



GRADE 8 LOUISIANA SOCIAL STUDIES

The World at War

Teacher Guide

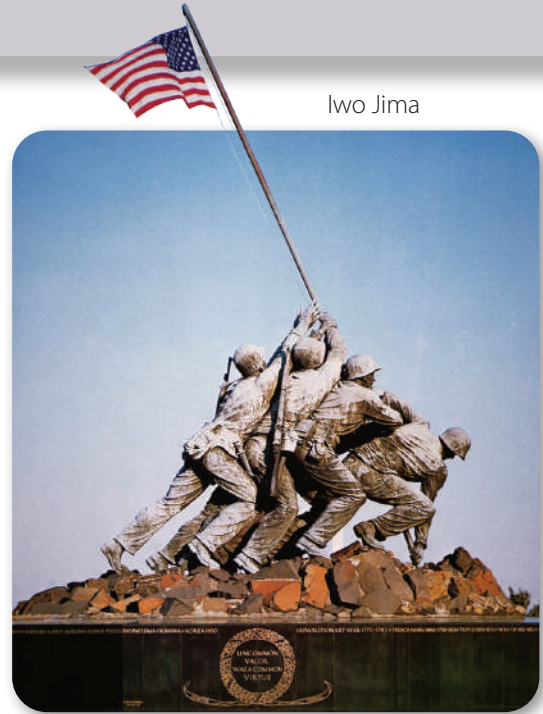
Attack on Pearl Harbor



Rosie the Riveter

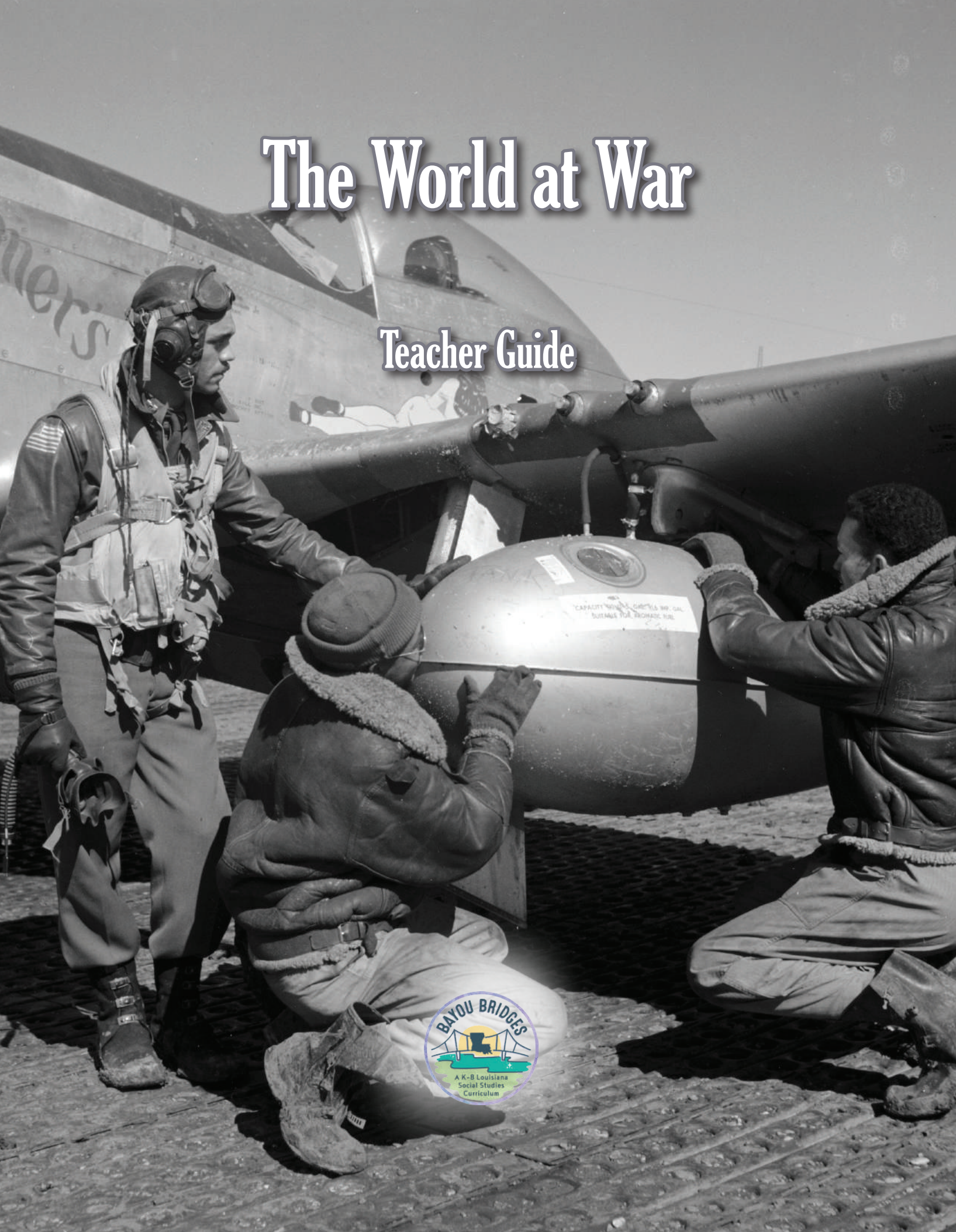


Iwo Jima



Higgins boats

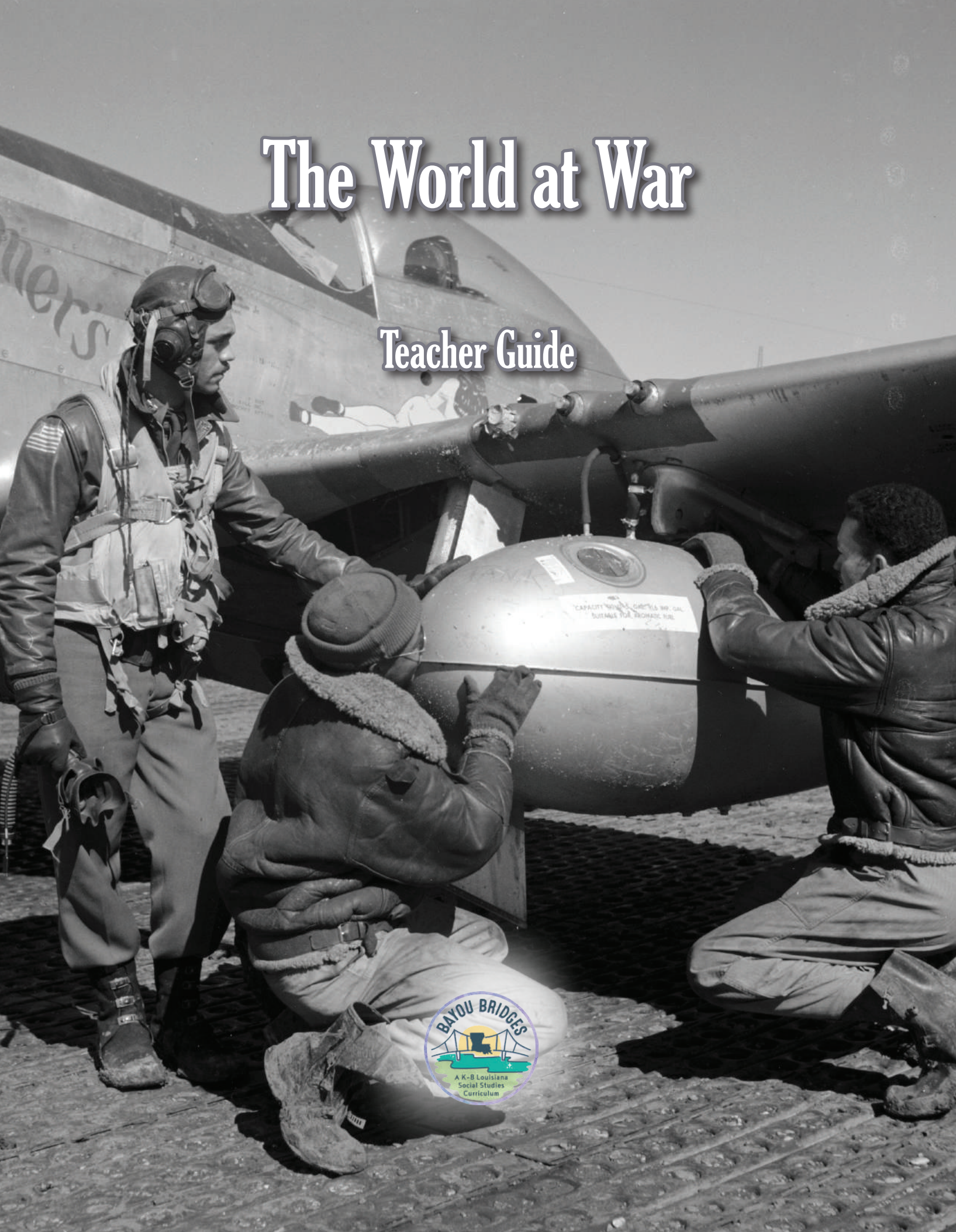




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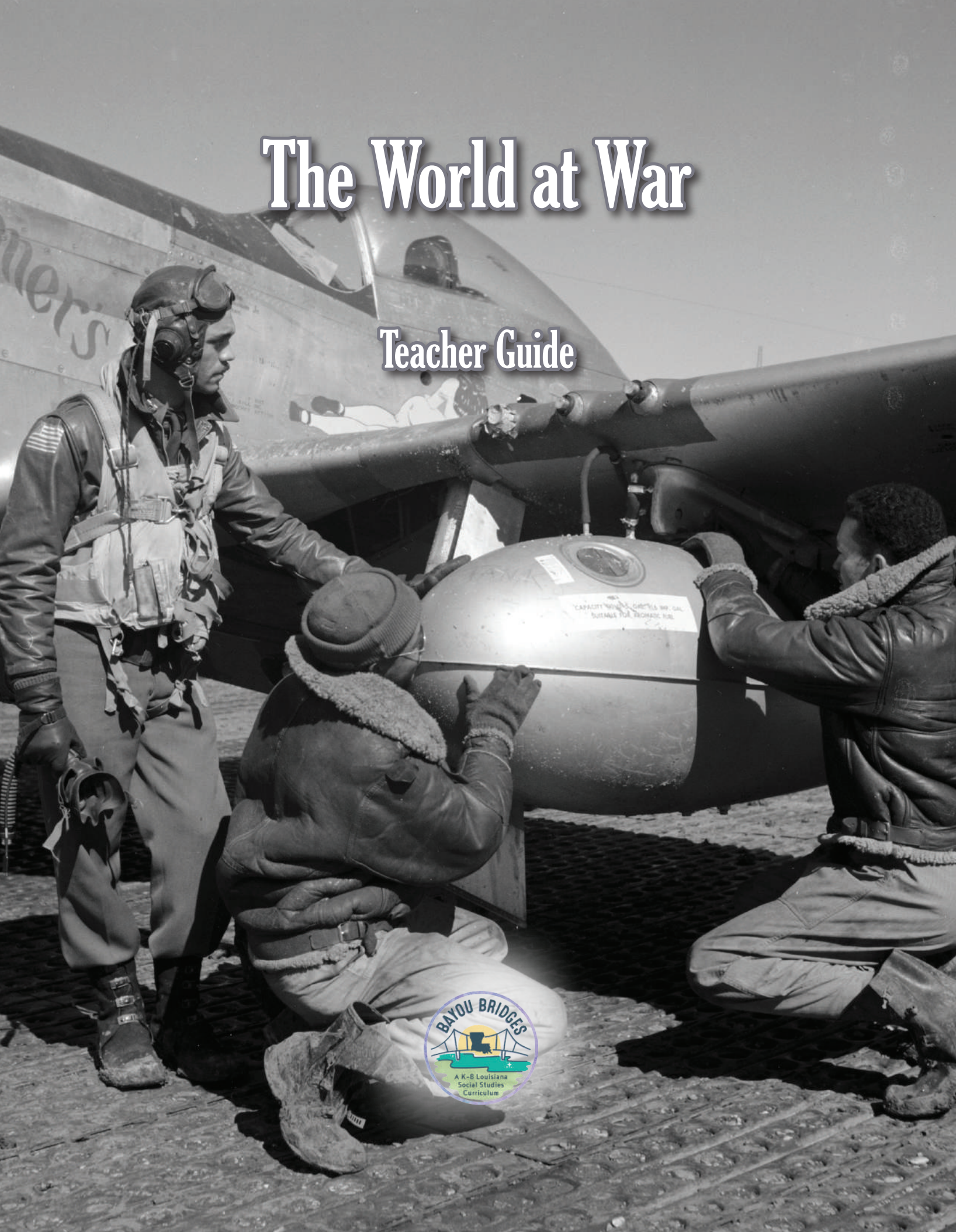
Bayou Bridges
A K-8 Louisiana
Social Studies
Curriculum



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THE WORLD AT WAR



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The World at War

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

Introduction

ABOUT THIS UNIT

The Big Idea

Several global conflicts, some of which resulted from the effects of the First World War, culminated in a second world war that lasted from 1939 to 1945.

The terms of the Treaty of Versailles, which placed blame on and assigned reparations to Germany for its role in World War I, sowed the seeds of what became another world war just twenty years after the “War to End All Wars.” Totalitarianism, fascist leaders, and a global economic depression contributed to the circumstances that led to the outbreak of World War II. In this war, the Axis Powers fought the Allied Powers in both Europe and Asia. The United States remained neutral in the conflict until a direct Japanese attack on the U.S. naval yard at Pearl Harbor provoked it to join the Allies. The first fully modern war, World War II included horrible atrocities committed on the battlefields and beyond, and it became the largest and most destructive conflict in history.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- continued westward expansion through the completion of the transcontinental railroad and incentives to move west
- removal of Native Americans from their land and destruction of their ways of life through conflicts with settlers, breaking of treaties, and severe depletion of the bison population
- conflicts between settlers and Native Americans, including the Sand Creek Massacre, the Battle of the Little Bighorn, and the Battle of Wounded Knee
- creation of the myth of the American West through Wild West shows and popular stories
- creation of legal racial segregation through Jim Crow laws and the Supreme Court decision in *Plessy v. Ferguson*
- limitation of African Americans' political participation through revisions to the Louisiana Constitution
- opening of the first Historically Black Colleges and Universities
- work of early civil rights reformers, including Booker T. Washington, W. E. B. DuBois, Ida B. Wells, and Mary Church Terrell
- causes and effects of the Second Industrial Revolution, including:
 - urbanization and its effects
 - push and pull factors of immigration and the immigrant experience
 - the role of laissez-faire capitalism
 - increased mechanization and technological innovations
 - expansion of railroads
 - the rise of big business
 - factory conditions and the formation of unions
- causes and effects of populism and the People's Party, including:
 - declining crop prices and increased production
 - high interest rates, inflation, and the dominance of railroads
 - the Granger movement
 - the Free Silver Movement, "bimetallism," and William Jennings Bryan
 - formation of the Farmers' Alliance and the People's Party
 - the elections of 1892 and 1896

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1922 to 1945.

1922	Benito Mussolini comes to power in Italy and establishes a totalitarian fascist state.
1924	Joseph Stalin becomes dictator of the Soviet Union after Lenin's death.
1931	Japan begins implementing its plans for expansion in Asia.
1933	Adolf Hitler comes to power in Germany.
1935	Germany's Nazi government begins its campaign against Jewish people with the Nuremberg Laws.
1936	Hitler begins implementing his plans for German expansion.
1937–38	The Marco Polo Bridge Incident, considered to be the start of World War II in Asia, takes place. It is followed by the Nanjing Massacre.
1939	Hitler invades Poland, leading Britain and France to declare war on Germany. The Second World War begins in Europe.
1941	The United States passes the Lend-Lease Act, through which it provides support for Britain.
1941	Japanese forces attack the U.S. naval base at Pearl Harbor, Hawaii, on December 7. The United States declares war on Japan the next day, followed by declarations of war against Germany and Italy.
1941	The Tuskegee Airmen unit is formed. They will fly more than fifteen thousand missions in the war.

1941–45	The Nazi government implements its “Final Solution” in what will become known as the Holocaust.
1942	Women begin to take jobs in U.S. factories to support the war effort.
1942	President Franklin D. Roosevelt signs Executive Order 9066, which authorizes the internment of Japanese Americans.
1942–43	The siege of Stalingrad takes place, marking a turning point in the war and including one of the largest battles in history.
1942–45	American forces engage in an island-hopping campaign in the Pacific in their advance on Japan.
1944	The D-Day invasion marks the beginning of the German retreat on the European theater’s western front.
1944	The Servicemen’s Readjustment Act, or G.I. Bill, is passed, providing access to medical care and funding for home loans and education for more than eight million veterans.
1945	Germany surrenders in May, ending the war in Europe.
1945	The United States drops atomic bombs on Hiroshima and Nagasaki in August, leading Japan to surrender and ending the war in the Pacific.
1945	The United Nations (UN) is established as an international organization aimed at promoting peaceful dialogue between nations.

- causes and effects of Progressive reform movements, including:
 - the Gilded Age
 - muckrakers: Jacob Riis, Ida Tarbell, Upton Sinclair, and Thomas Nast
 - regulating big business: Sherman Antitrust Act, Clayton Antitrust Act
 - Theodore Roosevelt: trust-busting and conservation
 - the settlement house movement
 - factory conditions and the Triangle Shirtwaist Factory disaster
 - child labor reforms
 - changes to the Louisiana Constitution
- U.S. imperialism in the late nineteenth century, including:
 - acquisition of Hawaii and its significance
 - causes and outcomes of the Spanish-American War
- President Theodore Roosevelt’s foreign policy achievements, including the Roosevelt Corollary to the Monroe Doctrine and the Panama Canal
- World War I’s causes and course, including:
 - sinking of the *Lusitania* and its consequences
 - the United States’ initial neutrality and eventual entry into WWI
 - impact of new technology
 - nature of the war at home, including the draft, rationing, and wartime propaganda
 - opposition to the war and the passage of the Espionage and Sedition Acts
- aftermath of World War I, including American isolationism and economic changes
- influenza pandemic of 1918
- the Great Migration, resurgence of the Ku Klux Klan in the 1920s, and growing racial tensions and race-related violence
- the Russian Revolution and the First Red Scare
- ratification of the Nineteenth Amendment
- how transportation, technology, and media, including the automobile, radio, and household appliances, changed U.S. society during the 1920s
- social and cultural changes of the 1920s, such as the Great Migration and the Harlem Renaissance
- causes and effects of Prohibition
- the development of Louisiana’s economy during the early 1900s, including the timber, oil, and gas industries

- causes and consequences of the Great Mississippi Flood of 1927
- Huey Long's role in Louisiana and national politics
- causes and effects of the Great Depression
- causes and effects of the Dust Bowl
- proposed government responses to the Great Depression, such as the New Deal and its alphabet agencies

What Students Need to Learn

- the rise and spread of totalitarianism in Japan, Germany, Italy, and the Soviet Union
- causes, course, and consequences of World War II in Europe and Asia
- origins and effects of genocides committed by totalitarian governments, including the Holocaust, Nanjing Massacre, and Holodomor
- the role of the United States in World War II
- contributions of Louisiana to the war effort
- roles of key figures of World War II, such as Franklin D. Roosevelt, Sir Winston Churchill, Charles de Gaulle, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tojo
- experience of World War II on the U.S. home front
- effects of the war in international relations, such as the formation of the United Nations

AT A GLANCE

The most important ideas in Unit 5 are the following:

- World War II was a global effort to stop German expansionism in Europe and Japanese expansionism in Asia.
- The United States mobilized its entire society to support the war effort, including recruiting women into factory jobs and forcibly relocating Japanese Americans to internment camps.
- The Holocaust, a genocide committed by Nazi Germany under the leadership of Adolf Hitler and the Nazi Party, was central to Germany's policies during the Second World War.
- The Nuremberg trials and the establishment of the United Nations followed the Allied victory in World War II.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The World at War Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The World at War Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of *The World at War* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 53.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The World at War Timeline Card Slide Deck—twenty-one individual images depicting significant events and individuals related to World War II. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1922



Chapter 1

1924



Chapter 1

1931



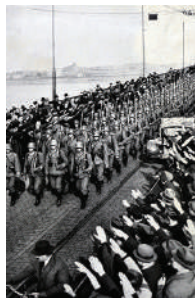
Chapter 1

1933



Chapter 1

1936



Chapter 1

1935



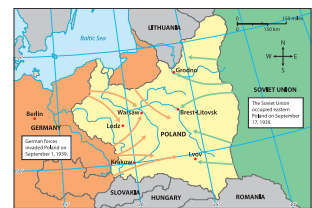
Chapter 1

1937–38



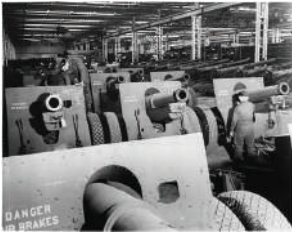
Chapter 1

1939



Chapter 1

1941



Chapter 1

1941



Chapter 1

1941



Chapter 2

1941-45



Chapter 2

1942



Chapter 2

1942



Chapter 2

1942-43



Chapter 2

1942-45



Chapter 2

1944



Chapter 2

1944



Chapter 2

1945



Chapter 2

1945



Chapter 2

1945



Chapter 2

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 5 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses the events that occurred leading up to and during World War II in different areas of the world. Many of the events happened simultaneously, which is reflected in the timeline.

Understanding References to Time in *The World at War* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the American forces engaged in an island-hopping campaign in the Pacific from 1942 to 1945, while the D-Day invasion of France occurred on June 6, 1944.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The World at War unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of twenty-five days has been allocated to *The World at War* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing

guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
---------	----------------------

- | | |
|---|---|
| 1 | What were the main causes of the Second World War, and why did the United States become involved? |
| 2 | How did the Allies achieve victory in World War II, and what were the consequences of the war? |

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
---------	-----------------

- | | |
|---|--|
| 1 | totalitarianism, fascism, collectivized, genocide, pogrom, appeasement, puppet government, orator, tyranny, embargo, asset |
| 2 | ration, war bond, income tax, “amphibious landing,” atomic bomb |


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 71–77. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 2—Timeline of World War II, 1941–45 (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Atkinson, Rick, and Kate Waters. *Battle of the Bulge: Adapted from The Guns at Last Light*. New York: Square Fish, 2016.

Berne, Emma Carlson. *Escaping the Nazis on the Kindertransport*. North Mankato, MN: Capstone Press, 2017.

Binns, Barbara. *Unlawful Orders: A Portrait of Dr. James B. Williams, Tuskegee Airman, Surgeon, and Activist*. New York: Scholastic, 2022.

Bradley, Kimberly Brubaker. *The War I Finally Won*. New York: Dial Books for Young Readers, 2018.

Bradley, Kimberly Brubaker. *The War That Saved My Life*. New York: Dial Books for Young Readers, 2015.

Cerrito, Angela. *The Safest Lie*. New York: Holiday House, 2015.

Demetrios, Heather. *Code Name Badass: The True Story of Virginia Hall*. New York: Simon & Schuster, 2021.

DiLorenzo, Barbara. *Renato and the Lion*. New York: Penguin Random House, 2017.

Elliott, L. M. *Louisa June and the Nazis in the Waves*. New York: HarperCollins Children's Books, 2022.

Faulkner, Matt. *My Nest of Silence*. New York: Simon & Schuster/Atheneum Books for Young Readers, 2022.

Kamei, Susan. *When Can We Go Back to America? Voices of Japanese American Incarceration During WWII*. New York: Simon & Schuster, 2021.

Kessler, Liz. *When the World Was Ours*. New York: Simon & Schuster/Aladdin, 2021.

Ryan, Pam Muñoz. *Echo*. New York: Scholastic, 2015.

Shulevitz, Uri. *Chance: Escape from the Holocaust*. New York: Macmillan Children's Publishing Group/Farrar, Straus and Giroux, 2020.

Stone, Tanya Lee. *Peace Is a Chain Reaction: How World War II Japanese Balloon Bombs Brought People of Two Nations Together*. Somerville, MA: Candlewick Press, 2022.

Voices from the Second World War: Stories of War as Told to Children of Today. Somerville, MA: Candlewick Press, 2019.

Weatherford, Carole Boston. *You Can Fly: The Tuskegee Airmen*. Illustrated by Jeffery Boston Weatherford. New York: Atheneum Books for Young Readers, 2017.

Wilson, Kip. *White Rose*. New York: Versify, 2021.

THE WORLD AT WAR SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1


Day 2

Day 3

Day 4

Day 5

The World at War

"Causes of World War II and U.S. Involvement" Core Lesson (TG & SV, Chapter 1)	"Causes of World War II and U.S. Involvement" Core Lesson (TG & SV, Chapter 1)	"Primary Source: President Roosevelt's Message to Congress (December 8, 1941)" (TG & SV, Chapter 1, AP 1.2)	Chapter 1 Learning Lab	 "PRIMARY SOURCE ACTIVITY: FDR's Request for a Declaration of War on Germany and Italy" (TG, Chapter 1 Additional Activities, NFE 2, AP 1.2)
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Week 2

Day 6





Day 7

Day 8

Day 9

Day 10

The World at War

 "Franklin D. Roosevelt's 'The Four Freedoms'" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)	 "Franklin D. Roosevelt's 'The Four Freedoms'" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)	 "The USS <i>Arizona</i> and the Attack on Pearl Harbor" (TG, Chapter 1 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: Charles Lindbergh and 'America First'" (TG, Chapter 1 Additional Activities, AP 1.2)	Chapter 1 Assessment
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The World at War

"Course and Consequences of World War II" Core Lesson (TG & SV, Chapter 2)	"Course and Consequences of World War II" Core Lesson (TG & SV, Chapter 2) "Domain Vocabulary: Chapters 1–2" (TG, Chapter 2 Additional Activities, AP 2.2)	"Primary Source: General Eisenhower's D-Day Statement (June 1944)" (TG & SV, Chapter 2, AP 1.2) and "Primary Source: President Truman's Statement on the Use of the Atomic Bomb (August 6, 1945)" (TG & SV, Chapter 2, AP 1.2)	Chapter 2 Learning Lab	Chapter 2 Learning Lab
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Week 4

Day 16


Day 17

Day 18

Day 19

Day 20

The World at War

 "PRIMARY SOURCE ACTIVITY: Judge Learned Hand, 'The Spirit of Liberty' (1944)" (TG, Chapter 2 Additional Activities, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Japanese American Internment During World War II" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Japanese American Internment During World War II" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: African Americans in World War II" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Women on the Home Front" (TG, Chapter 2 Additional Activities)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The World at War

"PRIMARY SOURCE ACTIVITY: Women on the Home Front" (TG, Chapter 2 Additional Activities)	"D-Day" (TG, Chapter 2 Additional Activities) "Timeline of World War II" (TG, Chapter 2 Additional Activities, AP 2.1)	Chapter 2 Assessment	Unit 5 Performance Task Assessment	Unit 5 Performance Task Assessment
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THE WORLD AT WAR PACING GUIDE

_____’s class

(A total of twenty-five days has been allocated to *The World at War* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The World at War

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The World at War

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The World at War

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Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

The World at War

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Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

The World at War

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TOPIC: Causes of World War II and U.S. Involvement

The Framing Question: What were the main causes of the Second World War, and why did the United States become involved?

Primary Focus Objectives

- ✓ Explain the rise and spread of militarism and totalitarianism internationally and the acts of aggression leading to World War II in both Europe and Asia. (8.14.a, 8.14.b)
- ✓ Analyze events that led to U.S. involvement in World War II and the role of the Allies and the Axis Powers. (8.14.c, 8.14.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *totalitarianism*, *fascism*, *collectivized*, *genocide*, *pogrom*, *appeasement*, *puppet government*, *orator*, *tyranny*, *embargo*, and *asset*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Causes of World War II and U.S. Involvement”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- world map or globe
- map from the Internet of European alliances in 1939
- image from the Internet of Nazi propaganda posters
- image from the Internet of *Kristallnacht*
- image from the Internet of the Blitz around Britain
- map from the Internet of Japanese expansion in the late nineteenth and twentieth centuries
- image from the Internet of the USS *Arizona* memorial

- video of President Roosevelt’s speech to Congress
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps, images, and video may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

totalitarianism, n. a political system in which the government controls the people completely (5)

Example: Italian citizens experienced a period of totalitarianism after World War I, when their government controlled all aspects of their lives.

Variations: totalitarian (adj.), totalitarian (n.)

fascism, n. an extreme nationalism in which a dictator controls the public absolutely (5)

Example: In the years leading up to the Second World War, absolutist, single-party totalitarian rule established fascism in Mussolini’s Italy.

Variations: fascist (adj.), fascist (n.)

collectivized, adj. organized into group or state ownership rather than private ownership (6)

Example: In the Soviet Union, farmers resisted Joseph Stalin’s call for large, state-controlled, collectivized farms and instead opted to maintain the family farms that they owned.

Variations: collectivize (v.), collectivization (n.), collectivism (n.), collectivist (adj.), collectivist (n.)

genocide, n. the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics (7)

Example: The Soviet government committed genocide against the Ukrainian people when it made a deliberate attempt to starve them to death in large numbers.

Variations: genocides, genocidal (adj.)

pogrom, n. an organized attack on people who belong to a minority group, often Jewish people (9)

Example: The pogrom that became known as *Kristallnacht* was a well-organized and violent attack on the Jewish community in Germany.

Variations: pogroms

appeasement, n. the practice of meeting someone’s demands in order to avoid trouble, especially when one does not agree with them (10)

Example: Winston Churchill believed that allowing Hitler to seize the Sudetenland in an attempt to bring about peace was a failure and an example of appeasement.

Variations: appease (v.)

puppet government, n. a government that looks like it is working independently but is instead controlled by another power (12)

Example: After Hitler captured France, the southern part of the country was governed by a puppet government controlled by the occupying Nazi forces.

Variations: puppet governments

orator, n. a public speaker (13)

Example: Churchill was a gifted orator who inspired the people of Britain to fight back and remain vigilant in the face of German bombing campaigns.

Variations: orators, orate (v.), oration (n.)

tyranny, n. an act in which one person or group seizes all government power, usually ruling in a harsh and brutal way (16)

Example: In one of his speeches, President Franklin Roosevelt framed the war against the Axis Powers as a fight for human freedom and against forces of tyranny.

Variations: tyrant (n.), tyrannical (adj.)

embargo, n. a government order that limits or stops trade (18)

Example: In 1940, Roosevelt placed an embargo on the sale of industrial machinery to Japan, which banned the export of aviation fuel and was followed by a ban on exporting scrap iron.

Variations: embargoes, embargo (v.)

asset, n. something that is owned by a person, company, or country (18)

Example: In July 1941, the Roosevelt administration froze Japan's financial assets in the United States.

Variations: assets

THE CORE LESSON 35 MIN

Introduce *The World at War* Student Volume

5 MIN

Distribute copies of *The World at War* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the tactics used by fascists such as Mussolini and Stalin to gain power, the brutality of the German invasion of European countries, how the war soon involved many countries around the world, and the effects of the war.

Introduce “Causes of World War II and U.S. Involvement”

5 MIN

Introduce the chapter by reminding students of what happened at the end of World War I—the Treaty of Versailles blamed Germany for the war and punished Germany with extremely high reparations and strict limits on its military. These conditions, followed by the Great Depression, created a situation in Germany that eventually led to another world war.

Call students' attention to the Framing Question. Tell students to look for information regarding the causes of World War II and why the United States became involved.

Guided Reading Supports for “Causes of World War II and U.S. Involvement” 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A World Consumed by War,” page 2

Scaffold understanding as follows:

Read the section on page 2 aloud.



SUPPORT—Display the map of European alliances to illustrate the Allied and Axis Powers mentioned in the section. Explain that the United Kingdom is often referred to as Britain or

Great Britain. After explaining what the term *neutral* means, ask students: Which countries were neutral? (*Sweden, Ireland, Spain, Portugal, Switzerland*) In general, where were the Allied and Axis countries located? (*Allied countries were in western Europe, and Axis countries were in eastern Europe.*) (8.5, 8.6.a)

SUPPORT—Remind students that the Soviet Union was formed from the Russian Empire after its revolutions, civil war, and conquests at the end of World War I.

After reading the text, ask the following questions:

LITERAL—Who were the two sides in World War II? (8.14.d)

- » The two sides were the Allied Powers, led by Great Britain and France, and later the Soviet Union and United States, and the Axis Powers, which included Germany, Italy, and Japan.

EVALUATIVE—Why was the outcome of World War II so important for the entire world? (8.14, 8.14.a)

- » The outcome of World War II was so important because the existence of free, tolerant, and democratic nations and the lives of millions of people were at stake during the war.

“Origins of the Second World War in Germany,” pages 3–4

Scaffold understanding as follows:

Have students read the section on pages 3–4 independently.

Note: *Weimar* is pronounced (/vy*mar/). Say the name aloud, and have students repeat it after you.

SUPPORT—Explain that what Germany experienced is called hyperinflation, an intense type of inflation. Give students an example: In January 1923, a loaf of bread cost 250 marks. In November 1923, a loaf of bread cost two billion (2,000,000,000) marks. It cost more to print paper money than the money was worth.

After students read the text, ask the following questions:

LITERAL—What problems did Germany face under the Weimar Republic? (8.14, 8.14.a)

- » Germany under the Weimar Republic faced problems such as hunger, malnutrition, unemployment, and hyperinflation.

EVALUATIVE—How did the failings of the Weimar Republic allow for extreme political ideas to take hold? (8.7.a, 8.14, 8.14.a)

- » The failings of the Weimar Republic led to extreme poverty and hunger. This made people angry and pushed them to their breaking point. Germans desired change however it could be achieved.

“The Rise of Hitler,” pages 4–5

Scaffold understanding as follows:

Have students read the section on pages 4–5 independently.

Note: *Lebensraum* is pronounced (/leh*buhnzh*raam/). Say the word aloud, and have students repeat it after you.

SUPPORT—While the Nazis used the term *socialist* as part of their name, they were not actually following the economic theory of socialism. Calling themselves socialist was a marketing tool to gain supporters.

SUPPORT—Emphasize the ruthlessness of the Nazis by telling students about the Night of the Long Knives. In 1934, Hitler ordered the murder of members of his own Nazi Party that he thought might threaten his power and leadership.

After students read the text, ask the following questions:

LITERAL—What problems in Germany allowed Adolf Hitler to take power? (8.14, 8.14.a, 8.14.f)

- » Economic hardship caused by the Great Depression, such as hyperinflation, and political dysfunction allowed the Nazis to take power.

LITERAL—What were the main ideas in Hitler’s book, *Mein Kampf*? (8.14, 8.14.a, 8.14.f)

- » *Mein Kampf* (*My Struggle*) unscientifically argued that Germans were racially superior people and that Jewish people, whom Hitler hated, were enemies of the state. It also said that Germany needed to expand its territory for people of German language and culture.

LITERAL—What were Hitler’s goals for Germany? (8.14.f)

- » Hitler wanted to reunite Germany with territories it had lost and with other German-speaking peoples, to acquire *Lebensraum* (living space) for “pure” Germans, and to remove all enemies of the state, including Jews, Roma, communists, and people with disabilities.

“Totalitarianism in Europe” and “The Holodomor,” pages 5–7

Scaffold understanding as follows:

Have students read the section “Totalitarianism in Europe” on pages 5–7 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *totalitarianism*, *fascism*, and *collectivized*, and explain their meanings.

SUPPORT—Point out to students that totalitarian leaders often have very black-and-white ideas of what should be done and who is to blame for the problems the country is experiencing. In times of hardship, citizens may be more apt to seize upon harmful ideas as a way to solve their problems and support the totalitarian leader who espouses them. In addition, ideas of superiority and domination can appeal to those who are downtrodden and give them a goal to work toward, as happened in Nazi Germany.

SUPPORT—The term *fascism* comes from the Italian word *fascio*, which means a bundle of sticks. It had been a symbol of power in ancient Rome, and it was used by workers and farmers in the early 1900s to show their unity. It is important to note that fascism typically has an element of racial superiority to it.

SUPPORT—Point out that Mussolini did not share Hitler’s racial hatred, especially Hitler’s hatred of Jews. Many Italian Jews supported Mussolini, at least at the beginning of his rise to power. But Mussolini and Hitler did share the hallmarks of fascism: a love of violence, a might-makes-right philosophy, a desire to create new colonies, a hatred of democracy, a belief in the rule of one strong leader, and intense nationalism.

SUPPORT—Remind students that they read about the Russian Revolution in Unit 3, *The Changing World*. Vladimir Lenin was the leader of the Bolshevik Revolution that made Russia a communist country. After a civil war and conquest of more territory, Lenin declared that Russia and other regions under its control were now the Soviet Union.

SUPPORT—Stalin, like all communists, was a radical socialist. After he came to power, he set out to end capitalism in the Soviet Union—which he did. For strategic reasons (because the Russian economy was collapsing), his predecessor, Lenin, had retreated from this goal and allowed capitalism to persist. Stalin, however, doubled down and essentially eradicated capitalism, making the state the owner of the means of production. This meant that the Russian government controlled all facets of the Russian economy.

SUPPORT—Explain that Stalin’s “show trials” were a public-facing component of the Great Purge. In three separate trials between 1936 and 1938, many of Stalin’s political opponents were convicted of crimes they did not commit. Most of those convicted were executed.

SUPPORT—Explain the Nazi (and Fascist) hatred of communism. Fascists were extreme nationalists. They glorified the nation-state and its primary ethnic group. Communism, on the other hand, was seen as a radical form of socialism, and socialists believed in an international union of the working classes. Communists, as radical socialists, did not glorify the nation-state or a particular ethnicity. Additionally, socialists and communists generally hated capitalists, and they did not really believe in the principle of national unity. Rather, they favored class unity and wanted workers to rebel against their capitalist employers. All of this made both socialism and communism anathema to the hypernationalist fascists in charge of both Italy and Germany.

Read the sidebar “The Holodomor” on page 7 aloud.

Note: *Holodomor* is pronounced (/ho*luh*duh*mor/). Say the word aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *genocide*, and explain its meaning.

SUPPORT—Tell students that the term *genocide* was first created in 1944 by writer Raphael Lemkin, a Jewish lawyer born in Poland who escaped the Nazis by moving to the United States. Lemkin coined this word by putting together the Greek *genos*, meaning race or tribe, and the Latin *-cide*, a suffix meaning killing. Part of his inspiration for creating a new word may have been a radio address in 1941 by British prime minister Winston Churchill, who said, “We are in the presence of a crime without a name,” in reference to the extreme situations of mass murder being perpetrated in Europe.

SUPPORT—Explain that collectivization of agriculture was a policy enacted by the Soviet Union in the early 1930s that completely changed the way farming occurred throughout the country. Formerly private farms were taken away from peasant owners, and the land was combined into large government-owned farms.

SUPPORT—Explain that Ukraine was part of the Soviet Union during the Holodomor. The word *Holodomor* roughly translates to killing by hunger. Ask students: How was the Holodomor different from the famine that swept across the rest of the Soviet Union? (*Within the wider, naturally occurring famine was a human-caused famine that occurred in 1932 and 1933, due in large part to the collectivization of agriculture. Then the conditions in Ukraine were made worse by the obstruction of aid. The famine in Ukraine was a deliberate attempt to destroy the Ukrainian nation by starving its people to death.*) (8.14.a)

After reading the text, ask the following questions:

LITERAL—In which countries did totalitarianism rise during this period? (8.14, 8.14.a)

- » During this period, totalitarianism rose in Germany, Italy, Spain, and the Soviet Union.

LITERAL—How did Franco and the Spanish Civil War help Nazi and Italian military forces? (8.14, 8.14.a)

- » Nazi and Italian military forces gained experience in the Spanish Civil War, which they used in fighting World War II.

LITERAL—What changes did Stalin make in the Soviet Union? (8.14, 8.14.a, 8.14.f)

- » Stalin created a series of Five-Year Plans designed to increase the state's industrial and agricultural capacity. The plans successfully increased production in heavy industries, but in agriculture, they were a disaster. Stalin forced farmers to abandon their family plots to work on large state-controlled farms. Those who resisted were shot or sent to gulags (forced labor camps).

LITERAL—What was the result of the Holodomor? (8.14, 8.14.a)

- » The Holodomor resulted in the deaths of an estimated 3.9 to 7.5 million people, mostly ethnic Ukrainians. Although the Soviet government denied the existence of the Holodomor for decades, it is considered a genocide committed by the Soviet government against the Ukrainian people.

“Hitler Consolidates Power,” pages 7–10

Scaffold understanding as follows:

Have students read the section on pages 7–10 independently.

Note: *Il Duce* is pronounced (/ill/due*chay/). *Der Führer* is pronounced (/der/fyuh*rer/). *Anschluss* is pronounced (/an*shloos/). Say each term aloud, and have students repeat it after you.

SUPPORT—Explain that the phrase “cult of personality” describes a way of life that was created to practically worship a political leader and bring legitimacy to their government. It includes such aspects of life as rituals and symbolism throughout the culture, which strengthen the power of the leader.

SUPPORT—Explain that the German word *Reich* means empire, realm, or domain. The Nazi Party called their government the Third Reich, as the next empire to follow in the footsteps of the Holy Roman Empire (the First Reich) and the German Empire (the Second Reich).

CORE VOCABULARY—Point out the vocabulary term *pogrom*, and explain its meaning.

SUPPORT—Display the Nazi propaganda posters for students. Ask students to discuss how Hitler is portrayed in the posters. Have them discuss what they think the goal of the posters was and how they reflect what students read about Hitler in this section. (8.6, 8.6.a, 8.14.f)

SUPPORT—Display the image of *Kristallnacht*. The destruction of *Kristallnacht* followed a series of policies that had been put in place to marginalize Jews beginning in 1933. After *Kristallnacht*, the Nazis issued a letter saying that Jewish-owned businesses could reopen, but only if they were managed by non-Jewish people. This policy essentially removed Jewish people from the German economy. While some people were angered by the violence of the days of destruction, little was done to help the Jewish population of Germany. Ask students to explain what the people in the image are doing. (A Nazi soldier is breaking a window while a crowd of people watch him.) Ask: How does a photo like this affect historical interpretations of what occurred in Germany on that night? How would a photograph with only the results of the destruction change one's historical interpretation? (A photo with a crowd of people watching calmly tells historians that many Germans supported or at least were complicit in the destruction. A photo of only the results of destruction might suggest that people were unaware of what was happening or tried to stop it but could not.) (8.6, 8.6.a, 8.6.d, 8.14.a)

SUPPORT—When reading about Hitler's pursuit of the Sudetenland, remind students that Hitler wanted to unite all German-speaking peoples under his rule. Acquisition of the Sudetenland was a step toward achieving that goal. To Hitler, many of his actions were justified as reversals of the inequitable terms of the Treaty of Versailles following World War I.

CORE VOCABULARY—Point out the vocabulary term *appeasement*, and explain its meaning.

After students read the text, ask the following questions:

LITERAL—What happened to the Jewish people of Germany after the Nazis came to power? (8.14.a, 8.14.b, 8.14.g)

- » After the Nazis came to power, the Jewish people of Germany were targeted by the Nuremberg Laws and other laws that took away their rights to own property and to work in the military or government. Over time, the rights of Jews would decrease exponentially.

LITERAL—How did Hitler change Germany's government when he came to power? (8.14.a, 8.14.b)

- » Hitler dissolved democracy and outlawed political parties other than his own.

LITERAL—What was *Kristallnacht*? (8.14.a, 8.14.b, 8.14.g)

- » It was a pogrom, literally the Night of the Broken Glass, when Nazi mobs identified and murdered Jewish people, arrested thousands of Jewish men, and destroyed synagogues and Jewish-owned shops.

LITERAL—How did Hitler try to implement *Lebensraum*? (8.14.a, 8.14.b, 8.14.f)

- » Hitler implemented his concept of *Lebensraum* by annexing Austria, the Sudetenland, Czechoslovakia, and Poland.

EVALUATIVE—Why did nations choose appeasement as the way to deal with Hitler? (8.14.a, 8.14.b)

- » Nations chose appeasement for different reasons. Some thought the Treaty of Versailles had been too harsh. Some believed that Hitler had no ambitions beyond rebuilding Germany. Some wanted Hitler to make Germany a strong opponent of communism and the Soviet Union. Due to the lasting fatigue surrounding the death and destruction of World War I, some nations simply did not want to fight another war.

INFERENTIAL—What event led to the end of Great Britain's and France's appeasement policy toward Hitler and Germany? (8.14.a, 8.14.b)

- » Answers will vary, but students may cite Hitler's seizure of the rest of Czechoslovakia, his nonaggression pact with the Soviet Union, or his continued aggression in Europe.

LITERAL—What event started World War II in Europe? (8.14.a, 8.14.b)

- » Germany's invasion of Poland in September 1939 started World War II in Europe.

"Blitzkrieg Invasion of Poland," page 11

Scaffold understanding as follows:

Invite a volunteer to read the section on page 11 aloud.

SUPPORT—Explain to students that *Wehrmacht* means defense force in German. It is pronounced (/vehr*makt/).

SUPPORT—Explain to students that *blitz* means lightning in German, and *krieg* means war. Blitzkrieg literally means lightning war.



SUPPORT—Using the map on page 11, show students the locations of Germany and Poland. Ask: How long after Germany invaded Poland did the Soviet Union begin invading Poland? (*The Soviet Union invaded about two weeks later.*) What is the approximate absolute location of Warsaw, Poland? (53 degrees N, 21 degrees E) (8.4, 8.5)

After the volunteer reads the text, ask the following questions:

LITERAL—What was blitzkrieg? (8.14, 8.14.a)

- » Blitzkrieg was "lightning war" in which the Germans used airplanes, paratroopers, tanks, armored vehicles, and infantry in a coordinated attack.

EVALUATIVE—Why was blitzkrieg so effective? (8.14, 8.14.a)

- » Weapons of all kinds were used all at the same time. It was more than the Polish forces could handle. It was especially overwhelming because many nations had demilitarized following World War I.

"The Fall of France," pages 11–13

Scaffold understanding as follows:

Read the section on pages 11–13 aloud.

CORE VOCABULARY—Point out the vocabulary term *puppet government*, and explain its meaning.

SUPPORT—Explain that Germany’s invasion of France led to one of the most remarkable events of the war: the evacuation from Dunkirk. As France’s defenses were failing, Allied troops decided to leave France with as many soldiers and weapons as they could carry. They headed to the town of Dunkirk on France’s northern coast. On the southern coast of England, every available ship—British naval vessels as well as civilian-owned fishing boats— assembled to carry the troops across the English Channel to safety.

After reading the text, ask the following questions:

LITERAL—What happened at Dunkirk? (8.14, 8.14.b)

- » In the face of the German advance, French and British soldiers retreated to the northern French coast. From there, they were evacuated to Britain in the largest military evacuation in history.

EVALUATIVE—How did Charles de Gaulle affect the course of the war for France? (8.14, 8.14.d, 8.14.f)

- » Charles de Gaulle made sure that France was still connected to the Allied forces by creating a government-in-exile and getting the Free French to be recognized as the representatives of France.

“Winston Churchill and the Battle of Britain,” page 13

Scaffold understanding as follows:

Invite volunteers to read the section on page 13 aloud.

CORE VOCABULARY—Point out the vocabulary term *orator*, and explain its meaning.

Note: *Luftwaffe* is pronounced (/looft*vah*fah/). Say the word aloud, and have students repeat it after you.

SUPPORT—Emphasize the resilience of the British in the face of almost nightly bombings. This resilience was exemplified and encouraged by Prime Minister Winston Churchill. In one speech, Churchill said that the British would fight to the last and never surrender. Explain that the saying “Keep Calm and Carry On” stems from this time period of incessant bombing.

Note: An excerpt from Churchill’s speech is included in the Chapter 1 Additional Activity “The Battle of Britain.”

SUPPORT—Explain to students that while much of the bombing during the Blitz took place in London, few areas of the country were unaffected. Display the images of the Blitz around Britain for students. Explain that when people needed to find shelter because of a possible air raid by the Germans, sirens would sound, and people found shelter immediately. Many sought shelter in the subway tunnels under London. Others had shelters built into their homes. About two million of these, called Anderson shelters, were given to the people of Britain. Each one could hold six people.

After the volunteers read the text, ask the following questions:

LITERAL—What was the Battle of Britain? (8.14, 8.14.b, 8.14.e)

- » The Battle of Britain was Germany’s months-long aerial attack on Britain. The German *Luftwaffe* (air force) repeatedly attacked Britain.

INFERENTIAL—How do you think Sir Winston Churchill felt about the outcome of the Battle of Britain? (8.14, 8.14.f)

- » The Battle of Britain was a time of great destruction and loss in Britain. However, the British were able to successfully defend their country, so the awful battle must have become a source of pride for Churchill after initial feelings of consternation.

“The Neutrality Acts,” page 14

Scaffold understanding as follows:

Read the section on page 14 aloud.

SUPPORT—Remind students that they learned the word *isolationism* in Unit 3, *The Changing World*. Review the meaning: an approach to foreign policy displaying a reluctance to enter international affairs. Explain the word’s connection to the term *isolationist*, pointing out that they are both derived from the base word *isolate*. After World War I, Americans had a strong isolationist sentiment because they vividly remembered the war and were gripped in the 1920s and 1930s by a desire to avoid involvement in future foreign wars.

SUPPORT—According to polling conducted in January 1940, 88 percent of Americans opposed declaring war against the Axis Powers. However, after France fell to Germany and the Blitz took place in Britain, a 1941 poll showed that 52 percent of Americans thought the United States should become involved in the conflict. That number steadily increased as Americans watched Britain’s standoff with Germany continue. By April 1941, 68 percent of Americans were in favor of going to war. Ask students: Why did support for the war grow between 1940 and 1941? (*France fell to the Germans in 1940. The Blitz occurred in Britain during the following year. American support for the war grew as friendly European countries were invaded and attacked.*) Why was entering World War II different from entering World War I? (*When America entered World War I, it was the first major war the country had been involved in since the Civil War, a little more than fifty years earlier. World War I had only ended twenty years before World War II began. American casualties, while not as high as those of European nations, were still comparatively high during World War I. Thus, the United States was still war-weary.*) (8.1, 8.2, 8.3, 8.14, 8.14.c, 8.14.d)

After reading the text, ask the following questions:

LITERAL—Why were the Neutrality Acts passed? (8.14.c)

- » The acts were passed to keep the United States out of future conflicts.

EVALUATIVE—Why was the idea of isolationism appealing to so many Americans? (8.1, 8.2, 8.14.c)

- » Americans most likely thought that if they did not become directly involved in the conflict, they could stay safe from the dangers of war. The United States is geographically separated from where the war was taking place, so it was assumed that staying out of it was possible.

“Lend-Lease,” pages 14–15

Scaffold understanding as follows:

Invite volunteers to read the section on pages 14–15 aloud.

SUPPORT—Explain the meanings of the words *lend* and *lease*. *Lend* means to give someone the use of something for free with the understanding that it will be returned. No payment is needed. A lease is an agreement in which one person or party transfers resources to another person or party for a set amount of time in return for payment. A synonym for *lease* is *rent*.

SUPPORT—The U.S. Neutrality Acts were designed to ensure that the United States would not become involved in a foreign war. The laws required arms manufacturers to get an export license. Later versions of the Neutrality Acts required immediate payment for goods (“cash-and-carry”); allowed the sale of only items that were not considered implements of war, such as raw materials; and required that the items not be sent on American ships. Lend-lease was a way to get around the provisions of the Neutrality Acts.

After the volunteers read the text, ask the following questions:

LITERAL—What form did lend-lease aid come in? (8.14, 8.14.c)

- » Lend-lease aid was sent in the form of planes, tanks, trucks, guns, ordnance, and more. The United States was “lending” and “leasing” these weapons to those actively engaged in the fight.

LITERAL—How did Roosevelt explain lend-lease to the American public? (8.14)

- » Roosevelt used an analogy, saying that lend-lease was like lending your garden hose to a neighbor to put out a fire.

EVALUATIVE—Do you agree that President Roosevelt’s approach to explaining his lend-lease idea to Americans was a good one? Why or why not? (8.14, 8.14.c, 8.14.d, 8.14.f)

- » Possible answer: Yes, because it made the idea relatable to regular people. It also highlighted the fact that lend-lease would make the United States a good “neighbor” to a trusted ally.

“The Four Freedoms” and “Roosevelt and Universal Human Freedom,” pages 15–16

Scaffold understanding as follows:

Have students read the section “The Four Freedoms” on pages 15–16 independently.

CORE VOCABULARY—Point out the vocabulary term *tyranny*, and explain its meaning.

SUPPORT—In his 1941 State of the Union address, President Franklin Roosevelt presented the idea that by continuing to help Britain in the war, the United States was protecting the universal freedoms of all people. As he did with all his speeches, Roosevelt sought the input of several trusted advisors, but in the end, the revised, edited, final version was in his own words. There were seven drafts of the speech, and the famous “four freedoms” paragraph did not appear until the fourth iteration. This paragraph was dictated word for word by Roosevelt to his advisors one night as they collaborated on the speech.

Read the sidebar “Roosevelt and Universal Human Freedom” on page 16 aloud.

After reading the text, ask the following questions:

LITERAL—According to Franklin Delano Roosevelt, what are the four essential human freedoms? (8.14, 8.14.f)

- » The four essential human freedoms are freedom of speech and expression, freedom of religion, freedom from want or poverty, and freedom from fear.

EVALUATIVE—How do you know that the four freedoms highlighted by President Roosevelt are also valued by other Western democracies? (8.14, 8.14.f, 8.14.o)

- » Elements of Roosevelt’s four freedoms were later incorporated into the United Nations Charter and the UN’s Universal Declaration of Human Rights. Elements of the four freedoms were also incorporated into the Atlantic Charter of August 1941, which was a joint statement by Roosevelt and Churchill of American and British alliance.

“Nazis Invade the Soviet Union,” pages 16–17

Scaffold understanding as follows:

Read the section on pages 16–17 aloud.

SUPPORT—Explain to students that a siege is a battle strategy in which enemy soldiers surround a building or place so that those within cannot receive supplies. The siege of Leningrad lasted more than two years.

SUPPORT—Remind students that they briefly read about the Soviet-Nazi nonaggression pact earlier in the chapter. In August 1939, Germany and the Soviet Union signed the agreement, known as the Molotov-Ribbentrop Pact. The countries agreed that they would not attack each other. They also secretly divided the countries that lay between them. It was decided that Germany would claim western Poland. The Soviet Union would occupy eastern Poland, the Baltic states, and part of Finland. One week later, Germany invaded Poland. Two weeks later, the Soviet Union attacked Poland in the east. And then, in June 1941, Germany broke the pact by invading the Soviet Union.

After reading the text, ask the following questions:

LITERAL—When did the Siege of Leningrad begin and end? (8.14, 8.14.e)

- » The Siege of Leningrad began in September 1941 and continued until January 1944.

EVALUATIVE—What makes a military siege such a destructive strategy? (8.14, 8.14.a)

- » A siege cuts people off from acquiring food, supplies, ammunition, and support from other people to help them fight their attackers. It can also be psychologically devastating.

“Japan and the Coming of the War in the Pacific,” pages 17–18

Scaffold understanding as follows:

SUPPORT—Make sure students understand that the events they will read about in this section happened at the same time as the events in Europe that they just read about—not after.

Have students read the section on pages 17–18 independently.

CORE VOCABULARY—Point out the vocabulary terms *embargo* and *asset*, and explain their meanings.

SUPPORT—Display the map of Japanese expansion. Explain that in the 1930s, Japan began expanding its empire. It had already controlled Korea since 1910. Point out the location of Manchuria. In 1931, Japan invaded Manchuria, a region of northeast China. Explain that at the time of Japan’s invasion, Manchuria was part of China. After the invasion, Japan set up Manchuria as a puppet state called Manchukuo.

SUPPORT—Explain that fighting between China and Japan began in 1937 when Japan invaded China. An early battle of this invasion, called the Marco Polo Bridge Incident, is considered by some historians to be the start of World War II, rather than the declarations of war that occurred in Europe two years later. It is important to remember that World War II was a global conflict, not one confined to the Western Hemisphere. Today, the Marco Polo Bridge is known in China as the Lugou Bridge.

SUPPORT—Explain that one contributing factor to the Japanese atrocities in China was the fact that many Japanese people viewed Chinese people as vastly inferior at that time.

SUPPORT—Give students a brief background on the history of political tensions between Japan and the United States. First, economic and political relations between Japan and the United States were initiated with force by Admiral Matthew C. Perry in 1853, taking Japan out of more than two centuries of isolationism. Japan sought to expand its land holdings, resulting in war with Russia over Manchuria and Korea. In 1905, American president Theodore Roosevelt negotiated a peace treaty to end the Russo-Japanese War while also preserving American interests in the region. Many people in Japan were upset with the terms of the treaty and protested in the streets of Tokyo. In World War I, Japan was victorious as a member of the Allies. Japan hoped that the Treaty of Versailles would give it the German colonial territories in China that it had occupied during the war, as well as granting it equal status with the Western powers that also won the war. Japan proposed a racial equality clause to the charter of the League of Nations to accomplish this second goal. It was not supported and became yet another tension point between Japan and the West in general. Japan was, however, given control of the formerly German-controlled territories.

SUPPORT—The Open Door Policy was an international agreement that began at the turn of the twentieth century and was aimed at promoting equal opportunity for trade with China. The policy stated that all countries should have equal access to any of China’s ports. Both the British and the Americans had similar agreements with China dating back even longer, but once the Open Door policy was in writing, it became the official U.S. policy.

SUPPORT—Explain to students that *tripartite* means three-part.



SUPPORT—Display the world map or globe. Review the two main alliances in World War II for students. Point out each country as you name it. The Axis Powers in the summer of 1941 consisted of Germany, Japan, and Italy. The Allied Powers at that time comprised many countries, including the United Kingdom and former U.K. colonies such as Australia, Canada, New Zealand, and South Africa, as well as the Soviet Union.

After students read the text, ask the following questions:

LITERAL—What motivated Japan’s land expansion? (8.14, 8.14.a, 8.14.f)

- » Some leaders in Japan thought that land expansion would bring needed living space, resources, and goods.

LITERAL—What did the Nanjing Massacre reveal about Japan’s military intentions? (8.14, 8.14.a)

- » The Nanjing Massacre revealed Japan’s willingness to use military force and inhumane measures to achieve its strategic and imperial objectives.

EVALUATIVE—Why did Roosevelt place an embargo on Japan? (8.14, 8.14.c, 8.14.f)

- » Roosevelt placed an embargo on Japan because the Japanese military had assaulted the capital city of China, and the United States wanted to pressure the Japanese to leave.

LITERAL—What decision did Prime Minister Hideki Tojo make in reaction to the sanctions placed on Japan by the United States? (8.14, 8.14.b, 8.14.f)

- » Prime Minister Hideki Tojo decided that Japan’s navy would attempt to sink the American naval fleet anchored at Pearl Harbor. This decision would ultimately ensure America’s participation in World War II.

EVALUATIVE—Why was the formation of the Tripartite Pact troubling for the United States and Europe? (8.14, 8.14.d)

- » The Tripartite Pact was an alliance between Italy, Japan, and Germany. If the United States or Europe attacked one of these countries, the others would come to defend it against its attacker.

“Pearl Harbor,” pages 18–19

Scaffold understanding as follows:

Read the section on pages 18–19 aloud.

SUPPORT—Explain that the term *infamy* refers to something that is well-known for some bad quality.

SUPPORT—Direct students to the image of the USS *Arizona* on page 19. Explain that the site where *Arizona* sank is now part of a memorial. Ask students: Why did President Roosevelt call the day Pearl Harbor was attacked a day that would live in infamy? (*America had been attacked, unprovoked, by a foreign enemy.*) Display the image of the USS *Arizona* memorial. Have students look closely at the photograph of the memorial, and ask them what they see below the surface of the water. (*the USS Arizona*) Have students discuss what each of these photographs represents. (8.6.a, 8.6.c, 8.14, 8.14.c)

After reading the text, ask the following questions:

LITERAL—What happened at Pearl Harbor, and what were the consequences? (8.14, 8.14.c)

- » Japan attacked the U.S. naval base there. As a result, the United States entered the war.

EVALUATIVE—Why did the bombing of Pearl Harbor immediately change the course of the war for the United States? (8.14, 8.14.c)

- » Prior to Pearl Harbor, only allies of the United States were directly affected by the violence. Now, there had been an attack on American soil, and the United States was inevitably involved.

Primary Source Feature: “President Roosevelt’s Message to Congress (December 8, 1941),” pages 20–21

Scaffold understanding as follows:

Direct students to the Primary Source Feature on pages 20–21.

Introduce the source by reviewing what students read about the attack on Pearl Harbor.

Remind students that Roosevelt called the attack “a date which will live in infamy.” That quote came from this speech.

Play the video of President Roosevelt giving the speech from timestamp 01:10 to 04:04 (the first four paragraphs of the Primary Source Feature), and have students follow along in the text.

Invite volunteers to read the remainder of the source excerpt aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Roosevelt say was going on with Japan at the time of the Pearl Harbor attack? (8.6, 8.6.a, 8.14, 8.14.c, 8.14.f)


- » At the time of the Pearl Harbor attack, Japan was in conversation with the United States, looking for ways to maintain peace in the Pacific.

EVALUATIVE—Roosevelt claims the Japanese government deliberately deceived the United States. What details does he give to support that claim? (8.6, 8.6.a, 8.6.b, 8.14, 8.14.c, 8.14.f)

- » It was known that because of the distance of Hawaii from Japan, the attack was deliberately planned many days or weeks before it occurred, and Japan deliberately sought to deceive the United States with false statements and expressions of hope for continued peace.

EVALUATIVE—What is the tone or feeling of Roosevelt’s message? How do you know? (8.6, 8.6.a, 8.7, 8.7.a, 8.14, 8.14.c, 8.14.f)

- » The tone is straightforward and calm. Roosevelt clearly states at the beginning of the speech that the United States has been attacked, implying that Japan has become a common enemy. The speech is unemotional and does not make use of unnecessary words or sentiments.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (8.1)

Activity Page



AP 1.2

- Review and discuss the Framing Question: “What were the main causes of the Second World War, and why did the United States become involved?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the main causes of the Second World War, and why did the United States become involved?”
 - » Key points students should cite include: hunger and unemployment plagued Germany after World War I, paving the way for Hitler to take over; a wave of totalitarianism and extreme nationalism took hold across Europe; Hitler destroyed democracy in Germany and promoted anti-Semitism; Hitler invaded Poland and France and bombed Britain; the United States helped European allies through lend-lease but remained neutral for a time; the Nazis invaded the Soviet Union, violating the Nazi-Soviet nonaggression pact that Hitler had signed; Japan sought to create an Asian empire and invaded China; the United States placed sanctions on Japan; Japan attacked Pearl Harbor, forcing the United States to join the war.
- Choose two of the Core Vocabulary terms (*totalitarianism, fascism, collectivized, genocide, pogrom, appeasement, puppet government, orator, tyranny, embargo, or asset*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page



AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Course and Consequences of World War II

The Framing Question: How did the Allies achieve victory in World War II, and what were the consequences of the war?

Primary Focus Objectives

- ✓ Explain the significance of major military actions and turning points during World War II in the European theater and the Pacific theater. (8.14.a, 8.14.e)
- ✓ Describe the roles and importance of key figures of World War II, such as Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Dwight D. Eisenhower, George Patton, and Douglas MacArthur. (8.14.f)
- ✓ Explain the causes and consequences of the Holocaust and Japanese American internment in the United States. (8.14.g, 8.14.i)
- ✓ Analyze the contributions of U.S. soldiers and the state of Louisiana during World War II. (8.14.j, 8.14.k)
- ✓ Explain the importance of the Manhattan Project. (8.14.n)
- ✓ Describe the impact of the war on life in the United States. (8.14.l)
- ✓ Explain how key decisions from Allied conferences during World War II affected the course of the war and the postwar world. (8.14.o)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ration*, *war bond*, *income tax*, “amphibious landing,” and *atomic bomb*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Course and Consequences of World War II”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Activity (AP 1.2)
- United States Holocaust Memorial Museum’s *Guidelines for Teaching About the Holocaust*
- Nebraska Public Media video “The Man Who Won the War”
- map from the Internet of the Pacific front

- individual student copies of the National Archives Analyze a Poster worksheet (optional)
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the guidelines, map, video, and worksheets may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

ration, v. to limit the portion or amount of a resource, such as food or fuel, that can be bought or used (27)

Example: To ensure that American troops had enough supplies, civilians began to ration supplies such as gasoline, food, rubber, and cloth.

Variations: rations, rationing, rationed, ration (n.)

war bond, n. a document that promises to pay back with interest money loaned to the government for war expenses (27)

Example: To demonstrate their support for the war, Americans could buy a war bond to help finance it.

Variations: war bonds

income tax, n. money based on a percentage of income that people are required to pay to support the workings of the government (27)

Example: Income tax was one means of support for the U.S. government to fund World War II.

Variations: income taxes

“amphibious landing” (phrase) a coming to shore from the sea (30)

Example: Higgins boats were crucial for the Allies’ success because they were capable of making an amphibious landing, as they could operate in shallow waters, and allowed innumerable troops and equipment to quickly disembark onto beaches during the war.

Variations: amphibious landings

atomic bomb, n. a bomb powered by energy that is created by splitting atoms (37)

Example: The first atomic bomb, and one of only two of its kind to ever be used on a civilian population, was dropped on the Japanese city of Hiroshima on August 6, 1945, resulting in the near-complete destruction of the city and the deaths of an estimated 140,000 people.

Variations: atomic bombs

THE CORE LESSON 35 MIN

Introduce “Course and Consequence of World War II”

5 MIN

Review what students read in the previous chapter, focusing on the events that led to the United States entering the war. Explain that in this chapter, students are going to read about what happened after the United States joined the fighting in the global conflict.

Call students’ attention to the Framing Question. Tell students to look for information regarding how the Allies were able to achieve victory in World War II and what resulted from the war.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“War Rages,” pages 22–23

Scaffold understanding as follows:

Read the section on pages 22–23 aloud.

SUPPORT—Point out the propaganda poster on pages 22–23. Ask students to describe what they see. Ask: What historical events and feelings does the poster reference? (*The poster references the Revolutionary War and the feelings of revolutionary fervor of the time.*) What is the purpose of the poster? (*The purpose is to rally Americans’ support for the war in Europe and Asia by appealing to patriotic values.*) (8.1, 8.2, 8.3, 8.6, 8.6.a)

Note: You may wish to have students complete a National Archives Analyze a Poster worksheet about the image.

SUPPORT—Point out the timeline on page 24. Explain to students that a theater of war refers to the area where battles take place. There were two main theaters in World War II, the European theater and the Pacific theater, in which battles occurred simultaneously. Ask: What event occurred in the Pacific theater just after the attack on Pearl Harbor? (*Battle of Bataan*) What two events were also occurring in the European theater at that same time? (*Battle of the Atlantic and the Holocaust*) (8.2, 8.6)



SUPPORT—Point out the map on page 24. Ask: Which theater of war in World War II contained a larger area of ocean than land? (*Pacific theater*) Have students find the line at 0 degrees latitude. Explain that this line of latitude is called the equator. Ask: Which country in the Pacific theater is located near the equator? (*Philippines*) Which theater was located completely in the Northern Hemisphere? (*European theater*) (8.4, 8.5)

After reading the text, ask the following questions:

LITERAL—What was the state of the war when the United States entered the fight? (8.14)

- » When the United States entered World War II, the global conflict had already been raging for more than two years. The Axis Powers, led by Germany, Italy, and Japan, had already made territorial gains in Europe, Asia, and Africa. Germany had successfully invaded and occupied many countries. Japan had launched a series of aggressive campaigns in the Pacific, culminating in the attack on Pearl Harbor.

EVALUATIVE—How did the U.S. entrance into the war affect the Allied cause? (8.14.c)

- » The United States’ entry into the war brought significant resources, capabilities, and personnel to the Allied cause and was important in securing victory.

INFERENTIAL—Given the circumstances that existed as the United States entered World War II, do you think Americans were completely confident that they would see victory? (8.14)

- » Possible answer: No, the United States was made to enter the war, and while it had a powerful army and many resources, it was battling against several strong countries on multiple fronts. It was not a foregone conclusion that the Allies would win.

Scaffold understanding as follows:

Note: You may wish to review the United States Holocaust Memorial Museum's *Guidelines for Teaching About the Holocaust* before teaching this section.

Invite volunteers to read the section on pages 23–26 aloud.

Note: Elie Wiesel is pronounced (/eh*lee/vee*zuhl/). Say the name aloud, and have students repeat it after you.

SUPPORT—Point out a common misconception: the belief that the United States entered the war to stop the Holocaust. That is not the case. While U.S. leaders were aware of what was happening in Germany and other Nazi-held areas, they were reluctant to get involved to stop it. In fact, the United States turned away ships with Jewish refugees fleeing the Holocaust. When the United States did join the war, it was—as students read in the previous chapter—the result of a direct attack, the bombing of Pearl Harbor.

SUPPORT—Explain that the Holocaust looked very different in different parts of Europe. Jews in western Europe were rounded up and sent into the concentration camp system described in the Student Volume. Meanwhile, in places such as Ukraine, the Holocaust was characterized not by systematic, institutionalized murder but by ad hoc mass executions in remote locations. One of the largest and best-known of these mass murders occurred at Babi Yar in Ukraine. Even today, mass graves are still being discovered across eastern Europe.

SUPPORT—Explain that like European Jews, the Roma and Sinti were also targeted by the Nazis and sent to death camps such as Auschwitz, and like the Jewish people, the Roma and Sinti have their own name for this mass murder. They call it the Porajmos (/por*eye*mohs/), which means devouring.

SUPPORT—Explain that within the Nazi concentration camp system, there were designated killing centers, such as Auschwitz and Treblinka. (The text refers to them as death camps.) There were six killing centers, and they were all built in Poland. Ask students to consider why the Nazis built the killing centers in Poland rather than their home country of Germany.

SUPPORT—Explain that by the end of the Holocaust, more than six million Jewish people had been murdered—two-thirds of the entire population of European Jews. About 25 percent of Europe's Roma and Sinti population died in the Porajmos.

SUPPORT—Tell students about Sophie Scholl and the White Rose movement, another example of resistance to the Nazis. The White Rose was a group of students at the University of Munich in Germany who used nonviolent resistance to the Nazi regime. They created graffiti and gave out pamphlets against Nazi actions and politics. Sophie, a key member of the group, was killed in 1943 for the crime of treason.

SUPPORT—Explain that the trials of Nazi leaders for the Holocaust occurred in Nuremberg, Germany, the same city associated with the Nazi race laws. Because of where they were held, the trials are known as the Nuremberg trials. The court used a new term to describe what happened in the Holocaust: *genocide*. Genocide is the destruction or attempted destruction of an entire racial or ethnic group. The trials established new norms for international law regarding genocide and attempts at ethnic cleansing.

After the volunteers read the text, ask the following questions:

LITERAL—What kind of treatment did Jewish people receive in the concentration camps? (8.14.a, 8.14.g)

- » People were dehumanized through imprisonment, forced labor, starvation, torture, and, for millions of them, extermination.

LITERAL—What kinds of activities did the resistance groups take part in? (8.14.a, 8.14.g)

- » They smuggled food, shared information, and planned revolts in the ghettos and concentration camps. They also attacked Nazi supplies and soldiers from their hiding places deep in the local forests.

EVALUATIVE—Why did the life and words of Anne Frank become so well-known? (8.14.a, 8.14.g)

- » Anne Frank’s life and words represent hope and resilience in an incredibly dark time. While her diary is a historical document, it also paints a portrait of a courageous and hopeful young person who believes that people are fundamentally good in spite of her suffering.

EVALUATIVE—How did the Nazi persecution of Jews change in 1942? (8.14.a, 8.14.g)

- » In 1942, the Nazis began rounding up and murdering Jews, building special death camps for the explicit purpose of genocide and ethnic “cleansing.”

“The Eastern Front,” page 26

Scaffold understanding as follows:

Have students read the section on page 26 with a partner.

SUPPORT—Hitler’s loss at Stalingrad was the first failure that he publicly acknowledged, and it put him and the Axis Powers on the defensive. It also gave the Soviet troops confidence as they continued in the war. In 1959, construction began on a memorial dedicated to “the Heroes of the Stalingrad Battle.” The memorial is on Mamayev Hill, an area of high elevation in the city, and was completed in 1967. In the middle of the memorial stands *The Motherland Calls*, a 270-foot (82 m) statue of a woman with wings and a raised sword. In 2018, Russian people gathered at the memorial to commemorate the seventy-fifth anniversary of this turning point in World War II. For Russians, the Nazi threat meant extermination.

After students read the text, ask the following questions:

EVALUATIVE—Why did Soviet leaders keep civilians in Stalingrad? (8.14)

- » They left civilians to boost the morale of the Soviet troops.

LITERAL—What was Order Number 227? (8.14)

- » All Soviet troops were ordered to halt their retreat and stand and fight. Soviet resistance at Stalingrad eventually led to victory.

EVALUATIVE—Why was the Battle of Stalingrad a turning point in the war? (8.14)

- » Stalingrad was Germany’s first major defeat and the point at which the tide turned against Hitler. It showed the futility of Hitler’s two-front war, as the Russians were prepared to deal with harsh weather and large numbers of casualties.

"The Home Front," pages 26–28

Scaffold understanding as follows:

Invite volunteers to read the section on pages 26–28 aloud.

CORE VOCABULARY—Point out the vocabulary terms *ration*, *war bond*, and *income tax*, and explain their meanings.

SUPPORT—Point out the phrase “arsenal of democracy” in the second paragraph, and explain that an arsenal is a collection of weapons and military equipment stored by a country.



SUPPORT—Explain that deficit spending is spending that occurs when the government spends more than it collects in taxes and other revenue. When deficit spending happens, the federal budget has exceeded both the government’s income for the year and any surplus it was holding. The U.S. government still practices deficit spending today.

After the volunteers read the text, ask the following questions:

LITERAL—What was the outcome of the War Production Board? (8.14.I)

- » Many businesses transformed their operations to produce materials needed for the war, and the United States produced 7,400 ships, 88,000 tanks, 300,000 airplanes, 2.4 million trucks, 6.5 million rifles, and forty billion bullets.

EVALUATIVE—Why was rationing important at home? (8.14.I)

- » Rationing helped ensure that the troops had adequate supplies, including fuel, cloth, shoes, and food.

LITERAL—What was the purpose of victory gardens? (8.14.I)

- » By growing their own vegetables to supplement their rations, Americans contributed to the nation’s food supply.

EVALUATIVE—Why was purchasing a war bond considered a tangible way to support the war? (8.14.I)

- » During uncertain times, Americans were spending their own money on war bonds, and this money went directly to helping the war effort. It personally involved Americans in the war, even if they were not part of the fighting.

"The United States in WWII" and "The Tuskegee Study," pages 28–30

Scaffold understanding as follows:

Invite volunteers to read the section “The United States in WWII” on pages 28–30 aloud.

SUPPORT—Explain to students that newsreels were short movies that portrayed news, current events, sports, and fashion. First called *actualities* because of their “actual” delivery of moving images, newsreels were first seen in England near the beginning of the twentieth century. They eventually became a combination of journalism and entertainment. Initially shown in music halls between acts, they were later shown between films in movie theaters. Note that the video of Roosevelt giving his “Day of Infamy” speech that students watched in Chapter 1 came from a newsreel.

SUPPORT—Point out the image of Rosie the Riveter on page 28. Explain that while Rosie the Riveter came to collectively represent women who worked in factories and shipyards, the image was most likely based on a real person. The identity of that person has been the subject of much debate. For years, the woman on the posters was believed to be Geraldine Hoff Doyle, who was employed in a Navy machine shop during the war. Others believed Rosie was Rose Will Monroe, who was actually a riveter in a bomber plant near Detroit, Michigan. It's also possible that the image was inspired by Naomi Parker Fraley. Fraley was photographed working at a machine shop in Alameda, California, in 1942 while wearing the famous red polka-dot bandana.

Note: You may wish to have students complete a National Archives Analyze a Poster worksheet about the Rosie the Riveter image.

SUPPORT—Explain to students that the experience of African Americans inside and outside of the military led to a push for civil rights. The Double V for Victory campaign was an effort at racial equality for African Americans. The two Vs stood for victory over enemies outside the United States (the Axis Powers) and enemies inside the United States (people opposed to racial equality). It was a slogan used first by the *Pittsburgh Courier*, an African American newspaper.

Read the sidebar “The Tuskegee Study” on page 29 aloud.

SUPPORT—Explain that the Tuskegee study was investigating a disease that was spread through direct contact with a person who was already infected. It could produce sores, a rash, fatigue, and other uncomfortable symptoms. If not treated, this disease could lead to permanent damage to the nervous system, blindness, or hearing loss.



SUPPORT—Point out the word *whistleblower* in the sidebar. Explain that a whistleblower is a person who passes on information concerning the wrongdoing of a person or organization that is engaged in an illegal or unethical activity.

After reading the text, ask the following questions:

LITERAL—What role did Rosie the Riveter play during World War II for women? (8.14, 8.14.i)

- » Rosie the Riveter represented the new opportunities that the war made available to women. She was an icon used in propaganda posters that encouraged women to work in factories and shipyards as welders, riveters, mechanics, and production-line workers.

LITERAL—What was the Women’s Army Corps (WAC)? (8.14, 8.14.j)

- » The WAC was a branch of the U.S. Army that employed women in a variety of roles. Women in the WAC served as nurses, clerks, radio operators, and more.

EVALUATIVE—How did segregation affect the military during World War II? (8.14, 8.14.j)

- » African Americans were assigned to segregated army units. They were often given noncombatant support roles in the military. Among the most notable groups were the Tuskegee Airmen, a group of African American pilots trained in Tuskegee, Alabama, who did see combat.

EVALUATIVE—How did the portrayal of the war in newsreels differ from the reality? (8.14, 8.14.i)

- » Newsreels emphasized courage and glory in their portrayal of the war, but the realities of the war were very difficult. Many people lost their lives, and many more were physically or psychologically wounded.

EVALUATIVE—How might the Tuskegee study have reinforced already existing racial problems in the United States? (8.14, 8.14.h, 8.14.j)

- » In addition to being segregated throughout the war despite the bravery of soldiers such as the Tuskegee Airmen, African American people were used in an unethical way by doctors with no informed consent. Not only were the people in the study mistreated, but they were made to believe that they were receiving help from the medical community. This would have caused increased mistrust among African Americans.

“Louisiana’s Role in the Second World War,” pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 with a partner.

CORE VOCABULARY—Point out the vocabulary term “amphibious landing,” and explain its meaning.

SUPPORT—The Great Louisiana Maneuvers took place on more than 3,400 square miles (8,800 km²) in north and west central Louisiana between 1940 and 1944. The goal of the maneuvers was to work out all possible mistakes during training so that they did not happen during battle in Europe. One of the largest exercises, dubbed “The Big One,” took place in 1941. It was a mock battle between “red” and “blue” armies that were vying to claim the Mississippi River. Over five days, a large blue force and a much smaller red force fought a mock battle and maneuvered over thousands of square miles. Designated umpires watched the simulations and decided which side won and how many casualties were suffered. In the end, the blue force won the battle. Important takeaways from the Louisiana Maneuvers included confirmation of the need for tanks as well as infantry, forming a combined arms force, and anti-tank guns were shown to be effective against armored vehicles.

SUPPORT—Show students the Nebraska Public Media video “The Man Who Won the War” (03:18), about Andrew Higgins and the importance of Higgins boats in World War II.

SUPPORT—Over the course of the war, hundreds of thousands of Axis Powers troops became prisoners of war (POWs) in forty camps across Louisiana. These prisoners made important contributions to the Allied war effort. Louisiana legislators purposely lobbied to have POW camps in their state to help ease the labor shortage, which was putting sugarcane and cotton production in jeopardy. Once the camps were in place, local farmers could apply to use POW labor to harvest their crops. Use was also made of the specific talents of the POWs—accountants worked as clerks, tailors repaired uniforms, and mechanics rebuilt vehicles. However, the most valuable work by POWs was provided to farmers during harvest time.

After students read the text, ask the following questions:

LITERAL—What was the purpose of the Louisiana Maneuvers? (8.14, 8.14.k)

- » They allowed soldiers to practice and train for combat. The Louisiana Maneuvers not only improved the military readiness of American forces but also provided valuable lessons for future military strategies.

EVALUATIVE—Why were Higgins boats so useful during the war? (8.14, 8.14.k)

- » These vehicles were designed to operate in shallow waters, and they allowed troops and equipment to quickly disembark onto beaches. Higgins boats were used in virtually every amphibious landing of the war.

EVALUATIVE—Why were some soldiers from Louisiana referred to as Frenchies? (8.14, 8.14.j)

- » Cajun soldiers from Louisiana were called Frenchies because they could speak French, which was useful for translation and intelligence.

EVALUATIVE—Why were conditions in the Louisiana POW camps monitored so closely? (8.14, 8.14.k)

- » The government wanted to ensure that everyone, even prisoners, were being treated in a humane way and that camps were following guidelines laid out in the Geneva Conventions.

“The European Theater,” pages 31–32

Scaffold understanding as follows:

Read the section on pages 31–32 aloud.

SUPPORT—Even today, the firebombing of Dresden, Germany, remains a controversial move on the part of the Allied forces due to the civilian death toll. Between February 13 and 15, 1945, about 2,700 tons (2,500 metric tons) of explosives were dropped on the city. The British Royal Air Force flew four-engine bombers called Lancasters over the city, encountering almost no opposition during the first night of the bombing. The purpose of the campaign was to disrupt Germany’s transportation networks, but the result was a firestorm that killed tens of thousands of civilians, including children, and left the city in rubble. Writer Kurt Vonnegut was a prisoner of war in Dresden at the time of the bombing. He said that when he and his fellow POWs emerged from the bunker they were moved to during the bombing, the city was gone. Vonnegut would later write a novel called *Slaughterhouse-Five* about the bombings. The book strongly condemned the attacks. Winston Churchill also questioned the ethics of the Dresden bombing.

After reading the text, ask the following questions:

EVALUATIVE—Why was the Battle of the Atlantic significant? (8.14, 8.14.e)

- » Lasting from 1939 to 1945, the Battle of the Atlantic was the longest continuous battle of the war and a major military campaign in the European theater. It directly impacted Allied supply lines and prevented the Axis from receiving crucial resources.

LITERAL—Where did General George Patton fight the Nazis? (8.14, 8.14.f)

- » Patton fought the Nazis in Africa and in Italy.

EVALUATIVE—What was the result of Operation Torch? (8.14, 8.14.e)

- » Operation Torch created a second Allied front against the Axis Powers in French North Africa. The success of Operation Torch played a crucial role in weakening Axis influence and shifting the balance of power in favor of the Allies, paving the way for further offensives in Europe.

"D-Day: Operation Overlord," pages 32–33

Scaffold understanding as follows:

Have students read the section on pages 32–33 with a partner.

SUPPORT—The crucial D-Day invasion by Allied forces would not have been a success without the paratroopers of the 101st and 82nd U.S. Airborne Divisions. The paratroopers were dropped behind enemy lines the night before the coastal landings to head off German troops and secure targets. They knew that if the other Allied forces did not arrive by sea as planned, there would be no rescue. Due to heavy fog, pilots could not drop the paratroopers exactly as planned, and there were many losses for both divisions. Only a fraction of the original thirteen thousand paratroopers reached their destinations. But both groups quickly organized smaller, improvised squads. This airborne assault into Normandy was the largest use of paratroopers at that time.

After students read the text, ask the following questions:

LITERAL—What happened on D-Day? (8.14, 8.14.e, 8.14.f)

- » On D-Day, soldiers from the United States, under General Dwight Eisenhower's command, as well as Great Britain, France, and Canada landed in Normandy, France, and began the reclamation of France. It marked a turning point in the war.

LITERAL—What was the role of the 101st Airborne Division on D-Day? (8.14, 8.14.e, 8.14.j)

- » The U.S. 101st Airborne Division led paratroopers who were dropped behind enemy lines on D-Day. Their objective was to provide support for the Allied forces landing on the beaches.

EVALUATIVE—How did the D-Day invasion affect the outcome of the Battle of the Bulge? (8.14, 8.14.e)

- » The successful amphibious landing on D-Day led to the repulsion of a German counteroffensive at the Battle of the Bulge in the winter of 1944–45, despite heavy casualties, including more than a hundred thousand U.S. Army casualties.

LITERAL—What event ended the war in Europe? (8.14, 8.14.f, 8.14.m)

- » As the Soviets approached Berlin, Adolf Hitler died by suicide. This was followed by the German surrender. The war in Europe had ended.

EVALUATIVE—Why was the meeting of Allied leaders Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin in Tehran in late 1943 so important? (8.14, 8.14.e, 8.14.f, 8.14.o)

- » At the conference in Tehran, the decision was made to launch Operation Overlord, the invasion of German-occupied western Europe, later known as D-Day. This invasion was a major turning point in the war. Success on D-Day led directly to the end of the war in Europe.

"War Against Japan," pages 33–34

Scaffold understanding as follows:

Invite volunteers to read the section on pages 33–34 aloud.

SUPPORT—During the Bataan Death March, between sixty thousand and eighty thousand Filipino and American prisoners were made to march through the Philippines over a sixty-five-mile (105-km) route. The march lasted between five and ten days, depending on where the prisoners joined. They were made to march through tropical heat and humidity with few supplies and no medical care. They suffered from starvation and sleep deprivation. When they couldn't continue, they were beaten and sometimes killed. However, while the Allied troops had surrendered during the Battle of Bataan, their efforts were not wasted. Japanese forces had planned to take Bataan in fifty days, and Allied forces held them back for ninety-nine days.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did General Douglas MacArthur retreat during the Battle of Bataan, and what happened after the retreat? (8.14, 8.14.e, 8.14.f)

- » General MacArthur left behind American and Filipino soldiers because President Roosevelt ordered a retreat. After the retreat, Japanese forces captured seventy thousand American and Filipino soldiers and forced them on the Bataan Death March. It was a six-day march of more than sixty miles (97 km), during which the prisoners received little food and were beaten.

EVALUATIVE—Why was the Doolittle Raid considered a notable event? (8.14, 8.14.e)

- » Although the Doolittle Raid caused minimal damage, it carried significant symbolic value, and American morale was boosted.

EVALUATIVE—Why was the Battle of Coral Sea significant? (8.14, 8.14.e, 8.14.m)

- » The Battle of Coral Sea was a naval battle between the United States and Japan. It was significant because it was the first time in history that opposing fleets engaged each other with only aircraft, as the opposing ships never came into direct contact. The result was a strategic victory for the Allies.

“The Battle of Midway,” pages 34–35

Scaffold understanding as follows:

Have students read the section on pages 34–35 independently.

SUPPORT—Explain that the Allied strategy in the Pacific was to reconquer one island at a time, moving toward Japan. This strategy was called island-hopping. As Allied forces drew closer to the Japanese islands, Japan sought to stop or slow the advance with kamikaze attacks, in which Japanese sailors or air force pilots would crash their boats or planes into Allied naval vessels.



SUPPORT—Display the map of the Pacific front for students. Help them locate Okinawa, Guadalcanal, New Guinea, Tarawa, and Saipan on the map. Ask students: Why was island-hopping a wise strategy for the Pacific front? (*U.S. forces would have been able to move quickly between these islands one at a time.*) (8.4, 8.5, 8.14, 8.14.m)

SUPPORT—Explain that kamikaze bombers were first used during the Battle of Leyte Gulf in the Philippines. During kamikaze attacks, pilots purposely crashed planes directly into enemy ships, resulting in the pilot's suicide. These kamikaze attacks killed more than three thousand Japanese pilots and caused about seven thousand Allied casualties. Kamikaze attacks were only used near the end of the war, once the tide of the war had turned against the Japanese.

After students read the text, ask the following questions:

EVALUATIVE—What was significant about the Battle of Midway? (8.14, 8.14.e, 8.14.m)

- » The Battle of Midway was significant because so much of Japan's fleet and aircraft were damaged, and it helped slow Japan's takeover of the Pacific.

EVALUATIVE—Why was the Battle of Leyte Gulf significant, and how does it compare with the Battle of Coral Sea? (8.7.b, 8.14, 8.14.m)

- » The Battle of Leyte Gulf marked the largest naval engagement in history and the beginning of the end of Japan's control in the Pacific. The Battle of Coral Sea was also a naval battle between the United States and Japan, but it marked the first time in history that opposing fleets engaged each other with only aircraft, as the opposing ships never came into direct contact.

LITERAL—What role did the Navajo code talkers play in the Battle of Iwo Jima? (8.14, 8.14.e, 8.14.j)

- » The code talkers used their native language to create an unbreakable code that the Japanese could not decipher. Their services played a vital role in maintaining secure lines of communication amid the challenging and chaotic conditions on Iwo Jima.

LITERAL—Where did the largest amphibious assault in the Pacific take place? (8.14, 8.14.e)

- » The largest amphibious assault in the Pacific during the war took place at Okinawa.

"Prisoners of War," pages 36–37

Scaffold understanding as follows:

Have students read the section on pages 36–37 with a partner.

SUPPORT—Like Germany and the Soviet Union, Japan also mistreated prisoners of war. While the Geneva Conventions should have protected the rights of captured soldiers, they were not adhered to in Japan. Some prisoners were killed early on in their captivity—only about half of American POWs returned home. In contrast, only 1 percent of American POWs died in German camps. Other prisoners in Japan suffered malnutrition and starvation, as well as torture and slave labor, in violation of the Geneva Conventions. Women were also enslaved by the Japanese. Some of the women were Japanese, and others were Chinese, Korean, or Filipino.

SUPPORT—In 1988, the U.S. government apologized for the internment of Japanese Americans and paid reparations to internees and their families when President Ronald Reagan signed the Civil Liberties Act. The bill formally apologized and paid a total of \$1.25 billion in reparations for the internment of Japanese Americans.

After students read the text, ask the following questions:

LITERAL—What was the purpose of the Geneva Conventions? (8.14.a)

- » The Geneva Conventions were established to protect the rights and well-being of captured soldiers and provide a framework for their treatment.

EVALUATIVE—Why were Japanese Americans interned in the United States during the war, and how did it affect the community? (8.14.a, 8.14.i)

- » Although they were mostly American citizens, Japanese Americans were interned due to a combination of fear, prejudice, and wartime hysteria. Thousands of people were evacuated to internment camps. Japanese Americans faced significant economic hardships due to their forced removal. They lost businesses, homes, and property. Internment caused long-lasting trauma and stigma for Japanese Americans and Japanese immigrants.

EVALUATIVE—Why was the work of the 442nd Regiment during World War II noteworthy? (8.14.a, 8.14.j)

- » The 442nd Regimental Combat Team was an all-Japanese American unit, many of whom came from internment camps. While their fellow Japanese Americans were interned in the United States, the regiment became one of the most highly decorated units in U.S. military history.

“Manhattan Project,” pages 37–38

Scaffold understanding as follows:

Read the section on pages 37–38 aloud.

CORE VOCABULARY—Point out the vocabulary term *atomic bomb*, and explain its meaning. Note that the atomic bomb is sometimes referred to as the A-bomb.



TURN AND TALK—Historians still debate whether dropping the atomic bombs was the right decision. Using the bombs arguably saved the lives of thousands of American military personnel, but at the cost of thousands of Japanese lives. While the atomic bombs had been tested, the testing was done in the American desert, and no one knew for sure what the effects would be on a populated area. With these points in mind, have students discuss or debate the decision to use the atomic bombs. Make sure to emphasize the lack of availability of historical sources from such a secret project. Compare and contrast arguments for and against the use of the atomic bomb, factoring in both American and Japanese accounts. (8.6, 8.6.a, 8.6.c, 8.6.d, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.14, 8.14.a, 8.14.n)

SUPPORT—Explain that under the U.S.-written Japanese constitution, Japan was only allowed a small self-defense force, not a full-size military as other countries have. This constitutional provision remains in effect today, although that may be changing.



SUPPORT—Direct students to the map showing the major events of World War II on page 38. Ask: Which battle occurred near 180 degrees west longitude and 30 degrees north latitude? (*Battle of Midway*) Which is a landlocked location, Stalingrad or Iwo Jima? (*Stalingrad*) (8.4, 8.5)

After reading the text, ask the following questions:

LITERAL—Where were the atomic bombs dropped? (8.14, 8.14.m, 8.14.n)

- » The atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki.

LITERAL—What was the immediate result of dropping the atomic bombs?
(8.14, 8.14.m, 8.14.n)

- » The immediate result was the destruction of the cities of Hiroshima and Nagasaki, hundreds of thousands of Japanese casualties, Japan's surrender, and the end of the war.

LITERAL—What happened for seven years after Japan surrendered to the United States?
(8.14, 8.14.o)

- » For seven years after Japan surrendered, the United States occupied Japan and set up a representative democracy.

"The Aftermath of War," pages 38–40

Scaffold understanding as follows:

Invite volunteers to read the section on pages 38–40 aloud.

SUPPORT—Explain that the Crimea is a peninsula in Ukraine that juts into the Black Sea. At the time of the Yalta Conference, it was part of the Soviet Union.

SUPPORT—Explain that the Japanese military committed many atrocities in the territories it conquered. Just as Nazi leaders were put on trial for their war crimes, so Japanese leaders were tried in the Tokyo war crimes trials.

SUPPORT—Direct students to the graph on page 39. Ask: Which two countries had the greatest number of deaths during the war? (*China and the Soviet Union*) Why do you think that is? (*Possible answer: Both countries experienced prolonged invasions and damage that caused a great loss of life.*) Why does the United States have a relatively low number of deaths? (*Possible answer: The United States only entered the war in 1941, and there were not constant attacks on American soil throughout the war as there were in Europe and Asia.*) (8.4, 8.14, 8.14.e)

After the volunteers read the text, ask the following questions:

LITERAL—Which world leaders met in the Crimean town of Yalta in 1945? (8.14.f, 8.14.o)

- » President Roosevelt, Winston Churchill, and Joseph Stalin met in Yalta.

LITERAL—What decision was made about Germany at the Yalta Conference? (8.14.o)

- » At the Yalta Conference, it was agreed that Germany would be divided into occupation zones controlled by the United States, Britain, France, and the Soviet Union. Berlin, Germany's capital, was also divided into zones among the four nations, despite being located within Soviet-occupied East Germany.

LITERAL—Who represented the United States at Potsdam, Germany, in July 1945?
(8.14.f, 8.14.o)

- » President Harry Truman represented the United States at Potsdam.

EVALUATIVE—Why were the Nuremberg trials necessary? (8.14.g, 8.14.o)

- » The Nuremberg trials were necessary to bring Nazi war criminals to justice and to bring justice for the people who were tortured and mistreated during the war. The trials also served as a stark warning for the future regarding crimes against humanity.

LITERAL—What was the fate of Hideki Tojo of Japan, the leader of Japan for most of the war? (8.14.f, 8.14.o)

- » He was sentenced to death and was hanged in 1948.

“Life After the War,” page 40

Scaffold understanding as follows:

Have students read the section on page 40 with a partner.

SUPPORT—Although the provisions of the G.I. Bill of Rights were life-changing for many soldiers returning from the war, most African American veterans had a very difficult time accessing their benefits. Banks and the Veterans Administration (VA) would not approve mortgages for African American families, and trade schools and colleges that allowed African American students quickly filled to capacity and could not allow more students to attend.

SUPPORT—When reading about the United Nations, explain that the purpose of the UN is to be a center for international cooperation and the peaceful resolution of international disputes.

SUPPORT—Explain that the Security Council is like the guiding committee of the UN. It decides on admission of new UN members, and it approves changes to the UN Charter. Most importantly, it decides when the UN intervenes in a conflict. However, because each of the permanent members of the Security Council can veto any Security Council decision, the UN does not always become involved in conflicts where it might be wanted or useful.

SUPPORT—Explain that governments sometimes make people “stateless” by stripping them of their citizenship (like the Nazis did to the Jews in the 1930s) as a tactic to make that government’s atrocities “legal.” The Universal Declaration of Human Rights was designed partly to counter this.

SUPPORT—Remind students that the United Nations was not the first attempt at an international peace organization. After World War I, the League of Nations was formed, but it did not have military power to enforce its directives. The United Nations, by contrast, does have a military force of peacekeepers who enforce cease-fires and protect borders.

After students read the text, ask the following questions:

EVALUATIVE—How did the G.I. Bill help returning soldiers? (8.14, 8.14.I)

- » The G.I. Bill helped veterans by providing health care, low-interest loans for houses, and tuition for college or trade school.

LITERAL—What is the purpose of the United Nations? (8.14, 8.14.o)

- » The purpose of the United Nations is to help nations cooperate to ensure world peace.

LITERAL—What was one of the first actions of the United Nations? (8.14, 8.14.o)

- » One of the first actions of the United Nations was the adoption of the Universal Declaration of Human Rights, which commits nations to recognizing the basic rights and fundamental freedoms of all people.

EVALUATIVE—What is the significance of the Universal Declaration of Human Rights? (8.14, 8.14.o)

- » The document is significant because it protects all people, regardless of the rights given to them or denied by their individual governments. It recognizes fundamental freedoms and rights for all individuals, regardless of factors such as nationality, gender, religion, or ethnicity.

Primary Source Feature: “General Eisenhower’s D-Day Statement (June 1944),” page 41

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 41.

Introduce the source by reminding students what they learned about Operation Overlord, which is better known as D-Day today. Planning for this operation began many months before it took place, as leaders of the Allies considered how to successfully put an end to the German occupation of western Europe. Explain that this source is a message that General Dwight Eisenhower delivered to the 175,000 Allied troops shortly before they began their invasion of Normandy, France.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meaning of the following words as they are encountered in the text:

- **embark, v.** to make a start
- **striven, v.** worked with great effort
- **beseech, v.** to request urgently

TURN AND TALK—After the volunteers have read the text, have students paraphrase the main idea in each paragraph.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does General Eisenhower identify as the main purpose of the operation that is about to start? (8.6, 8.6.a, 8.14, 8.14.e, 8.14.f)

- » He states that the invasion will destroy the German war machine, eliminate Nazi tyranny throughout Europe, and provide security in a free world.

LITERAL—What does Eisenhower warn troops of in the message? (8.6, 8.6.a, 8.14, 8.14.e, 8.14.f)

- » He reminds troops that German forces are well-trained, well-equipped, and by now used to the battles of war.

EVALUATIVE—How does Eisenhower include a message of hope within his words to troops? (8.6, 8.6.a, 8.14, 8.14.e, 8.14.f)

- » He reassures those about to begin the operation that people around the world are hoping and praying for the success of the invasion. He also describes how Allied forces are stronger and better-equipped than they were in earlier years, adding that the Germans have suffered many defeats since 1941.

INFERENTIAL—Knowing what you do about the course of the Second World War, why do you think Eisenhower was determined to get this message to troops before they began Operation Overlord? (8.6, 8.6.a, 8.14, 8.14.e, 8.14.f)

- » German forces had taken control of many western European countries by 1941, and those countries and other Allied Powers were determined to take back that territory. The success of Operation Overlord would give the Allies a much stronger position to do just that by moving westward from Normandy. Eisenhower wanted troops to know that they were part of an extremely important step in regaining control of German-occupied territory. He also wanted to acknowledge the difficulty of the task they were undertaking.

Primary Source Feature: “President Truman’s Statement on the Use of the Atomic Bomb (August 6, 1945),” page 42

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 42.

Introduce the source by reviewing what students read about the Manhattan Project and the use of atomic bombs on Hiroshima and Nagasaki. Explain that after the first bomb was dropped on Hiroshima, President Truman announced to the American people the existence and use of the atomic bomb. This excerpt comes from that speech.

Invite volunteers to read the source aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—How does Truman describe the power of the atomic bomb? (8.6, 8.6.a, 8.14.f, 8.14.n)


- » He describes it as having more power than twenty thousand tons of TNT and more than two thousand times the blast power of the British Grand Slam, which at the time was the largest bomb to have been used in the history of warfare.

EVALUATIVE—What is the tone of Truman’s address? (8.6, 8.6.a, 8.14.f, 8.14.n)

- » Truman is somber and cautious. He feels that he made the right decision to drop the bomb, but he recognizes the magnitude of the decision. He also knows how dangerous nuclear technology can be and conveys that danger.

INFERENTIAL—Why does Truman not share many details about nuclear power? (8.6, 8.6.a, 8.14.f, 8.14.n)

- » Because the world was still technically involved in war, Truman did not want to divulge any details that could hamper national security.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Activity Page



AP 1.2

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (8.1)
- Review and discuss the Framing Question: “How did the Allies achieve victory in World War II, and what were the consequences of the war?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Allies achieve victory in World War II, and what were the consequences of the war?”
 - » Key points students should cite include: the Germans suffered their first major defeat at the hands of the Soviet Union at Stalingrad; people at home in the United States rationed and bought war bonds to help the war effort; women took jobs left vacant by men and kept American production going; Louisiana contributed by hosting the Louisiana Maneuvers and producing Higgins boats; the D-Day invasion allowed Allies to reclaim France from the Axis Powers; British and American troops began advancing toward Germany, leading to Hitler’s suicide and Germany’s surrender; the Allies began winning battles against the Axis Powers in the Pacific with the strategy of island-hopping; the Battles of Leyte Gulf and Iwo Jima were important Allied victories; the Manhattan Project built an atomic bomb that was eventually dropped on Hiroshima and Nagasaki, ending the war in Asia.
- Choose two of the Core Vocabulary terms (*ration*, *war bond*, *income tax*, “*amphibious landing*,” or *atomic bomb*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Assessment: Chapter 1—*Causes of World War II and U.S. Involvement*

A. On your own paper, write the letter(s) that provides the best answer.

1. What was life like in the Weimar Republic after World War I? Select the **two** correct answers. (8.14, 8.14.a)
 - a) The German economy and government were thriving.
 - b) Germans faced high unemployment and malnutrition.
 - c) Germans were proud of the outcome of World War I.
 - d) The German currency became almost worthless.
 - e) Germans became united within the republic.
2. Which of the following is a component of Nazi ideology? (8.14, 8.14.a)
 - a) The Germans created their own economic hardship.
 - b) So-called non-Aryan people should be removed from Germany.
 - c) Agriculture should be collectivized into large government-owned farms.
 - d) Enemies should be exiled or executed after being subjected to show trials.
3. Use the image to answer the question.



What did these two men have in common? (8.14.a, 8.14.f)

- a) They encouraged communist policies.
- b) They favored having more than one strong political party.
- c) They prioritized having a trusted set of advisers around them.
- d) They championed an extreme form of nationalism and opposition to democracy.

4. Which industry resisted Stalin's Five-Year Plan to achieve a socialist economy in Russia? (8.14, 8.14.a, 8.14.f)
- a) agriculture
 - b) coal
 - c) oil
 - d) steel
5. Which was one of the effects of the Nuremberg Laws? (8.2, 8.14, 8.14.a, 8.14.f)
- a) Germans were required to attend Hitler's propaganda rallies.
 - b) Nazis were ordered to destroy Jewish businesses.
 - c) Jewish people were stripped of their citizenship.
 - d) Jewish people were forced to live in ghettos.
6. Use the map to answer the question.



- Which event is represented on this map, and what was the result of this event? (8.6, 8.6.a, 8.14, 8.14.b)
- a) the German invasion of Poland and the Soviet Union, which led to fascism
 - b) the German and Soviet invasions of Poland, which led to appeasement
 - c) the Polish invasion of the Soviet Union, which caused the Axis alliance to form
 - d) the German and Soviet invasions of Poland, which caused Britain and France to declare war

7. Use the image to answer the question.



Why did French and British forces move to the coastal town of Dunkirk in northern France in 1940?
(8.2, 8.14.b, 8.14.d, 8.14.f)

- a) The city was under siege by the Nazis.
 - b) Nazi soldiers were advancing into France.
 - c) They wanted to dismantle France's puppet government.
 - d) A French government-in-exile was being set up there.
8. What happened during the Blitz? (8.14.b)
- a) The United States was convinced to enter the war.
 - b) The Germans bombed Britain for months until it fell.
 - c) Britain was invaded, and soon after, so was France.
 - d) The British successfully defended themselves from German aerial bombing.
9. What was the purpose of the Neutrality Acts? (8.14.c)
- a) to organize powerful isolationist groups in America
 - b) to keep the United States out of future conflicts
 - c) to protect the United States against the Nazis' military advance
 - d) to declare that the United States would stand up against German military aggression

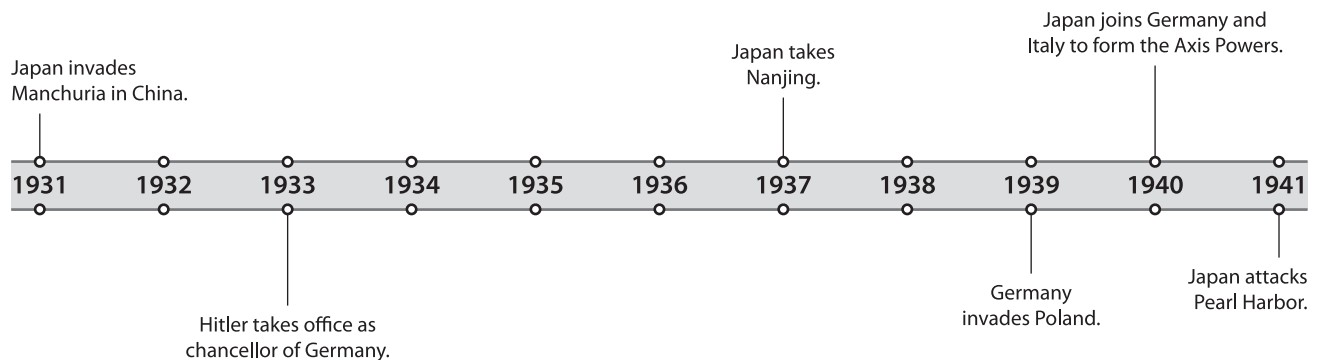
10. Use the quote to answer the question.

"We look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is freedom of every person to worship God in his own way—everywhere in the world. The third is freedom from want . . . which will secure for every nation a healthy peacetime life for its inhabitants. . . . The fourth is freedom from fear—which . . . means a worldwide reduction of armaments."

—President Franklin D. Roosevelt, January 1941

What was Roosevelt's purpose in giving this speech? Select the **two** correct answers. (8.6, 8.6.a, 8.14.c, 8.14.f)

- a) to win the presidential election
 - b) to mourn the losses at Pearl Harbor
 - c) to prepare Americans to join the war
 - d) to win U.S. support for the newly formed United Nations
 - e) to offer support and inspiration to those people already fighting against fascism
11. Why did the Siege of Leningrad not go as Hitler had planned? (8.14.f)
- a) He thought that Stalin would surrender quickly.
 - b) He thought he could create goodwill with Stalin by forming an alliance.
 - c) He thought Stalin would be a formidable foe, armed with weapons from the United States.
 - d) He thought the Soviet Union would be easy to conquer because it was a communist regime.
12. Which statement describes the reaction of the League of Nations to Japan's invasion of Manchuria? (8.14.a)
- a) The League of Nations invaded Japan.
 - b) The League of Nations condemned the invasion.
 - c) The League of Nations imposed strict sanctions.
 - d) The League of Nations expelled Japan from the organization.
13. Use the timeline to answer the question.



Which claim about the events of World War II is supported by this timeline? (8.6, 8.6.a, 8.6.b, 8.14, 8.14.b, 8.14.c)

- a) The first act of aggression was by Poland in 1939.
- b) Germany and Japan became allies after Pearl Harbor.
- c) Japan and Germany both invaded neighboring countries in the 1930s.
- d) Germany decided to invade Poland in 1939 because of Japan's alliance with Italy.

14. Use the image to answer the question.



How did the event depicted in this image affect the war? (8.14.b, 8.14.c)

- a) Germany joined the Axis Powers.
- b) The United States declared war on Japan.
- c) The Soviet Union joined the Allied Powers.
- d) Germany declared war on the United States.

15. Use the excerpt to answer the question.

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

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

—President Franklin D. Roosevelt, Message to Congress, December 8, 1941

What event is Roosevelt responding to in this excerpt? (8.2, 8.6, 8.6.a, 8.14.b, 8.14.c)

- a) the invasion of Poland
- b) the Battle of Britain
- c) the attack on Pearl Harbor
- d) the Marco Polo Bridge Incident

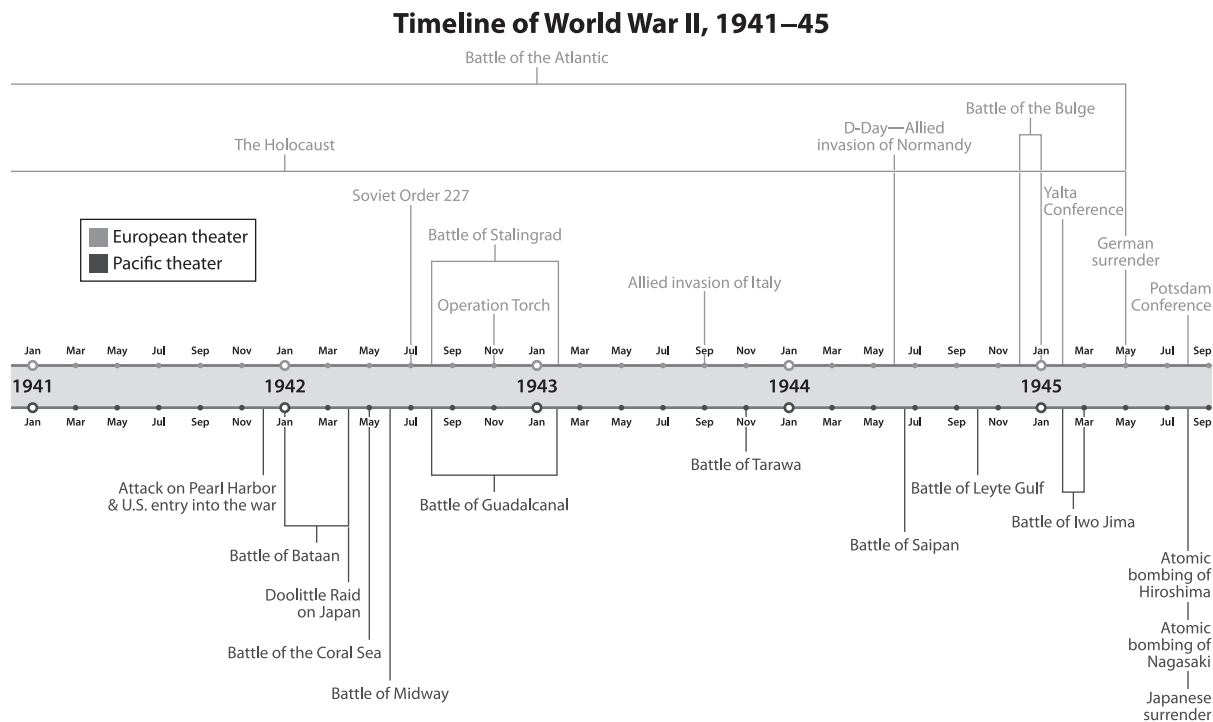
B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the rise and spread of militarism and totalitarianism in Imperial Japan, Fascist Italy, and Nazi Germany lead to World War II? Make a claim and support it with evidence from the unit. (8.2, 8.7, 8.7.a, 8.7.c, 8.14.a)

Assessment: Chapter 2—Course and Consequences of World War II

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the timeline to answer the question.



Which claim is true about the events of World War II? (8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.14, 8.14.e)

- a) Battles occurred simultaneously in the European and Pacific theaters.
- b) Japan entered the war after the Yalta Conference took place.
- c) Germany surrendered two years before Japan.
- d) The Holocaust occurred early in the war.

2. Use the quotes to answer the question.

"I keep my ideals, because in spite of everything I still believe that people are really good at heart."

—Anne Frank

"I was a body. Perhaps less than that even: a starved stomach."

—Elie Wiesel

What circumstances are being addressed by Anne Frank and Elie Wiesel? (8.6, 8.14.a, 8.14.g)

- a) the use of atomic bombs
- b) the Nazis' "final solution"
- c) the firebombing of Dresden
- d) the internment of Japanese Americans

3. Why was the Battle of Stalingrad significant? (8.2, 8.14.e)
- a) It was Germany's first major defeat.
 - b) It caused the Soviet Union to surrender.
 - c) It was the only battle to take place in Russia.
 - d) It caused a minimal number of casualties.
4. Why did President Roosevelt refer to the United States as an "arsenal of democracy"? (8.14.f)
- a) The United States was formally entering the war.
 - b) The election process remained uninterrupted during the war.
 - c) The country defended itself during many battles on American soil.
 - d) The country produced a record number of weapons for the war effort.
5. Use the image to answer the question.



Who was represented in propaganda posters of Rosie the Riveter? (8.14.i)

- a) women who entered the war as soldiers
- b) women who worked in factories and shipyards
- c) women who reported on the events of the war
- d) women who collected supplies for the war effort

6. Use the image to answer the question.



How were the Tuskegee Airmen different from most other African American military units? (8.1, 8.2, 8.14.j)

- a) The Tuskegee Airmen flew thousands of combat missions with valor.
 - b) The Tuskegee Airmen flew more missions during the war than any other fighter group.
 - c) None of the Tuskegee Airmen lost their lives while in combat.
 - d) The Tuskegee Airmen were trained in the United States.
7. Use the image to answer the question.



Why was the Louisiana-produced Higgins boat so helpful during the war? (8.14.k)

- a) It held a large amount of equipment.
- b) It allowed for amphibious landings.
- c) It was used to find oil and gas.
- d) It was lightweight and fast.

8. Use the image to answer the question.



What was the outcome of this invasion? **(8.14.e, 8.14.m)**

- a) It caused the United States to enter the war.
 - b) It laid the foundation for Allied victory in Europe.
 - c) It led to Japan entering the war as an Axis Power.
 - d) It changed the course of battles in the Pacific theater.
9. What happened during the Bataan Death March? **(8.14.e)**
- a) American soldiers won several battles in the Pacific, leading to Japanese defeat.
 - b) Filipino and American soldiers were tortured, starved, and beaten for days.
 - c) Japanese forces rescued American soldiers who were starving.
 - d) American soldiers launched a surprise attack on Tokyo, Japan.
10. What strategy did American forces use to advance on Japan? **(8.14.e)**
- a) They engaged in island-hopping.
 - b) They launched surprise attacks.
 - c) They outnumbered the Japanese.
 - d) They occupied the large cities.

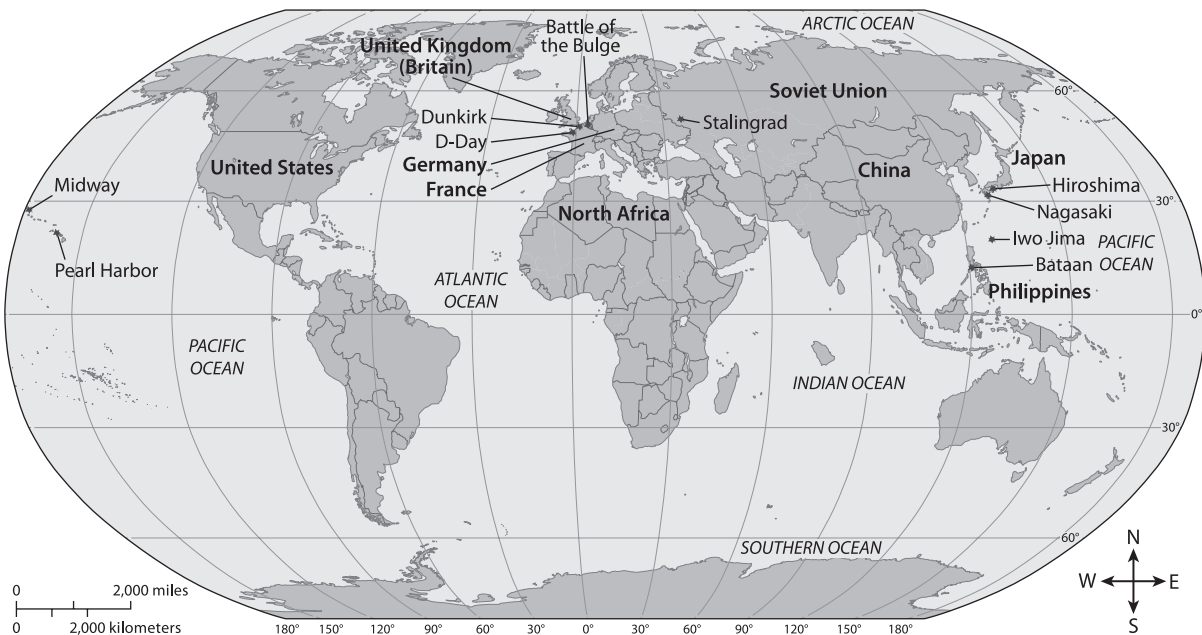
11. Use the image to answer the question.



What were some of the consequences of the internment of Japanese Americans? Select the **two** correct answers. (8.14.i)

- a) fear and prejudice being stoked
- b) significant economic hardships
- c) immigration from Japan stopping
- d) long-lasting trauma and stigma
- e) Japanese Americans leaving the military

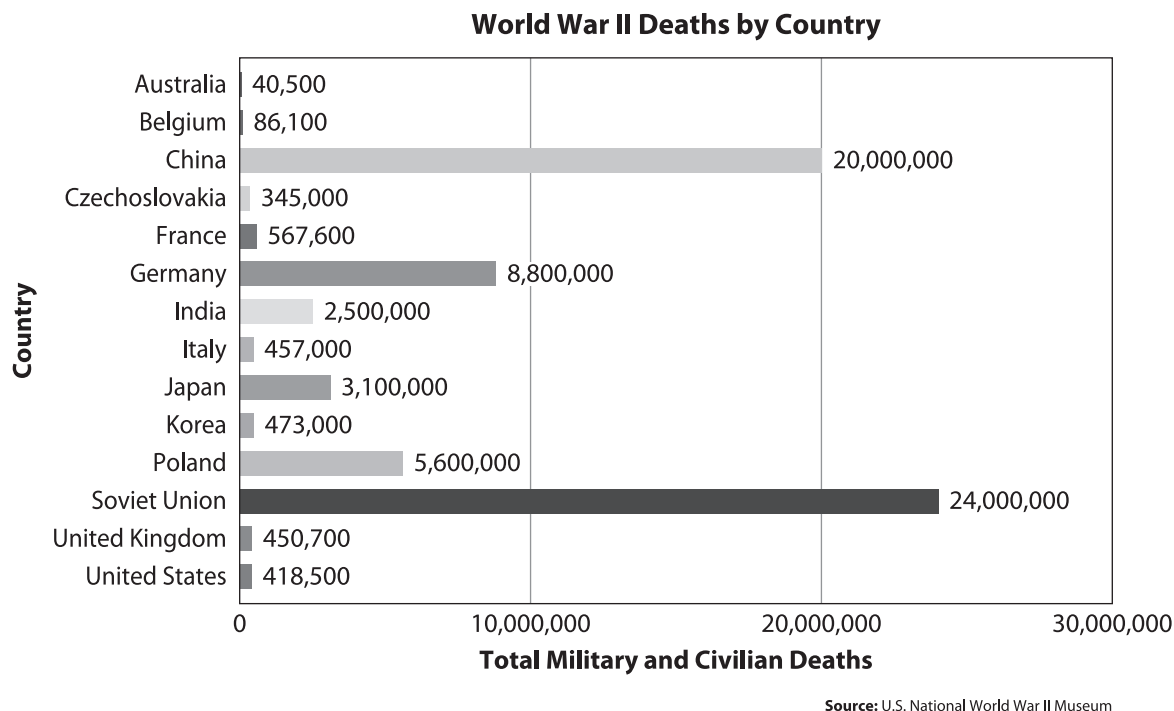
12. Use the map to answer the question.



Which continents were *not* the site of World War II land battles? Select the **three** correct answers. (8.4, 8.14.e)

- a) Asia
- b) Australia
- c) Europe
- d) North America
- e) South America
- f) Africa

13. Use the graph to answer the question.



Which country suffered the highest number of casualties during the war? (8.4, 8.14)

- a) China
- b) Germany
- c) the Soviet Union
- d) the United States

14. Use the excerpt to answer the question.

“The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.”

—President Harry S. Truman, August 6, 1945

What event is Truman referring to in this excerpt? (8.6, 8.14.n)

- a) development of the atomic bomb
- b) the firebombing of Dresden
- c) the use of kamikaze attacks
- d) amphibious landings

15. Use the excerpt to answer the question.

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

—General Dwight D. Eisenhower, June 1944

What was the main purpose of General Eisenhower's speech? (8.6, 8.6.a, 8.14.e, 8.14.f)

- a) to comfort the families of soldiers who had been killed
- b) to inspire Allied troops before Operation Overlord
- c) to question the logic of an amphibious landing
- d) to inform the code talkers of a new project

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Which battle or event was the most important turning point in the war? Make a claim and support it with evidence from the unit. (8.7, 8.7.a, 8.7.c, 8.14.e, 8.14.o)

Performance Task: *The World at War*

Teacher Directions: Totalitarianism and militarism took hold in Europe in the years leading up to World War II. During the course of the war, the fight for freedom was carried out on four continents.

Activity Page Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essay.



AP 1.3

Prompt:

How important was the idea of freedom in World War II? Make a claim and support it with evidence from the unit. (8.1, 8.2, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.14, 8.14.a, 8.14.b, 8.14.c)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Freedom was the most important reason why the Allied Powers fought the war.
Reason:	The Allied Powers wanted to stop the totalitarianism of Germany and Italy, in which the government completely controlled the people.
Evidence:	As totalitarian leaders came to power in Europe, freedoms were stripped from citizens and extreme nationalism developed. Hitler and Mussolini strongly opposed political parties. Soon, it became clear that Hitler, in particular, wanted to bring his extreme ideologies all over the world. Hitler’s desire to rid the world of Jewish people led to raging anti-Semitism, and German people were whipped up into frenzies at propaganda rallies. Freedom of thought and expression was viciously repressed. Hitler became bolder as time went on, breaking pacts and invading other European countries. With the Holocaust, the Nazi regime carried out atrocities against Jewish people, stripping them of their rights and freedom as well as their citizenship. Japan also invaded neighboring China and carried out a brutal massacre in the country. In 1941, although he would still not enter the war, President Roosevelt delivered his Four Freedoms speech. He made it clear that these four freedoms are universal human rights and are worth fighting a war over. Once the Japanese attacked Pearl Harbor, the United States no longer had a choice about entering the war. The freedoms of Americans at home were violated as well during the war, fueled by fear and wartime hysteria. Japanese Americans were interned in camps, and the Tuskegee study participants lost their freedom when the United States government used them to study a disease that was deliberately left untreated. Ultimately, the United States entered the war to defend the freedom of its citizens from the violent and oppressive governments in other parts of the world.

Counterclaim and Answer:	<p>The war was fought to fend off additional land claims of Germany and Japan.</p> <p>Although Hitler made promises to the international community about not invading certain countries, he repeatedly broke those promises. First, he invaded Poland, then the Nazis overtook France. Although Hitler was thwarted in England when the British Royal Air Force withstood the Blitz, it became clear during the war that Hitler sought total domination.</p> <p>Japan also undertook a campaign to establish its own empire in the 1930s. This was driven by military and political leaders advocating for land expansion to accommodate its growing population of sixty-five million people.</p> <p>Answer: It wasn't just German and Japanese expansionism that drove the war. It's what Germany and Japan did as they expanded, namely their removal of freedoms from conquered people. For this reason, when President Roosevelt gave his Four Freedoms speech, he made it clear that it was not a matter of if the United States would enter the war but when.</p>
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Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of World War II; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The people of Europe had their freedoms taken away as totalitarianism swept across its countries.• In totalitarian countries, political parties were abolished in favor of extreme nationalism.• The Holocaust began, driven by aggressive anti-Semitism, with Jewish people being forced into concentration camps, losing all of their personal freedoms. Other groups, such as the Roma, were also imprisoned in concentration camps.• Freedom of thought and expression was viciously repressed in fascist and totalitarian countries.• Hitler broke pacts and agreements, invading European countries and installing an oppressive Nazi regime.• Japan invaded China, perpetrated the Nanjing Massacre, and enslaved women.• The Tuskegee study subjected African Americans to inhumane medical treatment without their informed consent.• Japanese Americans were interned out of fear. Internment took away their homes, rights, and freedoms and created severe economic hardship.• The United States entered the war after Pearl Harbor because the four universal human freedoms, as President Roosevelt referred to them, were worth fighting for.• Even before the United States entered the war, Roosevelt called the United States an “arsenal of democracy,” indicating the importance of supporting political freedom.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of World War II, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of World War II, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of World War II. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *The World at War*

Totalitarianism and militarism took hold in Europe in the years leading up to World War II. During the course of the war, the fight for freedom was carried out on four continents.

How important was the idea of freedom in World War II? Make a claim and support it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The World at War*, as well as from the sources and resources in the unit activities.

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

Activity Page 1.1

Use with Chapter 1

Letter to Family

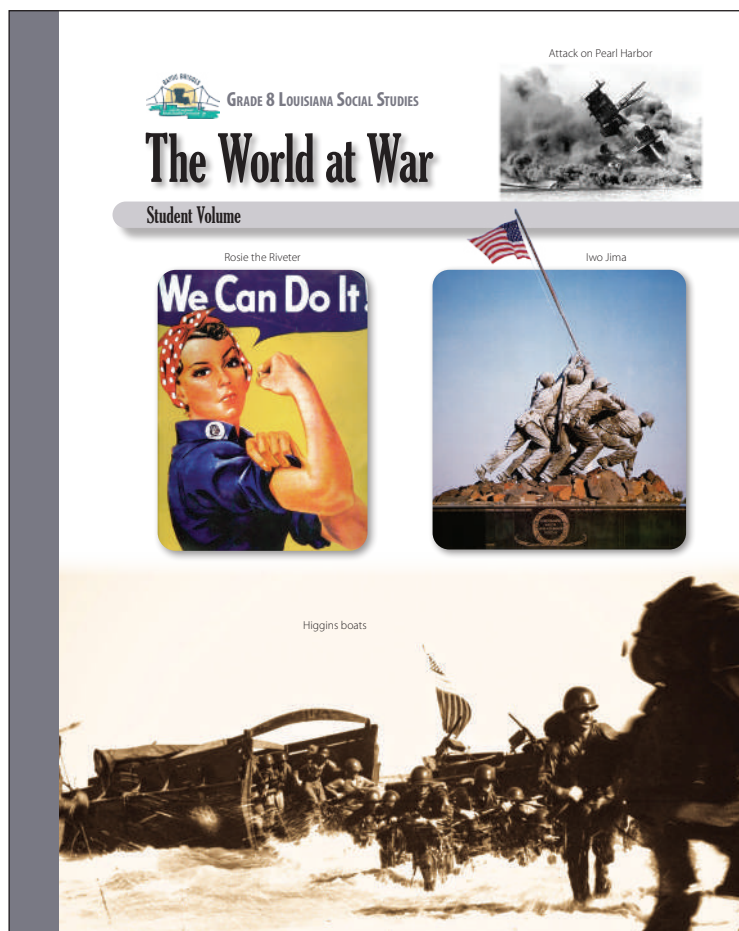
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the causes, course, and consequences of World War II. They will learn about how totalitarianism and fascism swept through Europe in the 1930s, culminating in a war for freedom.

In this unit, students will analyze how oppressive governments were able to come to power, the ways in which they repressed free thought and used propaganda to control people's emotions, and how Adolf Hitler's Nazi regime subverted the political process and began taking over other European countries. They will explore the pitfalls of the strategy of appeasement that was used to keep peace with Hitler and how President Roosevelt spoke about the four universal freedoms of all people, even before he was willing to declare war. Students will learn about the conquests of Japan, which happened simultaneously with those of Hitler in Europe, and the events of Pearl Harbor, which caused the United States to enter the war. They will understand the gravity of the Holocaust and learn of the events of many battles between the Allied and Axis Powers that led to Allied victory, including specific turning points in the war, such as the D-Day invasion and the Battle of Midway. Students will also learn about how the war changed life at home in the United States.

As part of their exploration, students will also learn a little bit about genocides that occurred within the context of the war, the sometimes inhumane treatment of prisoners of war, and the existence of internment camps within the United States. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of historical events.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____

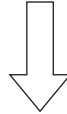
Date _____

Activity Page 1.3

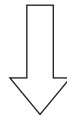
Use with Performance Task

Claims and Evidence

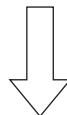
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



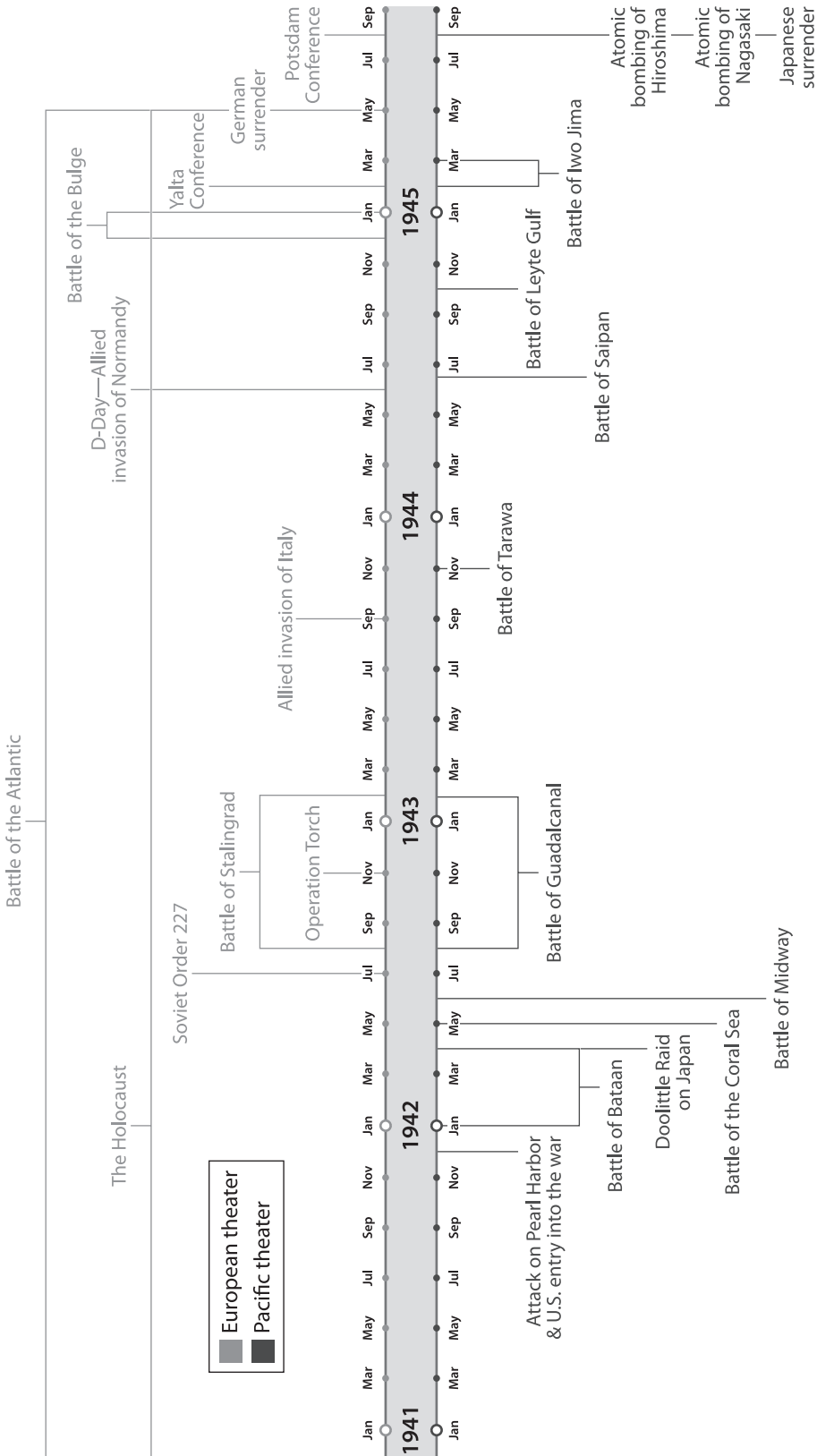
IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Timeline of World War II, 1941–45



Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapter 2

- 1.** How many years ago did the attack on Pearl Harbor occur? Explain how you know.

- 2.** What was the longest battle of the war? Where was it fought?

- 3.** When did the war end? Why?

- 4.** What do you think was the most important or consequential year in the war? Why?

- 5.** Based on your readings, can you think of an important event that was not included in this timeline? Where would it go? Add it to your timeline.

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the terms in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

totalitarianism	puppet government	ration	fascism
orator	war bond	collectivized	tyranny
income tax	genocide	embargo	amphibious landing
pogrom	asset	atomic bomb	appeasement

Down

1. a government that looks like it is working independently but is instead controlled by another power
3. something that is owned by a person, company, or country
4. an extreme nationalism in which a dictator controls the public absolutely
6. organized into group or state ownership rather than private ownership
10. a government order that limits or stops trade
13. an act in which one person or group seizes all government power, usually ruling in a harsh and brutal way

Across

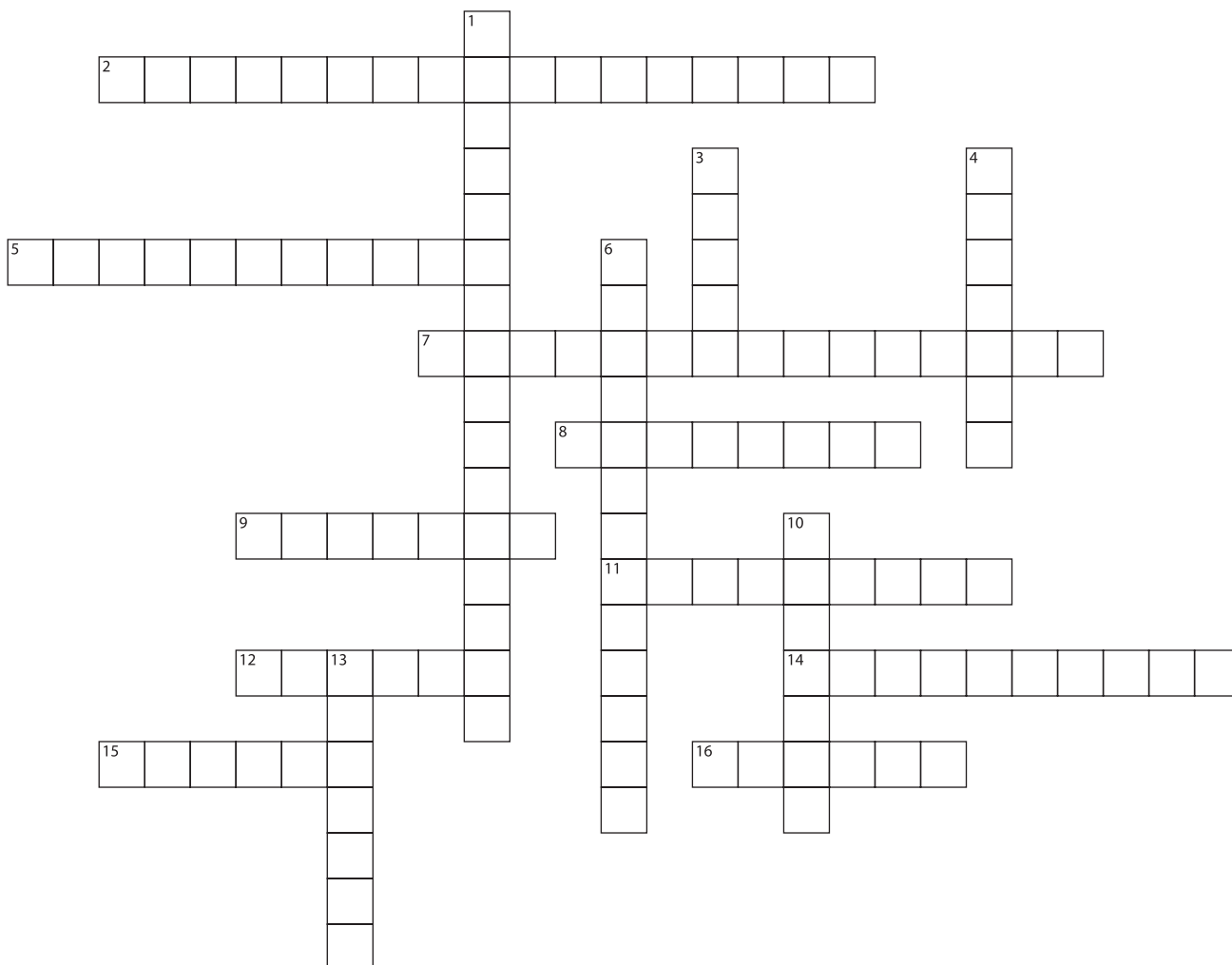
2. a coming to shore from the sea
5. the practice of meeting someone's demands in order to avoid trouble, especially when one does not agree with them
7. a political system in which the government controls the people completely
8. the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics
9. a document that promises to pay back with interest money loaned to the government for war expenses
11. money based on a percentage of income that people are required to pay to support the workings of the government
12. to limit the portion or amount of a resource, such as food or fuel, that can be bought or used
14. a bomb powered by energy that is created by splitting atoms
15. a public speaker
16. an organized attack on people who belong to a minority group, often Jewish people

Name _____

Date _____

Activity Page 2.2 (*continued*)

Use with Chapter 2



- 8.1** Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.
- 8.2** Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.
- 8.3** Compare and contrast events and developments in U.S. history from 1877 to 2008.
- 8.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.
- 8.5** Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 8.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 8.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 8.8** Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.
 - a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
 - b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
 - c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.
- 8.9** Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.
 - a)** Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.

- b)** Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.
- c)** Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.
- d)** Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.
- e)** Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.
- f)** Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.
- g)** Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.
- h)** Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.
- i)** Analyze the events leading to *Plessy v. Ferguson* (1896) and the consequences of the decision, including changes to the Louisiana Constitution.
- j)** Explain the emergence of the Jim Crow system and how it affected Black Americans.
- k)** Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

8.10 Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.

- a)** Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.
- b)** Analyze Frederick Turner's "The Significance of the Frontier in American History."
- c)** Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.
- d)** Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.
- e)** Analyze the events leading to and effects of the U.S. acquisition of Hawaii.
- f)** Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.
- g)** Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

- a)** Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.
- b)** Explain the reasons for the initial U.S. policy of neutrality and isolationism.
- c)** Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the *Lusitania*, and the Zimmerman Telegram.

- d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.
- e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and *Schenck v. United States* (1919).
- f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.
- g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.
- h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

- a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.
- b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.
- c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.
- d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.
- e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).
- f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.
- g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.
- h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.
- i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.
- j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.
- k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

- a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.

- b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of “Hoovervilles,” and soup kitchens.
- c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.
- d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.
- e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

- a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.
- b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.
- c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.
- d) Describe the role of alliances during World War II, including the Allies and Axis Powers.
- e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).
- f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).
- g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.
- h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.
- i) Explain the causes and effects of Japanese internment in the United States during World War II.
- j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun “Frenchies”, the Women’s Army Corps (WAC), and the Navajo Code Talkers.
- k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.
- l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen’s Readjustment Act (GI Bill).
- m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States’ critical role in the Allied victory.

- n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.
- o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

- a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8022 and Executive Order 9981.
- b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.
- c) Analyze how the murder of Emmett Till affected support for the civil rights movement.
- d) Analyze the importance of the *Brown v. Board of Education* (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.
- e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.
- f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.
- g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.
- h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.
- i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.
- j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).
- k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

- a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.
- b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).
- c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.
- d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.
- e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.

- f)** Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.
- g)** Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

- a)** Explain how events and developments of the modern era have affected American society.
- b)** Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.
- c)** Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.
- d)** Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: *The World At War*

Student Volume Questions

Chapter 1

p. 4 Think Twice Responses will vary but should include negative effects such as struggling to make ends meet, hunger, hopelessness, desperation, etc.

p. 5 Think Twice Political conflict, economic hardship, and deadlock created feelings of uncertainty and insecurity. Hitler promised solutions that would address those things.

p. 5 Think Twice Totalitarian rule takes away the rights and freedoms of citizens.

p. 9 Think Twice In public gatherings and speeches, the Nazis had been whipping up anti-Jewish feeling by blaming the Jewish people for Germany's loss in the First World War and the country's economic problems. Placing the blame for problems on this one group encouraged other Germans to take out their frustrations on them.

p. 13 Think Twice Yes, on land an army may find many ways to get from one place to another, but an island is surrounded by water, and Britain's navy was strong, so the only good way for Germany to attack was by air.

p. 16 Think Twice Hitler was against freedom of speech and freedom of religion—he wanted all people to support him and his government, and he wanted to be rid of Jewish people and others who spoke out against him. Hitler also believed that aggression against other nations was an acceptable way to get what he wanted. These stand in direct opposition to Roosevelt's four freedoms.

p. 17 Think Twice Stalin's determination to resist Hitler's forces may have stemmed from his own power and status within the Soviet Union. Surrendering to the Nazis would have undermined his leadership and authority, potentially leading to his own downfall. In addition, the lend-lease aid from the United States was a likely factor in allowing the Soviet Union to resist when other countries could not.

p. 19 Think Twice The key factors that led up to the Japanese attack on Pearl Harbor were Japan's imperial expansion and the United States' response of placing embargoes and sanctions on Japan.

p. 19 Think Twice Answers will vary. Students should be able to explain their choices.

Chapter 2

p. 25 Think Twice Students should recognize that hiding would have been very difficult even with help and impossible without it.

p. 30 Think Twice The Red Cross closely monitored the conditions in the POW camps in Louisiana to ensure that the prisoners received appropriate treatment as outlined in the Geneva Conventions. By overseeing these camps, it aimed to prevent mistreatment or violations of the rights of captured enemy soldiers, promote humane treatment, and uphold international standards of conduct during war.

p. 32 Think Twice One possible reason why the Allies attempted to take out industrial centers in places like Dresden could be to disrupt Germany's war production capabilities and hinder its military efforts.

p. 34 Think Twice Bombing Tokyo showed that Japan was vulnerable to attack.

p. 35 Think Twice Fighting defensive battles means that side is under attack and trying to stop the enemy from getting closer or taking more away.

p. 40 Think Twice The trials helped shed light on Nazi atrocities during the war. They held individuals accountable for their actions and established a precedent that crimes against humanity would not go unpunished.

p. 40 Think Twice The G.I. Bill provided educational and economic opportunities for veterans, contributing to their economic advancement. The United Nations fostered diplomatic discussions, protected human rights, and worked toward global peace and cooperation.

Chapter Assessments

Chapter 1

A. 1. b, d 2. b 3. d 4. a 5. c 6. d 7. b 8. d 9. b
10. c, e 11. a 12. b 13. c 14. b 15. c

- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that in Germany, hunger, joblessness, and hyperinflation created economic and political crises that prompted people to embrace the extreme politics of Hitler; in Italy and Russia, Mussolini and Stalin became dictators and suppressed personal beliefs; Mussolini outlawed opposition political parties and censored the press; and Stalin promoted socialism at home before moving to export its communist ideology to other countries. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. a 2. b 3. a 4. d 5. b 6. a 7. b 8. b 9. b 10. a 11. a, b 12. b, d, e 13. c 14. a 15. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as that the D-Day invasion was the most important turning point in the war because the amphibious landing laid the foundation for victory in Europe; it led to the repulsion of a German counteroffensive at the Battle of the Bulge in the winter of 1944–45; and after the Battle of the Bulge, U.S. and British forces continued their advance into Germany. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Source: President Roosevelt’s Message to Congress (December 8, 1941)

Content: The source is a speech in which President Roosevelt states that there was no threat of war from Japan before the attack.

Creation: Roosevelt delivered the speech the day after the attacks on Pearl Harbor.

Communication: The audience is Congress and the American people, and the purpose of the speech is to inform the public about the attack and casualties and to ask Congress to declare war on Japan.

Context: World War II had been going on for two years, but the United States had maintained a policy of neutrality and was hesitant to enter the war. The attack on Pearl Harbor forced the country into the war.

Connection: The world was still tired from World War I, which ended only twenty years before. This is a big part of the reason why Roosevelt had not wanted to be involved.

Consideration: Roosevelt is angry that the United States was attacked with no warning and that American lives were lost. He is determined to defend the country.

Conclusion: The source explains why the United States had to become involved in the war. The Allied Powers were dealing with countries that did not respect democracy or human rights.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: General Eisenhower’s D-Day Statement (June 1944)

Content: The source is a message written by General Dwight Eisenhower. In it, he tells troops what to expect and what they should hope to accomplish.

Creation: This source was created by Eisenhower in June of 1944, before D-Day began.

Communication: The purpose of the source is to encourage the Allied troops about to embark on the D-Day invasion of Normandy, France. It is written directly to the soldiers, sailors, and airmen who make up the Allied Expeditionary Force.

Context: The Second World War had been raging in Europe for several years by the time D-Day took place. Operation Overlord, the original name of D-Day, had been in the planning stages since the year before, when it was decided upon at a conference of Allied leaders in Tehran, Iran.

Connection: This source relates to the context by showing an Allied commander’s perspective on and goals for the invasion, which he and others hoped would help bring an end to the German occupation of much of western Europe.

Consideration: This source expresses the point of view of a military commander who has a clear goal as well as experience on the battlefield. His bias in favor of the Allied troops and goals is evident in his use of positive adjectives like “brave” and “liberty-loving.” His bias against German forces is communicated through terms like “war machine” and “tyranny.”

Conclusion: The source is a message of hope to troops who are about to participate in a dangerous and highly consequential invasion. It helps answer the Framing Question by providing additional context for how the Allies were able to achieve victory in the Second World War through targeted military operations like D-Day. It contributes to an overall understanding of history by giving me a glimpse of how a powerful military commander worried for and also had faith in the troops under his command. I have a better understanding of just how key an event D-Day was in the outcome of the war.

**Primary Source Analysis (AP 1.2): Chapter 2
Primary Source Feature 2**

Source: President Truman’s Statement on the Use of the Atomic Bomb (August 6, 1945)

Content: The source is a speech that informs the American public that the United States has dropped an atomic bomb on the Japanese city of Hiroshima.

Creation: The speech was delivered by President Truman on the day the bomb was dropped in Japan.

Communication: The intended audience is the American public, and the purpose is to let citizens know that releasing atomic energy means the world has entered a new era in humanity’s understanding of nature’s forces.

Context: The United States had been involved in World War II for more than two years. There had been many casualties in the Pacific theater. While the United States won some victories, there had not been a decisive battle in favor of the United States.

Connection: The United States had not wanted to be involved in World War II in the first place but had now been fighting for years against formidable opponents. When President Truman was faced with the option of using the bomb to end the war, he took it.

Consideration: Truman is sharing a solemn moment with the country. Although the bomb will inevitably lead to the end of the war, a city in Japan has been destroyed. He also talks about the implications of nuclear energy for the future.

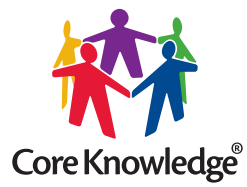
Conclusion: The Allies fought and won many battles. In the end, the atomic bomb ended the war with Japan. The consequences of the war were a renewed respect for human rights and a warning to oppressive, totalitarian governments.

Timeline of World War II (AP 2.1)

1. In 2024, the attack on Pearl Harbor was eighty-three years ago. Adjust for the current year.
2. The longest battle of the war was the Battle of the Atlantic. It was fought in the Atlantic Ocean, in the European theater.
3. The war ended in 1945 when atomic bombs were dropped on Hiroshima and Nagasaki.
4. Answers will vary. Students should provide evidence from the timeline to support their claim.
5. Answers will vary. Students should have added the new event to their timeline, including the correct theater in which it occurred and the chronologically correct placement.

Domain Vocabulary: Chapters 1–2 (AP 2.2)

Down	Across
1. puppet government	2. amphibious landing
3. asset	5. appeasement
4. fascism	7. totalitarianism
6. collectivized	8. genocide
10. embargo	9. war bond
13. tyranny	11. income tax
	12. ration
	14. atomic bomb
	15. orator
	16. pogrom



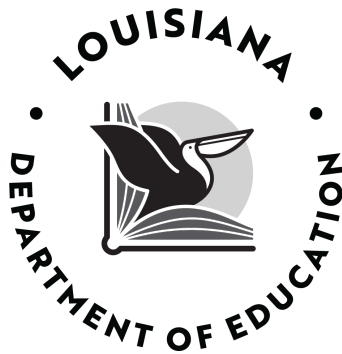
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Deportation of Jewish Children from the Warsaw Ghetto to concentration camps, 1943 (b/w photo) / © SZ Photo / Bridgeman Images: 7d

Edward C. Glead and two unidentified Tuskegee airmen. / Universal History Archive/UiG / Bridgeman Images: i, iii, 7c, 61a

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Japanese families arriving at Camp Harmony Assembly Center, Puyallup, Washington State, 1942 (b/w photo) / American Photographer, (20th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 7f, 63

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Nazi leader Adolf Hitler saluting members of the SA marching at the Nuremberg Rally, Germany, 1927 (colour photo) / German Photographer, (20th century) / German / Private Collection / © Look and Learn / Bridgeman Images: 6d

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