

# i Think: World History

## WORLD WAR II



by Kendra Corr  
and Sharon Coletti

\*\* It is the goal of InspirEd Educators 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 Print1 Direct

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ISBN # 978-1-933558-56-1

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Printed in the United States of America

# 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 and creative thinking, reading, writing, collaboration, problem-solving, and other necessary and enduring skills. By requiring students to THINK, our lessons ensure FAR greater retention than simple memorization of facts!

Initially our company offered large, comprehensive, multi-disciplinary social studies curricula. Then in 2008 we joined forces with another small company and author, Kendra Corr, and 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 main website at [www.inspirededucators.com](http://www.inspirededucators.com).

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- Lesson-specific Springboards (warm-ups)
- Writing Activities
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- Problem-solving
- Test-taking skill development
- 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, 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 to 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 the student(s) define the vocabulary terms as they progress through the lessons and thoroughly answer the essential questions. You can review their 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 your 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 love learning!

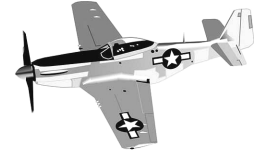
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# WORLD WAR II OBJECTIVES

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

- casualty
- isolationism
- famine
- inflation
- empire
- repeal
- expel
- alliance
- pacifist
- communism
- oppression
- fascism
- neutral
- annex
- appeasement
- infantry
- combatant
- strategy
- reconnaissance
- armistice
- guerilla army
- infamy
- draft
- convention
- intelligence
- Operation Overlord
- amphibious
- V-E Day
- illiteracy
- deportation
- genocide
- ethnic group
- liquidate
- ghetto
- United Nations
- reparations
- Manhattan Project
- V-J Day
- tribunal



## Fully answer the following questions:

1. Explain the causes that led to World War II.
2. Describe Hitler's plans for Germany.
3. Describe the policy of appeasement and explain how it failed.
4. Describe "blitzkrieg" and explain its early successes.
5. Explain how Hitler double-crossed Stalin and why it was a mistake.
6. Explain why the attack on Pearl Harbor changed the course of WWII.
7. Describe the contributions of the United States in WWII.
8. Describe how the tide turned in favor of the Allies.
9. Describe the abuses endured at the hands of the Nazis during the war.
10. Explain how WWII enabled the Soviet Union to expand.
11. Describe how World War II came to an end.
12. Explain the importance of the United Nations and the Nuremberg Trials.

# WORLD WAR II OBJECTIVES SUGGESTIONS FOR ANSWERS

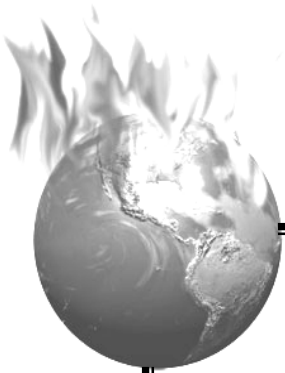


## **Vocabulary - Be able to define and use the following terms:**

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

## **Fully answer the following questions:**

- 1. There were economic causes such as the devastation of the Depression, political causes including weak democracies and the growth of fascism, and social as the bitterness of the German people over the Versailles Treaty.*
- 2. Hitler planned to build a German Empire, expel non-Germans such as Jews from Germany, and repeal the Versailles Treaty.*
- 3. Appeasement is giving in to an aggressor in hopes of avoiding a conflict. British Prime Minister Chamberlain and others allowed Hitler to take over the Rhineland, join with Austria, and annex Czechoslovakia without interference. Appeasement allowed Hitler to grow stronger and become more aggressive.*
- 4. "Blitzkrieg" is the overwhelming use of force on an unprepared enemy. This tactic quickly enabled Hitler to conquer Poland, the Low Countries, many eastern European nations, and eventually France before his progress slowed.*
- 5. Hitler signed a non-aggression treaty with Stalin, but later reneged on his word and invaded the Soviet Union. Yet since his army was unprepared for the harsh Russian winter, it failed to make much ground. The failure began to erode his dominance in Europe, allowing the Allies to hold their positions and eventually take the offensive.*
- 6. The unprovoked attack on Pearl Harbor turned American sentiment away from its isolationism and led to America's entry into WW II.*
- 7. Aside from daily military service, some notable contributions include: Doolittle's Raiders who boosted morale; Navajo Code Talkers who developed a complex, unbreakable code; some coast watchers under U.S. command who reported suspicious events; the Tuskegee Airmen, an all black regiment who performed over 1600 missions; the Merchant Marines who performed huge cargo sealifts; and as Army Nurses on the dangerous front lines.*
- 8. The D-Day invasion of the Normandy Beaches to liberate France was a major turning point in the war. Extremely well-planned and executed, it allowed the Allies to take the offensive in Western Europe and eventually drive back the Germans on both the eastern and western fronts.*
- 9. Hitler and the Nazis imprisoned, tortured, and murdered millions of Jews and other "undesirables" during the war in horrendous concentration camps.*
- 10. When Stalin, Churchill, and President Roosevelt met at Yalta before the war ended to discuss the post-war world, Stalin made it clear that he wanted to extend communism into Eastern Europe. Though he agreed to allow free elections after the war, he failed to live up to this agreement. By 1948 he had taken over all eastern European countries except Yugoslavia.*
- 11. The War in the Pacific came to an end after the United States dropped two atomic bombs destroying the Japanese cities of Hiroshima and Nagasaki.*
- 12. After the war leaders dealt with two issues: collective security to avoid future wars by formation of the United Nations; and punishing the atrocities of the Nazis in the Holocaust by means of the Nuremberg Trials.*



## Not AGAIN!!

### Springboard:

Students should study the “Military Casualties” chart and generate five questions about the data.

*(Answers will vary, but some possible questions could include:*

*Why did China fight in WWII and not WWI? What happened to Austria Hungary and the Ottoman Empire? Why did France have so many fewer casualties in WWII? Why did Japan and the Soviet Union have so many more casualties in WWII? )*

**Objective:** The student will be able to explain the causes of World War II.

**Materials:** Military Casualties (Springboard handout)  
Situation Cards (handout cut into sets)

**Terms to know:** **casualty** - injured or dead soldier  
**isolationism** - policy of avoiding involvement in the affairs of other nations  
**famine** - widespread hunger

### Procedure:

- While reviewing the Springboard, explain that even after the death and destruction of The Great War, the world situation was not settled or peaceful. The many problems that the participants experienced would eventually lead to a more destructive war only 20 years later. Go on to explain that in this lesson the student(s) will examine the conditions that caused World War II.
- Distribute a set of “Situation Cards” to each student, pair, or small group. Depending on the ability level of your student(s), you can either have them group the cards and devise names for categories they sort them into, or you can provide them with a list of causes (political, economic, social, etc.) and have them decide which category each card fits.
- Have the student(s) share their arrangements and explain their reasoning. *(The way the cards are sorted is open-ended but must be explained.)* During the follow-up discussion, have the student(s) respond to the following questions:
  - ? Which cause(s) do you predict will prove to be the MOST to blame for the war? *(Answers will vary.)*
  - ? How do you think all of these causes “worked together” to create a dangerous situation that would lead to war? *(Each cause on its own is serious; but added together they created great instability in the world, heightening the possibility of war breaking out.)*
  - ? What do you think could have been done to address some of these problems before war broke out? *(Answers will vary.)*



# Military Casualties



**DIRECTIONS:** Carefully study the chart data. Then write five questions that come to mind when you compare the casualty statistics from the two world wars.

Country	Casualties in World War I	Casualties in World War II
Austria-Hungary	1,050,000	Number not available
China	Number not available	2,200,000
France	1,500,000	211,000
Germany	1,950,000	2,850,000
Great Britain	1,000,000	398,000
Italy	533,000	78,000
Japan	2,000	1,510,000
Ottoman Empire	325,000	Number not available
United States	116,000	293,000
Russia / Soviet Union	1,700,000	7,500,000

1.

2.

3.

4.

5.

# Situation Cards

Japan invades Nanking China, massacring thousands.	8-10 million people are killed, exiled and imprisoned during the Purges in the Soviet Union.
Worker's strikes and protests break out all over Europe.	Italy becomes a fascist dictatorship under Benito Mussolini.
Hitler dreams of a German Empire.	Nationalistic movements break out throughout European colonies.
The Great Depression hits the United States.	Japan triples its industrial production making more steel and airplanes.
Opposition political parties are banned in Germany.	Italy is angry over the fact that they gain little land under the Versailles Treaty.
Germany forced to take sole blame for WWI under the Versailles Treaty	The United States does not join the League of Nations.
The Soviet Union becomes a communist dictatorship under Joseph Stalin.	Japan invades Manchuria for resources.
Farms, factories, roads and bridges are destroyed during WWI.	Civil war breaks out in Spain; a fascist dictatorship emerges with Hitler's help.
The United States sets a very strict policy of isolationism.	Germany experiences hyperinflation; money is worth nothing!
Germany had to pay huge sums of money for damages during WWI.	Famine in the Soviet Union kills many in the 1920's.
Germany's democratic government is overthrown by Hitler and the Nazis.	Germany, France, Great Britain, the U.S. and other countries experience very high unemployment.
Military spending skyrockets in Germany.	France spends millions to build fortifications along the border it shares with Germany.
Under the Versailles Treaty, Germany loses its profitable colonies and access to coal mines.	Due to the Great Depression, the U.S. cannot afford to lend any money to Europe.
Millions are dead and wounded during World War I.	The League of Nations has no military at its disposal to enforce its decisions.



## The Man With the Plan

### Springboard:

The students should read “ \_\_\_\_\_ ” and answer the questions.

**Objective:** The student will be able to explain Hitler’s plans for Germany leading up to World War II.

**Materials:** “ \_\_\_\_\_ ” (Springboard handout)  
In His Words (handout)  
What’s the Plan? (handout)

**Terms to know:** **inflation** - rapid rise in cost of goods and services  
**empire** - country that controls itself and others  
**repeal** - to undo a law or treaty  
**expel** - to kick out; force someone to leave

### Procedure:

- After reviewing the Springboard, explain that *this lesson examines the plans Adolf Hitler laid out for Germany that would cause tension and fear in Europe and eventually lead to war.*
- Distribute “In His Words” and “What’s the Plan?” The student(s) should work independently or in pairs to read the speech and complete the analysis form. (FYI: “In His Words” is a combination of an actual speech given by Hitler in 1930 and information from the Nazi party platform that was published in 1920.)
- Have them share their ideas and discuss. (Answers may vary and include: *repeal the Versailles Treaty, gain more territory for Germany, expel non-Germans, etc.*) Then lead a discussion of the following questions:
  - ? Who do you think might have responded positively to these plans? (*The German people who were suffering economically and humiliated and angry over the Versailles Treaty.*)
  - ? Why do you think these plans would cause tension and fear in Europe? (*Hitler’s words and intentions were very aggressive. He seemed to be trying to inflame the anger that was already present in Germany. Also, the people of Europe well-remembered how Germany started World War I.*)

Europe faced many problems in the years after World War I. Since the war was fought mainly on European soil, much was destroyed. After the war ended, countries immediately set about the tasks of replanting their fields and rebuilding their factories. Still, the process was long and costly.

The situation in Germany was even worse than elsewhere, since the Treaty of Versailles had stripped the country of all means of making money. Without trade, ships or mines, Germany was doomed to debt. **Inflation** in the country skyrocketed, such that the German mark was worthless! The Weimar Republic, the government the Allies had helped establish, was extremely unpopular with the German people. They blamed their new government for accepting the hated treaty and for their economic problems as well.

When the worldwide depression began in 1929, Germany’s misery worsened. The people were desperate for help, which did come with the election of Adolf Hitler in 1933. Representing the new National Socialist Party (or Nazi Party), Hitler promised to strengthen Germany and relieve the people’s poverty. This he did by beginning a massive military build-up. The Germans once again had jobs and hope.

Next, Hitler set out to restore Germany’s wounded national pride. In 1936 he joined with Italy to form the Axis Powers and began empire building. The League of Nations, a peacekeeping organization formed after the war, tried to stop Hitler’s aggression; but without armies the League was truly powerless. Neighboring nations were once again alarmed and began their own military build-ups. Once again a rival alliance, “the Allies,” formed, and once again tensions rose.

The best title for this passage would be

- A. Treaty of Versailles
- B. Depression in Europe
- C. Years Between the Wars
- D. Adolph Hitler and the Axis

The term “**inflation**” in the second paragraph **MOST LIKELY** has to do with

- A. manufacturing.
- B. war
- C. trade.
- D. money.

Which statement best describes a **CAUSE** of the Treaty of Versailles?

- A. Germany deserved to be punished since it started the war.
- B. The Allies established the Weimar Republic in Germany.
- C. Germans blamed their government for all their problems.
- D. Adolf Hitler was elected to power in Germany in 1933.

Which statement does **NOT** explain Hitler’s rise to power in Germany?

- A. Germans had to replant farms and rebuild factories.
- B. The German people hated the Treaty of Versailles.
- C. A worldwide depression hit Germany very hard.
- D. Hitler promised to relieve the people’s poverty.

# Answers and Explanations for “\_\_\_\_\_”

Europe faced many problems in the years after World War I. Since the war was fought mainly on European soil, much was destroyed. After the war ended, countries immediately set about the tasks of replanting their fields and rebuilding their factories. Still, the process was long and costly.

The situation in Germany was even worse than elsewhere, since the Treaty of Versailles had stripped the country of all means of making money. Without trade, ships or mines, Germany was doomed to debt. **Inflation** in the country skyrocketed, such that the German mark was worthless! The Weimar Republic, the government the Allies had helped establish, was extremely unpopular with the German people. They blamed their new government for accepting the hated treaty and for their economic problems as well.

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The best title for this passage would be

- A. Treaty of Versailles
  - B. Depression in Europe
  - C. Years Between the Wars \*
  - D. Adolph Hitler and the Axis
- (C is the most general of the four choices; the rest are details.)*

The term “inflation” in the second paragraph **MOST LIKELY** has to do with

- A. manufacturing.
  - B. war
  - C. trade.
  - D. money. \*
- (The sentence refers to the value of the German mark, Germany’s currency.)*

Which statement best describes a **CAUSE** of the Treaty of Versailles?

- A. Germany deserved to be punished since it started the war. \*
  - B. The Allies established the Weimar Republic in Germany.
  - C. Germans blamed their government for all their problems.
  - D. Adolf Hitler was elected to power in Germany in 1933.
- (Choices B, C and D are effects or part of the treaty.)*

Which statement does **NOT** explain Hitler’s rise to power in Germany?

- A. Germans had to replant farms and rebuild factories. \*
  - B. The German people hated the Treaty of Versailles.
  - C. A worldwide depression hit Germany very hard.
  - D. Hitler made Germans feel good about themselves.
- (While it could be argued that Choice A contributed to it, all of Europe had to rebuild and didn’t fall to dictators like Hitler. The other situations all contributed to Germans’ misery and desire to regain their glory.)*

# In His Words



“My dear German people, the time has come for us to stand up and demand the respect and equality that has been denied us in the world recently. We must expect and demand that the terrible Treaty of Versailles be repealed. The terms of this vile document assume that we will take the abuse it has heaped upon us like a dying animal ...lying down. But no! Parliaments do not create the rights of people on this earth; force creates rights!

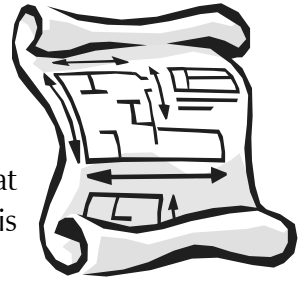
If the German people do not solve the problems this wicked treaty has wrought, and if we do not open up markets for its industry, then 2,000 years of our glorious history have been in vain, a complete waste. If this is what you my people want, than I will gladly join you in exiting the world stage, and nations with more vigor can take our place.

But, if you believe like I do that our place among world nations must be fought for and maintained. If you think, as I do, that people who are lazy have no right to the soil. If you agree that soil is for him that tills it and protects it, then you must fight with me! We have more right to our soil than all the other nations because we are so thickly populated. So you must demand what I demand! We must demand the union of all German peoples in one Great Germany. We must demand land and territory for the feeding of our people and the settlement of our surplus population! We must demand our mines and our ships, our strength!

But this is not all dear Germans. We have to protect ourselves from the enemies that live in our midst. We must insist that only members of our nation can be citizens. Only those of true German blood should be members of the great German nation. Those who are not citizens can live in Germany but only as guests living under our laws. The state will take care of its own, but only its own. Citizens will be provided with work, but if it is not possible to feed the entire population, non-citizens must be expelled to save valuable resources for the German people.

If you join me, proud people of Germany, you will see the sky is the limit for us. We will take back what has been wrongly stolen from us. We join once more with our German brothers and sisters who have been forced to live under new borders established by the despicable Versailles Treaty. We will once again work and provide for our families in the factories and mines that are rightfully ours. We will defend ourselves from our enemies. And most importantly, once and for all, we will hold our heads high as Germans – a people of a proud land!”

# WHAT'S THE PLAN?



**DIRECTIONS:** Using passages from the speech, determine what Hitler wants and is willing to do to achieve his goals. Then, decide if his actions are reasonable or not, explaining your answers.

Goals/Plans	Evidence from the speech	Reasonable?



## Be Prepared

### Springboard:

Students should complete “You Can Choose Your Friends.”  
(Answers will vary.)

**Objective:** The student will be able to describe the alliances that formed during World War II.

**Materials:** You Can Choose Your Friends (Springboard handout)  
Country Profiles (handout)  
Axis & Allies (handout)

**Terms to know:**

- alliance** - group of nations that agree to cooperate in war
- pacifist** - against war and violence
- communism** - form of rule in which all property is owned in common under strict government control
- oppression** - cruelty in the exercise of power
- fascism** - government ruled by an oppressive dictator who places the glory of the nation above all
- neutral** - not taking sides

### Procedure:

- After reviewing the Springboard, review the definition of “alliance” from the “Terms to know” and have the student(s) predict which criteria from the handout they think would translate to countries picking allies. Then explain that in this lesson the student(s) will learn about some of the major players in World War II in order to predict the alliances they formed: the Allies and the Axis Powers.
- Distribute “Country Profiles” and “Axis & Allies.” Have the student(s) work individually, in pairs, or small groups to study the information and complete the analysis form.
- Have them share / compare their answers and discuss. (Answers will vary but possible answers could include:
  - ? Germany, Italy, Japan and the Soviets could be looking for other countries that might help them build their empires. Great Britain, France and the U.S. would look for allies that would help keep the peace and foster economic recovery and growth.
  - ? Answers will vary, but student(s) may not know where the Soviets belong because they were allied with France and Britain during WWI. However, Stalin signed a pact with Hitler before the invasion of Poland (which will be covered in the next lesson).
  - ? Advantages: provides security, help if attacked, economic partnerships, etc. Disadvantages: pulls countries into conflicts in which they are not directly involved in defense of allies, etc.)





# You Can Choose Your Friends

**DIRECTIONS:** What matters to you when choosing new friends? Which criteria or characteristics matter most to you? Which matter least? Rank the list of seven criteria from 1 (most important) to 7 (least important) and explain your answers in the space provided.

\_\_\_ Power (popularity, number of friends, etc.)

\_\_\_ Wealth (money, car, clothes, house, etc)

\_\_\_ Values (religion, morals, ethics, etc.)

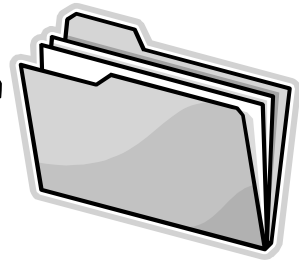
\_\_\_ Background (history including past actions, where he/she is from, etc.)

\_\_\_ Personal Characteristics (age, gender, looks, ethnicity, etc.)

\_\_\_ Geography (where he/she lives, etc.)

\_\_\_ Freedoms (parental rules and restrictions, curfews, etc.)

# COUNTRY PROFILES



**France** was devastated by World War I, perhaps more so than any other country because most of the fighting took place there. The Great Depression made recovery slow and painful. In addition to the economic problems of the war and depression, France was very war-weary, increasingly pacifist, and fearful of another war. Germany had attacked France twice in 45 years, and the French were very worried about this enemy with whom they shared a border. In response to these fears, France spent millions of dollars to build the Maginot Line in the 1920's and 1930's. This was a series of fortifications along the French-German border, since the French did not trust that Great Britain or the other western democracies would come to their aid if Germany, or anyone else, attacked once again.



**Great Britain** was once a leading naval and trade powerhouse, but was knocked down heavily by World War I. After the war the former giant took on the difficult task of recovery. The Great Depression hit the British economy hard as trade came to a standstill and there was little demand for products. The burden fell largely on the shoulders of the industrial workers who saw their wages fall, jobs disappear, and conditions worsen. Huge strikes broke out all over the country, creating chaos for a time, but in the end democratic government prevailed. Parliament, the British legislature led at the time by the Labour Party, passed a series of reforms that eased the problems of the working class. Yet despite these small victories, the country remained war-weary and in shock over the devastation of World War I, leading many people and politicians unwilling to get involved in foreign affairs.



After heavy casualties and a communist revolution, **Russia** left its allies to fight World War I on their own. After years of chaos and instability, Russia finally formed the **Soviet Union**, several republics joined under the leadership of Joseph Stalin. Upon taking power, Stalin set out to modernize and industrialize the country with strict economic policies. Although his plans were somewhat successful, he used brutal force and oppression to meet those goals. Purges in the late 1930's were an extreme attempt to rid the government, society, and military of anyone who opposed his rule. Approximately 8-10 million people were jailed, exiled, and killed during the Purges. Although these shocking events strengthened his rule, it left the Soviet army very weak, as many victims of the Purges were military leaders and soldiers. In spite of all their problems, the Soviets turned their attention to expanding their empire to gain additional resources, people, land, and power.



After World War I **Italy** was fed up and frustrated by the Allies. They had switched sides during that war to fight with Great Britain and France on the promise that they would be given significant territory afterward. However, they gained very little. The Great Depression hit Italy just as hard as everyone else, and the problems created a ripe breeding ground for communism. Benito Mussolini hated communism.

He organized his supporters to take over Italy and created a fascist state that glorified the nation, created a strict government-run economy, and ruled the country under one party led by Mussolini, a dictator. He played on the fears and anger of the Italian people to gain support and then set out to avenge what Italians saw as the Allies' broken promises after World War I.



**Japan** emerged from World War I largely intact, since none of the fighting had taken place on Japanese soil. However, the Great Depression did hit this country hard. The Japanese leader, Emperor Hirohito, spent much time traveling in the West and determined that a country's wealth and power could be measured by its industry. Therefore, he set his country on a path to expand its business and military as fast as possible. The challenge, however, was that the island nation had few natural resources of its own. In order to industrialize as they planned, the

Japanese would need to have steady supplies of resources and markets, so the plan for an overseas empire was hatched.



**Germany** was furious and economically broken after World War I by the Treaty of Versailles. German national pride was hurt by the war guilt clause, which placed the sole blame for the conflict on them. Recovery was nearly impossible as the terms of the treaty stripped Germany of its colonies and industrial centers (as the coal-producing Ruhr region), mines, and more. When Adolf Hitler came to power, the German people thought he was the savior of their nation. His powerful speeches and promises of a

great German empire led people to reject the democratic Weimar Republic and allow him to become a fascist dictator that ran the country with an iron fist.



After a short year in World War I, people in **America** looked forward to a return to normalcy. The decade after the war brought great prosperity to the nation, but the boom was short-lived. In 1929 a combination of overproduction, risky stock market practices, and unstable banks all crashed, leading the country and the world into the Great Depression. The election of Franklin D. Roosevelt in 1932 brought new policies as the government

worked to get the nation back on its feet. As a result Americans became increasingly isolationist, wanting only to concern themselves with solving their own problems. America stopped lending money to foreign nations (due to the economic crunch) and vowed to remain neutral in any future conflicts.



What do you think each of the following nations might have looked for in an ally?

France:

Japan:

Great Britain:

Germany:

Soviet Union:

The United States:

Italy:

Make a list of which countries you think belonged to each alliance in World War II and explain your choices in the space provided:

Allied Powers	Axis Powers

What are the advantages of having alliances?

What are some possible disadvantages from alliances?

## Giving In



### Springboard:

The student should read “Risk and Reward” and answer the questions.  
*(Potential risks for Hitler were military defeat, loss of support, etc. Possible rewards were resources and industry, support of his people, etc. Answers will vary for the last question, but may include the fact that other countries may not have involved themselves because of their own economic problems at the time, or because they did not see Hitler as a serious threat.)*

**Objective:** The student will be able to describe appeasement and explain how it paved the way for World War II.

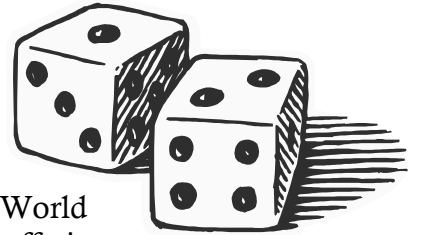
**Materials:** Risk and Reward (Springboard handout)  
Memo (handout or transparency)  
What Were They Thinking? (handout)

**Terms to know:** **annex** - to take over territory  
**appeasement** - giving in to an aggressor in order to avoid conflict

### Procedure:

- After reviewing the Springboard, explain that in this lesson the student(s) will more closely examine how and why European leaders continued to give into Hitler’s demands.
- Distribute or display the “Memo.” Have the student(s) read the letter independently or together and discuss Hitler’s reasons for invading Czechoslovakia (*Germans lived there, he wanted an empire, etc.*) and how he dealt with those who might have opposed him (*He bullied them by threatening war.*). **NOTE:** The memo is an InspirEd creation based on author’s research.
- Then have the student(s) predict reasons why Chamberlain and others would have been so easily bullied. (*Answers will vary.*)
- Distribute “What Were They Thinking?” and have the student(s) complete the form independently or in pairs.
- Share / compare responses and then have the student(s) generate a definition of appeasement, based on lesson information. (See “terms to know.”) Then lead a follow-up discussion of the advantages and disadvantages of this policy. (*Advantages were that Europe could avoid war for the time being, etc.; disadvantages were that the policy encouraged Hitler to be aggressive, it made them look weak, etc.*)
- In closure explain that despite Britain’s and France’s best efforts at appeasement, Hitler broke his word to Chamberlain and others and invaded Poland in September 1939. As promised, the French and British pledged to defend Poland, which had since its establishment signed on to join the Allied Powers. Thus they declared war on Germany on September 3, 1939, marking the start of World War II.

# Risk and Reward



When Adolf Hitler came to power in 1933, he promised to get Germany back on her feet after the devastation and humiliation of World War I. In addition to the economic depression they were suffering, Germans were also bitter over the punishment that had been dealt them by the Versailles Treaty. To bring the nation back to glory, Hitler made plans to build an empire to restore the strength of Germany and the pride of its people. To do so, he took actions that directly violated the terms of the Treaty of Versailles.

He first turned his attention to the Rhineland, a province located on the western border of Germany next to Belgium. Since Germany had attacked this neutral country during the last war, the Allies had established it as a demilitarized zone, an area where no troops and weapons were allowed, in order to ease Belgium's fears of German aggression. Since it was the heart of German industry and agriculture, Hitler knew he needed the Rhineland under his control. So in March of 1936, he sent 32,000 troops and police into the area. Hitler knew the action was a huge gamble, because his military was not strong enough to fight if the French or British challenged him. Much to his relief, the French protested but did not fight, and the British attitude was that it was Germany's "backyard" so they should hardly be concerned.

Two years later, Hitler once more ignored the Versailles Treaty and annexed Austria. He had many supporters in Austria, as the Nazi party had already grown in number there. Much to the dismay of the Austrian Chancellor, Hitler sent in his army to take over the government and create an "anschluss" or union between the two countries. Again, the French and British chose not to intervene. While speaking to a cheering crowd in his hometown of Linz, Austria, he said "I left this town years ago with precisely the same beliefs as I have today. Imagine how deeply I feel now that I have brought my beliefs to fulfillment. Providence (*God*) gave me a mission to restore my dear homeland to the German Reich (*State*). I believed in that mission, I have lived and fought for it, and I believe I have now fulfilled it."

List and describe the risks Hitler took in annexing the Rhineland and Austria:

List and describe the potential rewards of those actions:

Why do you think France, Great Britain, and other nations did not get involved in either of the two situations?

## MEMO

To: Alfred Jodl, German Military Advisor  
From Adolf Hitler  
Re: Czechoslovakia

Herr Jodl,

Now that we have successfully met our goals in the Rhineland and Austria, we must now turn our attention to Czechoslovakia. As you know, there are three million German people living in the western region of Sudetenland in that country. The dreadful Versailles Treaty gave the land in question to the Czechs, and they have done nothing but abuse our German brothers and sisters since. We have been funneling money to the Nazi party and supporters there for months now, but the Czechs still refuse to allow them any representation in the government. The time has come to take further action.

I had a meeting with British Prime Minister Neville Chamberlain in Berchtesgaden on the 15<sup>th</sup> and as I expected, he did not disagree that we should be able to annex the Sudeten region as long as we do not use force. This is not acceptable, as I want to CRUSH the Czechs with the fury of our mighty military and then move on to Hungary and Poland. When I told him this, he ran back to London with his tail between his legs. A few days later, I agreed to meet with him again in Munich to further discuss my plans.

At our Munich meeting, I threatened to go to war if that was what it took to get my way. Chamberlain and his equally weak friends agreed to give me what I wanted after that. You would have enjoyed the scene there, Alfred! Chamberlain thinks of himself as a great statesman, but in truth he is just a weak shell of a man who I would very much like to push down a flight of stairs. So now, my friend, we can march freely and unopposed into Czechoslovakia to rescue our German friends and gain an excellent position from which to expand our empire to the east. It is only a matter of time until my goals for our great empire are fulfilled.

Your Fuhrer,

*Adolf Hitler*

Adolf Hitler

# What Were They Thinking?!



**DIRECTIONS:** In your own words, explain each person's position and how it may have contributed to the Munich Agreement that allowed Hitler to invade and annex Czechoslovakia in 1939.

"War wins nothing, cures nothing, ends nothing. When I think of the 7 million young men who were cut off in their prime and the 13 million who were maimed or mutilated, the misery and suffering of the mothers and the fathers ... in war there are winners, but all are losers." - Neville Chamberlain, Prime Minister of Great Britain 1937-1940

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"We shun political commitments which might entangle us in foreign wars."  
- Franklin Roosevelt, U.S. President 1933-1945

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"From the military point of view time is in our favor. If war has to come, it would be better to fight her in say 6-12 months than to accept the present challenge."  
- General Hastings Ismay, Military advisor to Chamberlain

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"I know what the Czech government is like. I know what tyrants they can be. Is it right that France – the land of liberty – should allow Frenchmen to be killed so that the Czech government should continue to torment the Sudeten Germans?"  
- Jean-Paul Sartre, French writer and intellectual

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"If we could sit down at a table with the Germans and run through all their complaints and claims. That would greatly reduce tension."  
- Neville Chamberlain, Prime Minister of Great Britain 1937-1940

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# What Were They Thinking?!

## Suggestions for Answers



“War wins nothing, cures nothing, ends nothing. When I think of the 7 million young men who were cut off in their prime and the 13 million who were maimed or mutilated, the misery and suffering of the mothers and the fathers ... in war there are winners, but all are losers.” - Neville Chamberlain, Prime Minister of Great Britain 1937-1940

**Chamberlain was horrified by the idea of another war so quickly after the devastation of World War I. He was trying to keep the peace by allowing Hitler to have his way in the hopes of avoiding another war.**

“We shun political commitments which might entangle us in foreign wars.”

- Franklin Roosevelt, U.S. President 1933-1945

**Roosevelt’s words reflected the belief that America should not get involved in the affairs of other countries. His position might have led Chamberlain and others to give into Hitler because of very legitimate fears that the U.S. would not step in to help them again if Europe went to war.**

“From the military point of view time is in our favor. If war has to come, it would be better to fight her in say 6-12 months than to accept the present challenge.”

- General Hastings Ismay, Military advisor to Chamberlain

**Ismay was saying that the British military needed more time to rebuild and gain strength before it could fight again. The fact that the British military was weak could certainly have made Chamberlain less likely to want to engage in a war with Hitler.**

“I know what the Czech government is like. I know what tyrants they can be. Is it right that France – the land of liberty – should allow Frenchmen to be killed so that the Czech government should continue to torment the Sudeten Germans?”

- Jean-Paul Sartre, French writer and intellectual

**Sartre was arguing that the Sudeten Germans had a right to break away from Czechoslovakia because they were mistreated by the Czech government. Chamberlain and others might have agreed that it was not worth fighting over because in truth, freeing the mistreated German people in Sudetenland was actually seen as the “right” thing to do.**

“If we could sit down at a table with the Germans and run through all their complaints and claims. That would greatly reduce tension.”

- Neville Chamberlain, Prime Minister of Great Britain 1937-1940

**Chamberlain was taking the position that Hitler was a reasonable man whom the British and others would be able to negotiate. He wanted to sit down with the Germans to talk things out instead of resorting to war. Chamberlain actually thought of himself as a great statesman who would be able to use his respected reputation and position to come to an agreement that would make everyone happy and avoid further violence.**



## Lightning Strikes

### Springboard:

Students should read “A War of Attrition” and answer the questions.

**Objective:** The student will be able to describe new techniques of warfare during World War II.

**Materials:**

- A War of Attrition (Springboard handout)
- Blitzkrieg! Game Board (handout)
- Blitzkrieg! Rules and Game Pieces (handout)
- Blitzkrieg! Game Cards (cut and shuffled)
- The Ways of Warfare (handout)

**Terms to know:**

- infantry** - foot soldiers
- combatant** - participants in a war
- strategy** - plan for fighting a war; tactic
- reconnaissance** - information gained from observing or spying

### Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will play a game to learn how the Germans changed warfare during World War II.*
- Divide the students into pairs, or **for individualized instruction** the parent / instructor should play the game with the student. Distribute one game board, one set of cards, and one rules and tokens sheet to each pair of players. Have the student(s) read the rules and cut out their game pieces and **mark them with their initials or color them** to distinguish between the two sets.
- Players should play “rock, paper scissors” to determine who gets to move each time. (**NOTE:** The random nature of turn-taking will be addressed later in the lesson. Expect players to lose round after round and become frustrated!) Have the student(s) play the game until one player wins or as time allows.
- Then distribute “The Ways of Warfare” and have the student(s) complete the questions to debrief the game.
- Have them share / compare their answers and discuss. (*Some answers will vary, but should note that piece movement mimicked the Blitzkrieg strategy in which planes went in to soften targets, then tanks, and last infantry. The speed and restrictions of movements of each piece reflected the actual speed of movement in battle. The purpose of the random nature of turns reflects the ability of one side to attack over and over. Factors that help strengthen a military force include fuel, factories, medicine, good weather, etc. Factors that can weaken a force include disease, bad weather, lack of supplies, etc. Compared to W.W.I, this strategy would be far less likely to result in a stalemate. For this reason, this tactic is still used for modern-day attacks on targets.*)

# A War of Attrition



When World War I broke out, it looked like Germany might achieve an easy victory. The Germans surprised France by invading through Belgium, a neutral country. In September of 1914, the French stopped the Germans just 37 miles from its capital, Paris. If Paris had been captured, that would have meant defeat. Instead the Germans retreated and formed a battle line by digging deep trenches in the ground, stretching from the coast of

Belgium all the way to the Swiss mountains. The French and British built a similar line just a few miles away. So by the spring of 1915, the two armies faced each other in deeply dug trenches, unable to find a way to cross the space between them to break the enemy's line.

The fighting in World War I turned into a war of attrition, as quick and decisive victory seemed impossible. Each side tried to wear down the other by inflicting as many casualties as possible. The hope was that, eventually the other side wouldn't be able to take it anymore and surrender. From time to time, one side would charge "over the top" at the other, by sending foot soldiers running through "no man's land," as the area between the trenches was called. As the troops approached, enemy soldiers in the trenches would mow them down with high powered machine guns, a new weapon that could shoot off several rounds quickly. The efforts of charging troops were seen as suicidal since it was highly unlikely they would successfully make it to the other side. Life inside the trenches was not much better; rats, disease, filth, and constant noise and fear, made it unbearable for many.

The casualties suffered from the failed military tactics of trench warfare were terribly high. Hundreds of thousands of troops and medics died with little to no ground gained from either side. It wasn't until the arrival of American tanks in 1917, that the Allies were able to break through the German lines. Knowing all this, as German military advisors planned for World War II, they knew they needed to figure out a way to avoid another **stalemate**.

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

- A. Soldiers in WWI suffered worse conditions than in other wars.
- B. Machine guns made charging "over the top" a suicide mission.
- C. Warfare constantly changes due to new weapons and tactics.
- D. A war of attrition will usually result in high casualty numbers.

A likely synonym for the word "stalemate" in the last paragraph is

- A. tragedy.
- B. trench.
- C. deadlock.
- D. defeat.

Based on passage information, what do you think the Germans will do to avoid another war like this? \_\_\_\_\_

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# A War of Attrition-Answers and Explanations



When World War I broke out, it looked like Germany might achieve an easy victory. The Germans surprised France by invading through Belgium, a neutral country. In September of 1914, the French stopped the Germans just 37 miles from its capital, Paris. If Paris had been captured, that would have meant defeat. Instead the Germans retreated and formed a battle line by digging deep trenches in the ground, stretching from the coast of

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*(No information is provided to compare casualty figures from other wars to WWI.)*

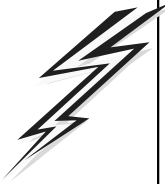





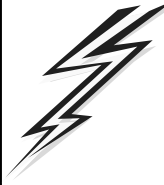
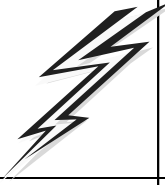



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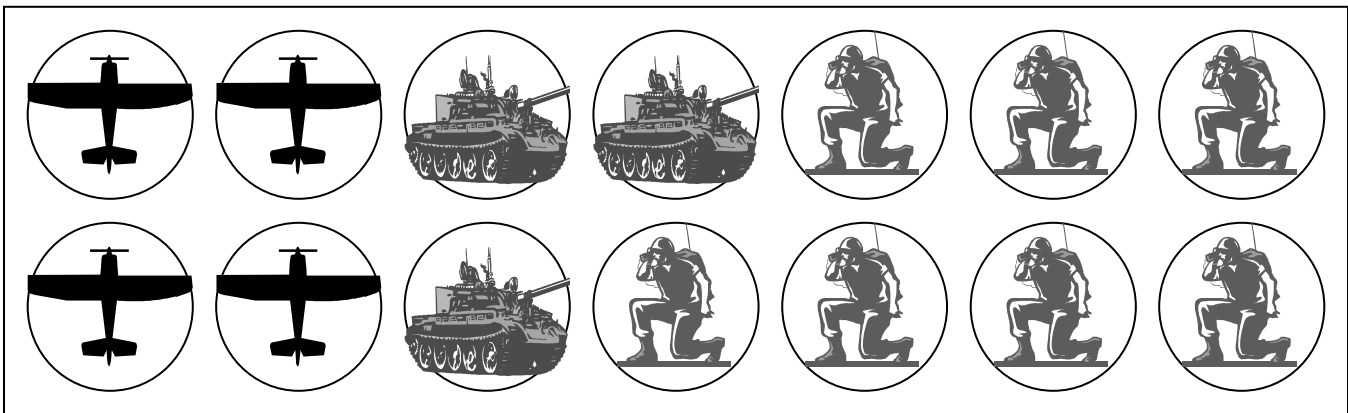
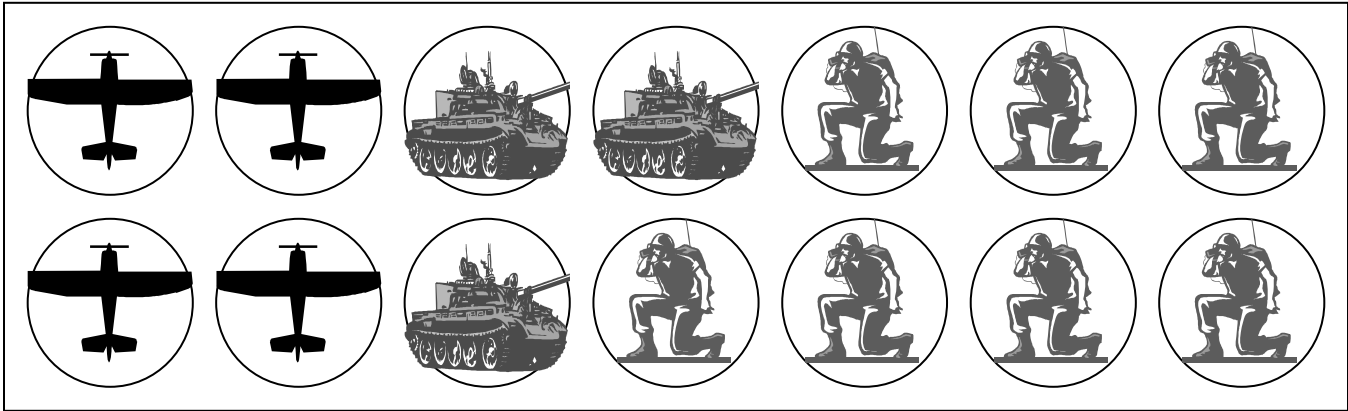
*(The passage describes how the war became "deadlocked" until U.S. tanks arrived.)*

Based on passage information, what do you think the Germans will do to avoid another war like this? *Answers will vary, but students may predict that the Germans would make more use of tanks, since they were successful in breaking the deadlock in World War I.*

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		-Infantry-			
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		-Planes-			
					
					
					
		-Planes-			
		-Tanks-			
		-Infantry-			

# Blitzkrieg! Rules and Game Pieces



**Object of the Game:** The combatant that captures all of his/her opponent's pieces or has the most pieces when time is called wins the game.

**Setting Up:** Combatants should cut out their set of pieces, color or initial them, and place them anywhere on the row designated for each type of forces (planes, tanks, or infantry) on their side of the board.

## Force Pieces Rules:

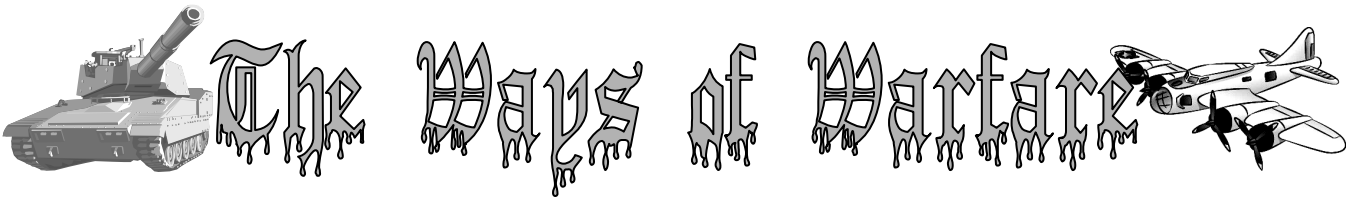
- **Planes** can only move FORWARD up to three spaces at a time, safely passing over any other pieces. When a player's plane reaches the other side of the game board, the combatant should remove that piece from play and add it to his/her winnings.
- **Tanks** can move FORWARD or SIDEWAYS up to two spaces at a time. They cannot move past any planes, but can pass infantry. When a tank reaches the opponent's side safely, the combatant can choose to keep it on the board or remove it and add to his/her pile.
- **Infantry** can move one space IN ANY DIRECTION per turn. Infantry cannot pass other playing pieces. When an infantry piece reaches the other side of the board safely, the player can keep it on the board or remove it and add to his/her pile.

**Capturing Opponent's Pieces:** Combatants can capture any of his/her opponent's pieces by landing on an occupied space. That piece should then be removed from the board and added to that player's winnings.

**Game Cards:** A player landing on a lightning bolt spot should take a card and follow its directions, if possible. When all cards have been selected, re-shuffle the pile and use it again.

# Blitzkrieg! Game Cards

<p>Heavy cloud cover and storms keep your planes grounded. Lose one plane piece to your opponent.</p>	<p>Munitions factory burns down and cannot produce armor for tanks. Lose one tank piece to your opponent.</p>
<p>Oil shortage! No fuel for your planes. Lose one plane piece to your opponent.</p>	<p>Heavy rains muddy the fields. Tanks get bogged down. Lose one tank piece to your opponent.</p>
<p>Pilots get bad reconnaissance information and bomb civilian area. Lose one plane to your opponent.</p>	<p>Mechanical problems lead to several tanks breaking down. Lose one tank piece to your opponent.</p>
<p>An entire infantry unit is captured by the enemy! Lose one infantry piece to your opponent.</p>	<p>Food shortages lead to thousands of deserters! Lose one infantry piece to your opponent.</p>
<p>An outbreak of the flu sends thousands of soldiers to the infirmary. Lose one infantry piece to your opponent.</p>	<p>Jet fuel supplier releases thousands of barrels of fuel for military use. Capture one of your opponent's plane pieces.</p>
<p>You have a week of clear skies for your pilots. Capture one of your opponent's plane pieces.</p>	<p>A new factory opens and produces 100 new planes. Capture one of your opponent's plane pieces.</p>
<p>Engineers come up with a new tank design that keeps it from getting bogged down in mud! Capture one of your opponent's tank pieces.</p>	<p>Drought conditions make the fields easy to maneuver in tanks. Capture one of your opponent's tank pieces.</p>
<p>Your military is able to cheaply buy 100 new tanks from a neutral country. Capture one of your opponent's tanks.</p>	<p>Supply lines are clear and reinforcements arrive early. Capture one of your opponent's infantry pieces.</p>
<p>Your code breakers are able to break enemy infantry positions. Capture one of your opponent's infantry pieces.</p>	<p>Huge supplies of penicillin keep the soldiers from getting too ill. Capture one of your opponent's infantry pieces.</p>



1. What was your strategy in the beginning? How did you line up your pieces? Did your first ideas pay off?
2. Why do you think the different types of pieces were able to move in different ways and at differing speeds?
3. Why do you think the pieces were lined up so the planes would move first, then tanks, and infantry last?
4. Why do you think the tanks could not pass planes and infantry were unable to pass tanks on the board?
5. What were the advantages and disadvantages of playing a game of chance (rock, paper, scissors) as opposed to taking turns to move? In what ways is this like a real combat situation?
6. What kinds of things made your military force stronger?
7. What kinds of things made your military force weaker?
8. Do you think this type of warfare would lead to a war of attrition? Why or why not?



## On Our Own

### Springboard:

Students should complete the “Early Blows” handout.  
(Great Britain had NO allies left!)



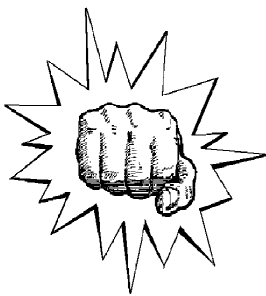
**Objective:** The student will be able to explain how early German victories affected Great Britain and its war effort.

**Materials:** Early Blows (Springboard handout)  
Reacting to Events (3 handouts)

**Terms to know:** **armistice** - agreement to stop fighting  
**guerilla army** - irregular forces (no uniforms, etc.)

### Procedure:

- While reviewing the Springboard, explain that Germany's blitzkrieg tactic worked very well at the beginning of the war. Go on to explain that in this lesson the student(s) will examine several events of the time after Germany took over France.
- Distribute “Reacting to Events” and explain that the student(s) should read the three accounts and write a short journal or diary entry for each, reflecting what they might have seen, felt, and done had they been in the situation of each person noted.
- Have the student(s) share their accounts and discuss.



# Early Blows

**DIRECTIONS:** Use information from the chronology to shade the countries that fell to the Germans between 1939 and 1940. Then answer the question below.

Battles and Offensives in the Second World War	Date
Germany invades and conquers half of Poland; the Soviet Union takes control of the other half.	September 1939
Soviet Union invades and annexes Finland.	November 1939
Germany invades and annexes Denmark.	April 1940
Germany invades and annexes Norway.	April 8, 1940
Hitler begins his Western Offensive and takes over Belgium, Luxembourg, the Netherlands, and France.	May 1940
British evacuate from French port of Dunkirk until France falls to Germany on June 4.	May 27, 1940



What allies did Great Britain have left in Europe by the end of May, 1940? \_\_\_\_\_

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## Double-Cross

### Springboard:

Students should read “Weighing His Options” and answer the question.  
(Answers will vary, but the German offer was clearly more lucrative for Stalin.)

**Objective:** The students will be able to explain why the Soviet Union chose to side with Hitler, and the events surrounding Hitler’s double cross of Stalin.

**Materials:** Weighing His Options (Springboard handout)  
Operation Barbarossa (handout)

### Procedure:

- After reviewing the Springboard, explain that Stalin accepted Germany’s offer of a non-aggression pact, giving Hitler a green light to launch his blitzkrieg through Europe. What he didn’t expect, though, was that his army was using oil at an alarming rate in doing so. Due to his increasing need for fuel, Hitler began looking to the Soviet Union and its oil reserves in the summer of 1941. Go on to explain that this lesson examines what happened when Hitler double-crossed Stalin by launching a surprise attack, called “Operation Barbarossa,” into the Soviet Union.
- Distribute “Operation Barbarossa.” Have the student(s) work independently, in pairs, or small groups to study the pictures and complete the analysis form.
- Have them share their answers, filling in gaps in their analyses with the following information as appropriate:
  - Photo 1:** *The Germans had to cross many rivers on their route. The rivers were deep and difficult to cross. Many times they had to build bridges to cross the rivers, which made their advance slow and difficult.*
  - Photo 2:** *The Soviets used the “scorched earth” tactic whereby they burned everything the German army could use. They burned fields to destroy food the Germans could eat; buildings the Germans could use for shelter; and railroads that would have been useful for transportation. This tactic kept the Germans undersupplied.*
  - Photo 3:** *The Russian winter was very cold (up to 65 degrees below zero!) and the German army was not prepared for it, since Hitler thought his Blitzkrieg would bring victory quickly before winter came. The German soldiers, therefore, did not have warm clothing and their vehicles did not work in the heavy snows. Many died from exposure and the German advance was further slowed.*
  - Photo 4:** *Once the snow melted, the mud became unbearable. Once again, German tanks and other vehicles were not equipped for the harsh conditions.)*
- Have the student(s) write a three-paragraph summary of the German invasion of the Soviet Union, including their predictions about Hitler’s chances for success in the effort. (Answers will vary, but most will likely see little hope for a German victory in the Soviet Union.)

# Weighing His Options



**BACKGROUND:** Stalin, the leader of the Soviet Union, didn't trust the Germans, French, or British. He saw them all as corrupt and willing to stab him in the back if it would further their goals. As war with Germany seemed more likely, both the Allies and Hitler courted Stalin to convince him to join their forces. By August of 1939, Stalin had two offers to consider.

**DIRECTIONS:** Read the summaries of Stalin's two offers for alliances and answer the questions below.

Allies' Deal	Hitler's Deal
<ul style="list-style-type: none"><li>• The Soviet Union would agree to join Britain and France to fight Germany if Hitler were to invade Poland.</li><li>• In exchange, Stalin would get help from the French and British in the event that Germany should attack the Soviet Union.</li><li>• The idea was that the threat of having to fight a war on two fronts would be enough to keep Hitler from invading Poland (to its east).</li><li>• The Soviets would not gain any land by agreeing to this deal.</li></ul>	<ul style="list-style-type: none"><li>• Stalin and Hitler would sign a "non-aggression" pact, in which they would promise not to attack each other.</li><li>• In exchange for making the pact, the Soviet Union and Germany would divide Eastern Europe between them.</li><li>• The Soviets would have lands they lost in World War I, Finland, Latvia, Lithuania, and Estonia, parts of Belarus, the Ukraine and Poland, returned.</li><li>• The Germans would take control of most of Poland.</li></ul>

What are the potential risks and rewards of the Allied deal? \_\_\_\_\_

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What are the possible risks and rewards of Hitler's offer? \_\_\_\_\_

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If you were Stalin, which deal would you agree to? Why? \_\_\_\_\_

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# OPERATION BARBAROSSA

On June 22, 1941, Hitler went back on his word and attacked the Soviet Union. At first the German army successfully made its way towards the Soviet capital of Moscow. However within six months of their invasion, the Germans encountered several problems that slowed their advance and gave the Soviet army a chance to recover and fight back. Study the following photographs and for each, explain what problems you think the Germans faced and how these obstacles helped the Soviets.



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## Game Changer



### Springboard:

Students should read “A Date that Will Live in Infamy” and answer the question.

*(Answers will vary, but the speech refers to the attack on Pearl Harbor. This attack would lead to the entry of the U.S. in World War II.)*

**Objective:** The student will be able to describe the attack at Pearl Harbor and explain how it changed the course of World War II.

**Materials:** A Date That Will Live in Infamy (Springboard handout)  
The Attack (handout)  
Pearl Harbor Timeline (handout)

**Terms to know:** **infamy** - evil and wrongdoing, disgrace

### Procedure:

- After reviewing the Springboard, explain that by the time the attack on Pearl Harbor occurred, things were looking very bleak for the Allies. Germany and Italy had much of Europe and North Africa under their control, while Japan, the third major nation of the Axis Powers, had taken over land in China and all around Southeast Asia and the Pacific. Go on to explain that in this lesson the student(s) will learn more about the Japanese attack on Pearl Harbor and how it changed the course of the war.
- Distribute “The Attack” and the “Pearl Harbor Timeline,” and review the instructions for the illustrated timeline.
- The student(s) should use “The Attack” and the Internet to gather ideas to complete the assignment.
- Have them share their creations and lead a follow-up discussion including the following questions:
  - ? How did Pearl Harbor change the course of the war? *(It brought the United States, which had previously stayed neutral, into the war.)*
  - ? Why do you think this attack changed American attitudes about supporting the war? *(It was the worst attack on American soil ever! Note that even the terrorist attacks of 9-11-01 resulted in fewer casualties than Pearl Harbor.)*



# A Date That Will Live in Infamy

Speech by President Franklin Delano Roosevelt — December 8, 1941

Yesterday, Dec. 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. The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with the government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese ambassador to the United States and his colleagues delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

This morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

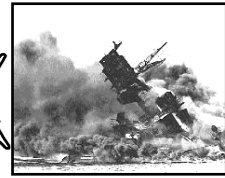
With confidence in our armed forces — with the unbounding determination of our people — we will gain the inevitable triumph — so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, a state of war has existed between the United States and the Japanese empire.

**What impact do you predict the events described in the speech would have on the war?**



# THE ATTACK



The United States, for the most part, enjoys a unique and special position on the world stage. Living in a truly democratic republic, Americans have freedoms many in the world cannot even imagine. In addition our location far from most potential enemies has afforded U.S. citizens a fair degree of safety as compared to people in many parts of the world. Until recently it was almost impossible for Americans to imagine that our country could ever be directly attacked. Such was the mindset of the American people on December 7<sup>th</sup>, 1941, “a date that will live in infamy.”

It was Sunday morning, a typical Hawaiian day with clear, blue skies and a gentle, warm breeze. Spirits at the naval base and adjoining air bases were generally high since weekends afforded the servicemen a chance to relax a bit, maybe even play some golf. With war raging in the Pacific, America’s forces in Hawaii had been kept busy monitoring the situation even though the U.S. had no plans for involvement. Around the island and on the various ships in port, men were waking and heading to their messes for breakfast, none even considering the possibility of the events that would soon unfold around them.

As military personnel and nearby locals arose, dressed, and ate, much was actually taking place. At 6:10 a.m., 200 miles north of Oahu the Japanese began launching waves of hundreds of airplanes, red spotted with the rising sun, from carriers in the region. At 6:30 a U.S. destroyer, the *Ward*, spotted a suspicious submarine and fired upon it. At 7:06, a switchboard operator in Hawaii received a message about an aircraft formation approaching Oahu and passed the message on to his superiors. Though there was discussion about this news, no alarms were sounded before 7:49.

Some saw the planes and even that didn’t seem frightening since they could not from a distance be distinguished from American planes heading into Hickam or Wheeler Field. By the time the red spots were visible, it was too late. At 7:53 on that fateful morning, the Japanese commander radioed home, “Tora! Tora! Tora!” indicating the success of the surprise attack.

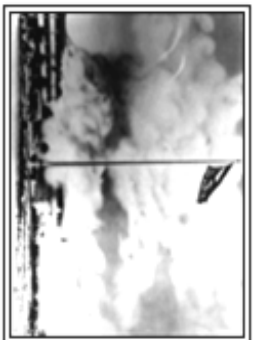
By 7:55 Japanese bombers were striking at numerous targets in the area. Kanoeh, Ford Island, Hickam, Bellows, Ewa, and Wheeler Fields all sustained massive damage. Hundreds of planes swarmed the island, diving and strafing buildings, airplanes, equipment, and men with bullets and bombs.

Soon bombs rained down and torpedoes sped through the waters of Pearl Harbor toward Battleship Row. Explosions rocked ship after ship, sinking the *Arizona* and the *West Virginia*, capsizing and damaging more than a dozen others. Thick, black smoke and flames filled the skies, oil spilled from the broken hulks of vessels, and men lay dead, dying, or injured, and running or swimming for their lives.

Those who could, manned their battle stations and fought back, but the sheer magnitude of the attack was overwhelming. By 10:00, after only two hours of terror and chaos, the Japanese withdrew leaving much of the U.S. Pacific fleet and air force in wreckage. A state of emergency was declared and the next day President Roosevelt spoke to Congress asking for a declaration of war. On December 8<sup>th</sup>, 1941, the U.S. joined the Allies.



# Pearl Harbor



Create an illustrated timeline that tells the story of Pearl Harbor. You should include at least six events, and for each, provide a visual, caption and short (2-3 sentences) summary. Make sure you pick events that are relevant to the story, not insignificant details. Most of all, make sure your work is neat and creative!



## Uncle Sam Wants YOU!



### Springboard:

Students should study the “U.S. in W.W.II” graphic information and answer the questions.

**Objective:** The student will be able to describe some of America’s contributions to the Allied war effort during W.W.II.

**Materials:** U.S. in W.W.II (Springboard handout)  
“Inspired American,” “Navajo Code Talkers,” “Coast Watchers,” “The Tuskegee Airmen,” “U.S. Merchant Marines,” and “Army Nurse Corps” (6 handouts)

**Terms to know:** **draft** - non-voluntary selection for military service  
**convention** - established rule or principle, sometimes formally agreed upon

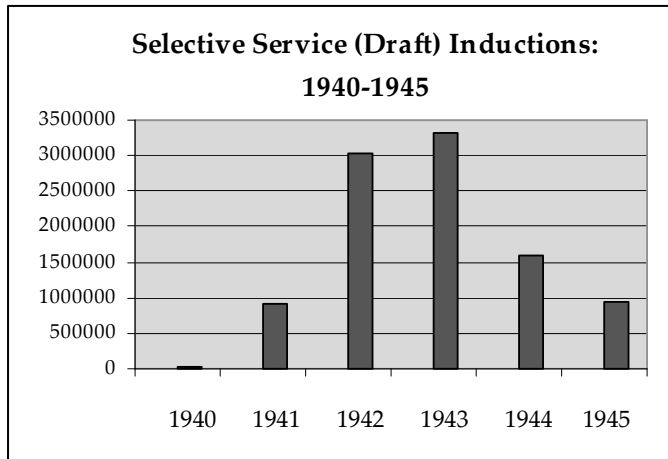
### Procedure:

- After reviewing the Springboard, explain that after Pearl Harbor the United States entered the war on the side of the Allies. Go on to explain that in this lesson the student(s) will learn about a few of the specific and interesting ways Americans contributed to the Allied war effort.
- **For group instruction** set this activity up as a rotation activity, allowing small groups to rotate among six centers with each of the six activities. **For individualized instruction** have the student complete all the activities as a packet.
- Have the student(s) share answers and discuss. (*Answers to all of the handouts will vary. Only the first question on the “Coast Watchers” handout requires a factual response. According to the map, General MacArthur oversaw the Coast Watchers’ activities in Malaya, Borneo, Java, the Philippines, New Guinea, and part of the Solomon Islands.*)



# U.S. in W.W.II

World War II (1940 –1945)	
Total Service Members (Worldwide)	16,112,566
Battle Deaths	292,131
Other Deaths	115,185
Wounded	671,846

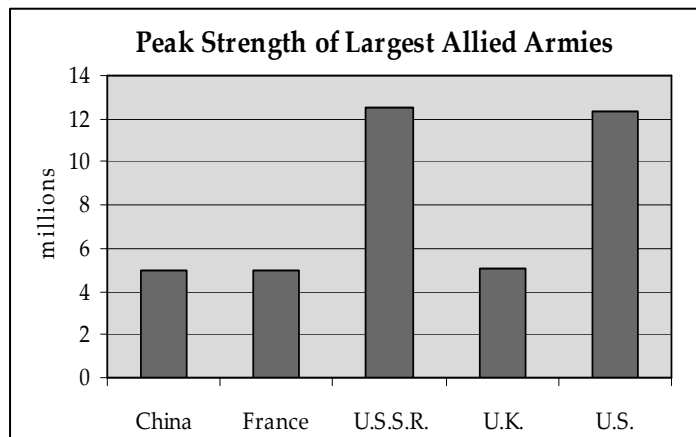


Based on information in the chart and graph, what conclusion could be drawn about the U.S. in 1940?

- A. It played a key role in the war.
- B. America had some soldiers deployed.
- C. Many U.S. soldiers died that year.
- D. Preparations for war were underway.

Which number best approximates the TOTAL number of American military personnel drafted from 1940 to 1945?

- A. 3,300,000
- B. 7,500,000
- C. 10,000,000
- D. 16,000,000



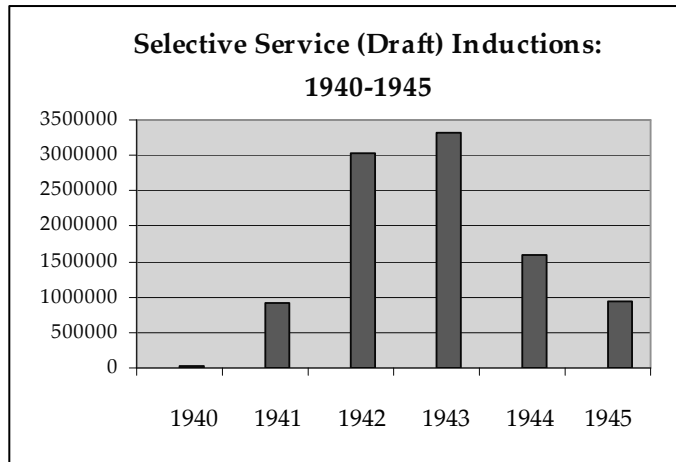
What conclusion **CANNOT** be drawn based on information in this graph along with the graphic information above?

- A. The United States played a major role in the Allied war effort.
- B. American forces probably reached their peak strength in 1943.
- C. Many in the U.S. military volunteered to fight in World War II.
- D. U.S. forces outnumbered all of the other Allied nations' forces.

# U.S. in W.W.II Answers & Explanations



World War II (1940 –1945)	
Total Service Members (Worldwide)	16,112,566
Battle Deaths	292,131
Other Deaths	115,185
Wounded	671,846



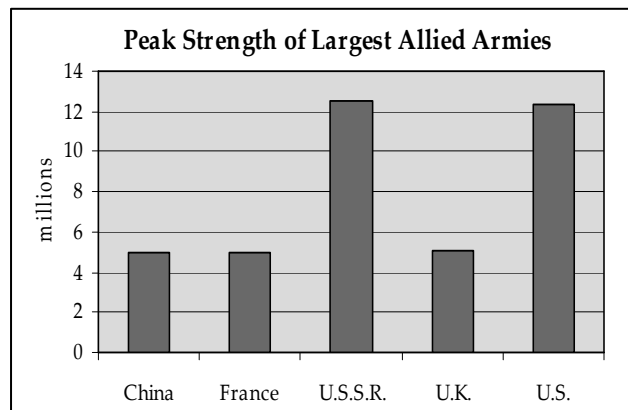
Based on information in the chart and graph, what conclusion could be drawn about the U.S. in 1940?

- A. It played a key role in the war.
- B. America had some soldiers deployed. \*
- C. Many U.S. soldiers died that year.
- D. Preparations for war were underway.

*(There is a very small bar over 1940, indicating that some military personnel, almost 19,000 in fact, were drafted that year.)*

Which number best approximates the TOTAL number of American military personnel drafted from 1940 to 1945?

- A. 3,300,000
  - B. 7,500,000
  - C. 10,000,000 \*
  - D. 16,000,000
- (The total number of draftees according to Selective Service was 10,110,104.)*

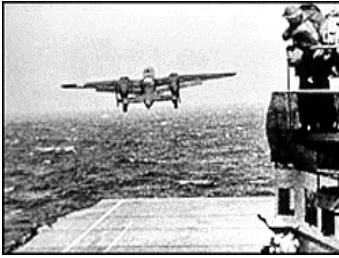


What conclusion **CANNOT** be drawn based on information in this graph along with the graphic information above?

- A. The United States played a major role in the Allied war effort.
- B. American forces probably reached their peak strength in 1943. \*
- C. Many in the U.S. military volunteered to fight in World War II.
- D. U.S. forces outnumbered all of the other Allied nations' forces.

*(While the draft peaked in 1943, students cannot infer that the number of forces peaked in that year. No years are shown in the bottom graph.)*

# Doolittle's Raiders Provide Needed Morale Boost



**WASHINGTON** - Since the Japanese surprise attack on Pearl Harbor in December, the U.S. has suffered losses which have left the public's morale dangerously low. Recent events by heroic pilots, however, have helped to change American attitudes. On April 18<sup>th</sup>, against all odds "Doolittle's Raiders," a group of B-25 bombers from the carrier *Hornet*, launched a daring and dangerous attack on the Japanese mainland that could turn the tide in the war.

Plans called for the bombers to take off from the aircraft carrier *Hornet* about 500 miles from Japan under cover of darkness, hit a series of selected targets, and then fly 1,100 miles to friendly airfields on mainland China. Along their route, though, a Japanese patrol boat was sighted and sunk. Fearing that the patrol had been able to radio a warning to Japan before it went down, Admiral William Halsey, nicknamed "Bull" for his stubborn determination, decided to launch the planes at once. This change in plan forced the thirteen B-25s to fly 800 miles to Japan, much farther than they would have liked. Led by Lieutenant Colonel James Doolittle, all of the planes reached the Japanese islands and each dropped its four bombs on oil storage facilities, factories, military installations, and other targets in spite of this setback.

After successful completion of their mission, the planes headed out into the East China Sea toward their landing site. By the time they were well over open water, night was approaching, the planes were running low on fuel, and the weather was worsening. Realizing they would be unable to reach the Chinese airfields, the various crewmembers had to take quick action to save their lives.

In the two weeks since what has come to be called "Doolittle's Raid," reports have surfaced that of the 75 crewmembers that left the *Hornet* on the morning of the 18<sup>th</sup> all but five survived. The accounting is as follows: 5 were killed in crashes or at sea, 8 are believed to have been captured by the Japanese, and the remaining 62 ejected from their planes and have been rescued, most by Chinese citizens.

Although Doolittle's Raiders did little real damage to Japan, the news of the raid has served to give America a needed mental boost in the war. It is also believed to have scored a "direct hit" on Japanese morale. Some sources have hinted that some military reports have stated that the Japanese may be moving some of their fighter units closer to their islands to defend against future attacks. If these reports turn out to be true, it is good news for America and her Allies fighting in the Pacific theater. Japanese ships and soldiers close to Japan mean fewer attacking distant targets.



**BRAINSTORM A LIST** of ways Doolittle's Raiders may have impacted the war.



# Navajo Code Talkers

In 1942 Philip Johnson, a civilian who had grown up on a Navajo reservation where his father worked as a missionary, suggested to U.S. military personnel that the Navajo language would be ideal for use as a secret code. Though other native languages had been used in this way previously, Johnson argued that due to its complexity the enemy would find Navajo impossible to decode.

Once convinced of the logic of Johnson's idea, the military established a Navajo Code Program at Camp Pendleton in California. Twenty-nine Navajo were hired to convert frequently used military terms into their Navajo equivalents, over time developing more than 600 terms. By the end of the war, more than 400 Navajo had been recruited to serve the United States as Code Talkers. In fact, it is sometimes said:

**“Diné Bizaad Yee Atah Naayéé’ Yik’eh Deesdlíí”**

*(“The Navajo language helped the military forces to defeat the enemy.”)*

<b>Military Term</b>	<b>Navajo Equivalent</b>	<b>English Translation</b>
Aircraft Carrier	<u>Tsidi-ney-ye-hi</u>	Bird Carrier
Assault	<u>Altseh-e-jah-he</u>	First Striker
Captain	<u>Besh-legai-na-kih</u>	Two Silver Bars
Captured	<u>Yis-nah</u>	Captured
Confidential	<u>Na-nil-in</u>	Kept Secret
Counter-attack	<u>Woltah-al-ki-gi-jeh</u>	Counteract
Headquarters	<u>Na-ha-tah-ba-hogan</u>	Headquarters
Invade	<u>A-tah-gi-nah</u>	Moved Into
Machine Gun	<u>A-knah-as-donih</u>	Rapid-fire Gun
Military	<u>Silago-keh-goh</u>	Military
Radio	<u>Nil-chi-hal-ne-ih</u>	Radio
Retreat	<u>Ji-din-ned-chanh</u>	Surrender
Squad	<u>Debeh-li-zini</u>	Black Sheet
Telegraph	<u>Besh-le-chee-ih-beh-hane-ih</u>	Communication by Copper Wire
Territory	<u>Ke-yah</u>	Land
Troops	<u>Nal-deh-hi</u>	Troops
Weapons	<u>Beh-dah-a-hi-jah-geni</u>	Fighting Weapons

**DIRECTIONS:** Use terms from the list to devise a coded message in Navajo.

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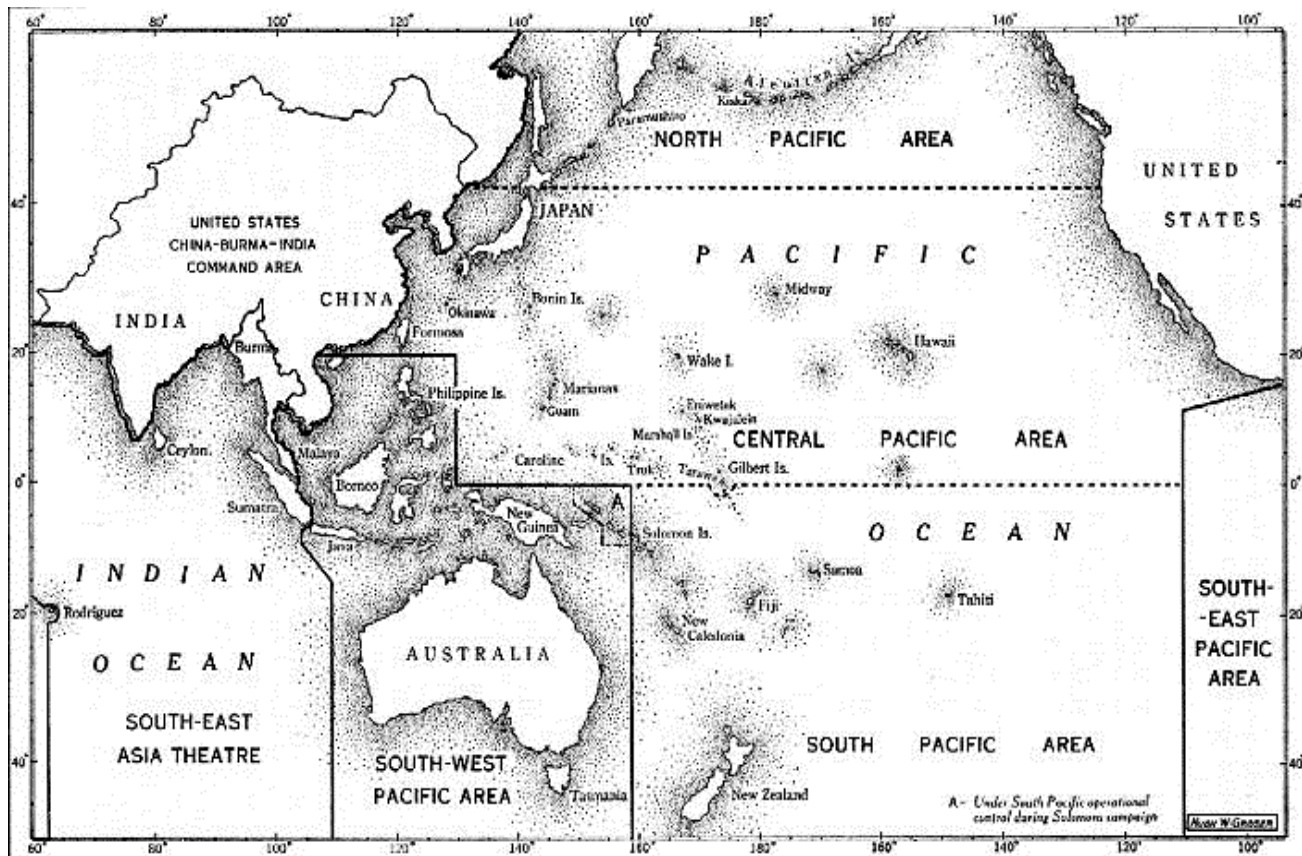


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# COAST WATCHERS



From [www.ozatwar.com/swpa.htm](http://www.ozatwar.com/swpa.htm)

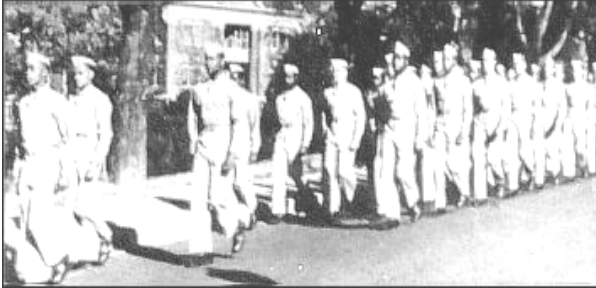
During World War II civilians in Australia and several Pacific islands volunteered to guard their coastlines. Most volunteers also held responsible positions in their communities (teachers, harbor masters, postmasters, government officials, plantation owners, etc.), and many had access to communication equipment. Coast Watchers did exactly as their name implied; they reported any unusual or suspicious events, ship sightings, aircraft, or mines. A similar coast watching program used in World War I was so successful another was established for World War II.

Formed under the command of the Australian Navy, the organization was later reorganized as the Allied Intelligence Bureau (AIB) and placed under the control of U.S. General Douglas MacArthur in June 1942. Though other coast watching organizations functioned independently in other Pacific areas, the AIB directed and supplied all coast watcher activities in the Southwest Pacific. The stated official mission of the AIB was “to obtain and report information of the enemy in the South West Pacific Area, exclusive of the continent of Australia and Tasmania, and in addition, where practicable, to weaken the enemy by sabotage and destruction of morale.”

? Using information from the passage and map, list the places guarded by native Coast Watchers under U.S. direction during WWII.

? Why do you think these civilians were willing to risk their lives to help America?

# THE TUSKEGEE AIRMEN



TOP – Marching drills at Tuskegee Institute  
BOTTOM – A graduating class of airmen, 1943

When the U.S. government called for volunteers to serve in the military during World War I, thousands of African-Americans stepped forward. However, unlike W.W.I in which black soldiers served only under white officers in mostly low-level service positions, the War Department formed all-black combat regiments to serve under black leadership in W.W.II.

Under pressure from the National Association for the Advancement of Colored People (NAACP) an air force program began in 1941 to train African-Americans to be combat pilots. Most of their training took place at Alabama's Tuskegee

Institute, an important black university founded by civil rights leader Booker T. Washington, and at airfields in and around the town of Tuskegee.

By the end of the war 992 men graduated from the pilot training program at Tuskegee, 450 of who served in overseas combat. Of those who participated in the Tuskegee program 66 were killed in combat, 32 were taken as prisoners of war, and 80 died in training exercises.

Under the leadership of Colonel Benjamin Davis, Jr., the first black general in the U.S. Air Force, Tuskegee pilots completed almost 1,600 overseas missions in North Africa, Italy, and elsewhere in Europe. The airmen, members of the 332<sup>nd</sup> Fighter Group made up of the 99<sup>th</sup>, 100<sup>th</sup>, and 302<sup>nd</sup> Fighter Squadrons, distinguished themselves repeatedly and earned more than 150 medals including the Distinguished Flying Cross, the Legion of Merit, and a Presidential Unit Citation.

**Considering what you know about the persecution of Jews in Germany, racial discrimination in the United States in the 1940's and what you have learned about the Tuskegee pilots, what feelings do you think the airmen might have had about their training and/or service? \_\_\_\_\_**

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# U.S. MERCHANT MARINES



"WE DELIVER THE GOODS"

## U.S. MERCHANT FLEET STATISTICS

Number of ships when U.S. entered the war	1,340 cargo ships and tankers
Number of ships at the end of the war	4,221 cargo ships and tankers
Number of merchant ships sunk during W.W.II	833

## CARGO DELIVERED OVERSEAS BY U.S. SHIPS (WHILE AT WAR)

Dry cargo	203,500,000 Long Tons*
Liquid cargo	64,700,000 Long Tons*
Average delivery rate 1945	17,000,000 pounds of cargo every hour
Personnel transported overseas	7,300,000
Customers	75% Army and Navy; 25% Allies
Cargo carried overseas	Ammunition, airplanes, aviation fuel, explosives, tanks, trucks, medicines, landing craft, locomotives, food

From [www.usmm.org/wedeliver.html](http://www.usmm.org/wedeliver.html)

1 Long Ton = 2,240 pounds

Few people understand the critical role merchant shipping played in the Allies' victory in World War II. Without the valiant efforts of the Merchant Marines, it is likely the war would have been prolonged or not have been won at all. Some analysts even view the work of the U.S. merchant fleet as being among the most significant contributions made by any nation to winning the war.

The U.S. Merchant Marines provided the largest sealift in history, increasing its personnel from 55,000 before the war to over 215,000. Though the job of the Merchant Marines was important, it was also extremely dangerous. One out of every twenty-six serving on merchant ships died in the line of duty. Nearly 8,380 were killed at sea, 10,900 were wounded, and another 663 men and women were taken prisoner. In fact, the percentage of deaths for Merchant Marines was higher than for any of the other U.S. services.

**DIRECTIONS:** Create a graph to illustrate data from the charts or passage.



U.S. Department of the Army

# ARMY NURSE CORPS

Ready, Caring, Proud

Nurses have aided American military efforts since the Revolution. In 1848, the government formally established the Army Nurse Corps which has since participated in every U.S. operation including World War II in which more than 59,000 nurses served. On battlefields, on ships, and in airplanes W.W.II corps members worked closer to the front lines and faced greater dangers than they ever had before.



In most instances nurses and other medical personnel followed closely behind soldiers in any assault to provide needed care. Soldiers who were injured in battle were brought to field hospitals where the most serious cases were stabilized with blood, plasma, medication, or dressings before being sent on to evacuation hospitals farther from the front. When necessary, surgeries were performed in the field, though conditions were most difficult in such settings. Doctors and nurses preferred operating in evacuation or, better yet, in station hospitals.

Station hospitals were larger and more permanent, and generally had running water and electricity. Nurses were sent to establish such facilities in bombed out hospitals, schools, factories, or other buildings as part of the preparation for major offensives. While personnel in station hospitals did not usually work under enemy fire, they were still subject to frequent bombing raids.

Corps nurses also accompanied patients that were being moved from place to place by truck, air, or ship. While conventions of warfare prohibit medical vehicles and facilities marked with a red cross from being attacked, such "rules" are often ignored. Despite daily dangers, however, surprisingly few nurses died in the war. While figures vary somewhat, the death toll among army nurses is generally agreed to be a little more than two hundred, though many were wounded, captured, or imprisoned.

Nurses' skills and professional accomplishments made them key members of field armies. Not only did they care for the sick and wounded, they also helped improve the morale of those fighting...

## but HOW?

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## Turning Points

### Springboard:

Students should read “The Battle of Midway” and answer the questions.

**Objective:** The student will be able to identify and describe the turning points of the war in Europe and the Pacific.

**Materials:** The Battle of Midway (Springboard handout)  
Supreme Commander General Dwight D. Eisenhower (optional transparency)  
General Eisenhower Speaks (teacher reading)  
Operation Overlord (packet of 4 handouts)

**Terms to know:** **intelligence** - the gathering of secret information, as of military or political significance  
**Operation Overlord** - Allied plan for the invasion of Europe in W.W.II  
**amphibious** - capable of operating on water or land  
**V-E Day** - (Victory in Europe) end of W.W.II in Europe

### Procedure:

- After reviewing the Springboard, explain that as in the Pacific, the war in Europe also had one significant turning point, the Allied invasion on the coast of Normandy, France: D-Day. The invasion was arguably the most well-planned and organized operation in military history. Go on to explain that in this lesson the student(s) will act as military commanders attending a last-minute meeting with Supreme Commander General Dwight Eisenhower in Great Britain to learn “firsthand” about the planning, deception, and skill involved in this massive offensive.
- **NOTE:** This activity is a simulation in which you play Eisenhower and student(s) pretend to be military leaders preparing for the invasion. (F.Y.I. Though there is no record that any such meeting ever took place, all of the facts in this simulated speech are true, as is Eisenhower’s message to be delivered to the troops.) In order to prevent it from “feeling” like a lecture, you should rehearse the speech to make it sound very serious and create the appropriate level of drama. You could also darken the room somewhat and display the optional transparency of Eisenhower as you speak. (If you are uncomfortable about role-playing, allow a student with dramatic skills to play the part of Eisenhower instead.) **For individualized instruction** the student can read the speech.
- Once the “meeting” or reading is complete, have the student(s) share the notes they took and discuss. (Specific notes may vary, though the main points of the operation should be highlighted.) During the discussion note that D-Day actually was delayed one day and took place on June 6<sup>th</sup>, 1944, when the Allies succeeded in taking back the beaches. From that point on the Allies took the offensive in the war, driving the Germans back on both the eastern and western fronts until Germany surrendered on V-E Day, May 8<sup>th</sup>, 1945, ending W.W.II in Europe.

# **The Battle of Midway**

The Battle of Midway is considered the major turning point of the war in the Pacific. Prior to this battle Japan had been expanding its empire throughout Asia and the Pacific. By attacking the central Pacific island of Midway, the Japanese planned to capture the island for a military base and entrap and destroy the U.S. Pacific Fleet. Due to U.S. intelligence, however, the United States was able to surprise the Japanese forces and win a key victory. After Midway the Americans and their Allies took the offensive in the Pacific.

Since the 1930's Japan had been building its Pacific empire and by 1942 it controlled Manchuria, Korea, parts of China, French Indochina (Vietnam, Cambodia, etc.), Malaysia, the Philippines, Indonesia, and more. Certain that Japan intended further expansion, U.S. intelligence was closely monitoring radio communication in the region. Successful decoding of intercepted messages allowed the U.S. Pacific Fleet to be fully prepared for the battle, which lasted from June 4<sup>th</sup> to June 7<sup>th</sup> of 1942, and to inflict a smashing defeat.

In this decisive American victory the Japanese lost four large aircraft carriers while the U.S. lost only one. More importantly, the Japanese lost over one hundred trained pilots who could not be replaced. The Japanese offensive in the Pacific was derailed and the balance of power in the Pacific shifted. Soon after the Midway victory the U.S. and its Allies took the offensive in the Pacific, eventually winning the war.

Which sentence **BEST** states the main idea of the passage?

- A. The Battle of Midway is considered the major turning point of the war in the Pacific.
- B. Japan had planned to entrap and destroy the U.S. Pacific Fleet and establish a military base on Midway.
- C. Successful decoding of messages allowed the U.S. to be fully prepared and to inflict a smashing defeat.
- D. Soon after the Midway victory, the U.S. and its Allies took the offensive in the Pacific, eventually winning the war.

the Philippines : Japan :: Midway :

- A. United States
- B. French Indochina
- C. central Pacific
- D. Japanese defeat

The United States was \_\_\_ at Midway because of its \_\_\_\_.

- A. successful ... Allies
- B. expanding ... military
- C. victorious ... intelligence
- D. offensive ... aircraft carriers

# The Battle of Midway

## Answers & Explanations

The Battle of Midway is considered the major turning point of the war in the Pacific. Prior to this battle Japan had been expanding its empire throughout Asia and the Pacific. By attacking the central Pacific island of Midway, the Japanese planned to capture the island for a military base and entrap and destroy the U.S. Pacific Fleet. Due to U.S. intelligence, however, the United States was able to surprise the Japanese forces and win a key victory. After Midway the Americans and their Allies took the offensive in the Pacific.

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Which sentence **BEST** states the main idea of the passage?

- A. The Battle of Midway is considered the major turning point of the war in the Pacific. \*
- B. Japan had planned to entrap and destroy the U.S. Pacific Fleet and establish a military base on Midway.
- C. Successful decoding of messages allowed the U.S. to be fully prepared and to inflict a smashing defeat.
- D. Soon after the Midway victory, the U.S. and other Allies took the offensive in the Pacific, eventually winning the war.

*(The whole passage explains how and why Midway turned the tide in the Pacific war. Students should understand, though, that A is NOT correct simply because it is the first sentence of the passage.)*

the Philippines : Japan :: Midway :

- A. United States \*
- B. French Indochina
- C. central Pacific
- D. Japanese defeat

*(Japan won a victory in the Philippines, as the U.S. won at Midway. A few students may argue that C could be correct based on capitalization, but such trivial factors should not be considered.)*

The United States was \_\_\_\_ at Midway because of its \_\_\_\_.

- A. successful ... Allies
- B. expanding ... military
- C. victorious ... intelligence \*
- D. offensive ... aircraft carriers

*(A key point in the passage was the importance of U.S. intelligence in intercepting and decoding Japanese messages.)*



# Supreme Commander General Dwight D. Eisenhower



From [www.nato.int/multi/photos/1950/m501219a.htm](http://www.nato.int/multi/photos/1950/m501219a.htm)

# General Eisenhower Speaks



Gentlemen,

I want to begin by thanking you all for coming here this evening. As you are well aware, we are about to embark on what is probably the most critical military operation in the history of mankind. Until now each of you has been working to prepare for this invasion, being told only what was necessary for your specific role. I asked you here tonight because I feel I owe it to you to explain the scope of the mission. I believe that before I ask you to risk your lives and those of your men, you, the officers in the field, should have some understanding of the overall operation. Since secrecy has been and remains crucial to Operation Overlord, as it is code-named, I wanted to speak to you in person rather than risk the possibility of the enemy decoding any portion of what I have to say. I am certain you understand.

I have taken the liberty of preparing a small packet of information (*hand out packets*) to outline the topics I will be discussing. There is ample room provided where you should take notes and write any comments you may have. Remember that this document is for your eyes only. Now, if you will please open the booklet to the first page, we can begin.

Up to this year of 1944, Hitler and his Axis have built a vast empire. While the Allies have enjoyed successes in North Africa, Germany still controls most of Europe. Since Hitler's invasion in 1941, the Soviet Union has been fighting the Germans on the eastern front and has urgently requested that the other Allied nations attack Germany from the west to split its forces. Establishing a western front, however, has been difficult and has required years to plan since Germany occupies France and has the coastline extremely well defended.

What has come to be known as the Atlantic Wall is perhaps the most fortified military position of all time. The Atlantic Wall is a massive trench system with concrete barriers, thousands of miles of barbed wire, machine gun nests, and more than six million planted mines, with even more in the surrounding waters, which are also filled with steel obstacles and poles that will rip the hull of any passing boat. I think you get the picture. The coast where we must land is heavily protected, indeed, but the situation is not hopeless.

Fortunately, the Germans have a number of weaknesses which should serve to our advantage. While, as I've said, the Atlantic Wall is well defended, we have learned that a number of the soldiers stationed there are Russian and Polish. These men were captured and are being forced to serve Germany under threat of death by officers with guns to their backs. We are confident these prisoner-soldiers will surrender to the Allies at the first opportunity.

Another major weakness of the German military is its organizational structure. Our intelligence tells us that there are numerous commanders of equal rank and that it is sometimes difficult for the troops to know who is in charge. It's like the saying: "Too many cooks can spoil the broth." This weakness has been factored into our planning, which has been extensive.

The planning of Operation Overlord began in 1942 with the appointments of British and American officers to the Supreme Headquarters Allied Expeditionary Force, or SHAEF, of which I am commander. This most capable staff has worked tirelessly to oversee every detail of the operation in order to insure its success. Among the most difficult and important decisions SHAEF has made are where and when the invasion is to occur.

After much debate we decided that the landing sites for D-Day would be along the beaches of Normandy -- a map is included in your packet on the next page. The most logical site for an invasion would have been to the northeast at Pas de Calais, which you can see in the map insert. This region would have required the shortest distance for transporting troops across the English Channel and it is close to key airfields and seaports. However, since the Germans also consider this the most likely site for an Allied attack, it is the most heavily defended region. That is why we decided on Normandy instead.

In addition to the location of the invasion, deciding on its timing was equally important. After examining many factors including the weather, the moon, tides, and training, we targeted several possible dates: June 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 19<sup>th</sup>, or 20<sup>th</sup>. As of today unless there are reasons for last-minute changes, H-Hour is set for 0630 on the morning of June 5<sup>th</sup>. Should we need to postpone our attack, H-Hour will be delayed until the 6<sup>th</sup>, then the 7<sup>th</sup>, and so forth.

With the invasion only a week away, I can assure you that all Allied forces are ready. Their training has been long, hard, and realistic. As many of you know, large areas in Great Britain were restricted for military use so that our armies could practice climbing cliffs, landing on beaches, and fighting in forests. To make certain everyone is as prepared as possible, all training was done with live ammunition, the actual equipment that will be used on D-Day, and every exercise was conducted as if it were the real thing.

Some of the weapons and machinery we are using were developed specifically for this invasion. The flat-bottomed Higgins boat, for example, was designed for landing on the treacherous beaches. Several amphibious tanks will also be used in battle for the first time. Some of these are equipped with multiple rocket launchers for knocking out German defenses and we also have minesweepers to clear the waters and beaches. As you can see this mission has required great ingenuity.

Perhaps the best examples of the creative efforts in this campaign have been the deceptions we have devised to prevent Germany from adequately preparing for the attack. First we have conducted a complex radio operation to provide the Germans with inaccurate intelligence information. We have employed numerous spies working within the German military in order to obtain the most updated information about their troop movements. I'd have to say, though, that our most brilliant strategy was the construction of massive encampments in England. Using real equipment, wooden structures, and even rubber Hollywood props, we have led the enemy to believe the invasion will take place at Pas de Calais.

The actual Normandy invasion, D-Day, will involve land, sea, and air forces. Both British and American flyers have already begun dropping some 200,000 tons of bombs on railroads, airfields, radar centers, and military bases over a wide area. In the

pre-dawn hours of D-Day we will drop more than 20,000 paratroopers behind enemy lines to take control of key objectives and then, just before dawn, thousands of boatloads of soldiers will land on Utah, Omaha, Gold, Juno, and Sword Beaches. These fighters will brave dangerous waters, German machine-gun fire, steep cliffs, mines, and misery, but they will prevail.

Gentlemen, I cannot express to you more clearly the importance of victory in this mission. It MUST succeed! It WILL succeed! It is up to us and to our men to defeat the Germans and take back the European continent for peace-loving people throughout the world.

I can tell you that these next few days before the attack will be some of the most difficult any of us has ever lived through. Your men are prepared, but they are afraid as they have every right to be. Thousands will not return and they know this. It is, therefore, up to you to lift the morale of those in your command in these final days.

Before you embark on your mission, I am asking that you do two things. One, I would like you to give a special talk to your men. Tell them they are the best, tell them they are prepared, and tell them they can and will triumph. Second, I would like you to read the following message to them from me:

*"Soldiers, Sailors and Airmen of the Allied Expeditionary Force!*

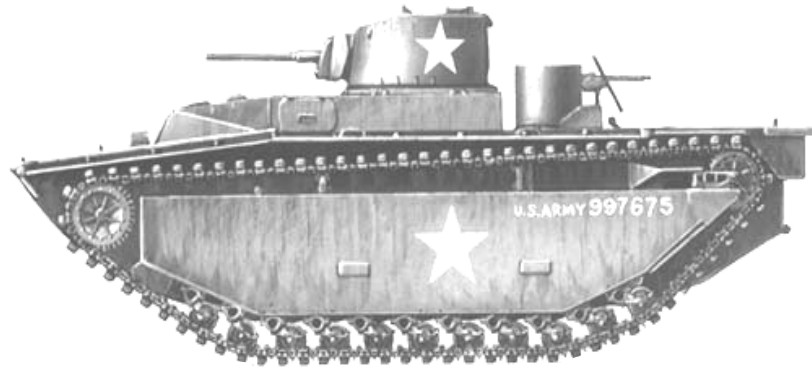
*You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.*

*Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely. But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The united nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!*

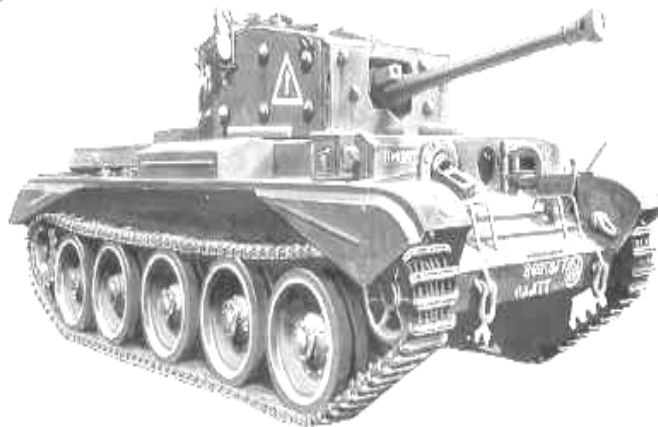
*I have full confidence in your courage, devotion to duty, and skill in battle. We will accept nothing less than full Victory! Good luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking."*

(From [www.museumofworldwarII.com/TourText/Area14\\_Dday.htm](http://www.museumofworldwarII.com/TourText/Area14_Dday.htm))

You have a vital job to do and I have the greatest of confidence that you will do it well. Thank you again, gentlemen, for coming this evening. God bless all of you here tonight, and God bless America and the world.



# OPERATION OVERLORD



**IMPORTANT: INFORMATION ON THESE PAGES  
TO BE VIEWED BY SELECTED OFFICERS ONLY!**

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## **BACKGROUND INFORMATION**

**THE GERMAN EMPIRE:**

**GERMANY'S DEFENSES:**

**GERMANY'S WEAKNESSES:**

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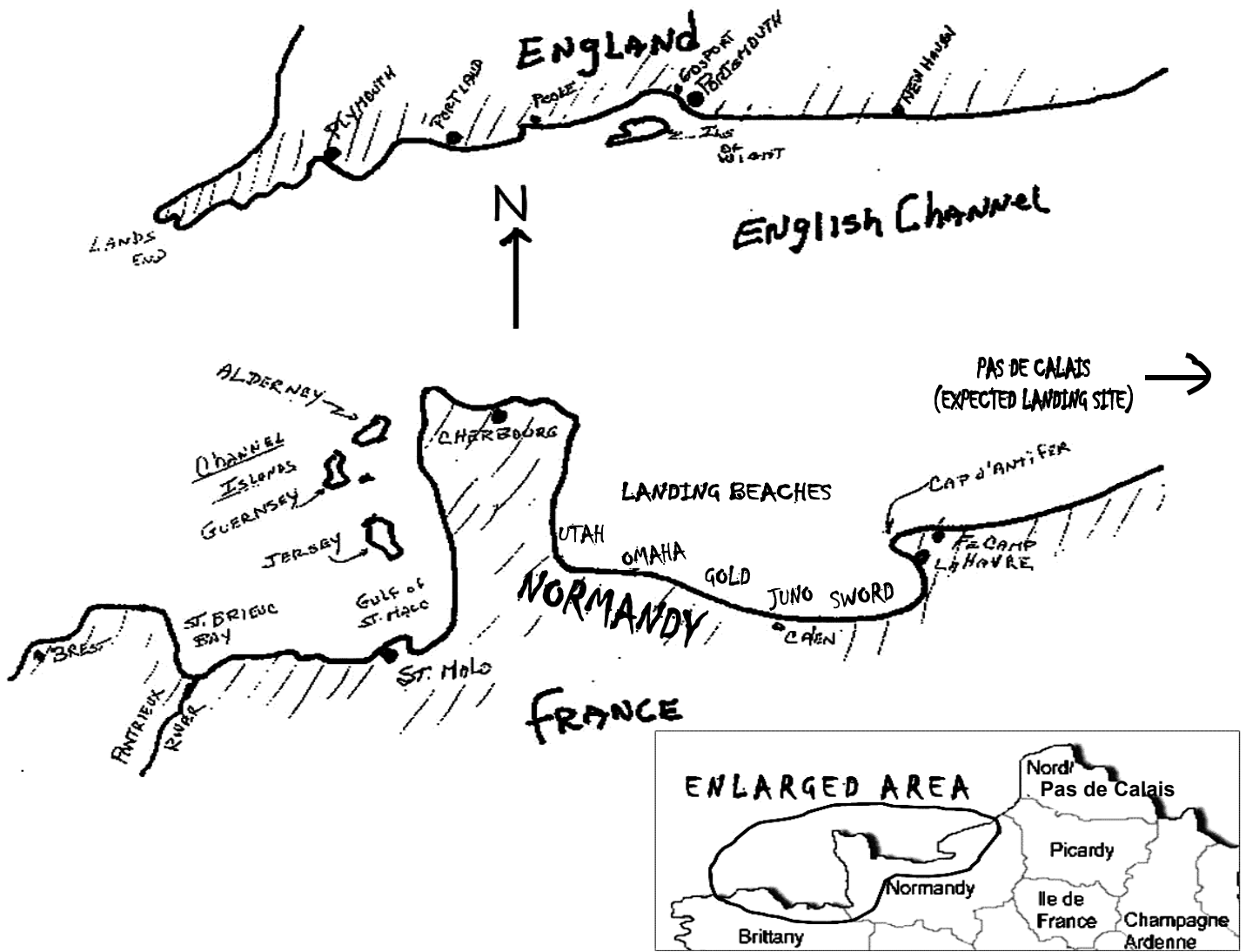
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## **ALLIED PREPARATION**

**LEADERSHIP:**

**LANDING SITE:**



**TIMING:**

**TRAINING:**

**DECEPTION:**



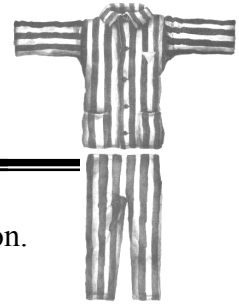
**D-DAY**

**EVENTS:**

**LAST-MINUTE PREPARATIONS:**

**IMPORTANCE OF VICTORY:**





## Crimes Against Humanity

### Springboard:

Students should read “Liberating the Camps” and answer the question.  
(Answers will vary.)

**Objective:** The student will be able to explain the kinds of abuses Jews and others suffered at the hands of the Nazis during the Holocaust.

**Materials:**

- Liberating the Camps (Springboard handout)
- Holocaust History (handout or transparency)
- Survivor Stories (2-page handout)
- Searching for Survivor Stories (handout)

**Terms to know:**

- illiteracy** - inability to read and write
- deportation** - banishment or forced movement from one’s country or home
- genocide** - systematic extermination of a racial or ethnic group
- ethnic group** - people who share the same language, religion, ways of life, etc.
- liquidate** - to do away with; shut down
- ghetto** - part of a city where Jews or others live separated from the rest of society

### Procedure:

- During discussion of the Springboard, explain that the Allied soldiers were horrified to discover what had been going on when they liberated the concentration camps.
- Hand out or display the “Holocaust History” transparency and review, noting: reasons why relatively few Jews had been able to escape Hitler and the Holocaust; efforts the Jews made to defy their oppressors; and reviewing the vocabulary on the page.
- Then explain that in this lesson the student(s) will learn more about the Holocaust by reading firsthand accounts of abuses the Jews and other targeted groups suffered at the hands of the Nazis.
- Distribute the “Survivor Stories.” Have the student(s) read each of the primary sources and identify when and where the survivors could have been from, using the “Holocaust History” timeline.
- Then have the student(s) search for their own survivor stories and complete the “Searching for Survivor Stories” handout. (This can be a class or homework assignment.)
- Have the student(s) share what they learn and discuss.
- **EXTENSION:** Have the student(s) find information or read books about Holocaust-related topics such as turning away of refugees, living in hiding, Christian resistance, experiences at the death camps, etc.





# Liberating the Camps

The following was written by Major Cameron Coppman, an American officer who visited Guns kirchen Lager, a concentration camp in Austria, shortly after it was liberated by Allied soldiers.

*“...I visited (a) camp today. The living and dead evidence of horror and brutality beyond one’s imagination was there, lying and crawling and shuffling, in stinking, ankle-deep mud and human excrement. The sight and smell made your stomach do funny things...It was impossible to count the dead, but 200 emaciated corpses would be a very conservative estimate. For the most part they had died during the past two days, but there were many other rotting bodies inside the barracks beside living human beings who were too weak to move.*

*A little girl, doubled with the gnawing pains of starvation, cried pitifully for help. A dead man rotted beside her. An English-speaking Jew from Ohio hummed, “The Yanks Are Coming,” then broke out crying. A Jewish Rabbi tripped over a dead body as he scurried toward me with strength he must have been saving for the arrival of the American forces. He kissed the back of my gloved hand and clutched my sleeve with a (claw-like) grip as he lifted his face toward heaven.*

*Everywhere we turned the pathetic cry of “wasser” (water) met our ears. An English-speaking Czechoslovakian woman told us that they had received no food or water for five days....A lieutenant stooped to feed one creature a bit of chocolate. The man died in his arms. That lieutenant, formerly an officer in the Czech Army, fingered his pistol nervously as he eyed a group of German soldiers forcibly digging a grave outside. I also pumped a cartridge in my automatic. As I left him there were tears streaming down his face. His mother was last reported in a concentration camp “somewhere in Germany.”*

*An unforgettable drama was enacted when a sergeant of our group of five raced out of one building, his face flaming with rage. The sergeant, a Jewish boy of Polish descent, had found three of his relatives lying in the filth of that barracks. They are sleeping tonight between white sheets for the first time in three years in one of the better homes in Lambach (an Austrian city). Their diet of a daily cup of anemic soup has suddenly changed to eggs, milk and bread.*

*Another sergeant, whose mother and father disappeared into a Nazi concentration camp three years ago, turned his head and in a tear-choked voice remarked: “And Hitler wanted to rule the world.”*

Adapted from [remember.org/](http://remember.org/)

**Explain what you think the sergeant, whose words were highlighted at the end, meant when he said, “And Hitler wanted to rule the world.”**

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# Holocaust History



- 1935 September** - Reichstag (German legislature) passes anti-Semitic "Nuremberg Laws" depriving Jews of citizenship.
- 1936 March** - Jewish doctors barred from practicing medicine.
- 1937 July** - Buchenwald Concentration Camp opens.
- 1938 April** - Jews inside the Reich required to register all property.
- July** - International conference in Evian, France fails to help German Jews.
- October** - All Jewish passports required to be marked with a large "J."
- October** - Britain restricts Jewish entrance into Palestine (later called Israel).
- November 9** - "Kristallnacht" (Night of Broken Glass) anti-Semitic riots destroyed 200 synagogues and looted 7,500 Jewish shops.
- November 11** - New York Times headlines story of Kristallnacht.
- November** - 26,000 Jews arrested and sent to concentration camps.
- November** - Jewish students forbidden to attend schools.
- December** - German Jews fined for property destroyed during Kristallnacht.
- December** - German government seizes all Jewish-owned businesses.
- 1939 October** - First **deportations** of Jews begin.
- October** - British report reveals concentration camp abuses.
- November** - Wearing of yellow Star of David patch is required in public.
- 1940 April** - Lodz Ghetto established with 165,000 people in 1.6 square mi.
- May** - Auschwitz concentration camp established.
- November** - Warsaw Ghetto sealed 500,000 people within.
- 1941 July** - Nazis decide upon the "Final Solution," the extermination of all Jews in Europe.
- September** - First experiments with gassing are made at Auschwitz.
- September** - 35,000 Jews massacred outside of Kiev, Russia.
- October** - Establishment of Auschwitz-Berkenau for extermination of Jews, Gypsies, and Slavic people.
- October** - Mass deportation of German Jews begins.
- 1942 March** - Extermination begins; 600,000 Jews killed by year's end.
- June** - Treblinka Extermination camp opens.
- October** - Allied nations pledge to punish Germany for its **genocide**.
- 1943 April** - Warsaw Ghetto Jews revolt before Germans **liquidate** 70,000 in May.
- October** - Armed revolt in Sobibor Extermination camp.
- 1944 May** - Nazis deporting 380,000 Hungarian Jews to Auschwitz.
- July** - Soviet troops liberate Maidanek extermination camp.
- 1945 January** - Soviets arrive in Warsaw and find 5,000 starving inmates alive; other prisoners taken on death march away from approaching Allies.
- January** - Stutthof concentration camp death march of inmates begins.
- April** - British troops liberate Bergen-Belsen death camp; U.S. troops liberate Buchenwald.

Adapted from [www.holocaust-trc.org/wmp02.htm](http://www.holocaust-trc.org/wmp02.htm)

# Survivor Stories

“At the age of seven, I knew already that we’re different ... all of a sudden stones were thrown from the neighbors’ windows. I was terribly scared and asked Papa why they did this to us. He said only softly, “Because we are Jews”. That was in the year 1937.

We stayed for another two years ... we had to wear the yellow Star of David and we were not allowed to leave our homes after 8 p.m., while we could ride only in the last carriage of the tramway, since the first ones were “Not allowed for Jews”.

Many houses bore captions in large letters, “Do not buy in Jewish shops,” or “Jews get out”. Instinctively I didn’t want to know anything about it and that’s why my teddy bear was my best friend. My elder sister Esther had once brought it to me ...

One day, when I was eleven and a half years old, Mama received a printed summon, instructing us to appear at Prague’s Exhibition Halls, in order to join a “transport” (i.e. the actual deportation convoy of human beings to the concentration camps) which would drag us into the unknown...”

Judith Jaegermann excerpted from [www.remember.org/witness/](http://www.remember.org/witness/)

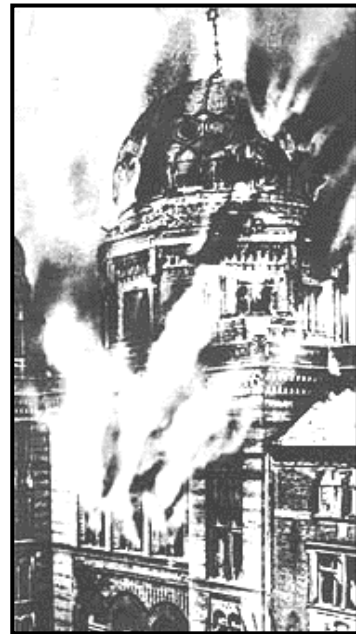
“On November 9, 1938, I stood by the window of our house - the house where I was born - and watched while they burned down the big synagogue across the street (photo). The Boerneplatz Square was crowded with thousands of spectators; they made a circus out of it. We saw it all. Suddenly they burst into our rooms with axes and bars and smashed everything up.

We ran to the neighborhood police station for help. They looked at us and just laughed. Several days after, on the 15<sup>th</sup> of November, my mother sent my little sister Lorle, my younger brother Asher, and me to Holland. We went together with a group of about twenty-five children, organized by some Jewish women; I don’t know who they were.

When we arrived at the Dutch border, two S.S. men (German soldiers) took us off the train, into a waiting room. All the Germans had to leave the room because they couldn’t have Germans and Jews in one place together - we were very dangerous people, you know; I was fourteen, Lorle was eight, Asher was twelve, and there was another child of three or four. They told us there was no toilet, no water fountain, no nothing, and don’t cry. Right away, the little ones started crying.

We weren’t allowed to leave the room until evening when they put us aboard another train.... We crossed the border into Holland. When we arrived, a committee was waiting to greet us. There were journalists and photographers; everyone was asking how things were in Germany. We told them about the burning and arrests. ... I think I realized all at once that something was irreversibly broken. It was only at that moment that I understood what was going on, or maybe more, I started to think about what might be in store in the future.”

Joseph Heinrich, excerpted from [www.humboldt.edu/~rescuers/book/Pinkhof/josephh/joe1.html](http://www.humboldt.edu/~rescuers/book/Pinkhof/josephh/joe1.html)



# Survivor Stories

When we have nothing to eat,  
They gave us a turnip, they gave us a beet.  
Here have some grub, have some fleas,  
Have some typhus, die of disease.

Poem from a Jewish Ghetto [remember.org/courage/chapter6.html](http://remember.org/courage/chapter6.html)

“We were pushed up on railroad cars, actually cattle cars. ... We were about 50 people or 60. Twenty more, 30 more, so we must have been in that little cattle car, which is about a third of the size of an American railroad car, about 120, 140. And before we knew, whoever didn't make it of the family in the same car was cut off and they, they just slammed the doors, and those who were outside, they still had to put barbed wire on the little bit of opening which was on the outside on the top of the railroad car. These cars were usually used for cattle transports or for grain.” (Bart Stern)

“The only facility in the train was two buckets for over a hundred men, women, and children. And the train was standing on one place. It was unbearably hot. Lack of air. So some people had an idea that the minute we start moving it's going to get cooler. But at one moment, we heard that the gate opened up in the boxcar, so we thought, “Maybe they changed their mind. They're going to leave us out.” But instead, they brought a few dozen Jews discovered in a hiding place; they were all badly beaten up because they were hiding.... And they added to our car.” (Leo Schneiderman)



It was late at night that we arrived at Auschwitz. When we came in, the minute the gates opened up, we heard screams, barking of dogs, blows from those Kapos, those officials working for them, over the head. And then we got out of the train. And everything went so fast: left, right, right, left. Men separated from women. Children torn from the arms of mothers. The elderly chased like cattle. The sick, the disabled were handled like packs of garbage... My mother ran over to me and grabbed me by the shoulders, and she told me “Leibele, I'm not going to see you no more. Take care of your brother.”

(Also Leo Schneiderman)

“I tell you what I looked like. I weighed at liberation sixty-nine pounds. I'm not a very short lady. I don't know how tall I was at that time, how much I grew during the war, when, uh...I am five four and a half now. Can you imagine sixty-nine pounds? My face was swollen because I was beaten up severely on the death march. My hands had frostbite. My toes were black from frost. I had one dress, a blanket that was wrapped around my body. Between the blanket and the dress, my body was wrapped around with straw.” (Nesse Galperin Godin)

Last three accounts excerpted from [www.ushmm.org/museum/exhibit/online/phistories/](http://www.ushmm.org/museum/exhibit/online/phistories/)

# Searching for Survivor Stories

**DIRECTIONS:** Search the Internet for “Holocaust survivor stories” to locate an account that provides new information about some aspect of the Holocaust and answer these questions about the person’s experiences.

Survivor’s name \_\_\_\_\_

Nationality \_\_\_\_\_

Event or situation described \_\_\_\_\_

When the situation occurred \_\_\_\_\_

Others involved along with the survivor \_\_\_\_\_

Briefly describe what you learned from the survivor’s story: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

URL \_\_\_\_\_

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Others involved along with the survivor \_\_\_\_\_

Briefly describe what you learned from the survivor’s story: \_\_\_\_\_

\_\_\_\_\_

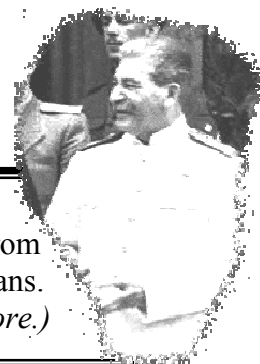
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\_\_\_\_\_

URL \_\_\_\_\_

## Winner Takes Some



### Springboard:

Students should study “Which countries should our Soviet Union liberate from freedom next, Comrade Stalin?” cartoon and explain what they think it means. *(The U.S.S.R. had already taken over surrounding countries and wanted more.)*

**Objective:** The student will be able to explain how World War II enabled the Soviet Union to gain control of much of Eastern Europe.

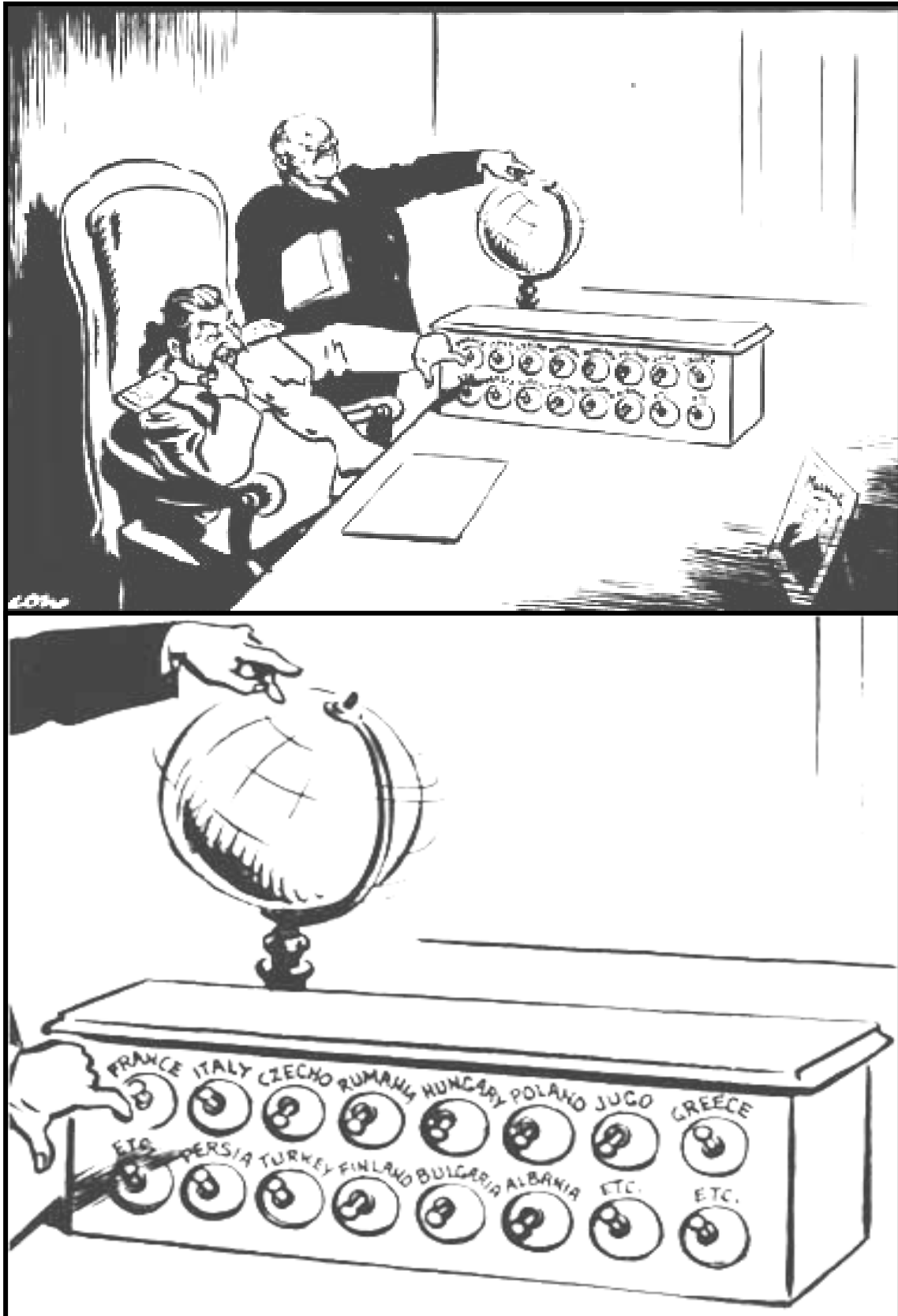
**Materials:** “Which countries should our Soviet Union liberate ...”  
(Springboard handout or transparency)  
The Big Three at Yalta (3 page handout)  
Predicting Problems (1/2 sheet handout)

**Terms to know:** **United Nations** - world peacekeeping organization established after World War II  
**reparations** - payments for war damages

### Procedure:

- After discussing the Springboard, explain that *in this lesson the student(s) will learn how the Soviet Union gained control over Eastern Europe at the end of World War II.*
- Hand out copies of “The Big Three at Yalta” and “Predicting Problems.” **For group instruction** have the students work in groups of threes to read the skit and brainstorm possible problems to complete the handout. **For individual instruction** have the student read the skit on his/her own.
- Have the student(s) share their predictions and discuss. During discussion of the situation, explain that *though Roosevelt did not live to see what happened, Stalin failed in the end to uphold his agreement to allow free elections in countries within his sphere of influence. From the end of the war to 1947, elections were held in Eastern Europe. Communists won some government seats along with members of other political parties. For a time power was shared among the various parties. However by 1948, the Communists had given up on cooperation and had taken over all of Eastern Europe (except Yugoslavia) and established direct control of the Soviet Union.*

“Which countries should our Soviet Union liberate from freedom next, Comrade Stalin?”



March 1948 cartoon from the British newspaper, *The Evening Standard*  
From [learningcurve.pro.gov.uk/coldwar/G3/cs1/s4.htm](http://learningcurve.pro.gov.uk/coldwar/G3/cs1/s4.htm)



# The Big Three at Yalta

By February of 1945 with an Allied victory in Europe clearly within view, the “Big Three,” leaders from Great Britain, the United States, and the U.S.S.R., met at Yalta in the Soviet Union to discuss post-war plans. Read this skit to learn about the decisions made by Prime Minister Winston Churchill, President Franklin Roosevelt, and Premier Joseph Stalin (l. to r.) at that important conference.



**Stalin** - Gentlemen, allow me to welcome you both to this meeting of goodwill.

**Churchill** - Our alliance has proven successful in wearing down Nazi Germany and the Axis. We are now very close to winning the war, so it is time.

**Roosevelt** - We have planned well for war and now we must plan well for peace. It is our job to see to that our nations' friendship continues.

**Stalin** - Of course, so let us begin.

**Churchill** - I think it best to begin with those areas in which we already know we are in agreement, and by that I mean most importantly the United Nations.

**Roosevelt** - Absolutely. In previous meetings we have all supported the establishment of a world peacekeeping organization. This must be done.

**Stalin** - Agreed, of course, and all nations with all forms of government should participate.

**Churchill** - Yes, but major decisions should be made by a group of powerful, core countries.

**Roosevelt** - I agree. A smaller Security Council will help the organization move more quickly on issues of immediate concern. It would be impractical to expect all nations to agree on every issue.

**Stalin** - I also think we all agree that we should issue a declaration about liberating Europe from the Axis. I have taken the liberty to draft a short statement. It reads as follows:

*“The Premier of the Union of Soviet Socialist Republics, the Prime Minister of the United Kingdom, and the President of the United States of America have consulted with each other in the common interests of the people of their countries and those of liberated Europe. They jointly declare their mutual agreement to concert during the temporary period of instability in liberated Europe the policies of their three governments in assisting the peoples liberated from the domination of Nazi Germany and the peoples of the former Axis satellite states of Europe to solve their political and economic problems.”*

**Roosevelt** - That is well said, Premier Stalin, however I think we should include wording in the statement to assure the liberated countries that they will be allowed to freely choose their own governments through democratic elections.

**Stalin** - As a Communist leader, I'm not so sure it is important that...

**Churchill** - (*interrupts*) Mr. President, why don't we come back to that point at a later time in our discussion and continue to focus on points of agreement? For example, we all agree that we want Germany to surrender and give up the lands it has taken over in the war.

**Roosevelt** - Indeed, Germany must be reduced to its original size and it is up to us to see to it that a new government is formed with no Nazi influence whatsoever. As we have previously discussed, all three of our nations shall have a part in having this come about.

**Churchill** - I actually think we should include France in post-war Germany. Even though that nation was occupied during most of the war, the Free French Forces fought on and were a great help to the Allies.

**Roosevelt** - I think that would be a good idea.

**Stalin** - That's fine. So, as I understand it, Germany will be divided into four zones, each occupied by one of the four Allies.

**Roosevelt** - I have a bit of a problem with the term "occupied." It is more a matter of temporarily overseeing the rebuilding efforts.

**Stalin** - Whatever you say, Mr. President. Now what about reparations?

**Churchill** - I honestly don't think reparations are necessary. We do not want to create a situation like the one after World War I. Requiring payments that cannot be made can create a dangerous situation. It's like passing laws that no one expects to be obeyed.

**Roosevelt** - I agree that leaving the country with debts that cannot be paid would be harmful to the new German economy. I don't see a problem though with some reparations being required, particularly if they are to be paid in equipment, industrial goods, or resources, as opposed to money.

**Stalin** - That's an excellent idea. We can take things from Germany that the nation should not be allowed to have anyway. We must see to it that Germany does not rebuild its military and start another war.

**Churchill** - We can discuss the amounts of reparations in specific terms at our next conference. As we've agreed earlier, we should continue to meet every three or four months, at least until the post-war situation is normalized.

**Roosevelt** - What about war criminals? The Holocaust in particular is one of the greatest crimes against humankind in history. Those involved must be brought to trial.

**Stalin** - We should at the very least arrange for the matter to be looked into.

**Churchill** - I think that's a good starting point. Now if there are no other points upon which we agree, we should move on to the stickier topics.

**Stalin** - All right. I know that the two of you see my country and especially me as a problem to be dealt with, but I would like to say that the Russian people did more than their share to help the Allies in the war. The Soviet Union provided the most soldiers, maintained the Eastern Front for most of the war by itself, and sustained more casualties than any of the other Allies. I also must remind you that this is not the first time we have done so.

**Roosevelt** - Our nations are certainly grateful to the Soviet government and people for their sacrifices in the war.

**Stalin** - That's fine, but we want protection against possible future invasions.

**Churchill** - We all want that, but to be honest, our fear is that you want land.

**Stalin** - It is no secret that Russia would like to extend its form of government to other poor countries in the world. Many people have grown weary of the rich upper classes holding all the wealth while poor workers starve to death. Communism offers a real solution to their problems. Contrary to what you may believe, the Soviet Union is not an evil empire seeking to take over the world.

**Roosevelt** - We just cannot and will not give land to you, regardless of your country's great sacrifices in the war. The liberated nations deserve the chance to decide their own forms of government.

**Stalin** - I believe we already control quite a bit of land that the Soviet armies have liberated from the Nazis. However I am certainly open to discussion about the future of that land.

**Churchill** - What if we give you a few small tracts of land to serve as a buffer between the Soviet Union and the rest of Europe?

**Roosevelt** - I can accept that, but then elections must be held in all of Eastern Europe as well as in the Soviet quarter of Germany.

**Stalin** - I think that is a fine idea! I can assure you, Gentlemen, that my country will honor its part in the Allied peace.

**Roosevelt** - We are trusting that you will uphold your agreements, Premier Stalin.

**Churchill** - Our willingness to compromise here and in the future is important if we are to maintain peace in the world.

**Stalin** - It is and, as we have demonstrated here at Yalta, we are all more than willing to compromise. I want to thank you both for coming to my country for this meeting. I look forward to seeing you again soon.



**DIRECTIONS:** Predict as many problems as you can think of that could come about as a result of the situation in the world at the end of World War II.

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**DIRECTIONS:** Predict as many problems as you can think of that could come about as a result of the situation in the world at the end of World War II.

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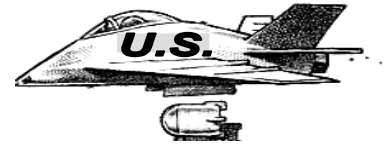
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## Going for the Win

### Springboard:

Students should read “Island Hopping” and answer the questions.

**Objective:** The student will be able to explain how island hopping and use of the atomic bomb brought an end to World War II.

**Materials:** Island Hopping (Springboard handout)  
All Things Considered (handout)  
The Buck Stopped There (handout)  
In the Blink of an Eye (teacher’s script)

**Terms to know:** **Manhattan Project** - codename for America’s top-secret project to build an atomic bomb  
**V-J Day** - victory over Japan, ending the war

### Procedure:

- After reviewing the Springboard, explain that the Allied victory at Okinawa in June essentially defeated Japan but its emperor would not surrender. With the war over in Europe, the Allies were anxious to end the Pacific war as well and bring peace to the world. The question facing America’s new president, Harry Truman, who had taken over when Roosevelt died in May, was “How?”
- Distribute “All Things Considered” and have the student(s) work alone or in pairs to complete the decision-making form.
- Have them share what their advice would have been to President Truman.
- Then distribute “The Buck Stopped There” and explain that Truman was known for using the expression “The buck stops here” to take responsibility for his decisions. Have the student(s) read the primary sources and list Truman’s reasons for his decision to use the bomb on Japan.
- Have them share their ideas and discuss. (*Truman’s reasons included: revenge for Pearl Harbor and war crimes; to end the war quickly; and to save American lives. Student viewpoints may vary.*)
- Now, ask the student(s) to close their eyes and read “In the Blink of an Eye” aloud in a serious tone. After reading the script, again have the student(s) tell whether or not their opinions have changed from the beginning of the lesson. Explain that the debate over Truman’s decision to use that terrible weapon continues to this day.



# Island Hopping



After the U.S. victory at the Battle of Midway, the American-led Allies took the offensive in the Pacific. The general strategy for this offensive was known as “island hopping.” Rather than battle Japanese troops for control of each and every Pacific island, the Allies bypassed well-defended ones to strike at weaker islands in a seemingly random order.

Typically aircraft were sent in first to “soften up” the islands. The planes bombed bases, airstrips, bridges, and other strategic targets. Then ships and amphibious assault vehicles would land troops on the island to battle enemy forces there. Time and again this strategy found success against an ever-weakening Japanese military, as the Allies moved within easier striking distance of Japan.

<u>Some Key Allied Victories</u>	
<b>1942:</b>	June – Midway November – Guadalcanal
<b>1943:</b>	August – Aleutian Islands November – Gilbert Islands
<b>1944:</b>	February – Marshall Islands June – New Guinea August – Marianas Islands October – Leyte Gulf, Philippines
<b>1945:</b>	March – Iwo Jima June – Okinawa

According to the passage, it can be concluded that one important goal of the island hopping strategy was to

- A. tour the Pacific islands.
- B. battle Japanese troops.
- C. defend weaker islands.
- D. minimize Allied losses.

Aleutian Islands : Marianas Islands ::

- A. Midway : Guadalcanal
- B. Gilbert Islands : Marshall Islands
- C. New Guinea : Okinawa
- D. Iwo Jima : Leyte Gulf, Philippines

Based on information in the passage and timeline, what prediction could you make regarding the Allies’ island hopping?

- A. U.S. Marines played a greater role at Midway than at other battles.
- B. Iwo Jima is nearer to the Japan’s mainland than the Aleutians are.
- C. An amphibious assault was unnecessary in the attack on Okinawa.
- D. The Marianas Islands are very near to Leyte Gulf in the Philippines.

When the military “softened up” the islands, they

- A. fought battles on the ocean.
- B. prepared them for invasions.
- C. fired on civilian populations.
- D. defended against enemy fire.



## Island Hopping Answers & Explanations



After the U.S. victory at the Battle of Midway, the American-led Allies took the offensive in the Pacific. The general strategy for this offensive was known as “island hopping.” Rather than battle Japanese troops for control of each and every Pacific island, the Allies bypassed well-defended ones to strike at weaker islands in a seemingly random order.

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### Some Key Allied Victories

#### **1942:**

June – Midway

November – Guadalcanal

#### **1943:**

August – Aleutian Islands

November – Gilbert Islands

#### **1944:**

February – Marshall Islands

June – New Guinea

August – Marianas Islands

October – Leyte Gulf,  
Philippines

#### **1945:**

March – Iwo Jima

June – Okinawa

According to the passage, it can be concluded that one important goal of the island hopping strategy was to

- A. tour the Pacific islands.
- B. battle Japanese troops.
- C. defend weaker islands.
- D. minimize Allied losses. \*

*(By attacking “weaker islands” the Allies encountered less resistance and most likely sustained fewer casualties than they would have at “well-defended ones.”)*

Aleutian Islands : Marianas Islands ::

- A. Midway : Guadalcanal
- B. Gilbert Islands : Marshall Islands
- C. New Guinea : Okinawa \*
- D. Iwo Jima : Leyte Gulf, Philippines

*(Though in different years, the victories at the Aleutian Islands and the Marianas were achieved in August. The Allied victories at New Guinea and Okinawa occurred in June.)*

Based on information in the passage and timeline, what prediction could you make regarding the Allies’ island hopping?

- A. U.S. Marines played a greater role at Midway than at other battles.
- B. Iwo Jima is nearer to the Japan’s mainland than the Aleutians are. \*
- C. An amphibious assault was unnecessary in the attack on Okinawa.
- D. The Marianas Islands are very near to Leyte Gulf in the Philippines.

*(Since the Allies were moving “within easier striking distance of Japan” this would be a logical prediction.)*

When the military “softened up” the islands, they

- A. fought battles on the ocean.
- B. prepared them for invasions. \*
- C. fired on civilian populations.
- D. defended against enemy fire.

*(The passage states that the aircraft “softened up” the islands and THEN “the amphibious assault vehicles would land troops on the island to battle enemy forces.”)*

# All Things Considered



Imagine that it is August 1945, and you are an advisor to President Truman. You have been asked to help him decide whether or not to use a devastating new weapon, the atomic bomb, on Japan. Consider the following list of factors in formulating your advice. Use a scale of 1 (least) to 10 (most) to rate the importance of each in terms of the decision, and explain your rating in the space provided.

Factor	Rating	Explanation
Death of Japanese civilians		
Death of Japanese soldiers		
Death of American civilians		
Death of American soldiers		
Damage to the land/environment		
Loss of economic production		
Reputation of the United States		
Ending the war quickly		
Sending a "message"		
Impact on the Japanese people		
Impact on the American people		

**What would your advice to President Truman have been and why?** \_\_\_\_\_

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# The Buck Stopped There



"The weapon is to be used against Japan between now and August 10<sup>th</sup>. I have told the Sec. of War, Mr. Stimson, to use it so that military objectives and soldiers and sailors are the target and not women and children. Even if the Japs are savages, ruthless, merciless and fanatic, we as the leader of the world for the common welfare cannot drop this terrible bomb on the old capital or the new.

He and I are in accord. The target will be a purely military one and we will issue a warning statement asking the Japs to surrender and save lives. I'm sure they will not do that, but we will have given them the chance. It is certainly a good thing for the world that Hitler's crowd or Stalin's did not discover this atomic bomb. It seems to be the most terrible thing ever discovered, but it can be made the most useful."

*Diary entry July 25, 1945*

"The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth."

*Excerpt from a public statement, August 6, 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, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans."

*Excerpt from a public statement, August 9, 1945*

"I know that Japan is a terribly cruel and uncivilized nation in warfare but 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 of a nation and, for your information, I am not going to do it until it is absolutely necessary..."

*Excerpt from a letter to Senator Richard Russell who had asked that Japan be bombed again after the initial strike.*

**? Explain Truman's reasons for using the bomb.**

**? Did his explanations of his decision change your view about using the bomb? Explain.**

# IN THE BLINK AN EYE

In 1942, the U.S. government began the Manhattan Project, an ultra-secret program to build an atomic bomb. In several sites across the country, almost 200,000 American scientists and engineers worked to build the new weapon before the enemy could complete their own.

Finally, it's July 1945, a bomb was dropped from a hundred-foot steel tower in the New Mexico desert. A brilliant flash filled the sky and a mushroom cloud billowed upward. Instruments showed the explosion was equal to almost 20,000 tons of dynamite. The Manhattan Project was a success; America had an atomic bomb.

President Truman just received notification that the bomb has been successfully tested. He and his advisors decide upon a target, the Japanese city of Hiroshima. It's a good choice for many reasons; it contains a huge army depot; it's surrounded by hills which will help contain the damage they all know the bomb will cause; and most importantly, Hiroshima is such a large city, all agree that the bomb will have a tremendous psychological impact on Japan. The President sends Japan a message that unconditional surrender is the only option, but he receives no reply.

The night of August 6, 1945 arrives, and the Enola Gay leaves an airbase on the South Pacific island of Tinian. The plane named after the pilot's mother has a six-hour flight to Japan. The weather is good and all equipment is functioning properly.

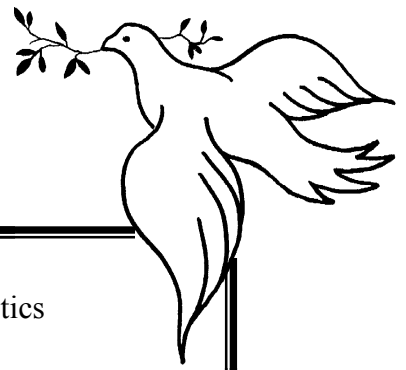
At approximately 8:15 a.m. Japanese time, the atomic bomb named "Little Boy" is dropped over Hiroshima. In a flash, 70,000 people, mostly civilians, are killed instantly. Within the next five years, at least 70,000 more will die from the radiation.

Everything within a mile of the target is completely leveled. Sixty thousand of the ninety thousand homes, businesses, and other buildings are destroyed, leaving 2/3rds of the city completely in ruins.

Now, picture a huge stadium during the Super Bowl. It holds about 70,000 people, roughly the same number killed instantly on August 6, 1945. Imagine that every seat is filled with a man, woman or child. Everyone is cheering and shouting. You can see the excitement on their faces as the game is about to begin. Everyone is clapping and smiling as they anticipate kickoff. Then *(snap your fingers)* ... in a blink of an eye they are all gone. Now, imagine that every seat is filled again with men, women and children. Now *(snap your fingers)* ... in a blink of an eye, every one of them is seriously injured. Now, envision every seat filled with men, women and children once more. *(snap your fingers)* In just five years they, too, will all be gone, having suffered the effects of radiation exposure. They will die from a wide range of cancers and other diseases.

Now it is three days later, August 9<sup>th</sup>. Another atomic bomb is dropped on another Japanese city; this time Nagasaki. Again, in a flash *(snap your fingers)* ... thousands more die, are seriously injured, and die later from radiation exposure. August 15, 1945, Japan's ruler, Emperor Hirohito, surrendered, saying "Japan would have to bear the unbearable," but many Japanese say he surrendered too late.

Two weeks later, September 2, 1945: today the official end of World War II came with the signing of the surrender. Everyone is in the streets, dancing, singing, celebrating V-J Day! The long and terrible war is FINALLY over!!!



## Never Again

### Springboard:

Students should study the “Human Costs of WWII” statistics and answer the questions.

**Objective:** The student will be able to explain reasons why the United Nations was created after World War II.

**Materials:** The Human Costs of WWII (Springboard handout)  
Addressing the Issues (handout)  
The United Nations (handout or transparency)

### Procedure:

- After reviewing the Springboard, remind student(s) that the devastation of World War II led many world leaders to look for solutions to ensure that such a conflict could never happen again. Go on to explain that in this lesson the student(s) will consider some possibilities.
- Distribute “Addressing the Issues” and have the student(s) work independently or in pairs to brainstorm a list of issues and/or problems that led to both World War I and World War II, and to generate a list of possible solutions. Instruct them to leave the “U.N. Solutions” column blank for now.
- Have the student(s) share their ideas. (*Answers may vary and could include: aggressive nationalism, unfair peace treaties, poverty, dangerous alliances, etc.*)
- Then, distribute or display “The United Nations.” Explain that in April of 1945, delegates from 50 nations met in San Francisco to write a charter for the United Nations, an organization designed to promote peace and “save succeeding generations from the scourge of war.” After the failure of the League of Nations, created after W.W. I and dissolved in 1946, many held out hope that this new organization would succeed. The U.S. and the Soviet Union were the first countries to join.
- Have the student(s) use the organizational graphic to fill in the last column of their chart by listing the divisions of the U.N. that could address each issue/problem. They can also go to the United Nations website @ **www.un.org** for more detailed information.
- Have the student(s) share and compare their ideas and discuss.



# The Human Costs of WWII

For MAJOR Allied/Axis Nations

Country	Mobilized	Dead	Wounded	Missing
France	4,000,000	213,324	400,000	--
Germany	17,900,000	3,500,000	5,000,000	3,400,000
Italy	3,000,000	242,232	66,000	350,000
Japan	19,500,000	1,300,000	4,000,000	810,000
Soviet Union	30,000,000	11,000,000	--	--
Great Britain	5,896,000	264,443	277,077	213,919
United States	16,354,000	292,131	671,801	139,709

Adapted from [www.british-forces.com](http://www.british-forces.com)

**Key:** Axis Forces  
Allied Forces

In World War II, Japan, Germany and the Soviet Union

- A. had the largest armies.
- B. were Allied nations.
- C. fought against the U.S.
- D. entered the war late.

What conclusion could be drawn based upon the information on the chart?

- A. Only seven countries participated in World War II.
- B. More countries were in the Allies than in the Axis.
- C. France sent more soldiers to war than the U.S. did.
- D. The Soviet Union sent the most soldiers to WWII.

Which statement **MOST LIKELY** explains the differences in statistics for the U.S. and Great Britain?

- A. The United States is much larger than Great Britain.
- B. America's population is larger than Great Britain's.
- C. Great Britain entered WWII after the United States.
- D. The United States was fighting hard to win the war.

What human costs does this chart **NOT** take into account?

# The Human Costs of WWII - Answers and Explanations

## For MAJOR Allied/Axis Nations

Country	Mobilized	Dead	Wounded	Missing
France	4,000,000	213,324	400,000	--
Germany	17,900,000	3,500,000	5,000,000	3,400,000
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In World War II, Japan, Germany and the Soviet Union

- A. had the largest armies. \*
- B. were Allied nations.
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- D. entered the war late.

*(The key is critical to this question. Also, only information from the chart can be used to answer this.)*

What conclusion could be drawn based upon the information on the chart?

- A. Only seven countries participated in World War II.
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- C. France sent more soldiers to war than the U.S. did.
- D. The Soviet Union sent the most soldiers to WWII. \*

*(The subtitle and careful examination of the numbers are important here.)*

Which statement **MOST LIKELY** explains the differences in statistics for the U.S. and Great Britain?

- A. The United States is much larger than Great Britain.
- B. America's population is larger than Great Britain's. \*
- C. Great Britain entered WWII after the United States.
- D. The United States was fighting hard to win the war.

*(Though Choice A may seem logical, area is not as significant as population. C is false, and D is also false since all countries involved were trying to win.)*

What human costs does this chart **NOT** take into account?

*Answers may vary and include Holocaust victims, civilians killed in Hiroshima and Nagasaki, Londoners killed during the Blitz, Free French fighters, etc.*



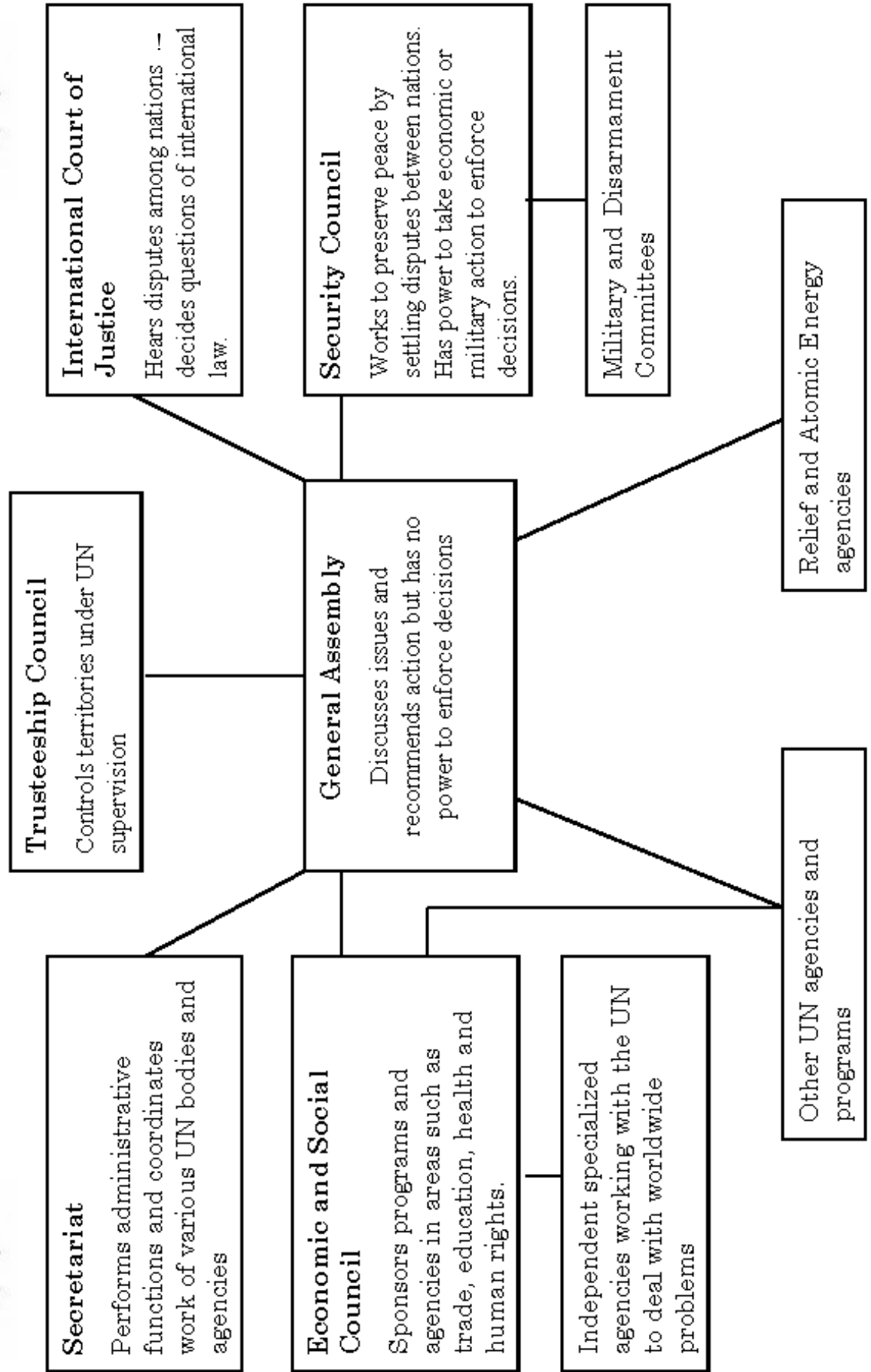
# ADDRESSING THE ISSUES

**DIRECTIONS:** List as many issues and problems as you can think of that contributed to either of the world wars and list them under “Problems / Issues” Then think of at least one way to address that problem/issue and record your ideas in the “Your Ideas” column. (Leave the “U.N. Solutions” column blank for now.)

Problems / Issues	Your Ideas	U.N. Solutions



# THE UNITED NATIONS





## Never Forget!

### Springboard:

Students should read “The Angel of Death” and answer the questions.

**Objective:** The student will be able to explain the purpose and outcomes of the Nuremberg Trials.

**Materials:** The Angel of Death (Springboard handout)  
The Accused (handout or transparency)  
Case File (handout)

**Terms to know:** **tribunal** - a court of justice

### Procedure:

- After reviewing the Springboard, explain that Josef Mengele was just one of many former Nazis who managed to avoid capture and punishment after World War II. However, the Allies did set up a tribunal in November 1945 to hold trials for twenty-two Nazi leaders. Go on to explain that in this lesson the student(s) will conduct research to learn about the Nuremberg Trials.
- Hand out or display “The Accused” and distribute “Case File: \_\_\_\_.” Have the student(s) work independently, in pairs, or small groups to research one of the accused Nazis (or assign one per group) and complete the handout using the Internet and other available resources.
- Then **for group instruction** have the groups present their cases to the class. For each presentation the class can vote on what they think the verdict and/or punishment should have been. **For individualized instruction** have the student research at least two of the accused for comparison purposes.
- Then lead a follow-up discussion, including the following questions:
  - ? Why do you think it was important to hold these trials? (*To prove to the world that the terrible actions of the Nazis would not go unpunished.*)
  - ? What crimes were tried at Nuremberg? (*Crimes against the peace, waging wars of aggression, war crimes and crimes against humanity.*)
  - ? Which of these crimes do you think were the most serious? (*Answers may vary but should be justified.*)
  - ? Why do you think that only 22 people were tried? (*Many escaped, changed their names, and lived in hiding.*)





# The Angel of Death

Dr. Josef Mengele was one of the most **notorious** Nazis of World War II. He is known for the time he spent as a doctor at the concentration camp at Auschwitz. Having joined the Nazi party at age 26, Mengele served on the front lines until he was injured on the Russian front in 1942. After that he was transferred to Auschwitz, where he tortured and murdered thousands of victims in cruel experiments.



When he arrived at Auschwitz, Mengele was put to work “greeting” arriving prisoners. His job was to sort them into two categories: those that could work and those that would immediately be put to death in the gas chamber. Witnesses have reported that when children arrived, he would draw a line on the wall to determine the height that would decide their life or death. Yet even these heartless actions paled in comparison to the brutal experiments and surgeries he performed on prisoners. Mengele sterilized women using x-ray machines that burned them severely; he injected chemicals into children’s eyes in efforts to change their color; and he used high voltage shock treatments on people simply to test their ability to endure pain. Furthermore, he rarely used any type of anesthesia for such experiments. It was these and other horrific acts that earned Mengele the nickname “the angel of death.”

Unfortunately, though, Mengele never had to answer for his crimes. When the Americans closed in on Auschwitz, he was captured as a prisoner-of-war but somehow managed to gain release under a false name. Then with help from family and friends, Mengele escaped to Argentina, a popular destination for wanted war criminals because of the nation’s support of the Nazis.

Josef Mengele lived for three decades in fear of capture, but his constant movements, name changes, and false sightings of him around the world allowed him to evade capture. Never having to stand trial, Mengele died in Brazil in 1979 at the age of 68. He was swimming in the sea and suffered a massive stroke and drowned. Afterward, his son Rolf (who has since changed his name) reported a visit with his father two years earlier. At that time, Rolf said, Mengele claimed without apology that he “had never personally harmed anyone in his whole life.”

The word **notorious** in the first paragraph likely means

- A. interesting.                      B. military.                      C. infamous.                      D. sympathetic.

Which of these is NOT supported by passage information?

- A. Mengele’s family members were ashamed of him.  
B. Mengele did not take responsibility for his actions.  
C. Mengele did not practice medicine to heal people.  
D. Mengele avoided capture due to a lot of sheer luck.

Do you think it is important to spend time and money trying to hunt down people like Josef Mengele? Why? \_\_\_\_\_

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## The Angel of Death Answers & Explanations

Dr. Josef Mengele was one of the most **notorious** Nazis of World War II. He is known for the time he spent as a doctor at the concentration camp at Auschwitz. Having joined the Nazi party at age 26, Mengele served on the front lines until he was injured on the Russian front in 1942. After that he was transferred to Auschwitz, where he tortured and murdered thousands of victims in cruel experiments.



When he arrived at Auschwitz, Mengele was put to work “greeting” arriving prisoners. His job was to sort them into two categories: those that could work and those that would immediately be put to death in the gas chamber. Witnesses have reported that when children arrived, he would draw a line on the wall to determine the height that would decide their life or death. Yet even these heartless actions paled in comparison to the brutal experiments and surgeries he performed on prisoners. Mengele sterilized women using x-ray machines that burned them severely; he injected chemicals into children’s eyes in efforts to change their color; and he used high voltage shock treatments on people simply to test their ability to endure pain. Furthermore, he rarely used any type of anesthesia for such experiments. It was these and other horrific acts that earned Mengele the nickname “the angel of death.”

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Josef Mengele lived for three decades in fear of capture, but his constant movements, name changes, and false sightings of him around the world allowed him to evade capture. Never having to stand trial, Mengele died in Brazil in 1979 at the age of 68. He was swimming in the sea and suffered a massive stroke and drowned. Afterward, his son Rolf (who has since changed his name) reported a visit with his father two years earlier. At that time, Rolf said, Mengele claimed without apology that he “had never personally harmed anyone in his whole life.”

The word **notorious** in the first paragraph likely means

- A. interesting.      B. military.      C. infamous. \*      D. sympathetic.

*(This is from the root of “infamy,” a vocabulary word. He was known for evil.)*

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

- A. Mengele’s family members were ashamed of him.\*  
B. Mengele did not take responsibility for his actions.  
C. Mengele did not practice medicine to heal people.  
D. Mengele avoided capture due to a lot of sheer luck.

*(Choices B-D all make sense according to passage information. The fact that his family members helped him escape, however, indicates their support of him.)*

Do you think it is important to spend time and money trying to hunt down people like Josef Mengele? Why? *Answers will vary and should spark some discussion.*

# THE ACCUSED



Martin Bormann

Karl Donitz

Hans Frank

Wilhelm Frick

Hans Fritzsche

Walther Funk

Hermann Goring

Rudolf Hess

Alfred Jodl

Ernst Kaltenbrunner

Wilhelm Keitel

Gustav Krupp von Bohlen und Halbach

Robert Ley

Baron Konstantin von Neurath

Franz von Papen

Erich Raeder

Joachim von Ribbentrop

Alfred Rosenberg

Fritz Sauckel

Dr. Hjalmar Schacht

Baldur von Schirach

Arthur Seyss-Inquart

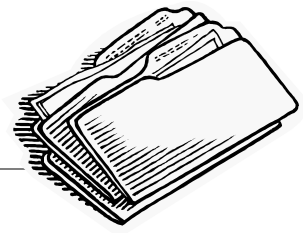
Albert Speer

Julius Streicher



# Case File:

\_\_\_\_\_ (name of the accused)



On trial for the crime(s) of:

Evidence:

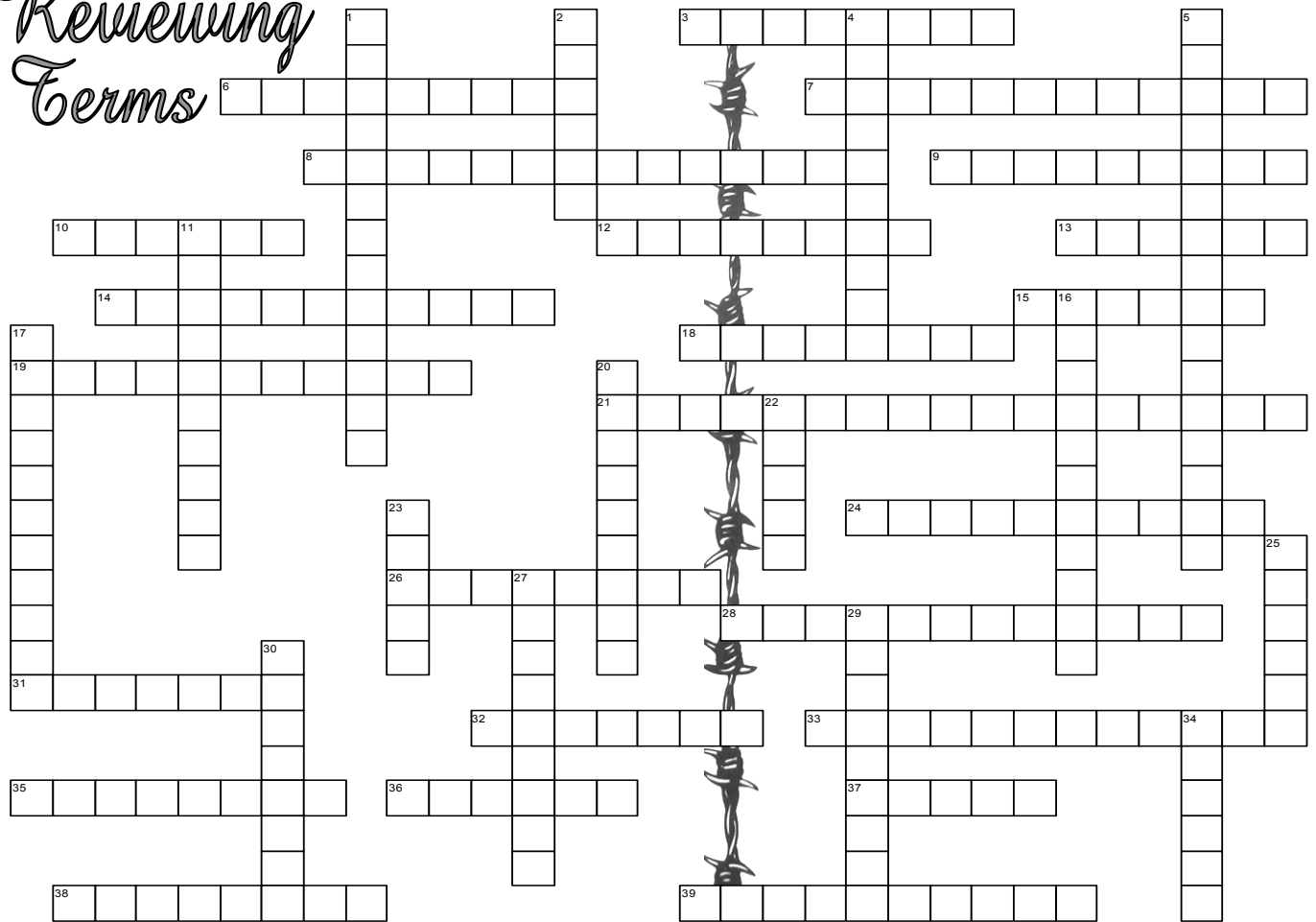
The accused claims:

Other details or information:

Verdict:

Sentence:

# Reviewing Terms



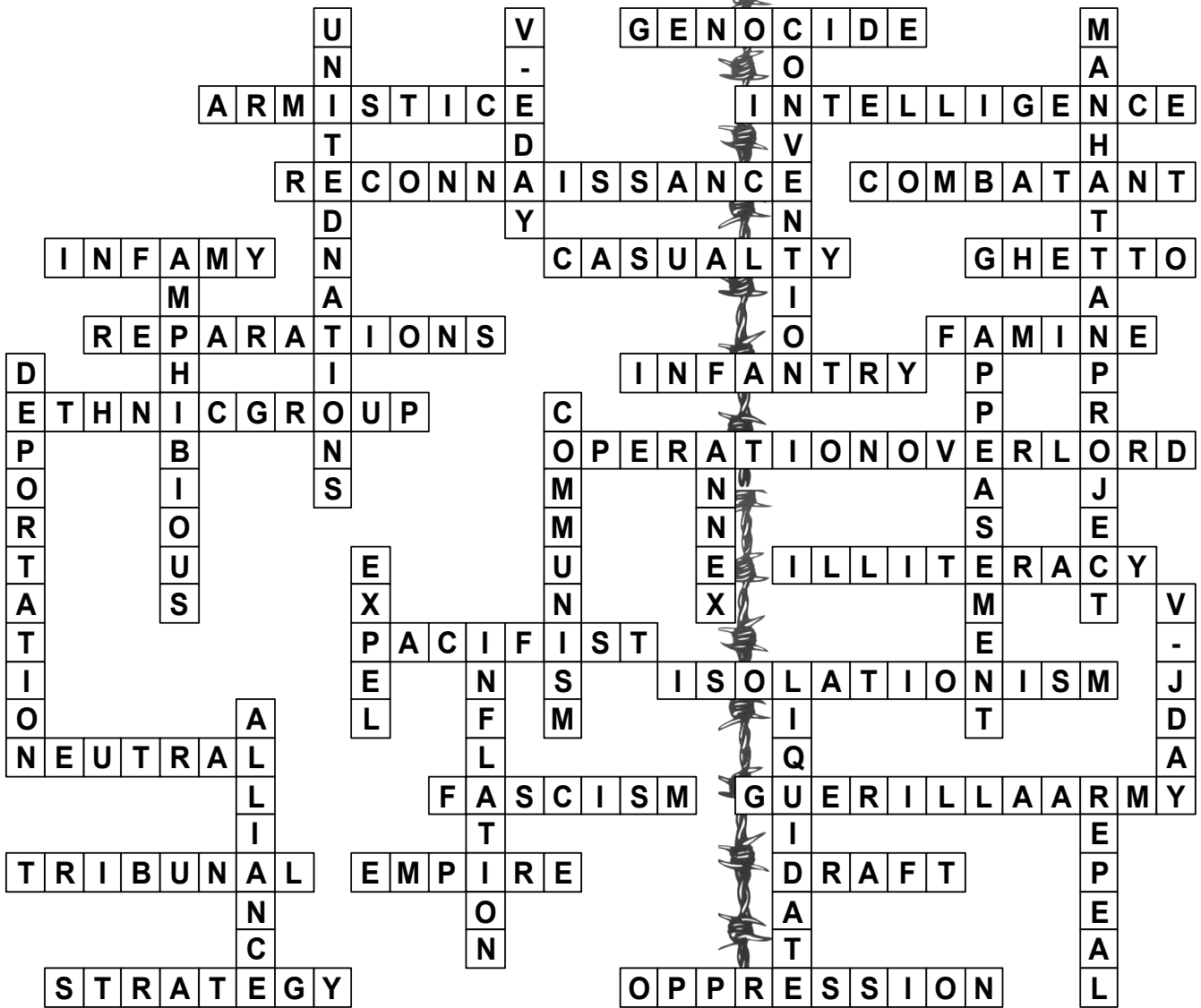
## ACROSS

- 3 systematic mass-murder of a racial or ethnic group
- 6 agreement to stop fighting
- 7 gathering of important information
- 8 information learned by observation
- 9 participant in war
- 10 evil and wrongdoing
- 12 injured or dead soldier
- 13 place where Jews or others live separated from the rest of society
- 14 payments for war damages
- 15 widespread hunger
- 18 foot soldiers
- 19 people with the same language and ways of life
- 21 W.W. II Allied plan to invade Europe
- 24 inability to read and write
- 26 anti-war
- 28 avoiding involvement in the affairs of other nations
- 31 avoiding taking sides
- 32 government ruled by a strict dictator who places love of country above all
- 33 irregular soldiers without uniforms
- 35 a court
- 36 empire that rules itself and others
- 37 non-voluntary selection for armed service
- 38 tactic aimed at winning
- 39 cruel use of power

## DOWN

- 1 world peacekeeping organization formed after W.W. II
- 2 German surrender ending W.W. II in Europe
- 4 usual way something is done
- 5 codename for U.S. efforts to build a bomb
- 11 able to operate on land or water
- 16 giving in to an aggressor to avoid conflict
- 17 forced movement
- 20 form of government with strict control over almost everything that is owned in common by all citizens
- 22 take over
- 23 force someone to leave
- 25 end of W.W. II
- 27 rapid rise in the prices of goods and services
- 29 do away with; shut down
- 30 group of nations cooperating for a cause
- 34 to undo, as a law

# Reviewing Terms Puzzle Answers



## World War II (A)



### Matching - Write the letter of the correct answer in the blank.

- |                     |   |
|---------------------|---|
| 1. _____ casualty   | A. a participant in war                     |
| 2. _____ famine     | B. inability to read or write               |
| 3. _____ inflation  | C. to shut down                             |
| 4. _____ pacifist   | D. dead or wounded soldier                  |
| 5. _____ combatant  | E. able to operate on land or water         |
| 6. _____ armistice  | F. widespread hunger                        |
| 7. _____ amphibious | G. plan for fighting and winning            |
| 8. _____ illiteracy | H. rapid rise in cost of goods and services |
| 9. _____ liquidate  | I. agreement to end fighting                |
| 10. _____ strategy  | J. against war and violence                 |

### Give one example of each:

11. alliance - \_\_\_\_\_
12. casualty - \_\_\_\_\_
13. empire - \_\_\_\_\_
14. annex - \_\_\_\_\_
15. genocide - \_\_\_\_\_

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

16. \_\_\_\_\_ Which of these actions was not part of Hitler's plans for Germany?  
A. repealing the Versailles Treaty  
B. conquering land to build a German empire  
C. expelling non-Germans from the country  
D. creating an alliance to work with the Soviets
17. \_\_\_\_\_ Which of these events brought the United States into World War II?  
A. Battle of Midway                      C. Operation Barbarossa  
B. Invasion of Poland                      D. Attack on Pearl Harbor
18. \_\_\_\_\_ Which factor **DID NOT** lead to a failed invasion of the Soviet Union?  
A. Many rivers had to be crossed, which slowed troop movement.  
B. The German Army was poorly led and extremely disorganized.  
C. German vehicles could not move well through the mud and snow.  
D. The Germans were not dressed or equipped for the harsh winters.
19. \_\_\_\_\_ The purpose of the Nuremberg Trials was to bring \_\_\_\_ to justice.  
A. Allied leaders                              C. war criminals  
B. Axis soldiers                                D. the Japanese

### Answer the following question:

20. Explain one way America helped the Allied war effort.

*“This is D-Day,” came the announcement over the English news and quite rightly, “this is the day.” The invasion has begun! Would the long-awaited liberation that has been talked of so much, but which still seems too wonderful, too much like a fairy tale, ever come true? Could we be granted victory this year, 1944? We don’t know yet, but hope is revived within us. It gives us fresh courage, and makes us strong again. Since we must put up bravely with all the fears and sufferings, the great thing now is to remain calm and steadfast. The best part of the invasion is that I have the feeling that friends are coming. We have been oppressed by those terrible Germans for so long; they have had their knives so at our throats, that the thought of friends and delivery fills us with confidence! I may yet be able to go back to school in September or October.”*

Adapted from Anne Frank: The Diary of a Young Girl

21. \_\_\_\_ Anne’s tone could best be described as  
A. hopeful.      B. discouraged.      C. calm.      D. polite.
22. \_\_\_\_ According to the passage, why did Anne think she may be able to go back to school soon?  
A. All the German armies had recently surrendered to the Allies.  
B. The Allied invasion had begun, and liberation might happen soon.  
C. Her family was planning to move back to the city after the war.  
D. The schools were going to be re-opened in October or September.
23. \_\_\_\_ Anne was likely writing these words to  
A. her parents.      B. friends.      C. her captors.      D. herself.

Country	Money Spent on W.W. II
Germany	272 billion
Great Britain	120 billion
Italy	94 billion
Japan	56 billion
Soviet Union	192 billion
United States	341 billion

24. \_\_\_\_ According to the chart  
A. Germany spent more money than the U.S.  
B. the U.S. spent the most money of all.  
C. Great Britain spent the least money.  
D. Italy spent less money than Japan.
25. \_\_\_\_ Which of these statements can be proven by chart information?  
A. The total money spent is less than five hundred billion dollars.  
B. Most of the money spent by the U.S. was before Pearl Harbor  
C. The Axis powers spent less money than the Allied powers did.  
D. Most countries spent their money on armaments and weapons.



## World War II (B)



### Fill in the blank with unit terms:

1. \_\_\_\_\_ was the plan to liberate France from the Nazis.
2. The Free French, a/an \_\_\_\_\_, fought on the Allies' side.
3. The war in Europe ended on \_\_\_\_\_, May 8<sup>th</sup>, 1945.
4. Hitler \_\_\_\_\_ Czechoslovakia without any resistance from the Allies.
5. After atomic bombs were dropped on Japan, they signed a/an \_\_\_\_\_.
6. The high rate of \_\_\_\_\_ caused the price of goods to skyrocket.
7. The \_\_\_\_\_ was America's effort to build an atomic bomb.
8. Since so many farms were destroyed, \_\_\_\_\_ was a problem.
9. After the horror of war, many French held \_\_\_\_\_ attitudes.
10. The \_\_\_\_\_ was begun so there would be enough soldiers serving.

### Give an example of each:

11. alliance - \_\_\_\_\_
12. combatant - \_\_\_\_\_
13. intelligence - \_\_\_\_\_
14. genocide - \_\_\_\_\_
15. oppression - \_\_\_\_\_

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

16. \_\_\_ Hitler planned to do all of the following **EXCEPT**
  - A. amass an empire by conquering others.
  - B. expel non-Germans, particularly Jews.
  - C. double cross Mussolini to conquer Italy.
  - D. defy the terms of the Versailles Treaty.
17. \_\_\_ \_\_\_ failed because Germany was \_\_\_\_\_.
  - A. Appeasement ... empire building
  - B. Genocide ... part of an alliance
  - C. Operation Overlord ... defeated
  - D. Intelligence ... a guerrilla army
18. \_\_\_ The "Big Three" met at \_\_\_ to discuss the postwar world.

A. Paris	B. Yalta	C. Posdam	D. Moscow
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### Fully answer the following questions on your own paper and attach:

19. Describe "blitzkrieg" and explain why it was so effective at first.

20. Explain the importance of the Nuremberg Trials after World War II.

## World War II (C)



### Complete the analogies with chapter terms:

1. Too much product is to low prices, as \_\_\_\_\_ is to higher prices.
2. Cavalry are to horses, as \_\_\_\_\_ are to on foot.
3. Player is to a game, as \_\_\_\_\_ is to a war.
4. Read is to study, as search is to \_\_\_\_\_.
5. Plan is to a party, as \_\_\_\_\_ is to warfare.
6. Murder is to one person, as \_\_\_\_\_ is to a group of people.
7. Fame is to positive, as \_\_\_\_\_ is to negative.
8. Add-on is to a house, as \_\_\_\_\_ is to a nation.
9. Ambidextrous is to hands, as \_\_\_\_\_ is to vehicles.
10. Damages are to lawsuits, as \_\_\_\_\_ are to wars.

### Give an example of each:

11. combatant - \_\_\_\_\_
12. isolationism - \_\_\_\_\_
13. appeasement - \_\_\_\_\_
14. deportation - \_\_\_\_\_
15. ghetto - \_\_\_\_\_

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

16. \_\_\_\_ Which factor contributed **LEAST** to Hitler's rise to power in Germany?
  - A. Hitler was born in Austria, not Germany.
  - B. He blamed many problems on the Jews.
  - C. Hitler wanted to defy the Treaty of Versailles.
  - D. He promised Germany would be strong again.
17. \_\_\_\_ Which of these are in correct chronological order?
  - A. Pearl Harbor, Fall of France, The Blitz, Operation Barbarossa
  - B. Fall of France, The Blitz, Operation Barbarossa, Pearl Harbor
  - C. The Blitz, Pearl Harbor, Operation Barbarossa, Fall of France
  - D. Operation Barbarossa, Pearl Harbor, Fall of France, The Blitz
18. \_\_\_\_ The Battle of Midway : Pacific ::
  - A. The U.S. : Pearl Harbor
  - B. VJ Day : Hiroshima and Nagasaki
  - C. Operation Overlord : Europe
  - D. The Manhattan Project : atomic bomb

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

19. Explain why "blitzkrieg" was used and its effectiveness.
20. Explain how and why the Nuremberg Trials were an important outcome of World War II.

<b>World War II Assessments Suggested Answers</b>
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**Form A:**

- |       |  |
|-------|--|
| 1. D  | 11. Axis, Allies, etc.   |
| 2. F  | 12. a dead or wounded soldier or civilian                            |
| 3. H  | 13. Germany taking over Austria, the Rhineland, Czechoslovakia, etc. |
| 4. J  | 14. Germany adding land in Austria, the Rhineland, etc.              |
| 5. A  | 15. the Holocaust, Rwanda, Darfur, etc.                              |
| 6. I  | 16. D  |
| 7. E  | 17. D  |
| 8. B  | 18. B  |
| 9. C  | 19. C  |
| 10. G | 20. Merchant Marines, Army Nurses, Doolittle's Raiders, etc..        |

**Form B:**

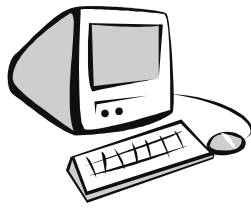
- |                       |  |
|-----------------------|--|
| 1. Operation Overlord | 11. Axis, Allies, etc.   |
| 2. guerilla army      | 12. Germans, Japanese, British, etc  |
| 3. V-E Day            | 13. troop positions, number of troops, etc.  |
| 4. annexed            | 14. the Holocaust, Rwanda, Darfur, etc.  |
| 5. armistice          | 15. mistreatment, torture, and murder  |
| 6. inflation          | 16. C  |
| 7. Manhattan Project  | 17. A  |
| 8. famine             | 18. B  |
| 9. pacifist           | 19. It was the use overpowering force to overwhelm an enemy. It worked because it was fast and deadly. |
| 10. draft             | 20. The Nuremberg Trials to held to punish the Nazis for the atrocities of the Holocaust.              |

**Form C:**

- |                   |  |
|-------------------|--|
| 1. inflation      | 11. Germans, Japanese, British, etc.   |
| 2. infantry       | 12. Europeans' and U.S. unwillingness to fight Germany   |
| 3. combatant      | 13. allowing Germany to annex the Rhineland, Austria, etc.   |
| 4. reconnaissance | 14. movement of Jews to concentration camps; refugees  |
| 5. strategy       | 15. Jewish parts of cities; slums  |
| 6. genocide       | 16. A  |
| 7. infamy         | 17. B  |
| 8. annex          | 18. C  |
| 9. amphibious     | 19. It was the use overpowering force to overwhelm an enemy, devised as a means of avoiding "digging in" and a stalemate as in W.W. I. It worked because it was fast, deadly, and difficult to defend against. |
| 10. reparations   | 20. The Nuremberg Trials were held to punish the Nazis for the atrocities of the Holocaust.  |

**Skills Forms A-C:**

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



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