

NAME:

WORLD WAR II

If lost please return to Mrs. Pool in E402B ☺



UNIT SIX
DOCUMENT PACKET

NOTES FROM THE TEXTBOOK

In the space below, take notes on Ch 24 Sec 1 (p 734-741)

Read by 2/5 class

Define the following vocab terms:

Josef Stalin:

totalitarian:

Benito Mussolini:

Fascism:

Adolf Hitler:

Nazism:

Francisco Franco:

Neutrality Acts:

In the space below, take notes on Ch 24 Sec 2 (p 742-747)

Read by class on 2/7.

Define the following vocab terms:

Neville Chamberlain:

Winston Churchill:

Appeasement:

Nonaggression Pact:

blitzkrieg:

Charles de Gaulle:

NOTES FROM THE TEXTBOOK

In the space below, take notes on Ch 24 Sec 3 (p 748-755)
read by class on 2/24 *

Define the following vocab terms:

Holocaust:

Kristallnacht:

Genocide:

Concentration camps:

In the space below, take notes on Ch 24 Sec 4 (p 756-763)
read by class on 2/11

Define the following vocab terms:

Axis Powers:

Lend-Lease Act:

Atlantic Charter:

Allied Powers:

Hideki Tojo:

Pearl Harbor:

NOTES FROM THE TEXTBOOK

In the space below, take notes on Ch 25 Sec 1 (p 768-774)

read by class on 2/13

Define the following vocab terms:

Manhattan Project:

Office of the Price Administration:

War Productions Board:

rationing:

In the space below, take notes on Ch 25 Sec 2 (p 775-783)

read by class on 2/19

Define the following vocab terms:

Dwight D. Eisenhower:

D-Day:

Battle of the Bulge:

V-E Day:

Harry S. Truman:

NOTES FROM THE TEXTBOOK

In the space below, take notes on Ch 25 Sec 3 (p 784-793)
read by class on 2/20

Define the following vocab terms:

Douglas MacArthur:

Chester Nimitz:

Battle of Midway:

kamikaze:

J. Robert Oppenheimer:

Hiroshima:

Nagasaki:

Nuremberg Trials:

In the space below, take notes on Ch 25 Sec 4 (p 796-801)
read by class on 2/21

Define the following vocab terms:

GI Bill of Rights:

Congress of Racial Equality:

Internment:

Korematsu v. United States:

INTRO LECTURE: WHAT'S GOING ON IN EUROPE?

USE THE SPACE BELOW TO TAKE NOTES.

<p>LONG-TERM CAUSES OF WORLD WAR II:</p>	

TWO POLITICAL POLICIES:

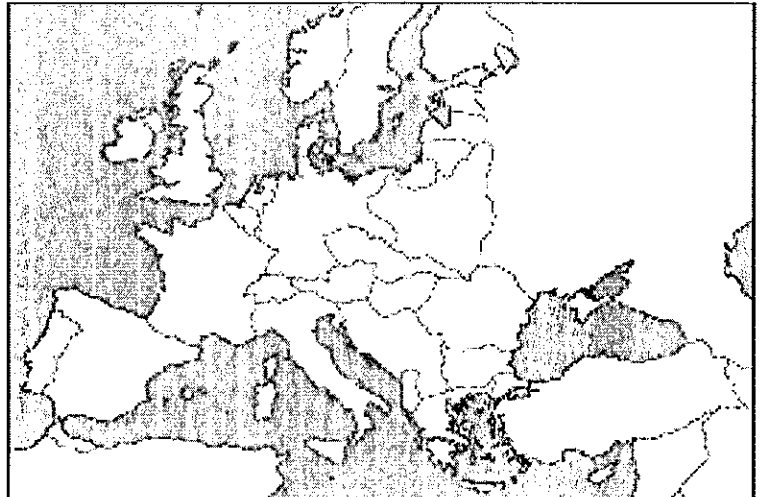
Appeasement:

Aggression:

The Munich Pact:

Axis Powers:

Allied Powers:



INTRO LECTURE: WHAT'S GOING ON IN EUROPE?

USE THE SPACE BELOW TO TAKE NOTES ON THE MAJOR PLAYERS:



FASCISM QUOTES

Read over the following quotes. Develop a working definition of fascism.

What IS it? What is it NOT? What is the relationship between the individual and the State?

“Fascism repudiated the doctrine of Pacifism... war alone puts the stamp of nobility upon the peoples who have courage to meet it... Fascism combats the whole complex system of democratic ideology, and repudiates it... Fascism denies that the majority can direct human society... Fascism denies the absurd conventional untruth of political equality... Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the state. – Benito Mussolini (1935)

violence is unjustifiable; peace-making

refuses to accept

“The leader of genius must have the ability to make opponents appear as if they are of another category.” -Hitler

“The Fascist worldview is intolerant, and this intolerance is virtuous. It will never share its place with the current order. It will wage a destructive battle to abolish the current order. It is not necessary for every individual fighter in this battle to understand the ideas and plans of the Fascist worldview. The Fascist worldview can exist only if leaders of great intellectual ability are served by a large mass of men who are passionately devoted to the cause. We must inspire discipline and blind faith, for the side with the best disciplined and most blindly obedient troops always triumphs.” – Hitler

“The truth is that men are tired of liberty.” - Mussolini

freedom

“The Jew has not interest in the solution of Germany’s fateful problems. He cannot have any. For he lives on the fact that there has been no solution. If we would make the German people a unified community and give them freedom before the world, then the Jew can have no place among us... The Jew is responsible for our misery and he lives on it.” -Joseph Gobbels

“Strength lies not in defense, but in attack.” – Hitler

“The keystone of the Fascist doctrine is its conception of the State, of its essence, its functions, and its aims. For Fascism, the State is absolute, individuals and groups relative.” – Mussolini

“All within the state. Nothing outside the state. Nothing against the state.” – Mussolini

“From [the Aryan] originate the foundations and walls of all human creation... Blood mixture and the resultant drop in the racial level is the sole cause of the dying out of old cultures... All who are not of good race in the world are chaff. [The Jew] waves a net of enemies (and) incites them to war... destroys the foundation of all national self-maintenance and defense, destroys faith in the leadership... contaminates art, literature, the theater (and) drags men down.” -Hitler

worthless

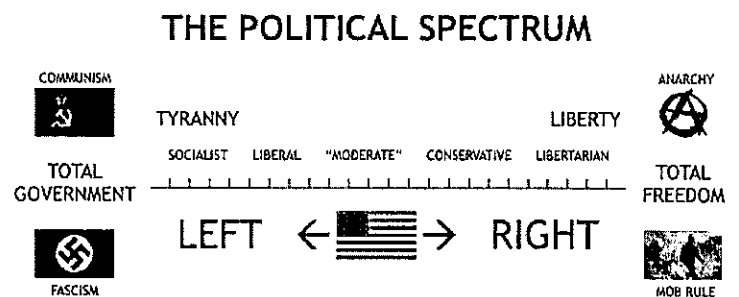
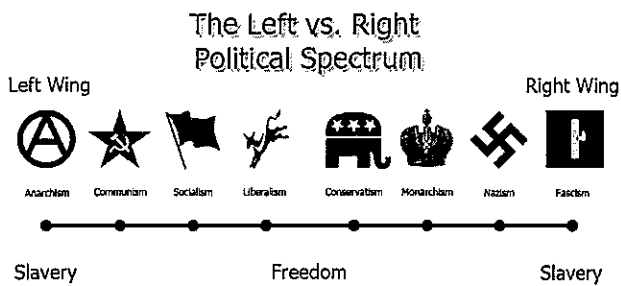
“Fascism should more appropriately be called Corporatism because it is a merger of state and corporate power” Benito Mussolini

In your own words, what’s **fascism**?

FASCISM: COMPARING GOVERNMENTAL FORMS

We're going to be talking a LOT about Communism and Fascism during WWII and the Cold War, so let's compare and contrast the two.

	Communism	Fascism
Definition	A theory or system of social organization based on the _____, with actual ownership _____.	A government system led by a _____ having complete power, _____, regimenting all industry and emphasizing an _____.
Political System	No leader, directed directly by the people. This has never been actually practiced, and in reality _____.	One _____ has _____ authority. Often the symbol of the state.
Religion	Abolished.	Worship of the _____ through nationalism.
Key Peeps	Karl Marx, Vladimir Lenin	Benito Mussolini, Adolf Hitler
Economy	_____ in which wealth and control is shared across all the people. No _____.	Private ownership, but _____. ("National Socialism")
Social Structure	All class distinctions are _____.	_____ necessary to prevent chaos.
Free Choice	No leaders (in theory) so everyone makes their own choices freely.	The individual is meaningless and is only useful as it serves the State.
Discrimination	All members are _____.	Belief in _____ that should rule; problems are blamed on other _____.
World View	Communism is an _____; Communists in one country see themselves in solidarity with Communists in other countries.	Fascists are _____ who see no reason to respect the rights of other nations.

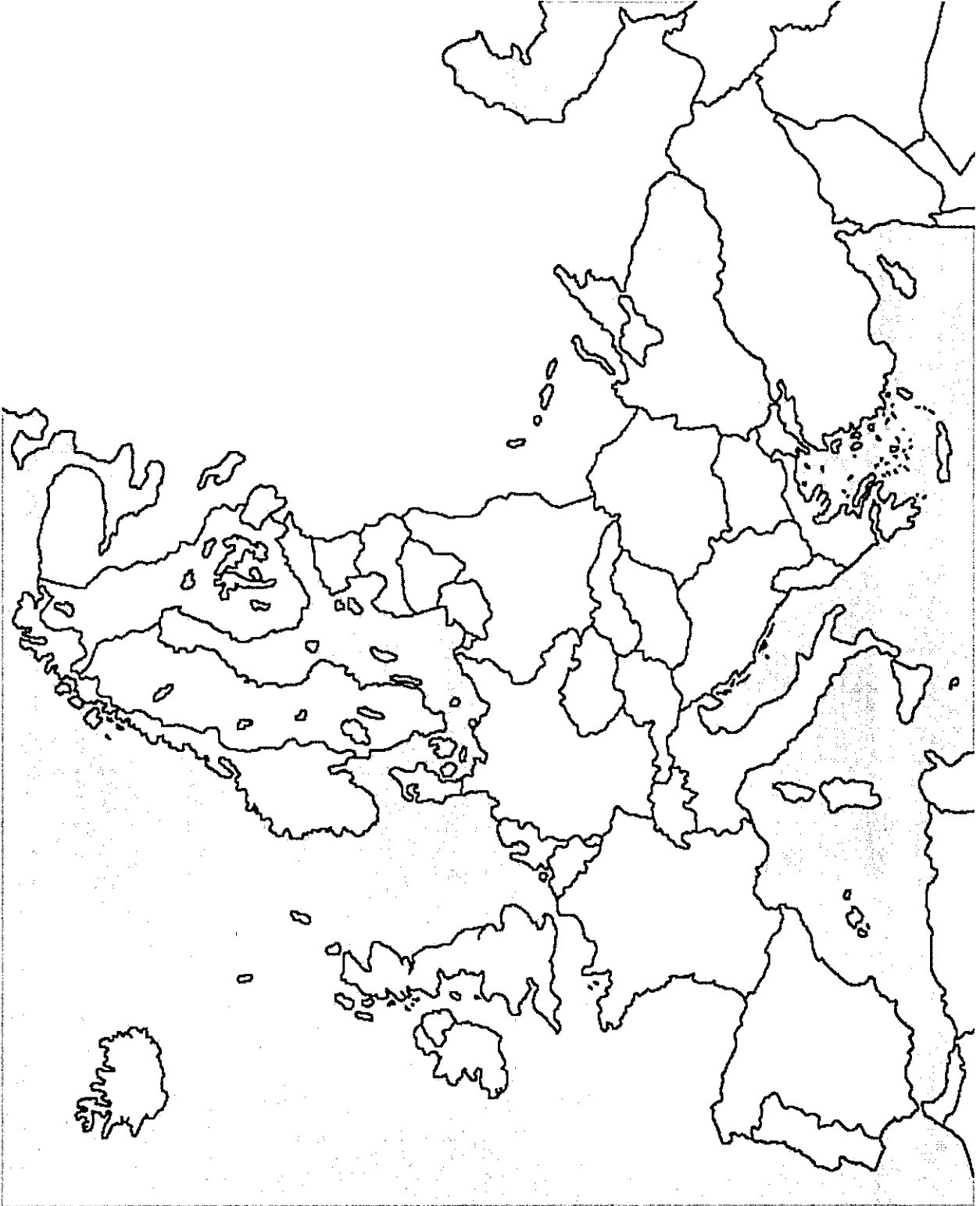


Explain the reason for the discrepancy (lack of similarity) between these two political graphs. Consider point of view.

Based on the definition from today, where do you think fascism belongs on the spectrum, and why? Create a new 'scale' if you'd like.

MAP OF EUROPE

use page 744



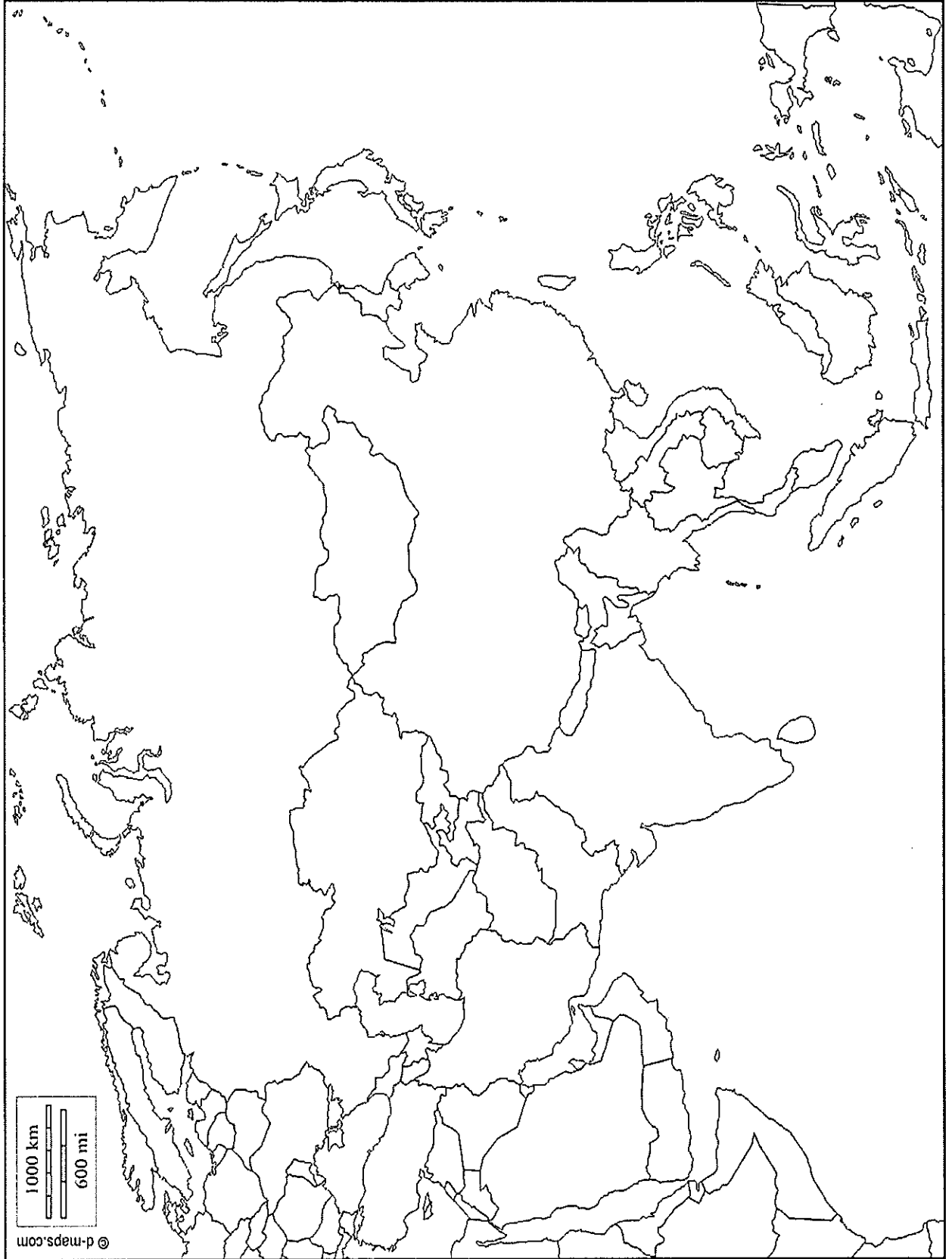
Label the countries:

- Albania
- Algeria
- Austria
- Belgium
- Bulgaria
- Czechoslovakia
- Denmark
- East Prussia
- Estonia
- Finland
- France
- Germany
- Great Britain
- Greece
- Hungary
- Italy
- Latvia
- Lithuania
- Netherlands
- Norway
- Poland
- Romania
- Spain
- Sweden
- Switzerland
- Tunisia
- Turkey
- USSR
- Yugoslavia

MAP OF ASIA

use page 762

*note – this map is from modern-day. Country borders were different in the 1930s. **Adjust the borders accordingly.**

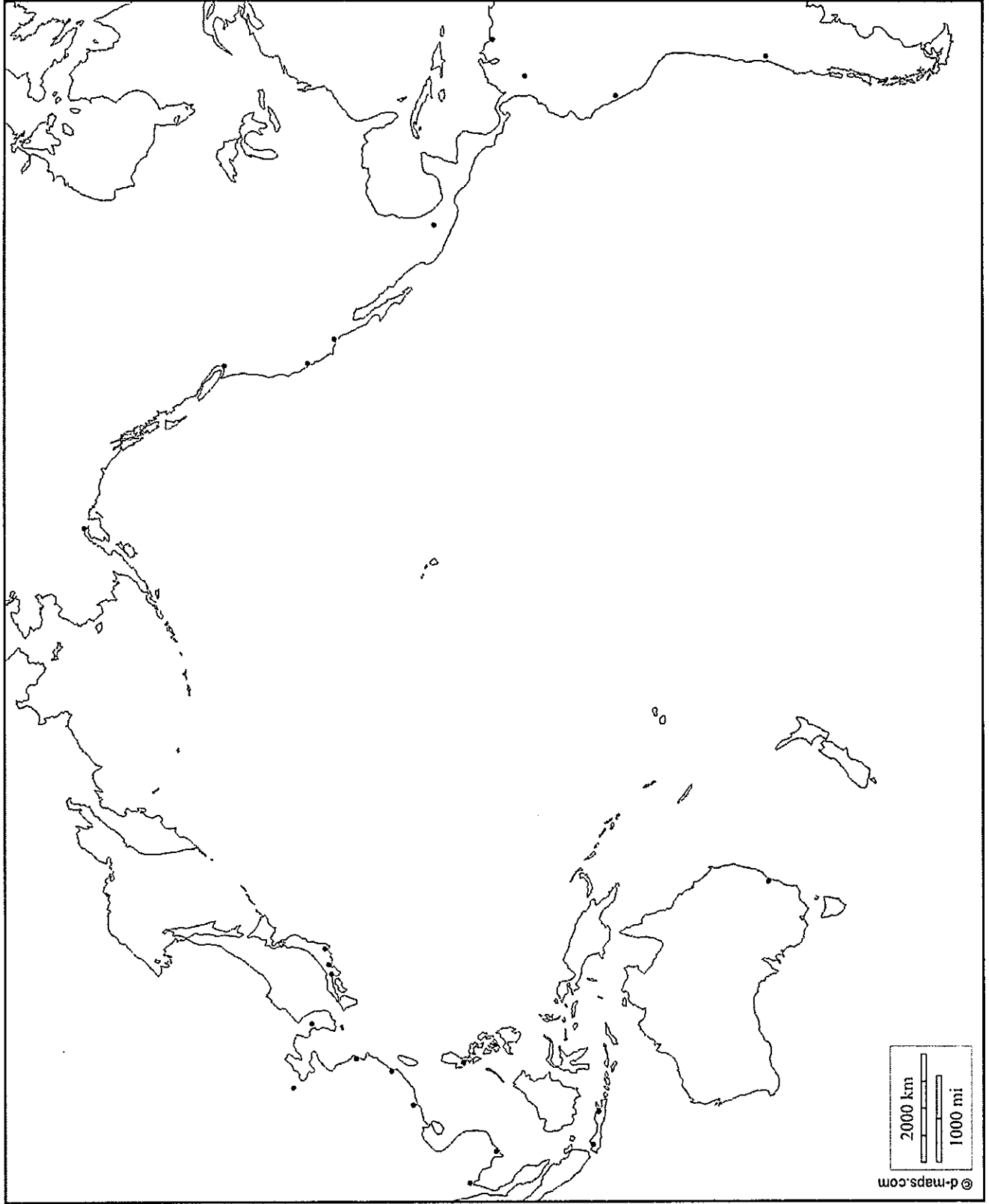


Label:

- Burma
- China
- Dutch East Indies
- Hong Kong
- India
- Indochina
- Taiwan
- Japan
- Korea
- Manchuria
- Mongolia
- New Guinea
- Philippines
- Singapore
- the USSR

MAP OF THE PACIFIC

use page 786



Label the islands of:

- Borneo
- Guam
- Hawaii
- Iwo Jima
- Marshall Islands
- Midway
- New Guinea
- Okinawa
- Solomon Islands
- Sumatra

Label:

- Coral Sea
- Pacific Ocean

Shade Japanese conquests up until December 7, 1942.

What areas had they taken over by Pearl Harbor?

EXTRA PAGE FOR NOTES

Dr. Seuss Political Cartoon Analysis

Directions: for each of the cartoons, explain Dr. Seuss's *message*. Include any symbols present.

Common symbols:

- The **Isolation Ostrich** (think: what do ostriches do when they get scared?)
- **America First:** The America First Committee (AFC) was an isolationist group organized in 1940. They did not want the US to get involved in foreign affairs. Their four main tenants (beliefs):
 - The United States must build an impregnable (*unable to be broken*) defense for America.
 - No foreign power, nor group of powers, can successfully attack a prepared America.
 - American democracy can be preserved only by keeping out of the European war.
 - "Aid short of war" weakens national defense at home and threatens to involve America in war abroad.

#1: The Great US Sideshow	#2: Appeasement Junction	#3: We Clams Can't Be Too Careful
#4: Ridiculous Hats	#5: Foreign Children	#6: No Chance of Contagion

Put yourself in the 1940s in the United States. To what extent do you agree or disagree with Dr. Seuss's point of view? Why? Explain in at least one paragraph, and support your argument with concrete evidence.

America and European Wars

(Delivered by Charles Lindberg September 15, 1939)

In times of great emergency, men of the same belief must gather together for mutual counsel and action. If they fail to do this, all that they stand for will be lost. I speak tonight to those people in the United States of America who feel that the destiny of this country does not call for our involvement in European wars.

We must band together to prevent the loss of more American lives in these internal struggles of Europe. We must keep foreign propaganda from pushing our country blindly into another war. Modern war with all its consequences is too tragic and too devastating to be approached from anything but a purely American standpoint. We should never enter a war unless it is absolutely essential to the future welfare of our nation.

This country was colonized by men and women from Europe. The hatreds, the persecutions, the intrigues they left behind, gave them courage to cross the Atlantic Ocean to a new land. They preferred the wilderness and the Indians to the problems of Europe. They weighed the cost of freedom from those problems, and they paid the price. In this country, they eventually found a means of living peacefully together – the same nationalities that are fighting abroad today. The quarrels of Europe faded out from American life as generations passed. Instead of wars between the English, French, and Germans, it became a struggle of the new world for freedom from the old – a struggle for the right of America to find her own destiny. The colonization of this country grew from European troubles and our freedom sprang from European war; for we won independence from England while she was fighting France.

No one foresaw the danger ahead of us more clearly than George Washington. He solemnly warned the people of America against becoming entangled in European alliances. For over 100 years, his advice was followed. We established the Monroe Doctrine for America. We let other nations fight among themselves. Then, in 1917, we entered a European war. This time we were on England's side, and so were France and Russia. Friends and enemies reverse as decades pass – as political doctrines rise and fall.

The Great War ended before our full force had reached the field. We escaped with the loss of relatively few soldiers. We measured our dead in thousands. Europe measured hers in millions. Europe has not yet recovered from the effects of this war and she has already entered another. A generation has passed since the Armistice of 1918, but even in America we are still paying for our part in that victory – and we will continue to pay for another generation. Now that war has broken out again, we in America have a decision to make on which the destiny of our nation depends.

We must decide whether or not we intend to become forever involved in this age-old struggle between the nations of Europe. Let us not delude ourselves. If we enter the quarrels of Europe during war, we must stay in them in time of peace as well. It is madness to send our soldiers to be killed as we did in the last war if we turn the course of peace over to the greed, the fear, and the intrigue of European nations. We must either keep out of European wars entirely or stay in European affairs permanently.

Arbitrary boundaries can only be maintained by strength of arms. The Treaty of Versailles either had to be revised as time passed, or England and France, to be successful, had to keep Germany weak by force. Neither policy was followed. As a result, another war has begun, a war which is likely to be far more prostrating than the last, a war which will again kill off the best youth of Europe, a war which may even lead to the end of our Western civilization.

We must not permit our sentiment, our pity, or our personal feelings of sympathy, to obscure the issue, to affect our children's lives. We must be as impersonal as a surgeon with his knife. Let us make no mistake about the cost of entering this war. If we take part successfully, we must throw the resources of our entire nation into the conflict. Munitions alone will not be enough. We cannot count on victory merely by shipping abroad several thousand airplanes and cannon. We are likely to lose a million men, possibly several million – the best of American youth. We will be staggering under the burden of recovery during the rest of our lives. Democracy itself may not survive. If we enter the fighting for democracy abroad, we may end by losing it at home.

Our safety does not lie in fighting European wars. It lies in our own internal strength, in the character of the American people and of American institutions. As long as we maintain an Army, a Navy, and an Air Force worthy of the name, as long as America does not decay within, we need fear no invasion of our country.

And if Europe is prostrated again by war, as she has been so often in the past, then the greatest hope for our Western civilization lies in America. By staying out of war ourselves, we may even bring peace to Europe more quickly. Let us look to our own defenses and to our own character. If we attend to them, we have no need to fear what happens elsewhere. If we do not attend to them, nothing can save us.

America and European Wars
(Delivered by Charles Lindbergh September 15, 1939)

Directions: after reading his speech, answer the following questions in complete sentences.

1. HIPP the document.
 - a. Historical context:
 - b. Intended audience:
 - c. Purpose:
 - d. Point of view:
2. What's Lindbergh's tone? Be specific.
3. How is Lindbergh trying to get others on his side on noninvolvement? What tactics and rhetorical strategies does he use?
4. How does he use US history (aka - historical context) to get his point across?
5. What are his *main points* for isolationism and staying out of the conflict?
6. Put yourself in the 1940s in the United States. Do you agree or disagree with Lindbergh? Why? Explain in at least one paragraph, and support your argument with concrete evidence.

Knowing what you know: should the US get involved?

WARM UP:

Over time the OWI developed six war information themes for major producers of mass media entertainment:

The Nature of the Enemy—general or detailed descriptions of this enemy, such as, he hates religion, persecutes labor, kills Jews and other minorities, smashes home life, debases women, etc.

The Nature of our Allies—the United Nations theme, our close ties with Britain, Russia, and China, Mexicans and Americans fighting side by side on Bataan and on the battlefronts.

The Need to Work—the countless ways in which Americans must work if we are to win the war, in factories, on ships, in mines, in fields, etc.

The Need to Fight—the need for fearless waging of war on land, sea, and skies, with bullets, bombs, bare hands, if we are to win.

The Need to Sacrifice—the need for Americans to give up all luxuries and devote all spare time to help win the war.

The Americans—what we are fighting for: the four freedoms [freedom of speech, worship, from want and from fear] the principles of the Atlantic Charter [August, 1941], democracy, and an end to discrimination against races and religions.

In your own words describe the six themes that the Office of War Information wanted represented by the posters:

American Homefront – WWII "Save and Sacrifice"

The US government led a propaganda campaign to influence the public's opinion about the war through the widespread distribution of posters and the radio. Sacrifices in terms of daily activities, saving waste fats for use in explosives, saving tin cans, eating leftovers, recycling paper, growing vegetables and canning them for home use, and saving gasoline by driving cars slower and less often, were demanded of the American public as part of this propaganda effort.

TASK #1: Poster analysis

In your small group, analyze each of the posters and consider each of the following questions.

1. What is the intended audience of many of these posters? Why?

2. Do you think these posters were an *effective* form of propaganda? Why or why not?

3. Which poster do you think was *most effective*? Why?

TASK #2: Rationing

Plan out one day of menus for breakfast, lunch, and dinner from the list of foods and create a grocery list from these menus. Your budget is **\$1**, and you may only use **48 ration points**.

Breakfast menu:

Lunch menu:

Dinner menu:

Grocery list (what you need to make the above foods):

Food item

Price

Ration points

Then, answer the following questions in complete sentences:

1. What was difficult about meeting your budget and your ration point limitation?
2. How do you think families planned nutritious meals with limited budgets and rationing of food?
3. What might families eliminate from their normal routine?
4. If you had extra points left over, what would you do with them?

THE AMERICAN HOMEFRONT DURING WORLD WAR II

DOCUMENT 1: NEW ROLES FOR WOMEN DURING WWII

With so many men fighting overseas, the demand for women workers rose sharply. In 1940, before the United States get involved in WWII, about 14 million women worked – about 25% of the nation's labor force. By 1945, that number had climbed to more than 19 million – roughly 30% of the nation's labor force.

Women worked in munitions factories, shipyards, and offices. Much of the nation welcomed the growing numbers of women into the workplace. The country promoted "Rosie the Riveter" – an image of a strong woman hard at work at an arms factory – as its cherished symbol for its new group of wage earners.



ROSIE THE RIVETER

All day long,
 Whether rain or shine,
 She's part of the assembly line.
 She's making history,
 Working for victory,
 Rosie the Riveter.
 Keeps a sharp lookout for sabotage,
 Sitting up there on the fuselage,
 That little girl will do more than a male will do.
 Rosie's got a friend, Charlie,
 Charlie, he's a Marine.
 Rosie is protecting Charlie,
 Working overtime on the riveting machine.
 When they gave her a production "E,"
 She was as proud as she could be.
 There's something true about,
 Red, white, and blue about,
 Rosie the Riveter.

Song by: Redd Evans & John Jacob Loeb (1942)



Document 1 questions

1. Why was there a sharp increase in the number of women in the workforce in 1945?
2. What types of jobs did women have during WWII?
3. Who was "Rosie the Riveter"?
4. Looking at the pictures above, describe what type of woman "Rosie the Riveter" seems to be.
5. In your own words, describe the image that the song lyrics paint about "Rosie the Riveter".

DOCUMENT 2: THE WAR PRODUCTION BOARD (WPB)

The effort to defeat the Axis powers took more than just soldiers. American forces needed planes, tanks, weapons, parachutes, and other supplies. Under the guidance of the War Production Board, factories churned out materials around the clock. By 1945, the country had built about 300,000 aircraft and 75,000 ships. The United States was

Good news from home



producing 60% of the Allied ammunition. The War Production Board put up posters expressing the urgency of the war on the factory floor. Tacked up on bulletin boards, next to time clocks, on factory walls, and in break rooms, posters such as the one that follows served as constant reminders of the war and the need to increase production. Slogans such as *Every Minute Counts* were posted as well as instructions for effectiveness.

Document 2 questions

1. What was the WPB?

2. What was its purpose?

3. How did the WPB encourage workers to produce more goods?

DOCUMENT 3: RATIONING

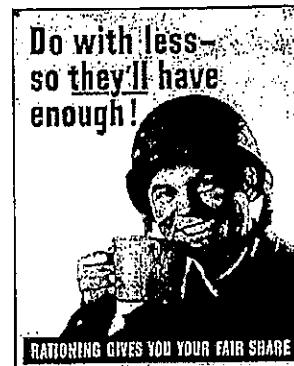
Because the armed forces needed so many materials, some of the items Americans took for granted became scarce. For example, American auto-makers did not produce any cars between 1942 and 1945. Instead, they built tanks, jeeps, and airplanes. Items such as gasoline, tires, shoes, meat, and sugar were also in short supply. To divide these scarce goods among its citizens, the government established a system of *rationing*. Under this system, families received a fixed amount of a certain item.

Document 3 questions

1. What is the system of rationing?

2. Why was rationing necessary?

3. What types of goods were rationed during WWII? Why?



DOCUMENT 4: VICTORY GARDENS

During World War II there was a campaign to encourage the use of homegrown foods. Because commercially canned goods were rationed, the *Victory Garden* became an indispensable source of food for the home front. The *Victory Garden* was a household activity during the war and one of the most well received of all home front chores. At its peak, it is estimated that nearly 20 million gardens were grown and about 40 percent of all vegetables produced in the U.S. came from *Victory Gardens*. Across the nation, home canning and preserving of farm produce flourished so that more supplies would be made available for our troops. The idea was simple in conception and inexpensive for the individual American at home to carry out. Of all the advertising techniques used to make Americans feel a part of the war effort, propaganda posters were perhaps the most successful.

Document 4 questions

1. What was a Victory Garden?
2. Why did people grow them during WWII?
3. About how much of the nation's vegetables were produced by *Victory Gardens*?
4. How did the government encourage people to grow these gardens?

DOCUMENT 5: NEW ROLES FOR MINORITIES DURING WWII

World War II created new job opportunities for minorities on the home front. More than one million African Americans worked in the defense industry during the war. Many of these jobs were along the West Coast and in the North. As a result, more than one million African Americans migrated from the South during the war. On paper, African Americans enjoyed equal rights in some workplaces. Besides African Americans, other minority groups also lent support to the home front effort. Some 46,000 Native Americans left their reservations to work in the nation's war industries. Tens of thousands Hispanics also joined the ranks of the country's war-related laborers and lent support to the farm industry. Both African Americans and Mexican Americans faced a great deal of prejudice in the United States as they attempted to aid in the war effort.

Document 5 questions

1. How did minorities' roles change during World War II?
2. Name three minority groups who aided in the war effort during WWII.
3. How were these minority groups treated?



DOCUMENT 6: INTERNMENT CAMPS

In the aftermath of Pearl Harbor, a growing number of Americans began to direct their anger toward people of Japanese ancestry. In the days and weeks after Pearl Harbor, several newspapers declared Japanese Americans to be a security threat. President Roosevelt eventually responded to the growing anti-Japanese hysteria. In February 1942, he signed an order that allowed for the removal of Japanese and Japanese Americans from the Pacific Coast. This action came to be known as the *Japanese-American internment*. More than 110,000 men, women, and children were rounded up. They had to sell their homes and possessions and leave their jobs. These citizens were placed in *internment camps*, areas where they were kept under guard. In these camps families lived in single rooms with little privacy. About two-thirds of



the people sent to live in internment camps were *Nisei*, Japanese Americans born in the United States. Many Japanese Americans argued that internment for racial reasons was unconstitutional. The Supreme Court, however, upheld internment throughout the war. However, in 1988 Congress apologized for the treatment of Japanese Americans during WWII and voted to pay survivors of the camps \$20,000.

Document 6 questions

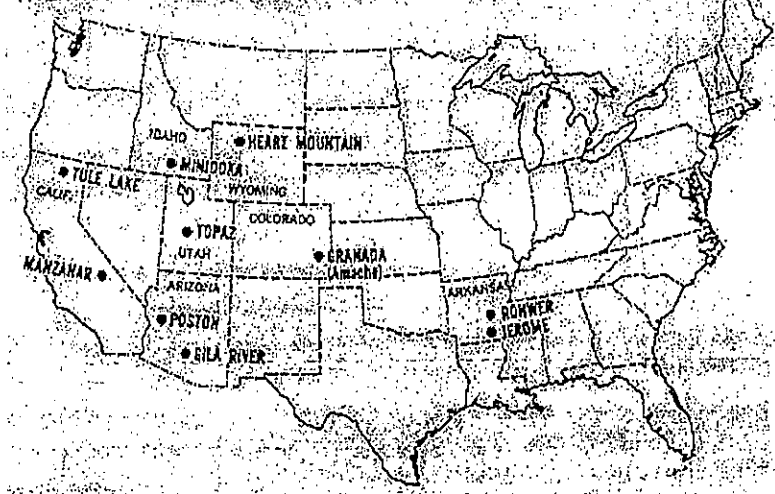
1. What are Internment camps? Why were Japanese Americans forced to live in these camps?

2. What are Nisei?

3. What were conditions like at these camps?

4. Why did some people claim that internment camps were unconstitutional?

THE WRA RELOCATION CAMPS, 1942-1946



Based on the above documents, answer the following questions with an introductory paragraph (that includes a thesis statement) and two body paragraphs. You should address all of the documents in your two-paragraph response.

Introductory paragraph: you need a zoom-out summary of the event at hand (aka, WWII and our involvement). Then, write an analytical thesis statement that answers the prompt.

Body paragraphs: did you notice how some of those documents go with other documents? You should have at least two overarching themes that the documents can fall into. List out those themes below, and list the corresponding documents into those themes. How will you utilize those documents to answer the question? Remember, DBQs are more than just saying "Doc 1 is a picture of Rosie the Riveter". You want to use Rosie the Riveter in your answer to the question.

Theme #1:

Theme #2:

Docs used -

Docs used -

Prompt:

How did WWII change the lives of Americans living at home?

Use the space below to brainstorm. Then, on the back of this page, write your response.

Lined writing area with horizontal lines.

Minorities in World War II

Directions: Read the documents about different minority groups involved in World War II. Answer the questions relating specifically to each group. Conclude by responding to the questions comparing minorities and their efforts to the war.

<p><u>ROSIE THE RIVETER</u></p> <ol style="list-style-type: none"> 1. Who was Rosie the Riveter? 2. What was the purpose behind her creation? 3. What occurred as a result of the major advertising campaign toward women? 	<p><u>NAVAJO CODE TALKERS</u></p> <ol style="list-style-type: none"> 1. Who were the Navajo Code Talkers? 2. What was their role in World War II? 3. Why was their mission kept secret until 1968? 4. Do you think this secrecy impacted the view of their contribution to the war by Americans?
<p><u>TUSKEGEE AIRMEN</u></p> <ol style="list-style-type: none"> 1. Who were the Tuskegee Airmen? 2. What was their role in World War II? 3. How essential was the role of the Tuskegee Airmen in WWII? What did they accomplish? 	<p><u>AMERICAN NISEI REGIMENTS</u></p> <ol style="list-style-type: none"> 1. Who were the American Nisei Regiments? 2. What was their role in World War II? 3. How successful were they in WWII?
<p><u>THE PIED PIPER OF SAIPAN</u></p> <ol style="list-style-type: none"> 1. Who was the Pied Piper of Saipan? 2. What was his background unique? 3. What was Gabaldon's role in WWII? Was he successful? Explain. 	

Describe the overall impact of minority involvement WW2?

What was the impact of the war on the lives of minorities when they returned to America?

Do you think the war had a long-term impact on gender roles and/or race relations in American society? Explain.

**THE ROAD TO THE END OF THE WAR:
EXAMINING TRUMAN'S DECISION TO DROP THE BOMB**

Directions: Read through and examine the primary source documents about the lead-up to the dropping of the atomic bombs. Answer the questions in complete sentences.

Document A:

1. GIST (summarize in about 20 words) the main idea of the primary source.
2. Why would Oppenheimer care about the 'visual effect' of the bombing?
3. Why might Stimson have decided to not warn the Japanese about the bomb?
4. What areas did they plan to strike, and why? Why not Tokyo, the capital?

Document B:

1. Based on the textbook reading, explain what the fighting in the Pacific Theater was like leading up to the dropping of the bomb.
2. Why did Mr. Stimson believe "that there was no other choice"?
3. Based on the document, what are Truman's motivations for dropping the bomb?

Document C:

1. Truman is writing this in his diary. How will that affect how and what he says?
2. In the first diary entry, Truman had not yet seen the effects of the bomb. In the second, he had. How does his attitude and tone change as a result? Compare and contrast his two entries and his view of the bomb.
3. Why is he worried about Stalin or Hitler gaining the technology from the bomb?
4. Based on the document, what are Truman's motivations for dropping the bomb?

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Document D:

1. Why were those four cities chosen?
2. Why do you believe that the Allied Powers decided on Hiroshima and Nagasaki, rather than the other two?

Document E:

1. Who is the intended audience of this speech? How will that affect Truman's word choice and tone?
2. How does Truman justify the dropping of the bomb in this speech? Explain at least three ways he justifies its use.

Document F:

1. These leaflets were dropped onto Japanese cities the day after the first bomb was dropped. What's the purpose of these leaflets?
2. If you were a Japanese citizen, what might you do?
3. How were these leaflets a form of psychological warfare?

Based on the above documents, answer the following question with an introduction, one thesis statement, and at least one body paragraph.

Why did President Truman decide to use the atomic bomb on the cities of Hiroshima and Nagasaki?

Name _____

TSUTOMU YAMAGUCHI — TWO TIME A-BOMB SURVIVOR

Directions: *After reading the passage, answer each question below in complete sentences.*

1. How did Tsutomu Yamaguchi come to be in both cities when the bombs were dropped?
2. Which bomb was more damaging to Yamaguchi and why?
3. How did the bombs affect Japanese people like Yamaguchi long-term?
4. What was Yamaguchi's reasoning for nuclear disarmament?
5. Do you agree or disagree with his opinion on disarmament? Explain.
6. Do you consider Yamaguchi to be lucky or unlucky? Explain.
7. Do you think history has any relevance to events in the world today? Explain why or why not.

Why were Japanese Americans interned during World War II?

Hypothesis: Why were Japanese Americans interned during World War II?

Directions: Read through the following documents and gather evidence that will assist you answering the above question.

<i>Document</i>	<i>Reasons for internment suggested by this document.</i>	<i>Evidence from document to support these reasons.</i>
Government Newsreel Date:		
The Munson Report Date:		
The Crisis <i>Article</i> Date:		
Korematsu v. United States Date:		
Personal Justice Denied Date:		

JAPANESE INTERNMENT CAMPS GALLERY WALK

DIRECTIONS: Walk around the classroom in order to gather information concerning the Japanese Internment Camps in the US during WWII. You do not need to complete this activity in any particular order. **ANSWER THOUGHTFULLY!**

A: MAP- THE SOUTH PACIFIC 1942

A1. Separated from Europe and Asia by the Atlantic and the Pacific oceans, Americans had always felt safe from enemy attack. How do you think people living on the West Coast of the US would have felt when they saw maps like these?

A2. American and British forces in the South Pacific were not able to stop the Japanese advance until the Battle of Midway in June 1942. How might a major US victory over Japan in January have affected attitudes toward the Japanese living on the West Coast?

B: NEWSPAPER HEADLINES: Look at the newspaper headlines on the wall.

After you read through them, answer the following questions.

B1. Based on the headlines, what do you think people living in Los Angeles were afraid of? What do you think W.H. Anderson meant when he said: "A viper is nonetheless a viper whatever the egg is hatched."

B2. What words were used to refer to people of Japanese ancestry? How do you think the words differ? For most Japanese, the word "Jap" was and is highly offensive. Why do you think it was used so often?

B3. If you were a Japanese American living in Los Angeles, how would you react to these headlines?

C: POSTER- "TO ALL PERSONS OF JAPANESE ANCESTRY"

C1. How would you feel if you saw a notice like this posted in your neighborhood and referring to you and your friends?

C2. What could people take with them? Why do you think restrictions were placed on the quantity of goods they could bring?

C3. How much time were people given to prepare for relocation? How long would this take your family to do this? (They had to sell their homes, businesses and/or farms, pack their belongings and so forth.)

D: READING – LIFE IN CAMP

D1. You can only bring what you can carry yourself, what would you bring with you? (Don't forget you need to bring your own bedding, dishes, clothing, toiletries, etc.)

D2. How many people currently live in your home? _____ Calculate the how many square feet your family would have to live in.

D3: Using the measuring tape to get a better feel of your family's space, how would it be to live in such a space?

E: READING – LIFE IN THE RELOCATION CAMPS

E1. Why was it important for evacuees to make changes to their environment?

E2. Why did some members of the community cease to be loyal to the US? How did they show their anger at the way the US government had treated them?

E3. How did others seek to demonstrate their continued loyalty?

E4. If you were a relocated Japanese American, how would you have reacted? Explain.

F: PHOTO-TYPICAL BARRACKS ROOM AT MANZANAR, APRIL 1942

F1. The man in this photo has just moved his belonging into his this room. The only items in this picture provided by the government are the cot, the mattress, and the blankets. What are some of the immediate problems this man would have encountered upon moving into the barracks?

F2. Notice the other cot in the foreground. It belongs to another man. What adjustments would you have to make to live that close to another person who was not a family member?

G: PHOTO- REMAINS OF SECURITY FENCE, MANZANAR

G1: The boundaries of all but the most isolated of the relocation centers were defined by guard towers and barbed wire fences. The boundaries were patrolled by military police, armed with rifles with fixed bayonets. Why do you think the government thought such measures were necessary?

G2: Why do you think WRA (War Relocation Authority) photographers were forbidden to take pictures of the guard towers?

FINAL REFLECTION: What do you think of the internment of Japanese Americans during WWII?

America and the Holocaust: Deceit and Indifference

1. What was Kristallnacht?
2. What were the Nuremberg Laws?
3. Kurt Klein's parents were told they were on a waiting list of _____ cases and that it would take _____ years until they got their turn.
4. 1941 immigration quotas allowed _____ times as many immigrants from Britain and Ireland than Eastern and Southern Europe.
*recap - why?
5. How did FDR respond to the 1939 proposed bill that would allow 20,000 children from Europe into the US?
6. What kids were allowed to come to the US one year later?
7. What was anti-Semitism like in the US?
8. What percentage of Americans polled thought that "Jews are different and should be restricted"?
9. How did the US respond to the St. Louis ship that arrived with Jewish immigrants in Havana, Cuba, after they were rejected by the Cubans?

10. Long says the US can illegally tell its immigration consulate that they can do what to foreigners' visas?
11. What letter did Kurt Klein receive in November 1942? Why was it a tragedy?
12. How long did the government block information on genocide? Why?
13. How did the American public find out about what was happening to the Jewish population in Europe?
14. How did Long manipulate immigration data?
15. FDR eventually reversed government policy of obstruction by creating Executive Order 9417 in 1944, creating the _____ to take all measures to rescue people.
16. How many refugee camps were there in the US?
17. About how many Jewish people did this save?
18. If the War Refugee Board was created only one year earlier, how many lives could it have saved?
19. What happened to Kurt Klein's parents?

BATTLES OF

Nonaggression Pact

What 2 countries signed a pact in 1939?

Why did they make the agreement?

The Battle of Britain

Who defended Britain against the Nazi Luftwaffe?

What technologic advantage did they have?

Draw a "dog fight" below:

1939

1940

1941

Invasion of Poland

Why did the Nazi invasion of Poland start World War II?

Draw a "blitzkrieg" formation below:

Finish this picture of Hitler in front of the Eiffel Tower

Fall of France

Why did France fall so easily to the Nazis?



Use your notes & textbook to complete.

WORLD WAR II

Pearl Harbor

Who attacked Pearl Harbor & why?

What was the result?

D-Day

Why was Normandy Beach selected for D-Day?

Draw some of the defenses Germany built

1942

1943

1944

1945

Stalingrad

What was significant about this battle?

Iwo Jima

Draw the famous photo taken at Iwo Jima:

Hiroshima and Nagasaki

Why did the US drop an atomic bomb on Hiroshima?

Draw a mushroom cloud below:

REVIEW!

TABLE OF CONTENTS

Page	Title	Completed?	Grade
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	Ch 24.2 notes		/5
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	Ch 25.4 notes		/5
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7-8	Fascism notes		/10
9-11	Maps: Europe, Asia, Pacific		/20
12	Free page		-
13	Dr. Seuss political cartoons		/10
14-15	Lindbergh speech		/10
16-18	"Save and Sacrifice"		/10
19-23	Home front DBQ document analysis		/10
24	Home front DBQ: written response		/15
25-26	Minorities in WWII: notes and poster		/20
27-28	Truman's decision to drop the bomb		/15
29	A-Bomb Survivor		/5
30-32	Japanese internment: warm up and gallery walk		/15
33-34	America and the Holocaust notes		/10
35-36	Battles of WWII		+10 pts
37	Review		-
38	Table of contents		-

*notes will be one grade out of /40

*I might decide to not take some of these for a grade!

*Battles of WWII – that page is extra credit and is optional!