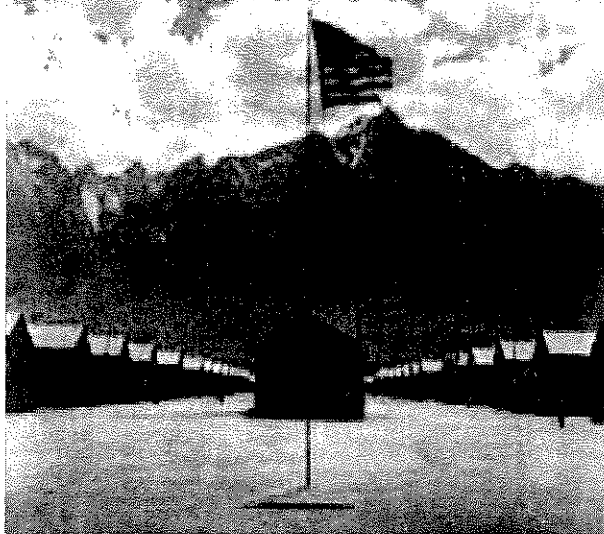




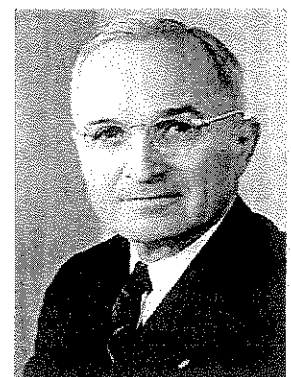
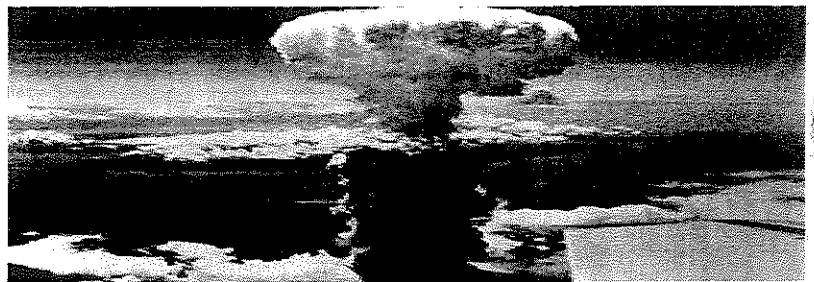
## EXECUTIVE ORDER 9066: The Internment of 110,000 Japanese Americans



# WORLD WAR II

NAME \_\_\_\_\_

PERIOD \_\_\_\_\_



# **"World War Looms and The U.S. in WW II**

## **Chapter 12 & 13**

### **Essential Questions**

#### **SWBAT:**

1. Analyze how the Treaty of Versailles and the Great Depression led to the rise of dictators in Europe and the Pacific. Discuss why, how, and where Germany, Japan, and Italy used aggression.
2. Defend FDR's policy of first neutrality in Europe and then the switch of helping the Allies. Explain why the U.S. finally entered the war.
3. Identify the effects of war on Americans at home. (Mobilization, draft, rationing, and propaganda)
4. Describe how, why, and where the Allies turned the tide of the war in Europe in their favor. (D-Day invasion, Battle of the Bulge, Summit Conference) Describe how, why, and where the Americans turned the tide of the war in the Pacific. (Island Hopping, Battle of Midway, Coral Sea, Okinawa, etc)
5. Analyze the end of the war in Europe and Pacific and its aftermath. Defend or criticize Truman's decision to use the Atomic Bomb on Japan.

### **State Standards**

**H2.[9-12].11** Describe the cultural, economic, political, and technological impact of World War II on the United States.

**H4.[9-12].1** Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.

### **Chapter Readings**

Chapter 12 & 13

# World War II – Word Wall

Directions- Define the following terms in relation to World War II- Can use the textbook and internet.

Term	Definition	Picture/Symbol
Totalitarianism		
Fascism		
Nazism		
Neutrality Acts		
Appeasement		
Nonaggression Pact		
Blitzkrieg		
Holocaust		
Kristallnacht		
Genocide		
Concentration Camp		

Term	Definition	Picture/Symbol
Axis Powers		
Allies		
Lend-Lease Act		
Atlantic Charter		
Woman's Auxiliary Army Corps		
Manhattan Project		
War Production Board		
Rationing		
D-Day		
Battle of the bulge		
V-E Day		
Battle of Midway		

Term	Definition	Picture/Symbol
Kamikaze		
Nuremberg Trials		
Internment		
Island Hopping		
Bataan Death March		
Nisei		

# *World War II- Identifications*

**Directions:** Identify the following individuals and their impact during World War II. Complete sentences

<b>Joseph Stalin</b>	
<b>Benito Mussolini</b>	
<b>Adolf Hitler</b>	
<b>Neville Chamberlain</b>	
<b>Winston Churchill</b>	
<b>Charles De Gaulle</b>	
<b>Hideki Tojo</b>	
<b>George Marshall</b>	
<b>Dwight D. Eisenhower</b>	
<b>Harry S. Truman</b>	
<b>Douglas MacArthur</b>	
<b>Chester Nimitz</b>	
<b>J. Robert Oppenheimer</b>	

## *World War II - Timeline*

**Directions-** Place the following events in chronological order. Remember set beginning and end, equal increments, etc.

Battle of Midway, Munich Conference, Hitler becomes Chancellor, Germany Invades Poland, Neutrality Acts, Pearl Harbor, Congress passes Lend-Lease Act, V-E Day, Battle of the Bulge, D-Day, FDR dies, Battle of Okinawa, First atomic test in New Mexico, A-Bomb dropped on Hiroshima, Japan Surrenders

## Dictators Expand Power

### Chapter 12 Section 1.1

Pages 390- 393

**Directions** – Compare European Dictators- As you read, take notes about the goals of the dictators mentioned in Section 1.1, “Fascism Spreads in Europe.”

	Country	Goals & Steps Taken to Achieve Goals
Adolf Hitler		
Benito Mussolini		
Joseph Stalin		
Francisco Franco		

#### Short Answer Questions

1. What were some of the actions taken by Adolf Hitler and the Nazi Party after they seized control in Germany in the 1930s?
2. How did Benito Mussolini's actions in Ethiopia influence international relations in the mid-1930s?
3. What was the significance of the Rome-Berlin Axis pact signed in 1936?
4. Describe Joseph Stalin's approach to consolidating power in the Soviet Union during his rule.
5. How did the events of Kristallnacht in November 1938 reflect the Nazi regime's policies toward Jews?



**Isolationism & Neutrality**  
**Graphic Organizer Chapter 12. Section 1.2**  
**Pages 394-395**

**Directions** - Use a Main Idea Diagram to organize important information in Section 1.2, "Isolation and Neutrality."

Main Idea	Detail
<b>The American people wanted to stay out of the conflict.</b>	Rural Americans were suspicious of international bankers and arms manufactures.
Main Idea	Detail
<b>President Roosevelt pushed for greater involvement.</b>	

**Short Answers**

1. Why did many Americans oppose getting involved in the conflicts in Europe during the 1930s?
2. What were the key provisions of the Neutrality Acts passed by the U.S. Congress in the 1930s?
3. How did President Franklin Roosevelt's views on U.S. involvement in Europe differ from those of the American public and Congress?
4. What was the "cash-and-carry" provision, and what purpose did it serve?
5. How did economic conditions and sentiments of anti-Semitism in the United States affect Jewish refugees during the 1930s?

**America in the 20<sup>th</sup> Century**  
**World War II**  
**The Road to War- Video Quiz**

**Directions:** Read the following statements and circle whether they are True or False. If False make the statement true

1. The Treaty of Versailles contributed to unrest throughout Europe.  
True                      False
2. Benito Mussolini used collectivization to take over farmlands in the Soviet Union.  
True                      False
3. Hitler believed the welfare of his country was more important than personal freedoms.  
True                      False
4. In the Holocaust, the Nazis murdered millions of Jews and others.  
True                      False
5. China's invasion of Manchuria was its first step toward dominating Japan.  
True                      False
6. The German military strategy *Kristallnacht* exploited new advances in tanks, artillery, and air power.  
True                      False
7. After months of fighting in the Battle of Britain, Winston Churchill asked for the United States' assistance, and the U.S. agreed to offer supplies.  
True                      False
8. Ignoring their non-aggression pact, Hitler invaded the Soviet Union.  
True                      False
9. The Munich Agreement brought together 26 countries, collectively known as the Allied powers.  
True                      False
10. As it was holding peace talks with the United States, Japan was secretly planning an attack on Pearl Harbor.  
True                      False

Name \_\_\_\_\_  
Period \_\_\_\_\_

**Video – Road to War**  
**DISCUSSION QUESTIONS**

1. Discuss the lasting effects of the Treaty of Versailles.
2. Describe examples of the rise of Communism, Fascism, National Socialism, and Militarism.
3. Explain the weaknesses / failures of the League of Nations during the rise of dictators in Europe.
4. What was the United States' role in the years leading up to World War II?
5. Describe the Neutrality Acts established by the United States.
6. Explain the United States reaction to Churchill's request for assistance in fighting Germany.
7. Describe the events leading up to the bombing of Pearl Harbor.
8. What role did the Spanish Civil War play in the World War?
9. What was the role of both the Allied and Axis powers in the years prior to World War II?

Adolf Hitler (1889–1945) was the leader of one of the most powerful and brutal dictatorships in Western history. His father was a minor customs official in Austria, so Adolf grew up in a provincial town on the German border. His early years were spent pursuing an unsuccessful career as an artist against his father's wishes. In 1913 he left Austria in order to avoid military conscription and settled in Munich where, paradoxically, he became so caught up in war fever that he joined the German army. Hitler served in

262

France, where he was wounded several times and eventually decorated for bravery. The war was the happiest period of his life; when he was demobilized after the German defeat, he joined and eventually led the right-wing National Socialist German Workers Party. His politics were a mixture of nationalism and racism that appealed especially to former soldiers who shared Hitler's view that Germany had not lost the First World War, but had been betrayed by its leaders. By 1932 the Nazi party was the largest in Germany; Hitler was named chancellor in 1933. Once in power, he began an economic and military recovery that restored Germany to its former position as one of the leading states in Europe. His territorial ambitions, however, led directly to the Second World War, and his racial attitudes led directly to the Holocaust. When Germany's military situation became hopeless, Hitler committed suicide in Berlin in 1945.

263

*Mein Kampf* was written while Hitler was in jail after an attempt to overthrow the German government. The title means "My Struggle"; this very long and turgid work is a combination of a memoir and a statement of political philosophy. It includes some of Hitler's characteristic racist and anti-Semitic ideas.

It is a futile enterprise to argue which race or races were the original bearers of human culture and, with it, the actual founders of what we sum up with the word "mankind." It is simpler to put this question to oneself with regard to the present, and here the answer follows easily and distinctly. What we see before us of human culture today, the results of art, science, and techniques, is almost exclusively the creative product of the Aryan. But just this fact admits of the not unfounded conclusion that he alone was the founder of higher humanity as a whole, thus the prototype of what we understand by the word "man." He is the Prometheus of mankind, out of whose bright forehead springs the divine spark of genius at all times, forever rekindling that fire which in the form of knowledge lightened up the night of silent secrets and thus made man climb the path towards the position of master of the other beings on this earth. Exclude him—and deep darkness will again fall upon the earth, perhaps even, after a few thousand years, human culture would perish and the world would turn into a desert.

If one were to divide mankind into three groups: culture-founders, culture-bearers, and culture-destroyers, then, as representative of the first kind, only the Aryan would come in question. It is from him that the foundation and the walls of all human creations originate, and only the external form and color depend on the characteristics of the various peoples involved. He furnishes the gigantic building-stones and also the plans for all human progress, and only the execution corresponds to the character of the people and races in the various instances. In a few decades, for instance, the entire east of Asia will call a culture its own, the ultimate bases of which will be Hellenic spirit and Germanic technique, just as is the case with us. Only the *external* form will (at least partly) bear the features of Asiatic character. It is not the case, as some people claim, that Japan adds European techniques to her culture, but European science and techniques are trimmed with Japanese characteristics. But the basis of actual life is no longer the special Japanese culture, although it determines the color of life (because outwardly,

in consequence of its inner difference, it is more visible to European eyes), but it is the enormous scientific and technical work of Europe and America, that is, of Aryan peoples. Based on these achievements alone the East is also able to follow general human progress. This creates the basis for the fight for daily bread, it furnishes weapons and tools for it, and only the external makeup is gradually adapted to Japanese life.

But if, starting today, all further Aryan influence upon Japan should stop, and supposing that Europe and America were to perish, then a further development of Japan's present rise in science and technology could take place for a little while longer; but in the time of a few years the source would dry out, Japanese life would gain, but its culture would stiffen and fall back into the sleep out of which it was startled seven decades ago by the Aryan wave of culture. Therefore, exactly as the present Japanese development owes its life to Aryan origin, thus also in the dim past foreign influence and foreign spirit were the awakener of the Japanese culture. The best proof of this is the fact that the latter stiffened and became completely paralyzed later on. This can only happen to a people when the originally creative race nucleus was lost, or when the external influence, which gave the impetus and the material for the first development in the cultural field, was lacking later on. But if it is ascertained that a people receives, takes in, and works over the essential basic elements of its culture from other races, and if then, when a further external influence is lacking, it stiffens again and again, then one can perhaps call such a race a "culture-bearing" one but never a "culture-creating" one.

' We see this most clearly in that race that cannot help having been, and being, the supporter of the development of human culture—the Aryans. As soon as Fate leads them towards special conditions, their latent abilities begin to develop in a more and more rapid course and to mold themselves into tangible forms. The cultures

which they found in such cases are nearly always decisively determined by the available soil, the climate, and—by the subjected people. The latter, however, is the most decisive of all factors. The more primitive the technical presumptions for a cultural activity are, the more necessary is the presence of human auxiliary forces which then, collected and applied with the object of organization, have to replace the force of the machine. Without this possibility of utilizing inferior men, the Aryan would never have been able to take the first steps towards his later culture; exactly as, without the help of various suitable animals which he knew how to tame, he would never have arrived at a technology which now allows him to do without these very animals. The words "*Der Mohr hat seine Schuldigkeit getan, er kann gehen*" [The Moor has done his duty, he may go] has unfortunately too deep a meaning. For thousands of years the horse had to serve man and to help in laying the foundations of a development which now, through the motor-car, makes the horse itself superfluous. In a few years it will have ceased its activity, but without its former cooperation man would hardly have arrived at where he stands today.

Therefore, for the formation of higher cultures, the existence of inferior men was one of the most essential presumptions, because they alone were able to replace the lack of technical means without which a higher development is unthinkable. The first culture of mankind certainly depended less on the tamed animal, but rather on the use of inferior people.

Only after the enslavement of subjected races, the same fate began to meet the animals, and not *vice versa*, as many would like to believe. For first the conquered walked behind the plow—and after him, the horse. Only pacifist fools can again look upon this as a sign of human baseness, without making clear to themselves that this development had to take place in order to arrive finally at that place from where today these apostles are able to sputter forth their drivels into the world.

The progress of mankind resembles the ascent on an endless ladder; one cannot arrive at the top without first having taken the lower steps. Thus the Aryan had to go the way which reality showed him and not that of which the imagination of a modern pacifist dreams. The way of reality, however, is hard and difficult, but it finally ends where the other wishes to bring mankind by dreaming, but unfortunately removes it from, rather than brings it nearer to, it.

Therefore, it is no accident that the first cultures originated in those places where the Aryan, by meeting lower peoples, subdued them and made them subject to his will. They, then, were the first technical instrument in the service of a growing culture.

With this the way that the Aryan had to go was clearly lined out. As a conqueror he subjected the lower peoples and then he regulated their practical ability according to his command and his will and for his aims. But while he thus led them towards a useful, though hard activity, he not only spared the lives of the subjected, but perhaps he even gave them a fate which was better than that of their former so-called "freedom." As long as he kept up ruthlessly the master's standpoint, he not only really remained "master" but also the preserver and propagator of the culture. For the latter was based exclusively on his abilities, and, with it, on his preservation in purity. But as soon as the subjected peoples themselves began to rise (probably) and approached the conqueror linguistically, the sharp separating wall between master and slave fell. The Aryan gave up the purity of his blood and therefore he also lost his place in the Paradise which he had created for himself. He became submerged in the race-mixture, he gradually lost his cultural ability more and more, till at last not only mentally but also physically he began to resemble more the subjected and aborigines than his ancestors. For some time he may still live on the existing cultural goods, but then petrification sets in, and finally oblivion.

In this way cultures and realms collapse in order to make room for new formations.

The blood-mixing, however, with the lowering of the racial level caused by it, is the sole cause of the dying-off of old cultures; for the people do not perish by lost wars, but by the loss of that force of resistance which is contained only in the pure blood.

All that is not race in this world is trash.

All world historical events, however, are only the expression of the races' instinct of self-preservation in its good or in its evil meaning.

The Jew forms the strongest contrast to the Aryan. Hardly in any people of the world is the instinct of self-preservation more strongly developed than in the so-called "chosen people." The fact of the existence of this race alone may be looked upon as the best proof of this. Where is the people that in the past two thousand years has been exposed to so small changes of the inner disposition, of character, etc., as the Jewish people? Which people finally has experienced greater changes than this one—and yet has always come forth the same from the most colossal catastrophes of mankind? What an infinitely persistent will for life, for preserving the race do these facts disclose!

Also the intellectual abilities were schooled in the course of centuries. Today the Jew is looked upon as "clever," and in a certain sense he has been so at all times. But his reason is not the result of his own development, but that of object lessons from without.

Never did the reverse process take place.

For, even if the Jewish people's instinct of self-preservation is not smaller, but rather greater, than that of other nations, and even if his spiritual abilities very easily create the impression as though they were equal to the intellectual disposition of the other races, yet the most essential presumption for a cultured people is completely lacking, the idealistic disposition.

But how far the Jew takes over foreign culture, only imitating, or rather destroying, it, may be seen from the fact that he is found most

frequently in that art which also appears directed least of all towards invention of its own, the art of acting. But here, too, he is really only the "juggler," or rather the ape; for here, too, he lacks the ultimate touch of real greatness; here, too, he is not the ingenious creator, but the outward imitator, whereby all the turns and tricks he applies cannot deceive us concerning the inner lack of lowers man, and never again can its consequences be removed from body and mind.

Only upon examining and comparing, in the face of this sole question, all the other problems of life, one will be able to judge how ridiculously small the latter are as compared with the former. How all of them are only temporal, while the question of the preservation of the blood is one of human eternity.

All really important symptoms of decay of the pre-War time ultimately go back to racial causes.

### QUESTIONS

1. What is the role of the Aryan race in human history, according to Hitler?
  2. Why are the Japanese, in Hitler's theories, a "culture-bearing" rather than a "culture-creating" people?
  3. Hitler believed that cultural progress was necessarily aggressive. Why? How might these views have applied to his own policies in later years?
  4. How are Jews said to destroy cultures?
  5. Did Hitler view the defeat in World War I as inevitable? Was the Allied victory a good or a bad thing, in Hitler's view?
-

# Nuremberg Law for the Protection of German Blood and German Honor, September 15, 1935

Moved by the understanding that purity of the German Blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German Nation for all time, the Reichstag has unanimously adopted the following Law, which is promulgated herewith:

## Article 1.

- 1) Marriages between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
- 2) Annulment proceedings can be initialed only by the State Prosecutor.

## Article 2.

Extramarital intercourse between Jews and subjects of the state of German or related blood is forbidden.

## Article 3.

Jews may not employ in their households female subjects of the state of German or related blood who are under 45 years old.

## Article 4.

- 1) Jews are forbidden to fly the Reich or National flag or to display the Reich colors. They are, on the other hand, permitted to display the Jewish colors. The exercise of this right is protected by the State.

## Article 5.

- (1) Any person who violates the prohibition under §1 will be punished by a prison sentence with hard labor.
- (2) A male who violates the prohibition under § 2 will be punished with a prison sentence with or without hard labor.
- (3) Any person violating the provisions under § 3 or §4 will be punished with a prison sentence of up to one year and a fine, or with one or the other of these penalties.

## Article 6.

The Reich Minister of the Interior, in coordination with the Deputy of the Führer and the Reich Minister of Justice, will issue the Legal and Administrative regulations required to implement and complete this Law.

## Article 7.

The Law takes effect on the day following promulgations except for §3, which goes into force on January 1, 1936.

Nuremberg, September 15, 1935 at the Reich Party Congress of Freedom



## APPARTS

Document \_\_\_\_\_

Author: \_\_\_\_\_

Place & Time \_\_\_\_\_

Prior Knowledge: \_\_\_\_\_

Audience: \_\_\_\_\_

Reason: \_\_\_\_\_

The Main Idea: \_\_\_\_\_

The Significance: \_\_\_\_\_

**Vocabulary:** Look up and write four (4) words whose meanings you are unsure of.

## Kristallnacht

by Eric Lucas .

*On November 9, 1938, Nazis violently attacked Jewish homes, businesses, and synagogues in Germany and killed about 100 Jews. Michael Lucas a butcher in the small community of Hoengen, witnessed the destruction of a synagogue In this account Lucas's nephew Eric recounts the desecration that his under observed How did Michael Lucas react to the violent attack?*

After a while the stormtroopers were joined by people who were not in uniform; and suddenly, with one loud cry of Down with the Jews, the gathering outside produced axes and heavy sledge-hammers. They advanced towards the little synagogue which stood in Michael's own meadow, opposite his house. They burst the door open, and the whole crowd, by now shouting and laughing stormed into the little house of God.

Michael, standing behind the tightly drawn curtains, saw how the crowd tore the Holy Ark wide open; and three men who had smashed the Ark threw the Scrolls of the Law of Moses out. He threw them—these Scrolls, which had stood in their quiet dignity, draped in blue or wine-red velvet, with their little crowns of silver covering the tops of the shafts by which the Scroll was held during the service—to the screaming and shouting mass of people which had filled the little synagogue.

The people caught the Scrolls as if they were amusing themselves with a ball-game—tossing them up in the air again, while other people flung them further back until they reached the street outside. Women tore away the red and blue velvet and everybody tried to snatch some of the silver adorning the Scrolls.

Naked and open the Scrolls lay in the muddy autumn lane, children stepped on them and others tore pieces from the fine parchment on which the Law was written—the same Law which the people who tore it apart had, in vain, tried to absorb for over a thousand years

When the first Scroll was thrown out of the synagogue, Michael made a dash for the door. The stormtroopers who still stood outside the house watching with stern faces over the tumultuous crowd which obeyed their commands without really knowing it would have shot the man, quietly, in an almost matter of fact way Michael's wife, sensing the deadly danger, clung to him, imploring him and begging him not to go outside. Michael tried to fling her aside but only her tenacious resistance brought him back to his senses. He stood there, in the small hall behind the front door looking around him for a second, as if he did not know where he was. Suddenly, he leaned against the wall, tears streaming from his eyes, like those of a little child.

After a while, he heard the sound of many heavy hammers outside. With trembling legs he got up from his chair and looked outside once more. Men had climbed on to the roof of the synagogue and were hurling the tiles down others were cutting the cross beams as soon as they were bare of cover. It did not take long before the first heavy grey stones came tumbling down, and the children of the village amused themselves flinging stones into the multi-colored windows.

When the first rays of a cold and pale November sun penetrated the heavy dark clouds the little synagogue was but a heap of stone broken glass and smashed-up woodwork.

### Discussion Questions

- 1 According to Michael Lucas who took part in the destruction of the synagogue?
- 2 What did the crowd of people do inside the synagogue?
- 3 What was the mood of the Germans who took part in the destruction of the synagogue?

## APPARTS

Document \_\_\_\_\_

Author: \_\_\_\_\_

Place & Time \_\_\_\_\_

Prior Knowledge: \_\_\_\_\_

Audience: \_\_\_\_\_

Reason: \_\_\_\_\_

The Main Idea: \_\_\_\_\_

The Significance: \_\_\_\_\_

Vocabulary: Look up and write four (4) words whose meanings you are unsure of.

**The Holocaust**  
**Reading Review Questions**  
**Chapter 13 Section 4.1**  
**Pages 450-453**

**Directions-** Read Chapter 13 Section 4.1 and answer the following short answer questions.

1. What did Americans know about Hitler's views on Jews during the war?
2. What did the Allies discover when they invaded Germany and Poland in 1945?
3. When did Hitler become Germany's chancellor, and what was his view of Jews?
4. How did the Nazis restrict the rights of Jews in Germany?
5. What happened during Kristallnacht on November 9, 1938?
6. What were the conditions like in the ghettos created by the Nazis?
7. What was the purpose of the "Final Solution," and who explained it at the Wannsee Conference?
8. What were the conditions like for Jews transported to death camps?
9. Describe the Warsaw Ghetto Uprising of 1943.
10. What was Auschwitz, and why was it significant?
11. What happened to new arrivals at Auschwitz?
12. What evidence of the Holocaust remained after the Nazis tried to destroy it?

Name \_\_\_\_\_

Period \_\_\_\_\_

**Holocaust Webquest**  
**Mr. Alian**

**Directions** -Visit the following sites, and answer all the questions in complete sentences.

**What is genocide?** <https://www.ushmm.org/confront-genocide>

1. Define "genocide" in your own words.
2. When we refer to the "holocaust", what time period are we talking about?

**Hitler Comes to Power** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007671>

3. What levels of German society were most drawn to Hitler and the Nazi Party?

**Nazi Racism** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007679>

4. What was Hitler's term for the "master race"? Describe this type of person.
5. What types of German citizens were victims of the Nazi Party?

**Antisemitism** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007691>

6. Define antisemitism.
7. When did it begin?
8. What other nations treated Jews as scapegoats (blamed them for some trouble)?

**The Nuremberg Laws** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007695>

9. According to the Nuremberg Laws of 1935, how did the German government decide if someone was Jewish?
10. What did the German government require of Jews in German society?

### **Kristallnacht: The Night of Broken Glass**

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007697>

11. What happened on November 9, 1938? What caused the violence?

### **Refugee Map** [https://www.ushmm.org/outreach/en/media\\_nm.php?ModuleId=10007698&MediaId=467](https://www.ushmm.org/outreach/en/media_nm.php?ModuleId=10007698&MediaId=467)

12. Many Jews escaped Germany during this time. What countries accepted the most Jewish refugees?

### **Evian Conference** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007698>

13. Why did the US not allow entrance to more refugees before WWII?

### **The Final Solution** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007704>

14. What was the goal of the "Final Solution?"

### **Ghettos** <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005059>

15. How many ghettos existed in German occupied territories?

16. Describe the largest ghetto.

### **Abe's Story: Kutno Ghetto** <http://remember.org/abe/kutno>

17. Describe the picture and say how people are treated.

### **Abe's Story: Conditions Worsen** <http://remember.org/abe/garfingal>

18. Describe how the conditions worsened.

19. What does Abe do? Where does he go? Why?

### **Concentration Camps** <http://fcit.usf.edu/holocaust/timeline/camps.htm>

20. What were the first Nazi concentration camps?

21. What was the primary purpose of these camps?

**Forced Labor Camps** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007732>

22. Describe what happens to most "workers".

**Death Camps** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007716>

23. What happened at most of these camps?

**Death Marches** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007734>

24. Why were people forced to go on "death marches"?

**Family Photograph** <http://remember.org/image1/378.gif>

25. Create your own caption for this photo. Describe what the family is doing and where they are going.

**Remember** <http://remember.org/jacobs>

26. Choose two images from this site. Include their title and a description of each picture.

**Liberation** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007724>

27. When the Soviet soldiers liberated Auschwitz Death Camp, how many shoes did they find?

**Survivors** <https://www.ushmm.org/outreach/en/article.php?ModuleId=10007736>

28. Describe one hardship survivors had to face.

**A Survivor's Prayer: A Poem** <http://remember.org/malka.html>

29. Read the poem, and summarize what it is about in a few sentences.

# GRAPHIC ORGANIZER - JAPAN INVADERS CHINA

## CHAPTER 12 SECTIONS 2.2

PAGES 400-403

**Directions-** Use the boxes below to categorize textual and visual information about China, Japan, and tensions in Asia as you read in Section 2.2, "Japan Invades China."

China in Turmoil	Japan Takes Action
<ul style="list-style-type: none"> <li>• 1911: Sun Yat-sen establishes republic.</li> <li>• 1925: Chiang Kai-Shek succeeds Sun and faces resistance from Mao Zedong</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• 1904:</li> <li>• 1910:</li> <li>• 1931:</li> <li>• 1936:</li> <li>• 1937:</li> </ul>

Tension Rise
1937:
1937:
1938:
1938:
1940:
1940:



# **Guided Reading Chapter 13 Section 1.2** **Gearing up for War** **Pages 422-425**

**Directions- Chapter 13.1.2- Use the following words/ phrases to complete the chapter summary.**

- |  |  |  |                                    |
|--|--|--|------------------------------------|
| <input type="checkbox"/> war bonds       | <input type="checkbox"/> taxes           | <input type="checkbox"/> war production    | <input type="checkbox"/> unity     |
| <input type="checkbox"/> propaganda      | <input type="checkbox"/> Zoot Suit Riots | <input type="checkbox"/> board             | <input type="checkbox"/> tanks and |
| <input type="checkbox"/> California      | <input type="checkbox"/> messages        | <input type="checkbox"/> growth            | <input type="checkbox"/> warplanes |
| <input type="checkbox"/> military bases  | <input type="checkbox"/> Tuskegee Airmen | <input type="checkbox"/> bonds             | <input type="checkbox"/> replace   |
| <input type="checkbox"/> reduce          | <input type="checkbox"/> shift           | <input type="checkbox"/> redemption        | <input type="checkbox"/> social    |
| <input type="checkbox"/> Navajo          | <input type="checkbox"/> nonmilitary     | <input type="checkbox"/> inequality        | <input type="checkbox"/> profits   |
| <input type="checkbox"/> penicillin      | <input type="checkbox"/> baseball        | <input type="checkbox"/> Mexican           | <input type="checkbox"/> highways  |
| <input type="checkbox"/> support         | <input type="checkbox"/> Home front      | <input type="checkbox"/> distractions      | <input type="checkbox"/> military  |
| <input type="checkbox"/> B-24 bomber     | <input type="checkbox"/> religious       | <input type="checkbox"/> volunteers        | <input type="checkbox"/> not       |
| <input type="checkbox"/> profits         | <input type="checkbox"/> fascism         | <input type="checkbox"/> desegregating     | <input type="checkbox"/> napalm    |
| <input type="checkbox"/> military        | <input type="checkbox"/> civil activism  | <input type="checkbox"/> half              | <input type="checkbox"/> Mexican   |
| <input type="checkbox"/> victory gardens | <input type="checkbox"/> 16 million      | <input type="checkbox"/> economy           | <input type="checkbox"/> Americans |
| <input type="checkbox"/> Japanese        | <input type="checkbox"/> doubled         | <input type="checkbox"/> African Americans | <input type="checkbox"/> Double V  |
| <input type="checkbox"/> opportunities   | <input type="checkbox"/> racism          | <input type="checkbox"/> revenue act of    |                                    |
| <input type="checkbox"/> equality        |  | 1942                                       |                                    |

## **THE WAR EFFORT**

During World War II, President Roosevelt took steps to gather materials by establishing the \_\_\_\_\_ 1. in 1942. He enlisted major companies like Ford and General Motors to \_\_\_\_\_ 2. from making cars to producing \_\_\_\_\_ 3. Offering low-interest loans, he ensured quick conversion of factories and guaranteed \_\_\_\_\_ 4. for these corporations. To fund the war, Congress passed the \_\_\_\_\_ 5., increasing \_\_\_\_\_ 6. on individuals and corporations. War bonds were also issued, allowing citizens to buy \_\_\_\_\_ 7. at 75% of face value, later \_\_\_\_\_ 8. with interest. Emotional appeals, illustrated by Norman Rockwell, played a key role in encouraging Americans to buy bonds, with about \_\_\_\_\_ 9. the population participating.

In aviation, the \_\_\_\_\_ 10. aided the Allies, while the introduction of \_\_\_\_\_ 11., a flammable substance, impacted warfare. Medical advancements like \_\_\_\_\_ 12., an antibiotic derived from mold, saved soldiers' lives. Wartime industrial demands boosted the \_\_\_\_\_ 13., ending the Depression and shaping post-war governmental economic regulation. \_\_\_\_\_ 14. became crucial in the war effort, with defense-related industries driving economic growth. The state's \_\_\_\_\_ 15. increased from 16 to 41, surpassing the total of the next 5 states combined, highlighting its pivotal role in America's successful war campaign.

## **MILITARY SUPPORT**

During World War II, the United States faced a critical need for military bases due to the large number of \_\_\_\_\_ 16. and draftees, reaching a total of \_\_\_\_\_ 17. men. Conscientious objectors, individuals opposed to war on \_\_\_\_\_ 18. grounds, were conscripted but allowed to serve in nonmilitary roles. General George Marshall played a key role in training troops, appointing Lesley J. McNair to lead the Army Ground Forces. McNair focused on realistic combat training through large mock battles.

Minority troops faced segregation, yet they demonstrated valor. The \_\_\_\_\_ 19., African-American pilots, shot down Nazi planes, while the 442nd Infantry, consisting of \_\_\_\_\_ 20.,

successfully fought in Europe. The Flying Tigers, American Volunteer Groups, aided China against Japan. \_\_\_\_\_ 21. Code Talkers used their native language to transmit \_\_\_\_\_ 22., contributing significantly to the Allied victory.

Despite their service, not all Americans were welcomed. Homosexuals faced screening, and while some were tolerated, others were \_\_\_\_\_ 23. or discharged. This discrimination set the stage for postwar oppression and organized resistance. World War II showcased the diverse contributions of Americans and highlighted both \_\_\_\_\_ 24. and challenges within the \_\_\_\_\_ 25.

## ON THE HOME FRONT

During World War II, the American population nearly \_\_\_\_\_ 26. due to increased factory work and job \_\_\_\_\_ 27. Many migrants moved to urban areas, leading to the development of suburbs, \_\_\_\_\_ 28., and shopping complexes. The war also prompted immigration, with the Bracero Program bringing \_\_\_\_\_ 29. laborers to \_\_\_\_\_ 30. workers mobilized for war. California saw significant \_\_\_\_\_ 31. through this program.

On the home front, challenges arose, and President Roosevelt implemented measures to control inflation and ration goods. Civilians were urged to \_\_\_\_\_ 32. driving and consume \_\_\_\_\_ 33., leading to the popularization of \_\_\_\_\_ 34. for self-sufficient food production. Approximately 20 million Americans participated in planting these gardens.

To support the war effort, people bought \_\_\_\_\_ 35., and the government encouraged various activities to boost morale. Despite wartime stress, entertainment like films, radio programs, and \_\_\_\_\_ 36. games provided much needed \_\_\_\_\_ 37. Despite calls to suspend major league baseball, Roosevelt argued that it contributed to maintaining people's morale. The Office of War Information produced \_\_\_\_\_ 38. materials to celebrate the troops and garner \_\_\_\_\_ 39. for the war. Overall, the war had profound effects on both the economy and daily life in the United States.

## STRUGGLES AT HOME

During World War II, minority groups, including \_\_\_\_\_ 40., faced both opportunities and challenges. While wartime factory work provided better jobs, it also raised expectations for \_\_\_\_\_ 41. The contradiction between the war's ideology and racial segregation led to movements for minority rights and \_\_\_\_\_ 42. In 1941, the " \_\_\_\_\_ 43." campaign urged African Americans to fight both \_\_\_\_\_ 44. abroad and \_\_\_\_\_ 45. at home. A. Philip Randolph organized a march in Washington, D.C., to highlight undemocratic practices, leading to Executive Order 8802, \_\_\_\_\_ 46. military-related industries.

However, racial discrimination extended beyond workplaces and the military. Incidents like the 1943 attack on African-American workers in Alabama, a race riot in Detroit, and the \_\_\_\_\_ 47. in Los Angeles revealed deep-seated tensions. The Zoot Suit Riots erupted when white sailors attacked \_\_\_\_\_ 48. wearing zoot suits, considering them thugs. The clashes continued, with police sometimes \_\_\_\_\_ 49. intervening. A subsequent investigation identified racism as the root cause.

Overall, World War II brought about \_\_\_\_\_ 50. changes, but it also exposed the challenges minorities faced in their pursuit of equality, both on the \_\_\_\_\_ 51. and on the \_\_\_\_\_ 52.

**Guided Reading Chapter 13 Section 1.5**  
**Japanese American Internment**  
**Pages 430-431**

**Directions- Chapter 13.1.4- Use the following words/ phrases to complete the chapter summary.**

- |   |  |   |                                       |
|---|--|---|---------------------------------------|
| <input type="checkbox"/> Japanese Americans         | <input type="checkbox"/> Manzanar              | <input type="checkbox"/> Violated         | <input type="checkbox"/> Japanese     |
| <input type="checkbox"/> Nisei                      | <input type="checkbox"/> Executive Order 9066  | <input type="checkbox"/> Prison-like      | <input type="checkbox"/> Schools      |
| <input type="checkbox"/> Korematsu v. United States | <input type="checkbox"/> Home countries        | <input type="checkbox"/> 120,000          | <input type="checkbox"/> Ten          |
| <input type="checkbox"/> 60% Percent                | <input type="checkbox"/> Lost property         | <input type="checkbox"/> Non-Insulated    | <input type="checkbox"/> Barbed wire  |
| <input type="checkbox"/> Fight                      | <input type="checkbox"/> Controversial chapter | <input type="checkbox"/> Military Leaders | <input type="checkbox"/> Pearl Harbor |
| <input type="checkbox"/> Fear & Suspicion           | <input type="checkbox"/> Relocate              | <input type="checkbox"/> Sell             | <input type="checkbox"/> Enemy aliens |
| <input type="checkbox"/> Largest camp               | <input type="checkbox"/> Armed Soldiers        | <input type="checkbox"/> Survivors        |                                       |
|   | <input type="checkbox"/> Public opinion        | <input type="checkbox"/> Apologized       |                                       |

**EXECUTIVE ORDER 9066**

During World War II, the attack on \_\_\_\_\_ 1. led to widespread support for the Allied cause among Americans, but it also triggered \_\_\_\_\_ 2. toward individuals of Italian, German, and \_\_\_\_\_ 3. descent. In response, President Roosevelt established the Enemy Alien Control Program on December 8, 1941, leading to the classification of many Italians, Germans, and Japanese Americans as " \_\_\_\_\_ " 4. Thousands were interned, confined in prisons or camps, while others were sent back to their \_\_\_\_\_ 5. \_\_\_\_\_ 6. faced particular scrutiny and discrimination after Pearl Harbor, with more than \_\_\_\_\_ 7. of those relocated to camps being \_\_\_\_\_ 8.—people born in the U.S. to Japanese immigrant parents. Despite the FBI not viewing them as a threat, \_\_\_\_\_ 9. and \_\_\_\_\_ 10. perceived Japanese Americans as dangerous, leading to \_\_\_\_\_ 11. in 1942. This order authorized the relocation and internment of 110,000 Japanese Americans on the West Coast and in parts of Arizona, citing national security.

The forced relocation \_\_\_\_\_ 12. the constitutional and human rights of Japanese Americans, but the Supreme Court upheld it in \_\_\_\_\_ 13., arguing that wartime conditions required such measures. Japanese Americans endured \_\_\_\_\_ 14. conditions in internment camps until the war's end, highlighting a \_\_\_\_\_ 15. in American history.

**INTERMENT**

During World War II, the United States set up \_\_\_\_\_ 16. internment camps in states like California, Arizona, Wyoming, Utah, Arkansas, and Colorado. Japanese American families, totaling \_\_\_\_\_ 17. people, were forced to leave their homes, \_\_\_\_\_ 18. their belongings, and \_\_\_\_\_ 19. to these camps. This relocation started in 1942, with \_\_\_\_\_ 20. in California being the first camp. Tule Lake, also in California, became the \_\_\_\_\_ 21., housing over 18,000 people by 1944.

Life in the camps was challenging. Families lived in army barracks surrounded by \_\_\_\_\_ 22., guarded by \_\_\_\_\_ 23. who could use force. The living conditions were harsh, with \_\_\_\_\_ 24. barracks and coal-burning stoves for heat. Despite these challenges, Japanese Americans tried to create communities within the camps, establishing \_\_\_\_\_ 25., churches, newspapers, and farms. Many young men even volunteered to \_\_\_\_\_ 26. for the country that had confined them.

After the war, Japanese Americans returned home, but many had \_\_\_\_\_ 27., businesses, and farms. After years of advocating for compensation, Congress \_\_\_\_\_ 28. in 1988, acknowledging the injustice of the internment and allocating funds for \_\_\_\_\_ 29. This marked a step towards justice for the Japanese American community.

# FAREWELL TO MANZANAR

By Jeanne Wakatsuki Houston

During World War II, seven-year-old Jeanne Wakatsuki was sent to Manzanar, a Japanese-American internment camp in Owens Valley, California. As you read this excerpt from her memoir think about her first impressions of the camp.

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well: a billowing, flurry of dust and sand churned up by the wind through Owens Valley.

We drove past a barbed-wire fence, through a gate and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks and beyond them blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up; and some moved toward us expectantly. But inside the bus no one stirred. No one waved or spoke. They just stared out of the windows, leaned out, and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside, the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been cooked to long, and on top of the rice a serving of canned apricots.

The Caucasian servers were thinking that the fruit poured over rice would make a good desert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture. But at this point no one dared protest. It would have been impolite.

After dinner we were taken to block 16, a cluster of fifteen barracks that had just been finished a day or so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper... knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. We were assigned to two of these for the twelve people in our family group; and our official family number was enlarged by three digits: 16 plus the number of this barracks. We were issued steel army cots, two brown army blankets each, and some mattress covers, which my brothers stuffed with straw.

From Jeanne Wakatsuki Houston and James D Houston, *Farewell to Manzanar* (New York: Bantam Books, 1973)

## Discussion questions

1. **Clarifying** what were the living accommodations like in the camp?

2. **Analyze causes and recognizing effects**

Why do you think the accommodations at Manzanar were so stark and crowded?

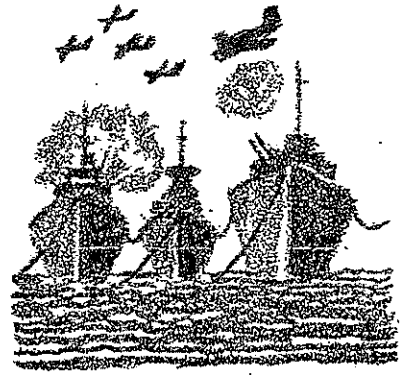
3. **Drawing conclusions**

What incident from this excerpt demonstrates a lack of cultural awareness on the part of those running the camp?

## MAJOR BATTLES OF WORLD WAR II

### The Axis Powers Make Early Gains: 1939-1941

Two days after Adolf Hitler ordered his armies into Poland, Great Britain and France declared war on Germany. The British and French thus ended their policy of "appeasement" which for five years had enabled Hitler to seize territory in Eastern Europe without opposition. But before the British and French could send help to Poland, the German "blitzkrieg" overran the country with tanks, infantrymen, dive bombers, and other aircraft.



After the fall of Poland, the German war machine swept through northern and western Europe. Denmark and Norway surrendered, then Belgium, Luxembourg, and The Netherlands. Allied forces in France found themselves in a desperate situation. With German armies closing in, the Allies retreated to Dunkirk, a port city along the northern coast of France. From there, more than 300,000 British, French, and Belgian troops managed to escape across the English Channel to Great Britain. Benito Mussolini, the dictator of Italy, announced that his country was entering the war on Germany's side. Soon afterwards, France surrendered.

Great Britain was the only remaining Allied nation in Western Europe. In July 1940, the "Luftwaffe" -- the German air force -- began bombing British airfields and ports. Hitler hoped to force the British to surrender. But Prime Minister Winston Churchill vowed that his country would never give up. Britain's Royal Air Force (RAF), though outnumbered, had better planes and pilots. Month after month, the Luftwaffe carried on a massive aerial bombardment. Nightly raids were made on London and other cities. Yet the British kept up a determined resistance. The RAF shot down more than 2,000 German planes and forced Hitler to abandon his plan for capturing the British isle. The Battle of Britain, as it came to be known, was one of the turning points of World War II. Not only was Great Britain saved, but the British showed that the Luftwaffe could be defeated.

Meanwhile, the Germans and Italians gained new territories in Eastern Europe and Africa. Hungary, Romania, Bulgaria, and Yugoslavia joined the Axis Powers. Hitler sent the "Afrika Korps," a highly motorized and heavily equipped army under General Erwin Rommel, to help the Italians seize lands in North Africa. Then, in the summer of 1941, 3 million Axis troops invaded Russia. Hitler expected a quick victory that would give him control over Russia's vast supplies of food, petroleum, and other raw materials. But as the Russians retreated, they burned or destroyed their own factories, dams, railroads, food supplies, and other resources in order to prevent them from falling into German hands.

On the map of Europe and North Africa:

- (1) Label GERMANY and ITALY, the leading Axis Powers in Europe. Print the names in CAPITAL LETTERS. Lightly shade these countries with a colored pencil, marker, lead pencil, or pen.
- (2) Label the following countries that were under Axis control by the summer of 1941. Print the names in CAPITAL LETTERS.

AUSTRIA	THE NETHERLANDS	ALBANIA	MOROCCO
CZECHOSLOVAKIA	FRANCE	GREECE	ALGERIA
POLAND	HUNGARY	LITHUANIA	TUNISIA
DENMARK	ROMANIA	LATVIA	LIBYA
NORWAY	BULGARIA	ESTONIA	
BELGIUM	YUGOSLAVIA	FINLAND	

Lightly shade these countries with the same colored pencil, marker, lead pencil, or pen that was used for Germany and Italy.

- (3) Print Adolf Hitler inside of Germany, and Benito Mussolini next to Italy.

- (4) Draw an arrow from Germany to Poland. Next to it print 1939: World War II begins.
- (5) Label the two major Allied Powers in Europe that the Germans failed to capture — GREAT BRITAIN and RUSSIA. Lightly shade them with a pencil, marker, or pen that is different from the one used for the Axis Powers.
- (6) Label the countries that remained neutral:

PORTUGAL      SPAIN      SWITZERLAND      SWEDEN      IRELAND

Print the word neutral in parentheses below the name of each of these countries on the map.

- (7) Fill in the boxes and battle symbols and trace the arrows in the map key with the same colors used to shade the Axis Powers and Allied Powers.
- (8) Color the battle symbol next to London to represent an Allied victory. Next to it print 1940-1941: RAF defeats Luftwaffe in Battle of Britain.
- (9) Trace arrow 1 and arrow 2 to show Hitler's invasion of Russia. Between the arrows print 1941: Germany attacks Russia.

#### America Enters the War: 1941

When World War II began in 1939, the United States remained neutral. But German victories in Europe soon convinced President Franklin D. Roosevelt that the United States should start sending war materials to the Allies. He wanted America to become the "arsenal of democracy." Congress responded by passing the Lend-Lease Act in 1941. It provided the Allies, especially Great Britain and Russia, with more than \$50 billion worth of arms, food, and other supplies. American and British ships helped transport these goods across the Atlantic Ocean to Europe. German submarines, or U-boats, constantly harassed Allied shipping lanes throughout the war. Eventually the Allies were able to destroy more U-boats than the submarine could sink Allied ships.

Some of the Lend-Lease aid went to China, which had come under attack by Japan in 1937. When the Japanese occupied Indochina in 1940, the United States stopped shipping gasoline, iron, steel, and other materials that might help Japan's armed forces. Relations between the United States and Japan grew steadily worse. On December 7, 1941, the Japanese suddenly struck the U.S. naval base at Pearl Harbor, Hawaii. The secret raid was carried out by a fleet of 33 ships and more than 300 warplanes. Within two hours the U.S. lost 4 battleships, 3 cruisers, 3 destroyers, and 174 planes. More than 3,000 Americans were killed or wounded. The U.S. Pacific Fleet was dealt a crippling blow. President Roosevelt called December 7 "a date which will live in infamy." He asked Congress to declare war on Japan, and the declaration was quickly approved. Germany and Italy then declared war on the United States. Congress responded by declaring war on Germany and Italy.

On the map of Europe and North Africa:

- (1) Next to arrow 3 print 1941-1945: U-boats attack Lend-Lease supply lines.

On the map of the Pacific Region:

- (1) Label JAPAN in CAPITAL LETTERS. Show that Japan was an Axis Power by lightly shading it with the same colored pencil, marker, lead pencil, or pen used for Germany and Italy.
- (2) Next to the Hawaiian Islands print Dec. 7, 1941: Japan attacks Pearl Harbor.

#### The Allies Defeat the Axis Powers in North Africa and Europe: 1941-1945

The tide of war turned in favor of the Allies late in 1941. German armies that had swept into Russia became bogged down in the mud, snow, and bitter cold of the winter season. They failed to capture Moscow and Stalingrad. A Russian counter-offensive forced them to retreat.

American and British troops ended Axis resistance in North Africa during 1942 and 1943. Hitler had hoped to seize Egypt in order to control the Suez Canal and gain access to oil fields in the Middle East. But Rommel's Afrika Korps was caught between two Allied armies. A British force, commanded by General Bernard L. Montgomery, pushed the Germans and Italians westward from Egypt. A second Allied army, under General Dwight D. Eisenhower of the U.S., advanced eastward from Algeria and Morocco. The Allies won decisive battles at El Alamein in Egypt and in the country of Tunisia.

After their victories in North Africa, the Allies crossed the Mediterranean Sea and attacked Italy. Political pressure in Italy led Fascist dictator Benito Mussolini to resign. The new Italian government surrendered, but the Germans continued to defend the country. The Allies fought their way up the peninsula and captured Naples, Rome, and Florence.

Meanwhile, back in Great Britain, the Allies were ready to launch a great invasion across the English Channel to the northern coast of France. President Roosevelt and British Prime Minister Winston Churchill selected General Eisenhower as supreme commander of the Allied Expeditionary Force. The Allies had 3 million men, 16 million tons of weapons and supplies, 9,000 boats of various sizes, and 11,000 aircraft. Eisenhower's men landed on the Normandy coast of France on "D-Day," June 6, 1944. In the months that followed, the Allies drove through France, Belgium, and The Netherlands. The Germans launched a fierce counterattack, but were defeated in the Battle of the Bulge. Next, the Allies pushed forward into Germany itself. The Russian army by this time had fought its way through Poland and into Germany from the east. The Germans realized their position was hopeless, and surrendered on May 8, 1945.

In the final days of the war in Europe, Italians who supported the Allies captured Mussolini and executed him. In Germany, Adolf Hitler committed suicide.

On the map of Europe and North Africa:

- (1) Color the battle symbols at Moscow and Stalingrad to show the victories by Russia (an Allied Power) against the invading German army.
- (2) Color the battle symbol at El Alamein to show an Allied victory.
- (3) Trace arrow 4 and arrow 5 to show Allied campaigns in North Africa. Print Montgomery next to arrow 4, and Eisenhower next to arrow 5.
- (4) Color the two battle symbols in the country of Tunisia to show Allied victories there. Next to the symbols print 1943: Allies defeat Rommel's Afrika Korps.
- (5) Trace arrow 6 from Tunisia across the Mediterranean Sea to Italy. Color the battle symbols to show Allied victories at Naples, Rome, and Florence. Next to arrow 6 print 1944: Italy surrenders.
- (6) Trace arrow 7 to show the Allied invasion of northern France and final drive into Germany. In northern France print June 6, 1944: D-Day. Print Eisenhower next to the arrow. Color the battle symbol to show an Allied victory in the Battle of the Bulge.
- (7) Trace arrow 8 from Russia through Poland to Germany. Next to it print Russian Army.
- (8) Where arrows 7 and 8 meet, print May 8, 1945: Germany surrenders.

---

#### The U.S. Defeats Japan in the Pacific Region: 1942-1945

In the months following the attack on Pearl Harbor, the Japanese added new lands to their empire. By the spring of 1942, Japan controlled a vast area that included Korea, Burma, Thailand, Indochina, Malaya, the Dutch East Indies, the Philippine Islands, part of China, and hundreds of islands stretching from Alaska to Australia.

The United States was finally able to halt Japan's string of victories by winning two crucial battles in May and June of 1942. The Battle of the Coral Sea, in which

planes based on aircraft carriers did all of the fighting, prevented a Japanese invasion of Australia. The Battle of Midway removed the threat of another attack on Hawaii. These American victories proved to be the turning point of the war in the Pacific.

The United States then adopted an "island hopping" strategy for pushing the enemy back toward Japan. The idea was to capture certain key islands, one after another, until Japan came within range of American bombers. The plan eventually succeeded, but only after a long and difficult struggle. Japanese soldiers believed in fighting to the death. During the last year of the war, the enemy started using "kamikazes," or suicide planes. Pilots would deliberately crash their bomb-laden planes into American warships. Gradually, however, U.S. forces achieved their objective. Important victories were won at the battles of Guadalcanal (1942); Tarawa (1943); Kwajalein, Saipan, Guam, and Leyte Gulf (1944); and Iwo Jima and Okinawa (1945).

The Battle of Leyte Gulf was the largest air-sea engagement in history. American forces destroyed much of the Japanese main fleet. General Douglas MacArthur, the Supreme Allied Commander in the Southwest Pacific, was then able to recapture the Philippines. Two-and-a-half years earlier, MacArthur had been driven from the islands by the Japanese. At that time, he made the pledge "I shall return." He kept his promise.

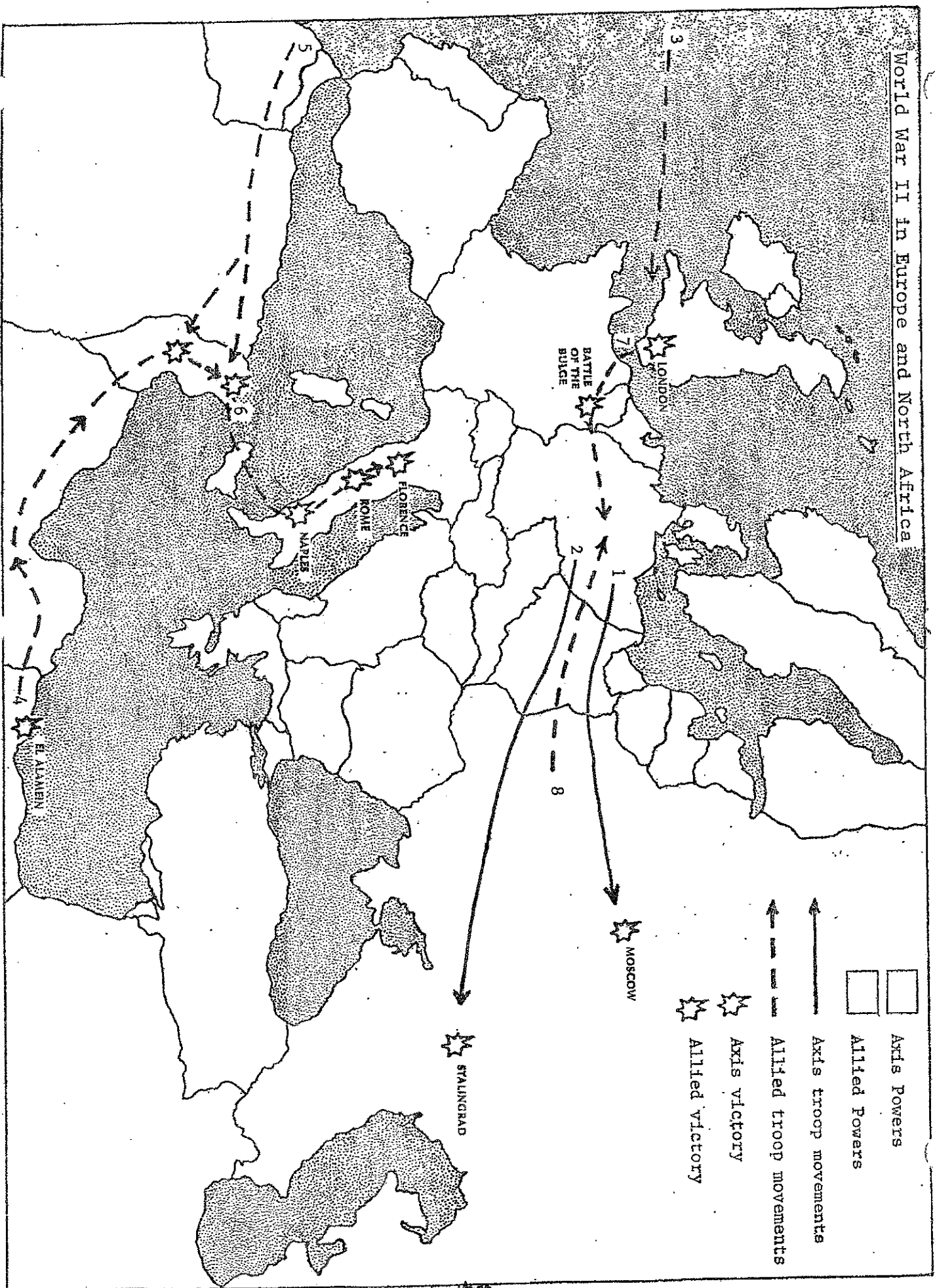
The conquest of the Philippines, and the subsequent victories at Iwo Jima and Okinawa, brought U.S. forces within a few hundred miles of the Japanese mainland. President Roosevelt died in April 1945, soon after beginning his fourth term. He was succeeded by Vice-President Harry S. Truman. Truman directed the final assault on Japan. Hundreds of American bombers made daily strikes against Tokyo and other major cities. Plans were drawn up to invade the Japanese islands. But before an invasion could begin, Allied scientists informed President Truman that they had developed a powerful atomic bomb. The Allies asked the Japanese to surrender and accept a fair peace settlement. When they refused, two atomic bombs were dropped on the cities of Hiroshima and Nagasaki. More than 100,000 persons were killed. The government of Japan then decided to give up the fight. World War II came to an end on September 2, 1945.

On the map of the Pacific Region:

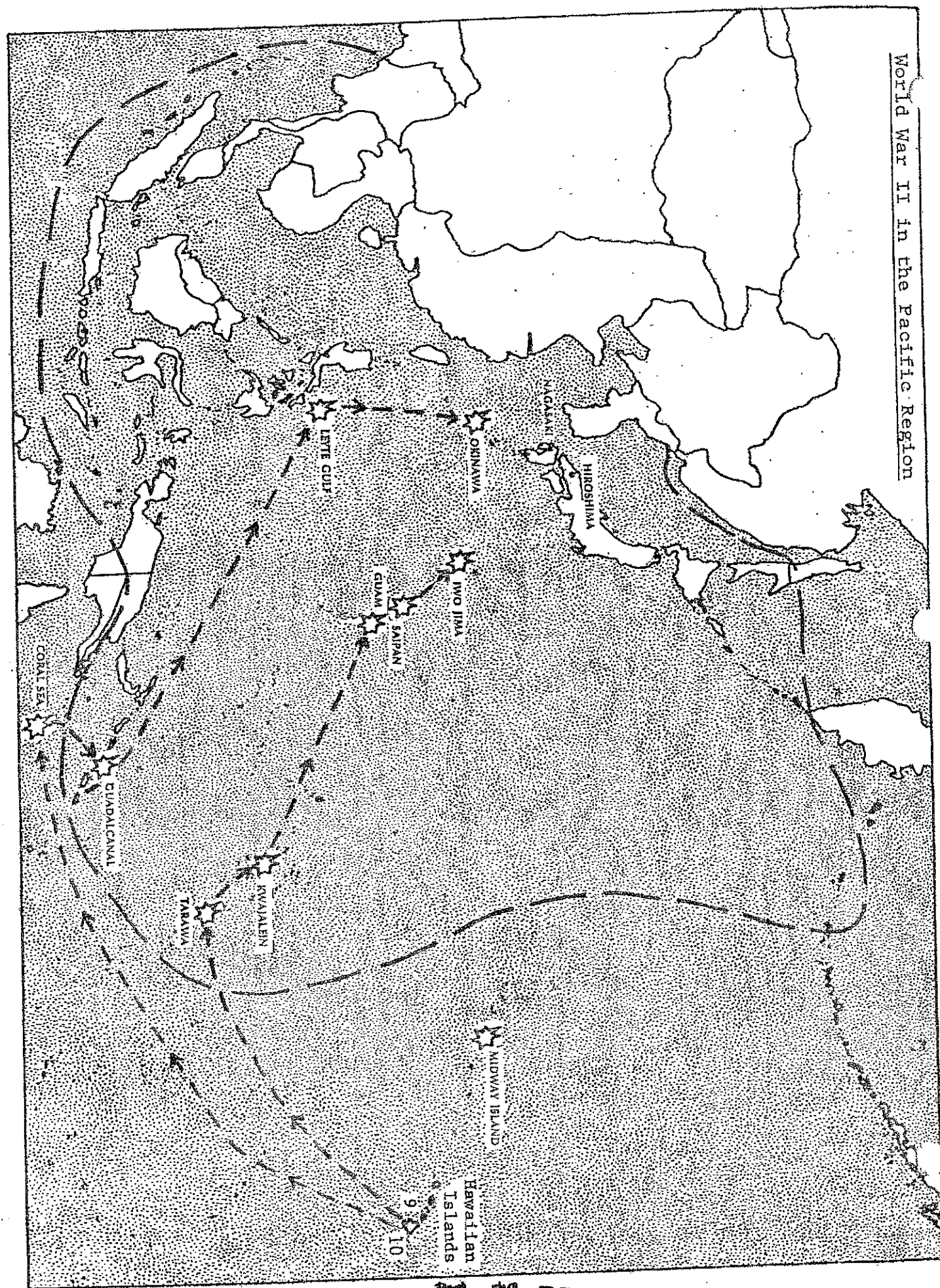
- (1) Trace the dotted line that shows the extent of the territory held by Japan at the height of its conquests. Next to the line print Japanese Empire, 1942.
- (2) Color the battle symbols at Midway and Coral Sea to represent Allied victories. Next to each print Turning point of the war, 1942.
- (3) Trace arrow 9 and arrow 10 to show the Allied "island hopping" campaign in the southwest Pacific. Color the battle symbols to represent Allied victories. Next to each symbol, put the year when the battle took place.
- (4) Next to Leyte Gulf print Gen. Douglas MacArthur returns to the Philippines.
- (5) Next to Hiroshima and Nagasaki print U.S. drops atomic bombs on Japan; World War II ends on September 2, 1945.



# World War II in Europe and North Africa



World War II in the Pacific Region



## World War II Video Quiz

**Directions:** Read the following statements and circle whether they are true or false. If false make the statement true.

1. "Remember Pearl Harbor" became the United States' battle cry for world peace.  
True False
2. The OPA regulated raw materials to begin producing twice as many war materials  
True False
3. By 1945, one half of the work force consisted of women.  
True False
4. Henry Kaiser revolutionized medicine with the drug penicillin, both on and off the battlefield.  
True False
5. Air reconnaissance and radar helped spot and destroy German U-boats faster than Germany could build them.  
True False
6. Operation Overlord was the plan to first invade France and the Hitler's Germany.  
True False
7. After the Battle of the Bulge, Germany's army was left with no option but to retreat.  
True False
8. Colonel James Doolittle used the strategy of "island hopping" to defeat the Japan in the Pacific.  
True False
9. Franklin Delano Roosevelt suffered a fatal stroke, leaving Vice- President Harry S. Truman to assume the role of President.  
True False
10. After more than 200,000 people died as a result of the atomic bombs dropped on Hiroshima and Nagasaki, Japan surrendered.  
True False

**World War II**  
**Video Discussion Questions**

1. Discuss the military preparations on the home front and their effect on unemployment.
2. Describe examples for the science, medicine, and technology advances during the war.
3. Explain the reasoning for the Japanese-American relocation camps and the U.S. government's reaction forty years later.
4. What were the effects on everyday life for civilians during the war?
5. What were the major turning points of the war for achieving victory?
6. Compare and contrast the military campaigns used for both Europe and the Pacific regions.
7. Describe the employment of nuclear weapons and the controversies.
8. Explain the purpose for establishing the United Nations.
9. Discuss the events of the Potsdam conference and the approval of the first time war trials.
10. What was the role of the United States after the war, and what were its global responsibilities?

VICTORY IN EUROPE  
GRAPHIC ORGANIZER CHAPTER 13 SECTION 3.1  
pages 440- 442

**Tehran Conference:**

**When:** November 28 to December 1, 1943

**Where:** Tehran Iran

**What Happened:** Roosevelt, Churchill and Stalin met to discuss plans to invade Western Europe

**Importance:** First time Roosevelt met Stalin

**Outcome:** Operation Overlord

**D-Day:**

**When:**

**Where:**

**What Happened:**

**Importance:**

**Outcome:**

**Liberation of Paris:**

**When:**

**Where:**

**What Happened:**

**Importance:**

**Outcome:**

**Battles of Leyte Gulf:**

**When:**

**Where:**

**What Happened:**

**Importance:**

**Outcome:**

**Battle of the Bulge:**

**When:**

**Where:**

**What Happened:**

**Importance:**

**Outcome:**

**Yalta Conference:**

**When:**

**Where:**

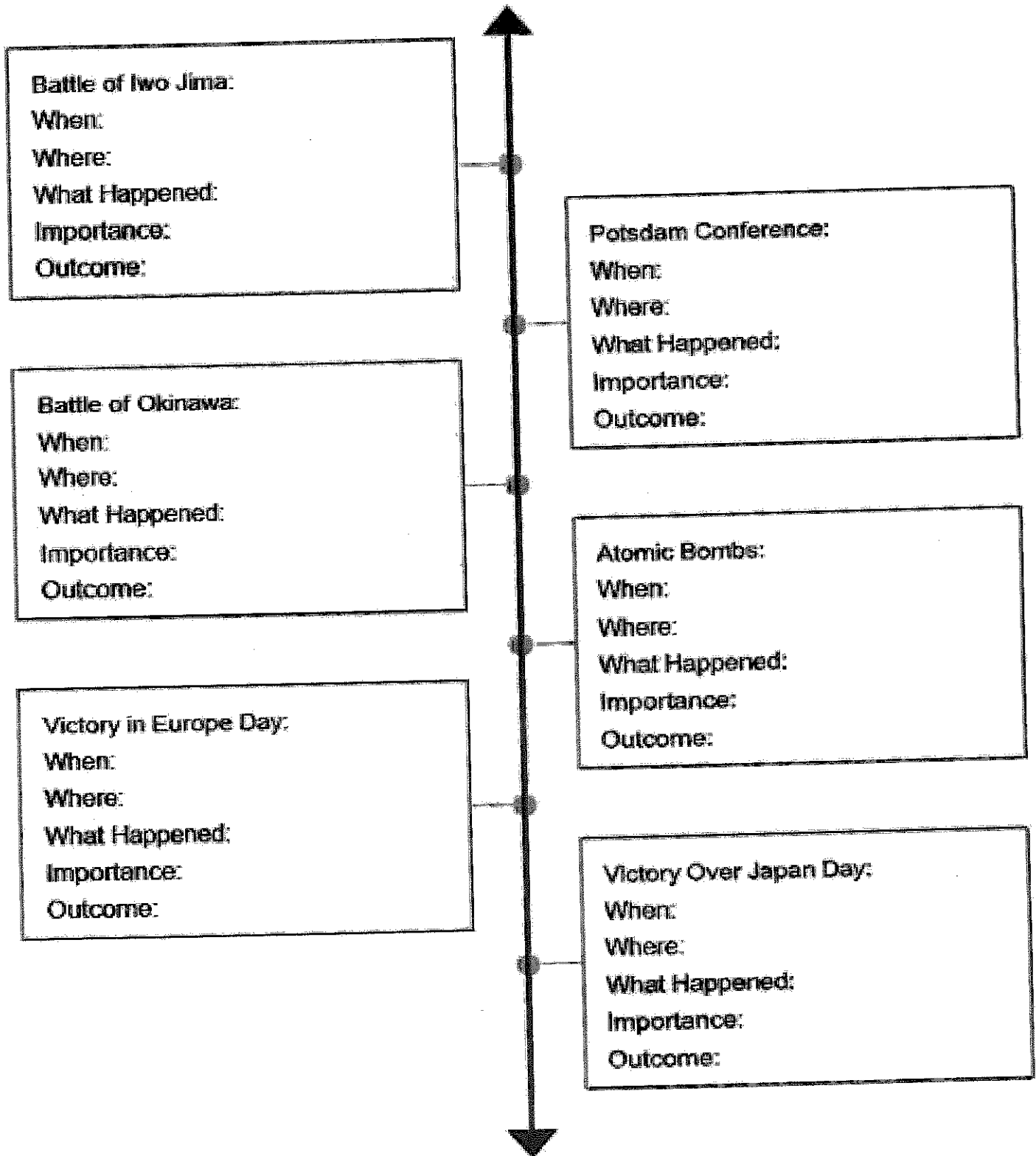
**What Happened:**

**Importance:**

**Outcome:**

**VICTORY IN ASIA**  
**GRAPHIC ORGANIZER CHAPTER 13 SECTION 3.2**  
**PAGES 444-447**

**Directions-** As you read Section 3.2, keep track of details for key events in the text by adding information to the timeline.



# NAVAJO CODE TALKERS IN WORLD WAR II

Read the passage and answer the questions that follow.

Two U.S. Marines transmit messages from a Pacific island in the Navajo language.



The code words “New Mexico” and “Arizona” crackled across radio wires on the battlefields of the Pacific islands during World War 2. Next came long strings of squeaks, grunts, and growls that no one could understand. No one, that is, except the Navajo code talkers of the U.S. Marines. This group had been specially trained to send and receive top secret military information in Navajo code. They played a key role in the war in the Pacific.

Phillip Johnston convinced the Marines of the value of using Navajo for secret code. As the child of missionaries on a Navajo reservation, Johnston was one of the few white people who could speak fluent Navajo. He knew just how hard the language is to learn. Words can be spoken in four different tones,

and each tone gives the same word a different meaning, for example, a word might mean “medicine” in one tone and “mouth” in another. Few outsiders knew this complex language and, at that time Navajo had never been written down. For these reasons, the language was ideal for code.

In April 1942 the Marines began a project using Navajo recruits, their task was to develop a Navajo code that could be used to send complex messages from battlefields to military command centers. The code needed to include words not known in the Navajo language such as names of weapons and ammunition.

Fortunately, the Navajo language is very adaptable, code talkers created a vocabulary of Navajo military terms by putting together existing words or making up new ones. They chose the Navajo word for sparrow hawk to mean dive bombers. Bombs themselves became a-ye-she—Navajo for eggs. When the code was finished, Allied intelligence experts tried without success to break it. One expert joked that they could not even write it down, “much less Crack it.”

Next the code had to be memorized. No written version of the code was allowed in the war zone for fear that it might fall into enemy hands. The Navajo code talkers had to make sure they could send and receive messages in Navajo, then translate it into clear English. All this had to be done amid tank fire, smoke, and the tear of war.

The code talkers proved more the equal to the task. They remained calm, listening to their radio headsets as bullets whizzed by. They relayed messages of troops movements, enemy positions, ammunitions shortage, and medical needs.



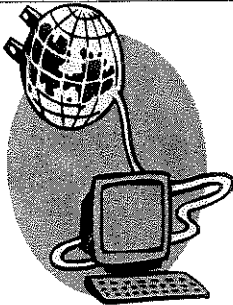
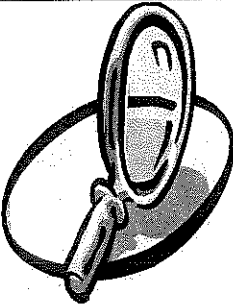
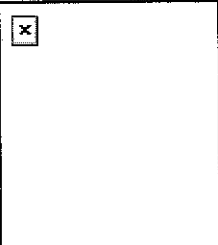
For almost 30 years, the world knew little about the Navajo code talkers. In 1971 their contribution to the war effort was finally recognized. They were awarded a special presidential certificate honoring their “patriotism, resourcefulness, and courage”

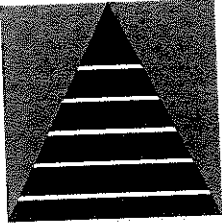
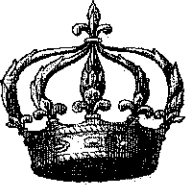

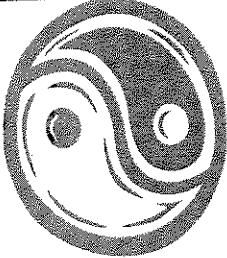

### **Navajo discussion questions**

1. Why did the U.S military need an unbreakable code in the Pacific?
2. How did Phillip Johnston become interested in the Navajo language for military use?
3. What features of the Navajo language made it ideal for sending secret messages?
4. How did the Navajo prepare to become code talkers? Why was this preparation necessary?
5. What was the most difficult challenge of being a Navajo code talker on the battlefield?
6. **Critical thinking** why, do you think, did Navajo men want to join the war effort?



# History Themes: World War II

SYMBOL	THEME	QUESTION TO ANSWER	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	WHY DOES IT MATTER TODAY?	Events that effect how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC RESPONSIBILITY	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What are the laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effect today's world, How did they improve something?
	MULTIPLE PERSPECTIVES	HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?	How did groups of people see the society different? Ex. Slaves vs. rich. Kings vs. Priests Workers vs. nobility Hunter gatherer v. civilized man
	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?	

	ECONOMIC AND SOCIAL CLASSES	HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?	What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?
	POWER	HOW DO NATIONS, GROUPS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?	Who has it? How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?
	CULTURE	WHAT ARE THE TRADITIONS, BELIEFS AND VALUES SHARED BY A GROUP OF PEOPLE? (ART FAMILY RELIGION)	Celebrations, food, clothing, Religion, music, tools, language, social customs, entertainment, holidays, technology, government, values, attitudes, and gender roles.
	CONFLICT AND COOPERATION	HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?	What problems did they face? How did they fix or deal with them? Why did the problems exist? How did they work together to solve?
	JUSTICE	HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?	Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Government