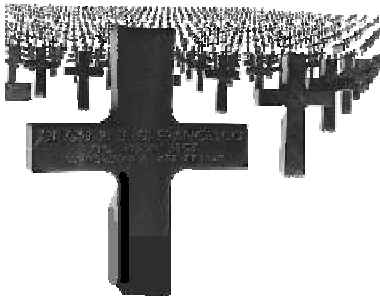
- A. Germany had many more military deaths than Japan did.
- B. The Soviet Union lost more civilians than any other Allies.
- C. More military personnel died in World War II than civilians.
- D. Less Axis soldiers died than Allied soldiers in World War II.

Tell 3 facts about World War II and how they explain the graphic information:

1.

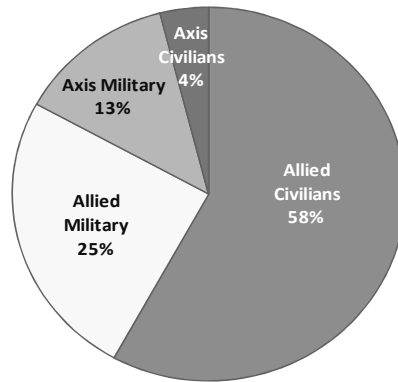
2.

3.

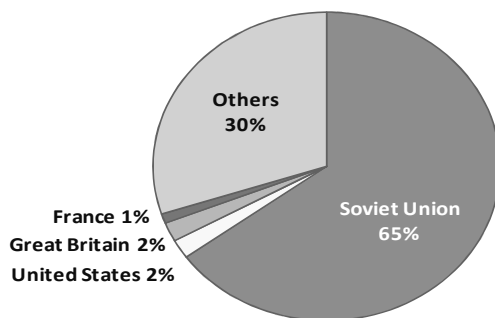


# WORLD WAR II DEATHS ANSWERS & EXPLANATIONS

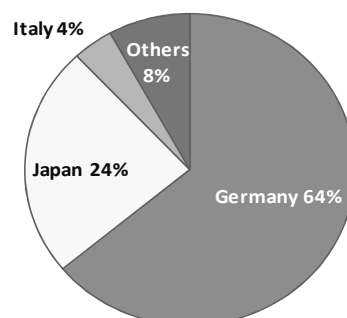
## TOTALS DEATHS



## MILITARY DEATHS (ALLIES)



## MILITARY DEATHS (AXIS)



Data Source: [users.erols.com/mwhite28/warstat1.htm#](http://users.erols.com/mwhite28/warstat1.htm#)

### Complete the statement based on the above graphics:

\_\_\_ are useful in showing \_\_\_.

- |                                |                                      |
|--------------------------------|--------------------------------------|
| A. bar graphs ... death rates  | C. Venn diagrams ... comparisons     |
| B. pie charts ... percentages* | D. circle graphs ... enemy victories |
- (Even if students aren't familiar with the graphic terms, they look most like a "pie")*

Which statement is **NOT** supported by graphic information?

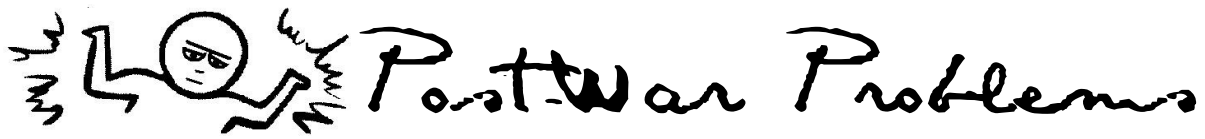
- A. Germany had many more military deaths than Japan did.
- B. Of all the Allies, the Soviet Union had the highest death tolls.
- C. More military personnel died in World War II than civilians.\*
- D. Less Axis soldiers died than Allied soldiers in World War II.

*(Choices A, B, and D are true based on graphic information. The first chart shows that total civilian deaths in WWII were 62%, making C false.)*

Tell 3 facts about World War II and how they explain the graphic information:

*Answers will vary and could include:*

1. *Millions of Holocaust victims added to large numbers of civilian deaths.*
2. *The war included so many countries using new, more deadly weapons.*
3. *Millions died from disease and starvation during the war, etc.*



# Postwar Problems

**DIRECTIONS:** Read about each problem facing the world after World War II. For each brainstorm a list of ideas for addressing or resolving it. Then predict another post-war problem and brainstorm solutions.

1. Millions of people were killed and wounded during the war. Record numbers of soldiers died, as well as huge numbers of civilians.
2. The property damage and other economic costs of the war were unprecedented with estimates as high as 2 trillion dollars! Entire cities in Russia, Germany, and Japan lay in ruins.
3. After Hitler's concentration camps were liberated, those who survived were left homeless with no place to go. The Allies had to decide what to do with those responsible for the Holocaust.
4. The dictators and military leaders of Germany, Italy, and Japan were removed from power, leaving the former Axis countries without stable governments. Conditions were chaotic and ripe for more dictators to come to power.
5. Use of the atomic bombs left the world fearful and uncertain about the future. The devastation of Hiroshima and Nagasaki shocked the world and left Japan in rubble.
6. Your problem/solution(s):



**The United Nations** was formed in 1945 after World War II ended. The goals of the organization's founding members (including the United States) were to promote world peace, solve conflicts between countries, work to stop human suffering, and promote social progress and human rights around the world. Since its formation the U.N. has sent representatives and troops into many countries to keep the peace and provide humanitarian aid in natural disasters and wars. The U.N. also works to develop programs to improve the lives of people in developing countries.

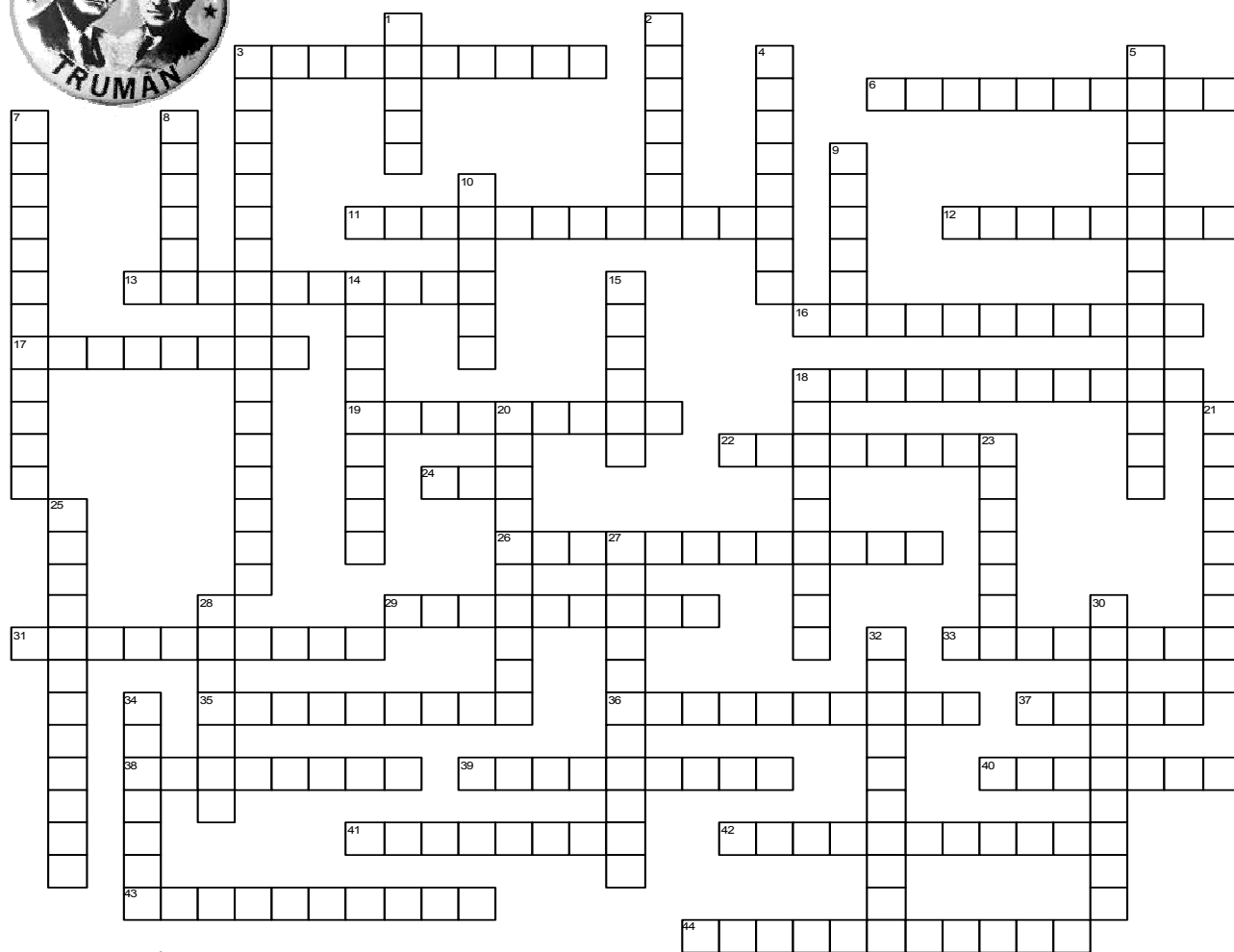
**The Nuremberg Trials** began in November 1945 named after the German city where they were held. Twenty-four of the most notorious German leaders were charged with "crimes against humanity" and "crimes against the peace." The trials went on for ten months as Holocaust survivors told of slave labor, medical experiments on human beings, forced starvation, and mass murders. Of those tried, only two were found not guilty; one was declared unfit for trial and the other committed suicide. The rest were either imprisoned or executed. Trials for lower-level Nazis such as guards and doctors went on for years after. Similar war trials were held in Japan against military leaders there.

**The Marshall Plan** was proposed in 1947 by American Secretary of State George Marshall. The nation's leaders were alarmed by the spread of communism in Eastern Europe. After allowing the countries of Europe, including Germany to suffer economically after World War I, many worried the chaos and bad economic conditions would again lead people to embrace dictators who offer solutions. To prevent that, the plan called for massive financial aid to help European nations recover from the war. Though money was offered to all European countries, Joseph Stalin would not allow Eastern European nations under Soviet control to accept. In Western Europe the U.S. aid helped revive industry and improved living conditions.

**The Allies occupied Germany and Japan** after the war as agreed upon in the peace treaties. To prevent a third war with Germany, it was divided. Four zones were to be administered by the U.S., France, Great Britain, and the Soviet Union. Reparations were to be paid by Germany; but this time in goods, not cash, giving German industry a boost. The leaders called for free elections to be held, but Stalin did not follow through on his part of the agreement. The Japanese occupation was led by U.S. General Douglas MacArthur. Under his leadership a new constitution was written. The emperor was given only a ceremonial role; the real power lay with elected officials. A bill of rights guaranteed freedom of speech and religion. During its occupation Japan was able to rebuild a vigorous and healthy economy.



# REVIEWING TERMS



## ACROSS

- 3 the right to a legal defense
- 6 non-partisan in a war
- 11 government plan
- 12 doing what is right
- 13 wipe out
- 16 payments for war damages
- 17 set of beliefs or tenets
- 18 freedoms all citizens should have
- 19 rise in prices
- 22 Japanese suicide pilot
- 24 total value of a nation's production and sales
- 26 having little to do with world affairs
- 29 reasons
- 31 military control by another land
- 33 countries ruled by a "motherland"
- 35 non-military people

- 36 group that fights for workers' rights
- 37 surround to force a surrender
- 38 art that represents people or things
- 39 weapons and other war materials
- 40 everything having to do with money, goods, and services
- 41 damage to prevent others from use
- 42 kill off
- 43 government overthrow
- 44 nation in a war

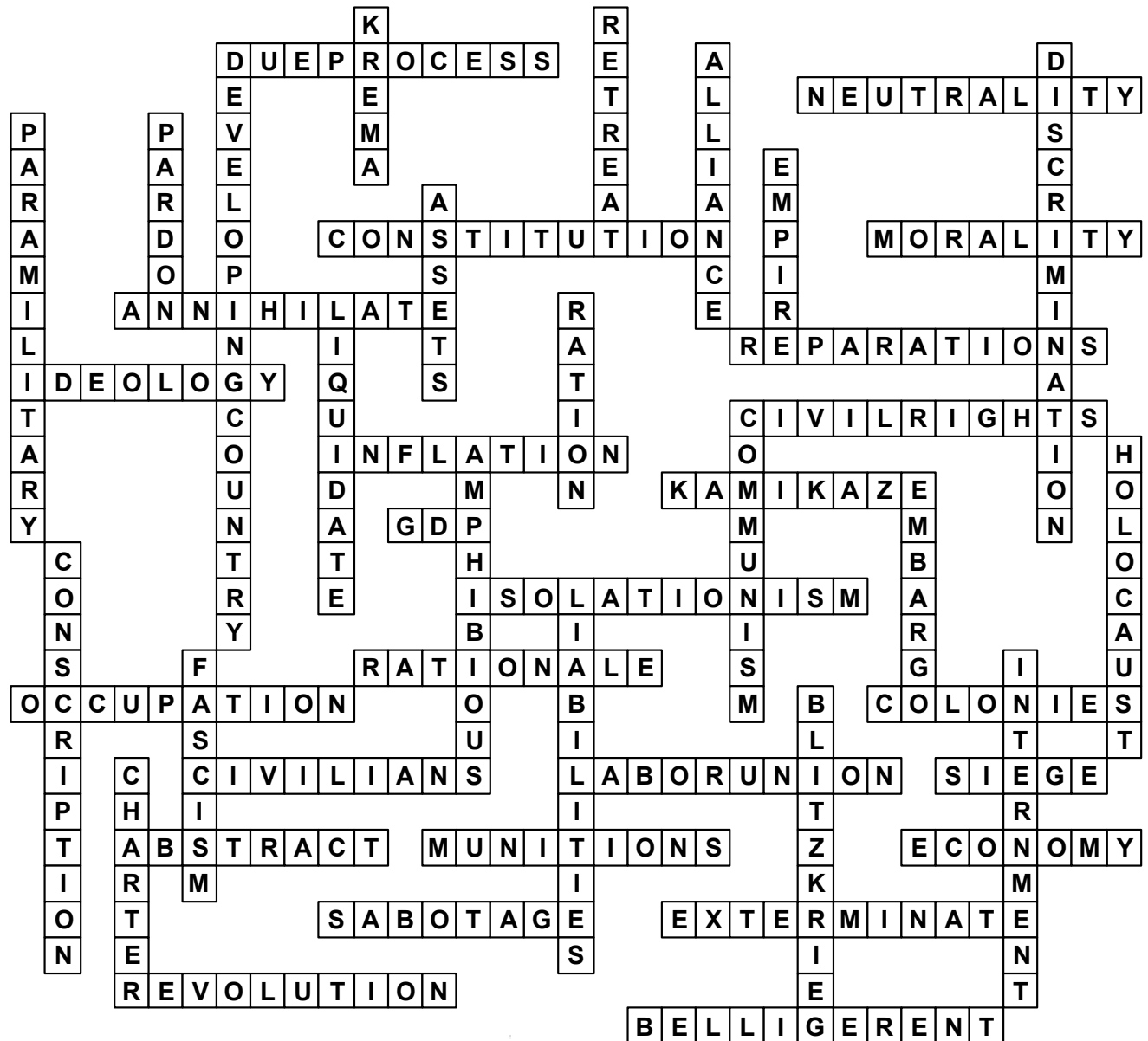
## DOWN

- 1 cremation oven
- 2 run away
- 3 a poor nation without needed technology
- 4 countries cooperating in war
- 5 mistreatment based on race, religion, etc.

- 7 non-regular forces
- 8 forgive a crime
- 9 country that rules itself and other lands
- 10 positives
- 14 empty by killing all within
- 15 restrict sales and use of
- 18 government that controls everything, owned in "common" by the people
- 20 runs on land and water
- 21 Hitler's killing of 6 million Jews and others
- 23 a trade ban
- 25 a draft
- 27 negatives
- 28 one-party dictatorship with extreme national pride and strict control
- 30 imprisonment
- 32 German "lightning war"
- 34 signed agreement



# REVIEWING TERMS PUZZLE ANSWERS



## The U.S. and W.W. II (A)



**Matching - Write the letter of the correct answer in the blank:**

- |                         |   |
|-------------------------|---|
| _____ 1. revolution     | A. completely destroy                       |
| _____ 2. reparations    | B. deliberate damage or destruction         |
| _____ 3. paramilitary   | C. overthrow of a government                |
| _____ 4. blitzkrieg     | D. Japanese suicide pilot                   |
| _____ 5. discrimination | E. forces not part of an army               |
| _____ 6. sabotage       | F. military control by a foreign government |
| _____ 7. siege          | G. unfair treatment based on race, etc.     |
| _____ 8. kamikaze       | H. payment for war damages                  |
| _____ 9. annihilate     | I. surrounding to cut off supplies          |
| _____ 10. occupation    | J. quick attack by air and land             |

**Give an example of each:**

11. empire - \_\_\_\_\_
12. alliance - \_\_\_\_\_
13. civilian - \_\_\_\_\_
14. fascist country - \_\_\_\_\_
15. munitions - \_\_\_\_\_

**Multiple Choice - Write the letter of the correct answer in the blank:**

- \_\_\_\_\_ 16. Which statement tells how Japanese Americans were treated after the events of Pearl Harbor?
- A. They fit in very well in American society.  
B. They were moved into internment camps.  
C. They had many new opportunities in factories.  
D. They made a lot of money from the government.
- \_\_\_\_\_ 17. Which country was **NOT** an Axis power in W.W. II?
- A. Germany      B. Italy      C. France      D. Japan
- \_\_\_\_\_ 18. Which statement about the War in the Pacific is **FALSE**?
- A. Allies used "island-hopping" to re-capture islands.  
B. The Japanese took an early lead but lost it later.  
C. German submarines were key to many Allied victories.  
D. Americans were treated brutally on the Bataan March.
- \_\_\_\_\_ 19. The war with Japan ended in 1945 after
- A. President Roosevelt died suddenly.  
B. Operation Overlord was a success.  
C. Hitler committed suicide in Germany.  
D. atomic bombs were dropped in Japan.

**Fully answer the following question:**

20. Explain how American women helped the war effort during W.W. II.

*"It seemed like the whole world exploded. There was gunfire from battleships, destroyers and cruisers. The bombers were still hitting the beaches. As we went in, we could see small craft from the 116<sup>th</sup> Infantry that had gone in ahead, sunk. There were bodies bobbing in the water, even out three or four miles..."*

*It was cold, miserably cold, even though it was June. The water temperature was probably forty-five or fifty degrees. It was up to my shoulders when I went in, and I saw men sinking all about me. I tried to grab a couple, but my job was to get on in and get to the guns. There were bodies from the 116<sup>th</sup> floating everywhere. They were facedown in the water with packs still on their backs. They had inflated their life jackets. Fortunately, most of the Rangers did not inflate theirs or they also might have turned over and drowned... When I was about twenty yards from the seaway I was hit by what I assume was a sniper bullet. It shattered and broke my right leg. I thought, well, I've got a Purple Heart..."*

(Excerpted from [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com))

- \_\_\_\_ 21. This narrative is **MOST LIKELY** a quote from someone at  
A. Pearl Harbor. C. Nagasaki.  
B. V-E Day. D. D-Day.
- \_\_\_\_ 22. The word "sniper" **MOST NEARLY** means someone who  
A. waits in the water for enemies. C. receives a Purple Heart.  
B. shoots from a hidden position. D. fights in an enemy army.

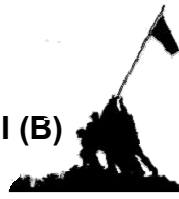


Ho Hum! No chance of contagion.

By Dr. Seuss

- \_\_\_\_ 23. The subject of this cartoon is  
A. American isolationism.  
B. European problems.  
C. Hitler's invasions.  
D. World War II.
- \_\_\_\_ 24. "Separate beds" refers to the fact that  
A. Hitler has isolated Europe from the rest of the world.  
B. Fascism is only affecting countries in Europe.  
C. Americans sleep in greater comfort than Europeans.  
D. Europe and the U.S. have an ocean between them.
- \_\_\_\_ 25. The cartoonist **MOST LIKELY** thinks U.S. policy at this time is  
A. a good one. C. justified.  
B. short-sided. D. acceptable.

## The U.S. and W.W. II (B)



Fill in the blanks with unit terms:

1. W.W. II boosted the U.S. \_\_\_\_\_ to help end the Depression.
2. Germany could not afford to pay \_\_\_\_\_ for the war damage.
3. Italy's Blackshirts were a/an \_\_\_\_\_ force working for Mussolini.
4. Hitler's \_\_\_\_\_ by air and land wiped out nations including France.
5. FDR signed the \_\_\_\_\_ to prevent any U.S. trade with Japan.
6. The inmate received a/an \_\_\_\_\_ when DNA proved him innocent.
7. After the Battle of the Bulge, Germany was in \_\_\_\_\_ toward Berlin.
8. The Allies used \_\_\_\_\_ tanks that moved on land and in water.
9. The Nazis hoped to \_\_\_\_\_ the entire Jewish population.
10. The Allied \_\_\_\_\_ of Germany and Japan was meant to help them.

Give an example of each:

11. ideology - \_\_\_\_\_
12. belligerent - \_\_\_\_\_
13. ration - \_\_\_\_\_
14. labor union - \_\_\_\_\_
15. civil rights - \_\_\_\_\_

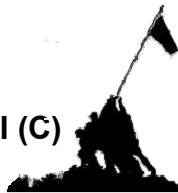
Multiple Choice - Write the letter of the correct answer in the blank:

- \_\_\_\_\_ 16. Each of these characteristics describes fascism, **EXCEPT**
  - A. a one-party government led by a dictator.
  - B. youth, masculinity, and military are glorified.
  - C. business and industry are owned by the "people."
  - D. high levels of nationalism and pride are promoted.
- \_\_\_\_\_ 17. Which situation did **NOT** contribute to the decision to inter Japanese Americans during the war?
  - A. racism and discrimination against Japanese
  - B. instances of Japanese-American sabotage
  - C. war hysteria and poor judgment of leaders
  - D. Japan's surprise attack on Pearl Harbor
- \_\_\_\_\_ 18. American women's roles in W.W.II could **BEST** be summarized as
  - A. nurturing.
  - B. industrial.
  - C. minimal.
  - D. diverse.
- \_\_\_\_\_ 19. A major argument **AGAINST** using the bomb on Japan in W.W. II was
  - A. fewer American lives would be lost.
  - B. the Japanese refused to surrender.
  - C. no one was certain of what would happen.
  - D. it was our moral obligation to end the war.

Fully answer the following question on your own paper and attach:

20. Describe American culture in the 1940's. Include at least three examples.

## The U.S. and W.W. II (C)



### Fill in the blanks with unit terms:

1. Farm teams are to baseball, as \_\_\_\_\_ units are to armies.
2. Budget is to money, as \_\_\_\_\_ is to food, gasoline, etc.
3. Professional organization is to doctors, as \_\_\_\_\_ is to iron workers.
4. Parents are to children, as motherlands are to their \_\_\_\_\_.
5. Imprisonment is to robbers, as \_\_\_\_\_ was to America's Japanese.
6. Fact is to fiction in books, as real is to \_\_\_\_\_ in paintings.
7. Soldier is to military, as teacher is to \_\_\_\_\_.
8. Come is to go, as advance is to \_\_\_\_\_.
9. Explosives are to modern terrorists, as planes were to the \_\_\_\_\_.
10. Total sales are to a store, as the \_\_\_\_\_ is to a country.

### Name each category:

11. krema, "final solution," liquidate - \_\_\_\_\_
12. restrict rights, imprison, mistreat - \_\_\_\_\_
13. income, stocks, real estate - \_\_\_\_\_
14. probable cause, arrest, lawyer, trial - \_\_\_\_\_
15. free speech, religious freedom, education - \_\_\_\_\_

### Multiple Choice - Write the letter of the correct answer in the blank:

- \_\_\_\_\_ 16. Which sentence states a difference between fascism and communism?
- A. Each relies on a strong army and police force.
  - B. Both are one-party governments led by dictators.
  - C. High levels of nationalism and pride are promoted.
  - D. All industries and businesses are owned in common.
- \_\_\_\_\_ 17. Which pair of peoples were **NOT** members of the same alliance in W.W. II?
- A. the French and Soviets
  - B. Americans and Italians
  - C. Germans and Japanese
  - D. the Poles and the British
- \_\_\_\_\_ 18. Though the U.S. had declared \_\_\_\_\_, its \_\_\_\_\_ indicated otherwise.
- A. war... island hopping
  - B. conscription ... military
  - C. neutrality ... Lend Lease Act
  - D. peace ... use of the bombs
- \_\_\_\_\_ 19. One major difference between the ends of World War I and II is that
- A. Germany was required to pay Allies some form of reparations.
  - B. since the Allies won, they determined the terms for peace.
  - C. the Allies occupied Germany and governed the country.
  - D. a new world peacekeeping organization was formed.

### Fully answer the following question on your own paper and attach:

20. Everyone, including America's women did their share during the war, serving in the military, working in factories, and more. Even housewives and mothers pitched in. Explain three things stay-at-home moms did to help the war effort.

|  |
|--|
| <p align="center"><b>The U.S and W.W. II Assessments<br/>Suggestions for Answers</b></p> |
|--|

**Form A**

- |       |   |
|-------|---|
| 1. C  | 11. fascism, communism, etc.  |
| 2. H  | 12. Britain, Soviet Union, Germany, etc.  |
| 3. E  | 13. teachers, nurses, plumbers, etc.  |
| 4. J  | 14. coal miners, railroad workers, teachers, etc.   |
| 5. G  | 15. ammunition, guns, ships, etc.   |
| 6. B  | 16. B   |
| 7. I  | 17. A   |
| 8. D  | 18. C   |
| 9. A  | 19. A   |
| 10. F | 20. Answers will vary – students can explain how many worked, like Rosie the Riveter, in munitions plants, joined the military, planted gardens, etc. |

**Form B**

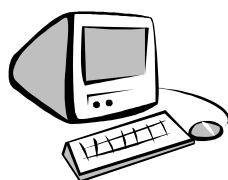
- |                            |  |
|----------------------------|--|
| 1. economy                 | 11. fascism, communism, etc.   |
| 2. reparations             | 12. Britain, Soviet Union, Germany, etc.   |
| 3. paramilitary            | 13. food, fuel, metal, etc.  |
| 4. blitzkrieg              | 14. dock, ship, factory workers, plumbers, AFL, etc.   |
| 5. embargo                 | 15. freedom of speech or religion, due process, etc.   |
| 6. pardon                  | 16. C  |
| 7. retreat                 | 17. B  |
| 8. amphibious              | 18. D  |
| 9. annihilate, exterminate | 19. C  |
| 10. occupation             | 20. Answers will vary but students should cite the war's influence on American culture. Examples include the All-American Girls Baseball League, swing music, war movies, USO entertainers, etc. |

**Form C**

- |                      |   |
|----------------------|---|
| 1. paramilitary      | 11. Holocaust   |
| 2. ration            | 12. discrimination  |
| 3. labor union       | 13. assets  |
| 4. colonies, empires | 14. due process   |
| 5. internment        | 15. civil rights  |
| 6. abstract          | 16. D   |
| 7. civilian          | 17. B   |
| 8. retreat           | 18. C   |
| 9. kamikaze          | 19. C   |
| 10. GDP              | 20. Answers may vary but some possibilities include: volunteering in their communities or with the USO, conserving food, fuel, etc., collecting metal, raising money, planting victory gardens, displaying American flags, etc. |

**Skills forms A-C**

21. D  
22. B  
23. A  
24. D  
25. B



## **RESOURCES**



**[www.mtholyoke.edu/acad/intrel/ww2.htm](http://www.mtholyoke.edu/acad/intrel/ww2.htm)** - "Documents Related to World War II," Vincent Ferraro, Mount Holyoke College, 2010.

**[www.worldwar-2.net/](http://www.worldwar-2.net/)** - "World War 2 Timeline 1939-1945," 2010.

**[plasma.nationalgeographic.com/pearlharbor/](http://plasma.nationalgeographic.com/pearlharbor/)** - "Remembering Pearl Harbor," National Geographic online, 2001.

**[www.pbs.org/wgbh/amex/dday/](http://www.pbs.org/wgbh/amex/dday/)** - "American Experience - D-Day," pbs.org, 2003.

**[avalon.law.yale.edu/subject\\_menus/wwii.asp](http://avalon.law.yale.edu/subject_menus/wwii.asp)** - "World War II Documents," The Avalon Project at Yale Law School, 2010.

**[www.asianamericanmedia.org/jainternment/](http://www.asianamericanmedia.org/jainternment/)** - Exploring Japanese American Internment through film and the Internet, Presented by National Asian-American Telecommunications Association.

**[www.bbc.co.uk/history/worldwars/wwtwo/](http://www.bbc.co.uk/history/worldwars/wwtwo/)** - "World War II", bbc.com, 2010.

**[www.rosietheriveter.org/](http://www.rosietheriveter.org/)** - Rosie the Riveter Homefront National Memorial Park, 2010.

**[teacher.scholastic.com/activities/wwii/ahf/](http://teacher.scholastic.com/activities/wwii/ahf/)** - American Homefront, Scholastic, 2010.

**[www.aagpbl.org/](http://www.aagpbl.org/)** - The All American Girls Professional Baseball League, 2010.

**[kclibrary.lonestar.edu/decade40.html](http://kclibrary.lonestar.edu/decade40.html)** - American Cultural History 1940-1949. 2010.

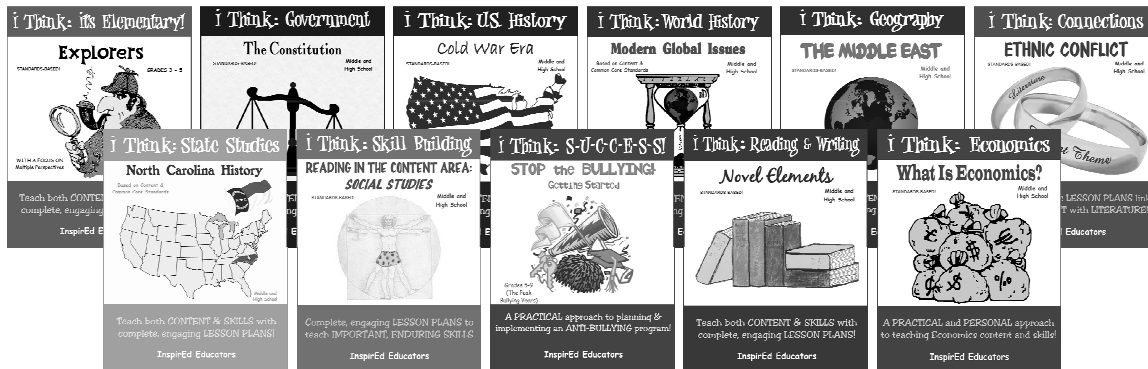
**[www.archives.gov/exhibits/powers\\_of\\_persuasion/powers\\_of\\_persuasion\\_home.html](http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html)** - Powers of Persuasion, Poster Art from World War II, National Archives, 2010.

**[www.nimitz-museum.org/](http://www.nimitz-museum.org/)** - National Museum of the Pacific War, Fredericksburg, Texas, 2009.

**[www.atomicmuseum.com/Tour/manhattanproject.cfm](http://www.atomicmuseum.com/Tour/manhattanproject.cfm)** - "Manhattan Project Timeline," National Atomic Museum Homepage, 2010.

**[www.holocaust-history.org/](http://www.holocaust-history.org/)** - The Holocaust History Project Homepage, 2008.

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