Mrs. Wright’s
WWII Handouts, Notes & Other Supplements

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DAY 1—MARCH 17

Germany's Children Are Starving

1924 Kathe Kollwitz

1919—Elderly German women search through garbage for something to eat
Berliners exchange potato peelings for firewood

A German woman burns money instead of firewood due to hyperinflation
TREATY OF VERSAILLES

GERMAN RIGHTS AND INTERESTS OUTSIDE GERMANY.

ARTICLE 118.

In territory outside her European frontiers as fixed by the present Treaty, Germany renounces all rights, titles and privileges whatever in or over territory which belonged to her or to her allies, and all rights, titles and privileges whatever their origin which she held as against the Allied and Associated Powers.

Germany hereby undertakes to recognise and to conform to the measures which may be taken now or in the future by the Principal Allied and Associated Powers, in agreement where necessary with third Powers, in order to carry the above stipulation into effect.

In particular Germany declares her acceptance of the following Articles relating to certain special subjects.

SECTION I.

GERMAN COLONIES.

ARTICLE 119.

Germany renounces in favour of the Principal Allied and Associated Powers all her rights and titles over her oversea possessions.

PART II.

BOUNDARIES OF GERMANY.

ARTICLE 27.

The boundaries of Germany will be determined as follows:

1. With Belgium:

From the point common to the three frontiers of Belgium, Holland, and Germany and in a southerly direction: the north-eastern boundary of the former territory of ne~tral Moresnet' then the eastern boundary of the Kreis of Eupen, then the frontier between Belgium and the Kreis of Montjoie, then the northeastern and eastern boundary of the Kreis of Malmedy to its junction with the frontier of Luxemburg.
2. With Luxemburg:

The frontier of August 3, 1914, to its junction with the frontier of France of the 18th July, 1870.

3. With France:

The frontier of July 18, 1870, from Luxemburg to Switzerland with the reservations made in Article 48 of Section IV (Saar Basin) of Part III.

4. With Switzerland:

The present frontier.

5. With Austria.

The frontier of August 3, 1914, from Switzerland to CzechoSlovakia as hereinafter defined.

6. With Czecho-Slovakia:

The frontier of August 3, 1914, between Germany and Austria from its junction with the old administrative boundary separating Bohemia and the province of Upper Austria to the point north of the salient of the old province of Austrian Silesia situated at about 8 kilometres east of Neustadt.
PART VIII.

REPARATION.

SECTION I.

GENERAL PROVISIONS.

ARTICLE 231.

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

ARTICLE 232.

The Allied and Associated Governments recognise that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.

In accordance with Germany's pledges, already given, as to complete restoration for Belgium, Germany undertakes, in addition to the compensation for damage elsewhere in this Part provided for, as a consequence of the violation of the Treaty of 1839, to make reimbursement of all sums which Belgium has borrowed from the Allied and Associated Governments up to November 11, 1918, together with interest at the rate of five per cent (5%) per annum on such sums. This amount shall be determined by the Reparation Commission, and the German Government undertakes thereupon forthwith to make a special issue of bearer bonds to an equivalent amount payable in marks gold, on May 1, 1926, or, at the option of the German Government, on the 1st of May in any year up to 1926. Subject to the foregoing, the form of such bonds shall be determined by the Reparation Commission. Such bonds shall be handed over to the Reparation Commission, which has authority to take and acknowledge receipt thereof on behalf of Belgium.

ARTICLE 233.
The amount of the above damage for which compensation is to be made by Germany shall be determined by an Inter-Allied Commission, to be called the Reparation Commission and constituted in the form and with the powers set forth hereunder and in Annexes II to VII inclusive hereto.

This Commission shall consider the claims and give to the German Government a just opportunity to be heard.

The findings of the Commission as to the amount of damage defined as above shall be concluded and notified to the German Government on or before May 1, 1921, as representing the extent of that Government's obligations.
### WWII Pre-Assessment

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<td>Benito Mussolini</td>
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<td>Hideki Tōjō</td>
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<td>Winston Churchill</td>
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<td>FDR</td>
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<td>Harry S. Truman</td>
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<td>Joseph Stalin</td>
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<td>“A day which will live in infamy”</td>
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<td>Battle of Britain</td>
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<td>“Little Boy”</td>
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<td>Enola Gay</td>
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<td>Nagasaki</td>
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Data Chart Worksheet

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<th>Example:</th>
<th>Does the leader have total control?</th>
<th>Were people allowed to disagree with the leader?</th>
<th>What was more important to the leader, the nation or the citizens?</th>
<th>Are all races treated equally?</th>
<th>Were citizens allowed to do whatever they wanted?</th>
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<tr>
<td>A country in South America has one man as a leader of its government. No one is allowed to disagree with this leader and if they do, they are beaten. Individuals are not valued by the leader, but the nation and race of its people are. In order for a business to open or certain types of people to mingle, the leader's permission is necessary.</td>
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<tr>
<td>In a country in Africa, one woman is the leader of the government. When someone disagrees with the leader, they are punished. She thinks that her nation is the best and that her race should be the most powerful. The government has a lot of control over how people run their lives and businesses.</td>
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<tr>
<td>A country in Asia has one leader who is in complete control. One citizen said that the government was bad and he was thrown in jail. The leader did not care about the citizen because he was a minority and he made the country look bad. The leader wanted his country to look the best. Another citizen wanted to open a grocery store, but before she could, she had to ask the leader for permission.</td>
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<tr>
<td>A country in Europe has a very powerful leader. He likes to have control of every part of his nation. He only wants what he thinks is best for his country and he makes every citizen ask him for permission before they do anything. He also thinks that his race is the best.</td>
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## Defining the Concept

**Differences:**

1.  
2.  
3.  
4.  

**Similarities:**

1.  
2.  
3.  
4.  

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<th>My Critical Attributes:</th>
<th>Our Classes’ Critical Attributes:</th>
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<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<th>My definition:</th>
<th>Our Classes’ Definition:</th>
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**Concept Name:**
Homework: Classifying Examples and Non-examples

**Directions:** Decide whether the description of the country is an example of fascism or a non-example. If it is an example, underline or highlight each critical attribute. If it is not an example of fascism, write why it is not. **See below for Inclusion modification.**

**France:** In the country of France, the people are lead by an elected President and a Prime Minister whom the President appoints. France also has a Parliament and judicial branch. These three parts of government keep each other in balance so that none become too powerful. All citizens are considered equal and there are no special class privileges. French citizens are guaranteed freedom of speech, opinion and religion and they can vote however they wish. France also has independent agencies (meaning they are not government run) for things like banks, gas and electricity.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**Germany:** During the Great Depression, Germans were hit especially hard. Adolf Hitler became chancellor, or leader, of Germany in 1933. He ended all democracy and established totalitarian rule. In a totalitarian state, a single party and its leader suppress all opposition and control all aspects of people’s lives. As a member of the Nazi Party, Hitler was openly racist. He and the Nazis portrayed the German people as superior to all others. They directed much of their anger against Jews, whom Hitler blamed for Germany’s problems. If you disagreed with Hitler’s plan for the Holocaust, you were killed.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**Great Britain:** Winston Churchill became Prime Minister of Great Britain in 1940. He was known for his speeches to the British people. He told the British people never to give up and that they would win over their enemy. Although there was a king, Churchill was elected, as were representatives to Parliament. Churchill had the real power in the country.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**See below for Inclusion modification.**
**Italy:** After the Treaty of Versailles was signed, Italians felt like they had not won enough after WWI. A man named Benito Mussolini became more and more powerful and forced Italy’s king to declare him the head of the government. Then, Mussolini proceeded to ban all other political parties besides his. He disallowed civil liberties, like free speech and a free press (media), to exist and he heavily regulated businesses. During Mussolini’s leadership, Italian boys and girls enrolled in military organizations that taught them to be extremely loyal to the best government in the world: Mussolini’s.

**Japan:** Emperor Hirohito, who became emperor in 1926, ruled Japan. However he was just a figurehead. Prime Minister Hideki Tojo had complete control over Japan and over the people’s lives. Japan had a tradition of obedience, loyalty, and military strength and the overall good of the state was more important than the rights of the individual. Prime Minister Tojo did not allow the people to disagree with him. Japan wanted to expand their power and they invaded China in 1931.

**United States:** In the USA, citizens have many freedoms. They can vote however they want, have a free press and the right to speak their mind whenever they choose. Citizens are allowed to pursue individual dreams and disagree with the President, Congress and Supreme Court. Citizens can conduct business and be friends with whomever they choose. All races and ethnicities are welcome.

**Assignment was modified for inclusion classes. They were told to only identify each country as either Fascist or not Fascist.**
DAY 3—MARCH 19

This day focused on the rise of Hitler in Germany. See accompanying PowerPoints & handouts.
### DAY 4—MARCH 22

See accompanying PowerPoints

Inclusion and Visions Cornell Notes

Notes—Imperialism and Appeasement

<table>
<thead>
<tr>
<th>QUESTIONS, NONLINGUISTIC, ETC.</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>Economic devastation in Europe</td>
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<tr>
<td>• Massive inflation</td>
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<td>• High unemployment</td>
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<td>• World wide depression</td>
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<tr>
<td>• Germany forced to pay huge <strong>reparations</strong> which caused extremely high debt (most Germans thought this was very unfair and resented the Treaty of Versailles that required payment)</td>
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Rise of Fascism- Hitler, Mussolini, Tojo

**Hitler** -
- Became “Fuhrer” in 1934
- Took over Reichstag and the military (Reichstag— the German government)
- Began implementing Anti-Semitic (Anti-Jewish) policies (Kristallnacht — Night of broken glass— Jewish businesses destroyed
- Promised the desperate German people he would restore German economy and lead the country back to greatness

Violations of Treaty of Versailles

- 1936 Rhineland
- 1938 Austria
- 1938 Sudentenland (part of Czechoslovakia)
- 1939 rest of Czechoslovakia

European Countries bargain with Hitler and **appease** him when he promises he will stop (Munich Conference)

**Italy**
- Benito Mussolini creates a fascist state
- Eliminates all opposition and glorifies military

**Japan**
- Hideki Tojo oversees invasion of China (Manchuria)
- Berlin-Rome-Tokyo Axis established (Axis Powers)

**Summary**
### NOTES

**Soviet-German Non-Aggression Pact**
- August 1939
- Joseph Stalin (Soviet Union's leader) thought Britain & France were wrong to appease Germany
- Germany and Soviets agree not to attack each other
- Soviets will allow Germany to invade Poland
- If Britain & France declare war on Germany, Soviets will not get involved
- Europe is SHOCKED!
- Secret agreement:
  - Germany gets west Poland
  - Soviets get east Poland & Baltics (Latvia, Lithuania & Estonia)

**Invasion of Poland**
- September 1939
- Germans use *blitzkrieg* (lightning war)
- Britain & France (the Allies) declare war on Germany; Soviets do nothing
- Poland surrenders
- Germany takes west Poland
- Soviets take east Poland & Baltics

**1940**
- Italy declares war on Allies
- Winston Churchill becomes Britain's Prime Minister
- Germany invades France—uses *blitzkrieg*
- France surrenders
- Germany, Italy & Japan become the **Axis Powers**:

**America's Response**
- Isolationism!
- Army & Navy strengthened
- **Lend-Lease Act**—1941
  - USA can sell, lend or lease (rent) war supplies to the Allies
  - Britain gives USA military bases in Bermuda & Caribbean
- German U-boats sink American ships

### SUMMARY:
<table>
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<tr>
<th>QUESTIONS, NONLINGUISTIC, ETC.</th>
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<tr>
<td>Soviet-German Non-Aggression Pact</td>
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<tr>
<td>• August 1939</td>
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<tr>
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<td>• If Britain &amp; France declare war on Germany, Soviets will not get involved</td>
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<td>• Europe is SHOCKED!</td>
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<td>• Secret agreement:</td>
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<td>◦ Germany gets western Poland</td>
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<tr>
<td>◦ Soviets get eastern Poland &amp; Baltics (Latvia, Lithuania &amp; Estonia)</td>
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**Invasion of Poland**

| • September 1939 |
| • Britain & France (the Allies) declare war on Germany; Soviets do nothing |
| • Germans use blitzkrieg (lightning war) |
| • Poland surrenders |
| • Hitler takes west Poland |
| • Stalin takes east Poland & Baltics |

1940

| • Germany takes Denmark, Netherlands, Belgium, Norway |
| • Italy declares war on the Allies |
| • Winston Churchill becomes Britain's Prime Minister |
| • Germany invades France—uses blitzkrieg |
| • France surrenders |
| • Tripartite Pact creates the Axis Powers: |
| ◦ Germany, Italy, Japan |

**America's Response**

| • Isolationism! |
| • Army & Navy strengthened |
| • Neutrality Act—1939 |
| ◦ America can sell weapons to other countries (including Germany) |
| • Lend-Lease Act—1941 |
| ◦ USA can sell, lend or lease (rent) war supplies to the Allies |
| ◦ Britain gives USA military bases in Bermuda & Caribbean |
| • German U-boats sink American ships |
| • Atlantic Charter—1941 |
| ◦ FDR & Churchill set joint goals for after the Nazis are defeated |
### QUESTIONS, NONLINGUISTIC, ETC.

**NOTES**

**Japanese Aggression—1930s**
- Attacked China (Manchuria)
- Tried to conquer East Asia
- Needed rubber & oil (raw materials)
- Wanted Philippines

**America's Response**
- Froze Japanese bank accounts
- Refused to sell raw materials to Japan
- Japan is OUTRAGED!

**General Hideki Tojo**
- Becomes Japanese Prime Minister
- Believes Japan can beat America
- Plans to attack America

**Attack on Pearl Harbor**
- December 7, 1941
- Completely unexpected
- Japanese destroyed many ships and planes
  - USS Arizona sinks with crew on board
- 2300+ Americans were killed

**America's Response**
- Congress declares war on Japan
- America joins Allies
- Germany & Italy declare war on USA
- USA declares war on Germany & Italy

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**SUMMARY:**
### Japanese Aggression
- 1930s—Japan seized China
- Japan tried to conquer East Asia
- Japan lacked raw materials
- Japan wanted to take the Philippines from America (for rubber & oil)

### America's Response
- Japanese government had bank accounts in USA
- FDR disallowed Japan to get her money
- FDR forbid America to sell raw materials to Japan
- Japan is OUTRAGED!

### Hideki Tōjō
- General Hideki Tōjō becomes Japanese Prime Minister
- Tōjō believes Japan can beat America in war
- Tōjō plans an attack

### Attack on Pearl Harbor
- 7:55 A.M., Sunday, December 7, 1941
- Completely unexpected by entire naval base
- Japanese destroyed many ships and planes
  - USS Arizona sinks with most of her crew on board
- > 2300 Americans were killed
- Some people think Washington knew beforehand

### America's Response
- America is SHOCKED and wants war
- “A date which will live in infamy.”
- Congress declares war on Japan—Dec. 8, 1941
  - Montana Congresswoman and pacifist, Jeannette Rankin, is only member to vote no
- America joins Allies
- Germany & Italy declare war on USA—Dec. 11, 1941
- USA declares war on Germany & Italy—Dec. 11, 1941

### SUMMARY:

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**Visions Cornell Notes**

**Pearl Harbor**

### QUESTIONS, NONLINGUISTIC, ETC.

### NOTES

---
DAY 7—MARCH 25

Inclusion WYW: Beginning of WWII Timeline: Student Handout

Directions: Put the following events in order. Use pages 5, 9, 10 and 11 in your notebook to help you.

_______ Hitler goes to jail & writes Mein Kampf
_______ Allies appeased Hitler by letting him have Czechoslovakia (Munich Conference)
_______ Germany took West Poland and Soviets took East Poland and Baltics
_______ Japan attacked Pearl Harbor “a date that will live in infamy”
_______ Italy declared war on Allies
_______ Hitler became “Fuhrer”
_______ Allies declared war on Germany
_______ Germany invaded France
_______ Soviet-German Non-Aggression Pact
_______ Lend Lease Act

Beginning of WWII Timeline: Answers

1923—Hitler goes to jail & writes Mein Kampf
1930s—Japan tries to conquer East Asia
1934—Hitler becomes the “Fuhrer”
1939—Munich Conference: Great Britain & France appease Hitler by letting him have Czechoslovakia
August 1939—Soviet-German Non-Aggression Pact
September 1939—Germany takes West Poland;
    Soviets take East Poland & the Baltics
    Great Britain & France declare war
1940—Germany invades France
1940—Italy declares war on the Allies
Early 1941—Lend-Lease Act
“A date which will live in infamy.”
Visions

Comparing and Contrasting *The Pacific Boils Over* and *Pearl Harbor*

1. What did the Japanese do before the attack in *The Pacific Boils Over*?

2. What did the Japanese do before the attack in *Pearl Harbor*?

3. In which video did the Americans crack a Japanese code?

4. What were the Americans doing before the attack in *The Pacific Boils Over*?

5. What were the Americans doing before the attack in *Pearl Harbor*?

6. According to *The Pacific Boils Over*, how many battleships were sunk during the attack?

7. How many battleships were shown being sunk in *Pearl Harbor*?

8. List one thing *The Pacific Boils Over* showed that *Pearl Harbor* did not.

9. List one thing *Pearl Harbor* showed that *The Pacific Boils Over* did not.
DAY 8—MARCH 26

Inclusion Cornell Notes

Allied Victory in Europe

<table>
<thead>
<tr>
<th>War Begins</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sept. 1939—Germany invaded Poland</td>
</tr>
<tr>
<td>• June 1940—Germany invaded France</td>
</tr>
<tr>
<td>• Fall 1940—Germany bombed London</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eastern Front (Soviet Union)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• June 1941—Germany invaded Soviet Union</td>
</tr>
<tr>
<td>• 1943—Soviets defeat Germany at Stalingrad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>African Front and Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Erwin Rommel is the “Desert Fox”</td>
</tr>
<tr>
<td>• 1942—Allies land in Northern Africa</td>
</tr>
<tr>
<td>• 1943—Allies defeat “Desert Fox”</td>
</tr>
<tr>
<td>• Allies invade Italy</td>
</tr>
<tr>
<td>• June 1944—Rome liberated!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invasion of France</th>
</tr>
</thead>
<tbody>
<tr>
<td>• June 6, 1944</td>
</tr>
<tr>
<td>• Led by General Dwight D. Eisenhower</td>
</tr>
<tr>
<td>• Aug. 1944—Paris liberated!</td>
</tr>
<tr>
<td>• Allies march toward Germany</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Battle of the Bulge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dec. 1944</td>
</tr>
<tr>
<td>• Germans attack Allies in Belgium</td>
</tr>
<tr>
<td>• Last major German offensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V-E Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May 8, 1945</td>
</tr>
</tbody>
</table>

SUMMARY
QUESTIONS, NONLINGUISTICS, ETC.

NOTES

The War in Europe
- September 1939—Germany invades Poland; Soviet Union takes East Poland & the Baltics.
- June 1940—Germany captures Paris & France surrenders.
- August-October 1940—Germany bombed London in the Battle of Britain.

The War on the Eastern Front (Soviet Union)
- June 1941—Germany violates the German-Soviet Non-Aggression Pact and invades the Soviet Union.
- Siege of Leningrad—lasts nearly 900 days; Soviets stand strong.
- Germans try to capture Moscow (capital), but fail.
- Spring 1942-Feb. 1943—Germans try to take Stalingrad, but are defeated by the Soviets.

The African Front to Italy
- Nov. 1942—Allies (Britain, Canada & US) land in Northern Africa to fight the “Desert Fox” (German general Erwin Rommel)
- May 1943—Allies beat the “Desert Fox.”
- From there, the Allies invade Italy.
- Italians overthrow Mussolini.
- June 1944—Rome is liberated!

The Invasion of France
- June 6, 1944—Allies invade France.
- Allies cross the English Channel and land at Normandy.
- Leader: General Dwight D. Eisenhower.
- August 25, 1944—Paris liberated!
- Allies advance toward Germany.

The Battle of the Bulge
- December 16, 1944
- Germans launch surprise attack along a 50-mile front in Belgium
- > 100,000 casualties
- Last major German offensive of WWII

V-E Day
- April 30, 1945—Soviets have surrounded Berlin & Hitler commits suicide.
- May 7, 1945—Germans surrender
- May 8, 1945—VICTORY in EUROPE DAY!!

SUMMARY:
Visions Mapping Exercise

See file labeled Mapping Exercise for full description.
Visions Homework Essay

Name___________________________________

Homework Essay: Due Monday, March 29

Over the past week, we have learned about the progression of WWII in Europe. Write an essay that explains the events of WWII in Europe and North Africa, beginning with the rise of Fascism in Germany and Italy and ending with V-E Day. Use pages 11, 14 and 16 in your notebook to help you. Make sure to include an introduction, main body and conclusion. You may type your essay or use this page. There are more lines on the back.

__________________________________________________________________________

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__________________________________________________________________________
DAY 9—MARCH 29

Inclusion Cornell Notes

WWII In the Pacific

Japan Begins the War
  • Bombed Pearl Harbor
  • Bombed Philippines, Wake Island & Guam

Important Battles
  • Coral Sea
  • Midway Island
  • Leyte Gulf
  • Iwo Jima
  • Okinawa

General Douglas MacArthur
  • Allied commander in the Pacific
  • Developed “island hopping”

Japanese Total War
  • Kamikaze pilots
  • Surrendering was dishonorable

Navajo Code Talkers
  • Developed an unbreakable code

A-bomb
  • Developed for Manhattan Project
  • Potsdam Declaration
  • Hiroshima
  • Nagasaki

V-J Day
  • August 15, 1945

SUMMARY:
My version of the Inclusion classes’ notes

WWII In the Pacific

Japan Begins the War
- Bombed Pearl Harbor (“a date which will live in infamy”)
- Bombed Philippines, Wake Island & Guam (same day as P.H.)
  - (p. 80 in WWII Extra)

Important Battles
- Coral Sea (May 1942; strategic—kept Japan out of Australia)
- Midway Island (June 1942; turning point of WWII in Pacific)
- Leyte Gulf (June 1944; largest naval battle in history-282 ships)
- Iwo Jima (Feb-March '45—Flag picture)
- Okinawa (June ’45—fierce fighting to defend Japan)

General Douglas MacArthur (MacArthur Center in Norfolk)
- Allied commander in the Pacific (helped take back the Philippines)
- Developed “island hopping” (with Admiral Chester Nimitz; explain this & draw picture)

Japanese Total War
- Kamikaze pilots (divine wind)
- Surrendering was dishonorable (commit suicide first)

Navajo Code Talkers (part of the Marines)
- Developed an unbreakable code
- pull up http://www.navajocodetalkers.org/
  - go to The Code

A-bomb
- Developed for Manhattan Project (led by Albert Einstein)
- Potsdam Declaration (Truman tells Japan to surrender or face “prompt and utter destruction.”)
- Hiroshima (Enola Gay; August 6, 1945; 70,000 Japanese dead; Little Boy)
- Nagasaki (3 days later—August 9, 1945; 40,000 Japanese dead; Fat Man)

V-J Day
- August 15, 1945 (WAR IS OVER!!!!!!)
  - p. 314 in WWII Extra
<table>
<thead>
<tr>
<th>Questions, Nonlinguistic, Etc.</th>
<th>Japan Begins the War</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearl Harbor bombed—Dec. 7, 1941</td>
</tr>
<tr>
<td></td>
<td>Guam, Wake Island &amp; Philippines bombed—Dec. 7, 1941</td>
</tr>
<tr>
<td></td>
<td>Thailand &amp; Malaya invaded—Dec. 8, 1941</td>
</tr>
<tr>
<td></td>
<td>Japan won most battles early in the war</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Battles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coral Sea—May 1942; kept the Japanese from taking Australia</td>
</tr>
<tr>
<td>Midway Island—June 1942</td>
</tr>
<tr>
<td>1st major Japanese defeat—four Japanese aircraft carriers &amp; 100s of planes destroyed.</td>
</tr>
<tr>
<td>Turning point of the war in the Pacific!!</td>
</tr>
<tr>
<td>Leyte Gulf—June 1944</td>
</tr>
<tr>
<td>Americans destroy Japanese fleet in Philippines</td>
</tr>
<tr>
<td>Biggest naval battle in history</td>
</tr>
<tr>
<td>Iwo Jima—Feb.-March 1945</td>
</tr>
<tr>
<td>Joe Rosenthal's famous flag picture</td>
</tr>
<tr>
<td>100,000 men; 36 days; 7.5 miles of earth; &gt;25,000 casualties</td>
</tr>
<tr>
<td>Okinawa—June 1945; Americans close in on Japan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Douglas MacArthur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied commander in the Pacific</td>
</tr>
<tr>
<td>Helped develop “island hopping” with Admiral Chester Nimitz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Japanese Total War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamikaze pilots were prevalent</td>
</tr>
<tr>
<td>Military believed committing suicide was more honorable than surrendering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Navajo Code Talkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed an unbreakable code for the Marines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A-bomb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed for the Manhattan Project &amp; tested in New Mexico</td>
</tr>
<tr>
<td>President Harry S. Truman issued the Potsdam Declaration</td>
</tr>
<tr>
<td>Hiroshima &amp; Nagasaki bombed</td>
</tr>
<tr>
<td>Japan capitulated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V-J Day!</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15, 1945</td>
</tr>
<tr>
<td>Allies put Axis leaders on trial for war crimes</td>
</tr>
</tbody>
</table>

SUMMARY:
DAY 10—MARCH 30

Notes for Inclusion and Visions classes

Notes: Anti-Semitism and the Holocaust

<table>
<thead>
<tr>
<th>Questions, Nonlinguistic, Etc.</th>
<th>The Holocaust—The extermination/killing of nearly 6 million Jews under Hitler’s Plan known as the Final Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The practice of Anti-Semitism (dislike, prejudice, hatred of Jews)</td>
</tr>
<tr>
<td></td>
<td>• The Germans were considered the “Aryan” or supreme race</td>
</tr>
<tr>
<td></td>
<td>• Systematic attempt to rid Europe of all Jews was Hitler’s plan known as the Final Solution</td>
</tr>
<tr>
<td></td>
<td>• Tactics</td>
</tr>
<tr>
<td></td>
<td>◦ Boycott of Jewish stores</td>
</tr>
<tr>
<td></td>
<td>◦ Threats</td>
</tr>
<tr>
<td></td>
<td>◦ Segregation</td>
</tr>
<tr>
<td></td>
<td>◦ Imprisonment and killing of Jews and others in concentration camps</td>
</tr>
</tbody>
</table>

As Allied forces defeated Hitler and took over territories, the Allies liberated Jews and others in concentration camps.

SUMMARY:
Yesterday, we talked about a very serious and tragic topic: the Holocaust. On the lines below, explain your understanding of this subject. Also, explain how the Holocaust makes you feel.
**DAY 12—APRIL 1**

Visions Museum Walk

**See PPT for pictures used**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Website/Resources</th>
<th>Artifact/Writing/Picture</th>
<th>Questions</th>
</tr>
</thead>
</table>
| Rationing          |                             | Ration Book; brief reading | -Why did the US introduce rationing during WWII?  
                        |                             |                                                                                        | -What kinds of things were rationed?  
                        |                             |                                                                                        | -What information is on the front and back of the ration books? |
| Propaganda         |                             | Various propaganda posters | -What were the propaganda techniques you learned about during WWI?  
                        |                             |                                                                                        | -For each poster, what is the objective and what tool is being used? |
| Victory Gardens    | http://sidewalksprouts.wordpress.com/history/wwii/ | Pictures; Reading         | -Why did Americans plant victory gardens?  
                        |                             |                                                                                        | -What did they use victory gardens for?  
                        |                             |                                                                                        | -What did Norm Park and Emily McFann think of making victory gardens? |
| Civil Defense      |                             | Pictures; Reading         | -What kind of jobs did volunteers do during WWII?  
                        |                             |                                                                                        | -Why did America need the civil defense?  
                        |                             |                                                                                        | -Why did Americans cover their windows at night? |
| Blue Star Banners  |                             | Pictures; Reading         | -What did a gold and blue star mean in windows in WWII?  
                        |                             |                                                                                        | -What do banners look like when there are more than one son serving in WWII?  
                        |                             |                                                                                        | -Who were the Sullivan brothers? |
| Home Front Today   |                             | Pictures                  | -What are these pictures?  
                        |                             |                                                                                        | -What do they tell us about how the home front has changed because of today’s war in Iraq?  
                        |                             |                                                                                        | -How was the home front different in WWII from today? |
Wright’s Wonderful World War II Museum

• **Rationing**
  Why did the US introduce rationing during WWII?

  What kinds of things were rationed?

• **Propaganda**
  What were the propaganda techniques you learned about during WWI?

  For each poster, what is the objective and what tool is being used?
  1. 
  2. 
  3. 

• **Victory Gardens**
  Why did Americans plant victory gardens?

  What did they use victory gardens for?

  What did Norm Park and Emily McFann think of making victory gardens?
• **Civil Defense**
  
  What kind of jobs did volunteers do during WWII?

  Why did America need the civil defense?

  Why did Americans cover their windows at night?

• **Blue Star Banners**
  
  What did a gold and blue star mean in windows in WWII?

  What do banners look like when there is more than one son serving in WWII?

  Who were the Sullivan brothers?

• **Home Front Today**
  
  What are these pictures?

  What do they tell us about the home front in today’s war in Iraq?

  How was the home front different in WWII from today?
Rationing:

During the Second World War, you couldn't just walk into a shop and buy as much sugar or butter or meat as you wanted, nor could you fill up your car with gas whenever you liked. All these things were rationed, which meant you were only allowed to buy a small amount (even if you could afford more). The government introduced rationing because certain things were in short supply during the war, and rationing was the only way to make sure everyone got their fair share.

War ration books and tokens were issued to each American family, telling how much gasoline, tires, sugar, meat, silk, shoes, nylon and other items any one person could buy.

While some food items were scarce, others did not require rationing, and Americans adjusted accordingly. "Red Stamp" rationing covered all meats, butter, fat, and oils, and with some exceptions, cheese. Each person was allowed a certain amount of points weekly with expiration dates to consider. "Blue Stamp" rationing covered canned, bottled, and frozen fruits and vegetables, plus juices and dry beans; and such processed foods as soups, baby food and ketchup. Ration stamps became a kind of currency with each family being issued a "War Ration Book." Each stamp authorized a purchase of rationed goods in the quantity and time designated, and the book guaranteed each family its fair share of goods made scarce, thanks to the war.

Propaganda:

Used actual WWII Propaganda posters.

See pictures.
Victory Gardens:

Victory gardens were vegetable gardens planted during the world wars to make sure there was enough food for civilians and troops. Government agencies, private foundations, businesses, schools, and seed companies all worked together to provide land, instruction, and seeds for individuals and communities to grow food.

From California to Florida, Americans plowed backyards, vacant lots, parks, baseball fields, and schoolyards to set out gardens. Children and adults fertilized, planted, weeded, and watered in order to harvest an abundance of vegetables.

Colorful posters and regular feature articles in newspapers and magazines helped to get the word out and encouraged people to stick with it. The goal was to produce enough fresh vegetables through the summer for the immediate family and neighbors. Any excess produce was canned and preserved for the winter and early spring until next year’s victory garden produce was ripe.

Throughout the World War II years, millions of victory gardens in all shapes and sizes--from window boxes to community plots--produced abundant food for the folks at home. While the gardens themselves are now gone, posters, seed packets and catalogs, booklets, photos and films, newspaper articles and diaries, and people's memories still remain to tell us the story of victory gardens.
Civil Defense:

By July of 1942, 40% of American citizens were involved in war-related volunteer work. In case of enemy bombing, they were trained to don protective helmets and help firemen and emergency medical personnel. Volunteers also mounted rooftops to search the skies for airplanes, whether friend or foe. They reported all airplanes to the Army Filter Center, which kept track of all airplane traffic.

Plane spotting became a popular activity for children and adults alike. Decks of playing cards showed silhouettes, so that card players would learn the airplane models while playing.

The Red Cross mobilized. Women and children learned first aid and volunteered to knit stockings and roll surgical bandages. Some women trained as part of the Volunteer Nurse’s Aide Corps and wore their blue uniforms as they served in hospitals. By taking over the simpler tasks from nurses, these Aides freed nurses to join the armed services.

The American Women’s Voluntary Services also provided a wide range of community services in support of the defense effort. They helped with air raid precautions, canteen service, motor corps work, and savings bond drives.

Citizens in the citizen defense also ran air raid drills. At night, the siren would sound and Americans would have to participate in the drills. There were different signals for different kinds of attacks. Americans needed to make sure they knew what to do in case of an attack.

If the air raid siren came at night, Americans had to cover all their windows and turn off the lights. They sold black out kits to make sure they had the materials to do this so the enemy planes couldn’t see the town.
Blue Star Banners:

Blue Star Service Banners sometimes called Blue Star Flags have long been a part of our wartime history. They have been hung in the family's windows of service men and women since World War One. These banners first became a way for households to indicate they have family members in the service in 1917. At that time World War I Army Capt. Robert L. Queissner designed this symbol in honor of his two sons who were serving on the front line. It quickly became traditional for a gold star to represent a soldier who had died serving his country. Theodore Roosevelt's family had a banner with a gold star in honor of their son who was shot down over France in 1918.

This tradition was most common during WWI and WWII though it has been carried out by some in more recent wars. The stars are placed on a white background with a red border. If a family has more than one person in the armed service the stars are put one below the next on the banner. When a soldier dies in action the blue star is replaced with a gold star. Another method is to put a smaller gold star on top of the blue star so the blue still surrounds the gold.

One mother had to hang five gold stars. The Sullivan brothers all enlisted in the Navy under the condition that they wanted to serve together. All five brothers served on the USS Juneau. Frank, Joe, Matt, Al, and George all died on that ship after it was attacked by a German torpedo. Afterwards, the Navy changed their policy so that family members could not serve together. The Navy honored the Sullivan brothers by naming two destroyers The Sullivans.
Points on Most Popular Cans

<table>
<thead>
<tr>
<th>VEGETABLES</th>
<th>FRUITS</th>
<th>JUICES AND SOUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEAS 1 lb. 4 oz. 14 pts.</td>
<td>PERSIMMONS 1 lb. 14 oz. 21 pts.</td>
<td>GRAPEFRUIT JUICE 2 lb. 14 oz. 23 pts.</td>
</tr>
<tr>
<td>CORN 1 lb. 4 oz. 14 pts.</td>
<td>PEACHES 1 lb. 14 oz. 21 pts.</td>
<td>TOMATO JUICE 2 lb. 14 oz. 32 pts.</td>
</tr>
<tr>
<td>TOMATOES 1 lb. 3 oz. 14 pts.</td>
<td>SLICED PINEAPPLE 1 lb. 14 oz. 24 pts.</td>
<td>PINEAPPLE JUICE 2 lb. 14 oz. 32 pts.</td>
</tr>
<tr>
<td>ASPARAGUS 1 lb. 3 oz. 14 pts.</td>
<td>FRUIT SALAD 1 lb. 10 oz. 19 pts.</td>
<td>TOMATO JUICE 1 lb. 7 oz. 17 pts.</td>
</tr>
<tr>
<td>GREEN BEANS 1 lb. 3 oz. 14 pts.</td>
<td>GRAPE JUICE 1 qt. 2 lb. 15 pts.</td>
<td>GRAPEFRUIT JUICE 1 lb. 14 oz. 23 pts.</td>
</tr>
<tr>
<td>SPINACH 1 lb. 2 oz. 11 pts.</td>
<td>SOUP 10 oz. 6 pts.</td>
<td></td>
</tr>
</tbody>
</table>

This chart, prepared by the office of price administration, shows the most widely sold canned foods with their approximate weights and point values. The sizes of the vegetables in the top row are known as No. 2 cans. If a person bought three of these cans of peas, for example, during March he would just use up his 48-points of coupons allotted each person for the month. He could then purchase no other canned, dried or frozen goods in March, but other members of the family could with their coupons.
DAY 13—APRIL 2

Inclusions and Visions

Watched *America in the 20th Century: World War II: The World at War* on
[www.DiscoveryEducation.com](http://www.DiscoveryEducation.com)

Used accompanying discussion questions to finish up lesson. Examples:

1. Discuss the military preparations on the home front and their effect on unemployment.

2. Compare and contrast the military campaigns used for both Europe and the Pacific regions.
DAY 14—APRIL 13  

Inclusion  

WYVW Matching Exercise

<table>
<thead>
<tr>
<th>Blitzkrieg</th>
<th>Battle of Midway</th>
</tr>
</thead>
<tbody>
<tr>
<td>island hopping</td>
<td>Germans and Soviets agree not to attack each other.</td>
</tr>
<tr>
<td>Lend-Lease Act</td>
<td>Allowed America to sell war supplies to the Allies.</td>
</tr>
<tr>
<td>Soviet-German Non-Aggression Pact</td>
<td>German General Erwin Rommel</td>
</tr>
<tr>
<td>Desert Fox</td>
<td>Attacking islands in the Pacific order to defeat Japan.</td>
</tr>
<tr>
<td>Turning point of the war on the Eastern Front</td>
<td>Battle of Stalingrad</td>
</tr>
</tbody>
</table>
# The Atomic Bomb

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Japanese wage total war. They will keep fighting until every last Japanese soldier, sailor and pilot is dead. Dropping the atomic bomb will probably bring a quick end to the war.</td>
<td>The Japanese are losing the war and they know it. Surely they will surrender by the end of 1945.</td>
</tr>
<tr>
<td>Designing and building the atomic bombs cost almost $2 billion in 1945 (today that would be over $21 billion). If America does not drop the bombs, it is a waste of money.</td>
<td>The world has never seen an atomic bomb used before. If America drops atomic bombs on Japan, it will be the first country in the world to use nuclear weapons. Do we really want that on our conscience?</td>
</tr>
<tr>
<td>The longer America fights, the more American lives are lost. Dropping the atomic bombs will save thousands of American lives.</td>
<td>The targets for the bombs are not military bases. They are cities with thousands of civilians. Dropping the bombs will kill thousands of Japanese—mainly the elderly and women &amp; children—who are not in the military.</td>
</tr>
<tr>
<td>Japan deserves it for attacking Pearl Harbor.</td>
<td>It is immoral to knowingly kill so many civilians, even if they are our enemy.</td>
</tr>
</tbody>
</table>

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**Homework Assignment**

Name____________________________________

Today, we learned about the atomic bombs that were dropped on Hiroshima and Nagasaki. In three sentences, answer the following questions:

Do you think America was right to drop the atomic bombs? Why or why not?
Visions

Progression of WWII In Europe Essay Checklist

Below is a list of everything that you should include in your essay. If you feel the need to include more details, that is fine.

Introduction
Conclusion

Everything written in past tense

No contractions

Fascism in Germany & Italy

Soviet-German Non-Aggression Pact

Invasion of Poland

Invasion of France

Battle of Britain

Eastern Front

Battle of Stalingrad

The African Front

Desert Fox

Liberation of Rome

D-Day

The Battle of the Bulge

German surrender

V-E Day

Soviets & Soviet Union; NOT Russians & Russia
Sample Introductions

After WWI, many countries were left in a state of economic depression. However, Germany was hit the hardest. Forced to take the blame for the war and pay large amounts of war reparations, Germans were left in poverty and began to resent the rest of Europe. They were in desperate need of a leader—one who would make them strong and powerful again. In the 1920s and 1930s Adolf Hitler promised to do just that.

WWII began in 1939. Prior to that, Adolf Hitler had come to power in Germany and promised to make the German nation powerful once again. He led the Nazi party and they believed that only Germany and the Aryan race deserved to live in Europe. In order to make this a reality, Hitler led his people into one of the bloodiest wars of all time.

Sample Conclusions

WWII was a long and incredibly bloody war. Starting with the invasion of Poland and ending with Hitler's suicide, WWII spanned six years and the entire continent of Europe. Thankfully, the Allies were victorious and the world will forever be a better place because of this.

There were many battles fought during WWII. As the men and boys of the Nazi regime fought to guarantee Germany's superior status among nations, the Allied men and boys fought hard to defend the free world. In the end, it was the Allies who emerged triumphant and their heroic endeavors will continue to be remembered for many years to come.

Sample Main Body

Hitler began to take over countries in Europe. He made a pact with the Soviets agreeing to leave each other alone, and then proceeded to conquer many smaller countries. When Italy saw what Hitler was doing, they decided to join them. Japan would also join these countries and the trio became known as the Axis. However, the rest of Europe did not like this and Britain and France banded together as the Allies. They were the Allies until the Axis took over France. It was looking dim for Europe until America suddenly joined the fight. After being bombed by Japan, America was looking for revenge. The Allies, mainly America, Britain and Canada at this point, invaded North Africa and beat the German general known as the Desert Fox. From there, the Allies moved up through Italy. Across Europe, the Allies invaded France. Known as D-Day, the Allied troops stormed the beaches of Normandy and moved toward Germany. Prior to all of this, Germany had made a fatal error by invading the Soviet Union back in 1941. Now, as the Allies liberated France, the Soviets had already retaliated and invaded Germany. Surrounded on all sides by Allied forces, Hitler committed suicide, Germany surrendered and the war in Europe was over.
## Progression of WWII Essay Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary: 4</th>
<th>Proficient: 3</th>
<th>Needs Improvement: 2</th>
<th>Unsatisfactory: 1</th>
<th>Not Present: 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Clearly introduces the main topic and connects to the main body of the essay.</td>
<td>Adequately introduces main topic. Relationship between main idea and body of essay is evident.</td>
<td>Main idea is not clearly identified or connected to main body of the essay. May include detail rather than main idea.</td>
<td>Fails to introduce main topic.</td>
<td>No introduction.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Clearly and successfully concludes essay. Conclusion is well written and valid.</td>
<td>Adequately concludes main topic.</td>
<td>Conclusion is incomplete or weak. Fails to bring essay to a close smoothly.</td>
<td>Fails to conclude main idea of the essay.</td>
<td>No conclusion.</td>
</tr>
<tr>
<td><strong>Grammar/ Mechanics</strong></td>
<td>All sentences are written in the past tense. No contractions are evident. Uses only terms “Soviet” and “Soviet Union”.</td>
<td>Most sentences are written in the past tense. Few contractions are present.</td>
<td>Multiple tenses are present contractions are present.</td>
<td>Fails to appropriately use past tense. Contractions are used throughout.</td>
<td>No sentences.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>All fourteen events are included and are logically linked to the progression of events leading to WWII.</td>
<td>At least eleven of the fourteen events are present and linked to the progression of events leading to WWII.</td>
<td>At least nine of the fourteen events are present. Logical progression is lacking.</td>
<td>Fewer than seven of the fourteen events are present. Order is random and lacks logical progression.</td>
<td>No content evident.</td>
</tr>
</tbody>
</table>
Inclusion

The Effects of WWII Student Version

New President
• FDR died April 12, 1945
• Harry S. Truman became president

War Crimes Trials
• Nuremberg, Germany: Allies convicted Nazis
• Tokyo, Japan: Allies convicted Japanese leaders

Allies Divide Germany
• France, Britain & US got Western Germany & Berlin
• Soviet Union got Eastern Germany & Berlin

Marshall Plan
• US wanted to rebuild Europe
• George Marshall said US should give Western Europe financial aid
• Congress approved
• US gave $13 billion

Berlin Airlift
10. 1948—Soviets blockaded Berlin
11. Lasted 10 months
12. Allies dropped 13,000,000 tons of food & supplies on West Berlin
13. 1949—Soviets lift blockade

US Occupies Japan
• US helped rebuild Japan
• Japan adopted democratic government
• Japan became our ally

United Nations
• Replaced League of Nations
• International organization
• Goal: prevent future global wars

US Becomes A Superpower
• US was the largest, strongest & wealthiest country after WWII
New President
- FDR died April 12, 1945
- Harry S. Truman became president

War Crimes Trials
- Nuremberg, Germany: Allies convicted Nazis
- Tokyo, Japan: Allies convicted Japanese leaders

Allies Divide Germany
- France, Britain & US got Western Germany & Berlin (becomes democratic & resumes self-government)
- Soviet Union got Eastern Germany & Berlin (Stalin promised to allow free elections but did not. He forced his territory into communism)

Marshall Plan
- US wanted to rebuild Europe (make it politically & economically stable again. Europe was completely destroyed by the bombing of WWII. People were without homes, jobs and food. The Soviet Union already had control of Eastern Europe and wanted to take over Western Europe so as to make it communist.)
- George Marshall (US Secretary of State) said US should give Western Europe financial aid
- Congress approved
- US gave $13 billion

US Occupies Japan (What do you think happened to Japan because of this? . . . Do you think the US rubbed off on them/Japanese?)
- US helped rebuild Japan
- Japan adopted democratic government (allows women suffrage)
- Japan became our ally

United Nations
- Replaced League of Nations
- International organization
- Goal: prevent future global wars

US Becomes A Superpower
- US was the largest, strongest & wealthiest country after WWII
Dear Mr. President,

I am writing to inform you that the atomic bomb is finished. Below are some of its capabilities. I have also included some information about your intended targets. I hope you find these facts useful.

Sincerely,

Mrs. Wright

Atomic Bomb Fact Sheet

- The Atomic Bombs cost nearly $2 billion in 1945 ($21 billion in the future) to develop.
- The bomb for Hiroshima can produce an explosion equivalent to the force of 15,000 tons of TNT.
- The bomb for Nagasaki can produce an explosion equivalent to the force of 21,000 tons of TNT.
- Hiroshima has almost 300,000 civilians living in it. It is also an important military center where about 43,000 soldiers live.
- Nagasaki is an industrial center and major port city in Japan. It has approximately 52,000 homes and over 200,000 people living in it.
- The world has never seen an atomic bomb used before. That means that no one in the entire world knows how small or how widespread the bombs' effects could be. We also do not know what sort of effect the radiation will have on human beings.
- Thus far, more than 300,000 American lives have been lost as a result of the second world war.
REASONS FOR DROPPING
THE ATOMIC BOMB
ON HIROSHIMA AND NAGASAKI

Instructions: Read this list of reasons for dropping the atomic bomb, highlighting important material. Think about how your reasons compare with these.

- The Japanese had demonstrated near-fanatical resistance, fighting to almost the last man on Pacific islands, committing mass suicide on Saipan and unleashing kamikaze attacks at Okinawa. Fire bombing had killed 100,000 in Tokyo with no discernible political effect.
- The atomic bomb would in theory bring a quick end to the already long war. Any other method would be time consuming.
- With only two bombs ready (and a third on the way by late August 1945) it was too risky to "waste" one in a demonstration over an unpopulated area.
- An invasion of Japan would have caused casualties on both sides that could easily have exceeded the toll at Hiroshima and Nagasaki.
- As some of the scientist working on the bomb stated "if we can save even a handful of American lives, the let us use this weapon"
- The two targeted cities would have been firebombed anyway.
- Immediate use of the bomb convinced the world of its horror and prevented future use when nuclear stockpiles were far larger.
- It was part of total war, or a conflict of unlimited scope in which participants mobilize all resources available to them.
- Japanese leadership was resistant to the idea of surrender. Only the use of the atomic bomb and the destruction it caused could convince them to surrender.
- Not using the atomic bomb would make the Manhattan Project (the name of the project to make the bomb) a failure and a waste of money.
- The Soviet Union was quickly gaining power. The use of the atomic bomb would give the United States an advantage over the Soviet Union.
REASONS AGAINST DROPPING
THE ATOMIC BOMB
ON HIROSHIMA AND NAGASAKI

Instructions: Read this list of reasons against dropping the atomic bomb, highlighting important material. Think about how your reasons compare with these.

- Japan was ready to call it quits anyway. More than 60 of its cities had been destroyed by conventional bombing, the home islands were being blockaded by the American Navy, and the Soviet Union entered the war by attacking Japanese troops in Manchuria.

- American refusal to modify its "unconditional surrender" demand to allow the Japanese to keep their emperor needlessly prolonged Japan's resistance.

- A demonstration explosion over Tokyo harbor would have theoretically convinced Japan's leaders to quit without killing many people.

- Even if Hiroshima was necessary, the U.S. did not give enough time for word to filter out of its devastation before bombing Nagasaki.

- The bomb was used partly to justify the $2 billion spent on its development.

- The two cities were of limited military value. Civilians outnumbered troops in Hiroshima five or six to one.

- Due to the limited military value of the cities, the dropping of the atomic bombs were an act of terrorism as civilians were the main casualties.

- Japanese lives were sacrificed simply for power politics between the U.S. and the Soviet Union.

- Conventional firebombing would have caused as much significant damage without making the U.S. the first nation to use nuclear weapons.

- It is immoral to drop the atomic bomb without warning and to drop the second bomb all together.
DAY 16—APRIL 17
Inclusion
Illustrated Timeline of WWII
Due: End of Class, Friday, April 18, 2010

Create a timeline that includes the following events. Use your notebook to help you with writing a 1-3 sentence description of each event. Make sure to include all of the following events and a section about the Holocaust. Draw pictures or use the ones provided to illustrate your timeline. Your timeline should have at least 12 pictures. This is for a classwork grade.

America

- Isolationism
- 1941 Lend-Lease Act
- 12/7/1941 Pearl Harbor Attack
- The Home Front
  - African-Americans & women get jobs in defense plants
  - Americans conserve, ration and buy war bonds to support the war
  - Japanese Internment

Europe

- 1934 Hitler becomes Fuhrer
- 1936-1939 Hitler takes territory
- 1939 Appeasement
- Aug. 1939 Soviet-German Non-Aggression Pact
- 9/1/39 Invasion of Poland
- 1940 France falls to Germany
- Aug. 1940-Oct. 1940 Battle of Brittain
- 1941 Germany invades Soviet Union
- 1942-1943 Stalingrad: The Turning Point of the War in the East
- 1942-1943 The North African Campaign
- 1944 Rome is liberated
June 6, 1944  D-Day
Dec. 1944-Jan 1945  The Battle of the Bulge
May 8, 1945  V-E Day

Japan

- Attack on Pearl Harbor
- June 1942  Midway: The turning point of the war in the Pacific
- Feb. 1945-March 1945  Iwo Jima
- August 6, 1945  Atomic Bomb dropped on Hiroshima
- August 9, 1945  Atomic Bomb dropped on Nagasaki
- August 15, 1945  V-J Day

**This was modified in a number of different ways. First, there were several students who missed class because of a field trip (they were gone Thursday—Sunday). They were allowed to hand their timelines in on April 22. Also, I relied on the special ed aide to decide how much of the timeline her students should be responsible for. She selected approximately half of what I included above. Also, because of a time crunch in class and the fact that students were not allowed to take the timelines home to finish them, I was not a stickler for the sentences when grading them.**

**Please see the pdf file labeled Timeline Pictures for the packet of pictures I made available to my students for this project.**
Inclusion: Timelines Rubric

Excellent: A
- 20-24 Events // 10-12 modified
- 10-12 Illustrations // 5-6 modified

Proficient: B
- 15-19 Events // 8-9 modified
- 6-9 Illustrations // 3-4 modified

Average: C
- 10-14 Events // 6-7 modified
- 3-5 Illustrations // 1-2 modified

Low: D
- 6-9 Events // 4-5 modified
- Fewer than 3 illustrations // 0 modified

Fail: F
- 0-5 Events // 0-3 modified
- 0-1 Illustrations // 0 modified
Visions

WWII Report Card Rubric

**See scanned document for full assignment.**

**A:** Cover is present and visually appealing; represents WWII.
   9 actions
   9 descriptions—2 sentences each
   9 symbols
   3 letter grades—well rationalized
   2-3 paragraphs/subject

**B:** Cover is present and visually appealing; represents WWII.
   7-8 actions
   7-8 descriptions OR 1-2 sentences each
   7-8 symbols
   3 letter grades—well rationalized
   2 paragraphs/subject

**C:** No cover
   5-6 actions
   5-6 descriptions OR descriptions 1 sentence each
   2 letter grades—not well rationalized
   1-2 paragraphs/subject

**D:** No cover
   3 actions
   3 descriptions
   1 letter grade
   1 paragraph/subject

**F:** Anything less than D
Inclusion and Visions

WWII Review Sheet

1. What four things did Americans do to support the war?

2. What day is "a date which will live in infamy?" Who said this?

3. What was Hitler's Final Solution? Define Anti-Semitic & Aryan.

4. What happened to the Jews during the Holocaust?

5. How did life in America change for women, African Americans and Japanese Americans?

6. What was island hopping?

7. Define Fascism

8. Why was Hitler able to come to power in Germany? How did the Treaty of Versailles influence this?

9. Who were the Allies?

10. Who were the Axis Powers?

11. What did Britain & France do to try to get Hitler to stop taking land?

12. Why did Japan attack Pearl Harbor? What was America's response? When did this happen?

13. What happened on D-Day?

14. Why are the Navajo Code Talkers significant to WWII?
15. What were the two atomic bombs called? Where & when were they dropped?

16. What were the two turning points of WWII?

17. Who was the Desert Fox? What did he do?

18. What event officially started WWII? When?

19. What was the Neutrality Act? What was the Lend-Lease Act? When were they passed?

20. Define blitzkrieg

21. Match the country with its leader
   Japan  FDR
   USA    Joseph Stalin
   Germany Hideki Tojo
   Britain Benito Mussolini
   Italy  Harry Truman
   Soviet Union Adolf Hitler
                                 Winston Churchill

22. Who was in charge of Allied forces in Europe?

23. Who was in charge of Allied forces in the Pacific?

24. What was the progression of WWII events in Europe? Include the African campaign.


26. What were the effects of WWII?
Review Game

**Please see the PPT titled Review Game**