

# Driven Back to War, World War II

**Grade Level or Special Area:** Seventh Grade History

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**Length of Unit:** Seven lessons - 18-20 fifty-minute class periods depending on lecture

## I. ABSTRACT

The world was driven into conflict just 20 years after the Treaty of Versailles was signed, and the impact of World War II is still felt today all around the world. This content-rich unit examines what propelled nations back into war, the major leaders and events of the Second World War, and the world that was faced with its cleanup in 1945.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people in major eras to identify and explain historical relationships. (Colorado State Content Standard History 1)
2. Students know how to use the processes and resources of historical inquiry. (CSCS H 2)
3. Students understand that societies are diverse and have changed over time. (CSCS H 3)
4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (CSCS H 4)
5. Students understand political institutions and theories that have developed and changed over time. (CSCS H 5)
6. Students know how to use and construct maps and globes to locate and derive information about people, places, and environments. (Colorado State Content Standards Geography 1)
7. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (CSCS G 5)

### B. Content from the *Core Knowledge Sequence* (pages 165-166)

1. The rise of totalitarianism in Europe
  - a. Italy
    - i. Mussolini establishes fascism
    - ii. Attack on Ethiopia
  - b. Germany
    - i. Weimar Republic; economic repercussions of WWI
    - ii. Adolf Hitler and the rise of Nazi totalitarianism; cult of the Fuhrer ('leader'); *Mein Kampf*
    - iii. Nazism and the ideology of fascism, in contrast to communism and democracy
    - iv. Racial doctrines of the Nazis; anti-Semitism; the concept of *Lebensraum* (literally, "living space") for the "master race"; Kristallnacht
    - v. The Third Reich before the War: Gestapo, mass propaganda, book burning
  - c. The Soviet Union
    - i. Communist totalitarianism: Josef Stalin, "Socialism in one country"
    - ii. Collectivization of agriculture

- iii. Five-year plans for industrialization
    - iv. The Great Purge
  - d. Spanish Civil War
    - i. Franco; International Brigade; Guernica
- 2. World War II in Europe and at home, 1939-45
  - a. Hitler defies Versailles Treaty: reoccupation of Rhineland; Anschluss, annexation of Austria
  - b. Appeasement: Munich Agreement, “peace in our time”
  - c. Soviet-Nazi Nonaggression Pact
  - d. Blitzkrieg: invasion of Poland; fall of France; Dunkirk
  - e. Battle of Britain: Winston Churchill, “nothing to offer but blood, toil, tears, and sweat”
  - f. The Home Front in America
    - i. American Lend-Lease supplies; Atlantic Charter
    - ii. America First movement
    - iii. U.S. mobilization for war: desegregation of defense industries; “Rosie the Riveter”; rationing; war bonds
    - iv. America races Germany to develop the atomic bomb; the Manhattan Project
  - g. Hitler invades Soviet Union: battles of Leningrad and Stalingrad
  - h. The Holocaust: “Final Solution”; concentration camps (Dachau, Auschwitz)
  - i. North Africa Campaign; El Alamein
  - j. D-Day: Allied invasion of Normandy; General Dwight Eisenhower
  - k. Battle of the bulge; bombing of Dresden
  - l. Yalta Conference
  - m. Surrender of Germany; Soviet Army takes Berlin
- 3. World War II in the Pacific and the end of the war
  - a. Historical background: Japan’s rise to power
    - i. Geography of Japan (review all topics from Grade 5)
      - a) Sea of Japan and Korea Strait
      - b) High Population density; very limited farmland; heavy reliance on imported raw materials and food
    - ii. End of Japanese isolation; Commodore Matthew Parry
    - iii. Meiji Restoration; end of feudal Japan; industrialization and modernization
    - iv. Japanese imperialism: occupation of Korea; invasion of Manchuria; Rape of Nanking
    - v. Japanese-Soviet neutrality treaty
  - b. Pearl Harbor, December 7<sup>th</sup>, 1941: “A day that will live in infamy.”
  - c. Internment of Japanese Americans
  - d. Fall of the Philippines: Bataan Death March; General Douglas MacArthur, “I shall return.”
  - e. Battle of Midway
  - f. Island amphibious landings: Guadalcanal, Iwo Jima
  - g. Surrender of Japan
    - i. Atom bombs dropped on Hiroshima and Nagasaki; the Enola Gay
    - ii. U.S. dictates pacifist constitution for Japan; Emperor Hirohito
  - h. Potsdam Conference; Nuremberg war crimes trials

- i. Creation of United Nations: Security Council; Universal Declaration of Human Rights

D. Skill Objectives

1. Identify the various countries and leaders involved in World War II.
2. Analyze the different events following World War I that led to or contributed to the beginning of World War II.
3. Understand the rise of fascism in Europe and its influence and impact on World War II.
4. Analyze the neutrality of the United States and its preparation for the upcoming war.
5. Identify the importance of the development and research of atomic weapons.
6. Construct a map of Japan.
7. Identify how Japan's Geography limits a growing nation.
8. Investigate Japan's rise as an imperialist nation.
9. Identify and use primary sources to interpret Executive Order 9102.
10. Analyze Germany's change in policy and action towards the Soviet Union.
11. Understand the impact the attack on Pearl Harbor had on the United States role in World War II.
12. Identify the impact that the D-Day invasion had on the war and on the future of the United States.
13. Know the major battles and events of 1943 and how they turned the tide of World War II.
14. Analyze Truman's decision to use the Atomic Weapon, and its impact on the world and the future.
15. Interpret the writings of the crew from the Enola Gay and their view on the use of the Atomic Weapon.
16. Understand the various meetings of the Big Three and what their plans were, and why their ideas changed.
17. Construct a timeline of World War II events.
18. Know the main events of World War II.
19. Analyze the post war actions of the winning nations in their attempt to avoid another World War, and the strengthening of their countries.

### III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D., Jr. *What Your 6th Grader Needs to Know*. New York: Delta, 1993. ISBN 0385314671
2. Ziemke, E., "World War II." Microsoft® Encarta® Online Encyclopedia 2002 <http://encarta.msn.com> (24 July. 2002)

B. For Students

1. Feudal Japan from *Core Knowledge Scope and Sequence*, Grade 5
  - a. History and culture
    - i. Emperor as nominal leader, but real power in the hands of shoguns
    - ii. Samurai, code of Bushido
    - iii. Rigid class system in feudal Japanese society
    - iv. Japan closed to outsiders
    - v. Religion
      - a) Buddhism: the four Noble Truths and the Eightfold Path; Nirvana

- b) Shintoism: reverence for ancestors; reverence for nature; kami
  - a. Geography
    - i. Pacific Ocean; Sea of Japan
    - ii. Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
    - iii. Tokyo
    - iv. Typhoons; earthquakes
    - v. The Pacific Rim
- 2. Socialism from *Core Knowledge Scope and Sequence*, Grade 6
  - a. An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism
    - i. For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth
  - b. Marxism: The Communist form of Socialism
    - i. Karl Marx and Friedrich Engels, the Communist Manifesto: “Workers of the world, unite!”
    - ii. Class struggle: bourgeoisie and proletariat
    - iii. Communist, in contrast to Socialists, opposed all forms of private property.

#### IV. RESOURCES

- A. Appendix A-Teacher Notes (every lesson)
- B. Appendix B-Research Paper Guidelines and Rubric (Lesson One)
- C. Appendix C-World War II Trading Card Assignment (Lesson One)
- D. Appendix D-Flow Chart of World Leaders (Lesson One)
- E. Appendix E- Terms for Map of Japan (Lesson Three)
- F. Appendix F-Timeline (Lesson Seven)
- G. Appendix G-Term List (Lesson One)
- H. Hakim, J., *War, Peace, and all that Jazz* (every lesson)

#### V. LESSONS

##### Lesson One: Leading Up to the War

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time.
    - b. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
    - c. Students understand political institutions and theories that have developed and changed over time.
  - 2. Lesson Content
    - a. The rise of totalitarianism in Europe
    - b. Italy
    - c. Mussolini establishes fascism
    - d. Attack on Ethiopia
    - e. Germany
    - f. Weimar Republic; economic repercussion of WWI
    - g. Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Fuhrer* (“leader”); *Mein Kampf*

- h. Nazism and the ideology of fascism, in contrast to communism and democracy
  - i. Racial doctrine of the Nazis; anti-Semitism; the concept of *Lebensraum* (literally, “living space”) for the “master race”; *Kristallnacht*
  - j. The Third Reich before the War: Gestapo, mass propaganda, book burning
  - k. The Soviet Union
  - l. Communist totalitarianism: Josef Stalin, “Socialism in one country”
  - m. Collectivization of agriculture
  - n. Five-year plans for industrialization
  - o. The Great Purge
  - p. Spanish Civil War
  - q. Franco; international Brigade; Guernica
  - r. Hitler defies Versailles Treaty: reoccupation of Rhineland; Anschluss, annexation of Austria
  - s. Appeasement: Munich Agreement, “peace in our time”
3. Skill Objective(s)
- a. Identify the various countries and leaders involved in World War II.
  - b. Analyze the different events following World War I that led to or contributed to the beginning of World War II.
  - c. Understand the rise of fascism in Europe and its influence and impact on World War II..

B. *Materials*

- 1. Appendix A - Teacher Notes (one copy)
- 2. Appendix B - World War II Research Paper Guidelines and Rubric (class set)
- 3. Appendix C - World War II Trading Card Assignment (class set)
- 4. Appendix D - Flow Chart of Leaders of the World (one copy)
- 5. Appendix H – Grading rubrics (teacher copy)
- 6. Blank political map of Europe for students (class set)
- 7. Blank political map overhead (one copy)
- 8. Hakim, J., *War, Peace, and all that Jazz* (class set)

C. *Key Vocabulary*

- 1. Fascism - form of government full of nationalistic, militarily run totalitarianism
- 2. Nationalistic - extreme pride in ones own country, without regard for other nations
- 3. Totalitarianism - the control of all aspects of a country, political, social, and economic, by the government
- 4. *Lebensraum* - living space
- 5. Luftwaffe - German Air Force
- 6. Anschluss - union, of Austria and Germany

D. *Procedures/Activities*

- 1. Inform the class that the next unit of study is World War II (I teach this as one of the last major units of the year with only United States Geography to follow.) Everything that they have learned so far this year gears up to World War II and the United States’ role in it. They have studied the Russian Revolution and the First World War to understand some of the factors leading to this conflict abroad, and have studied the United State’s rise as a world power. Some of this first lesson will be review for the class as they talk about the leaders of the world and the events leading up to World War II. They will also need to remember their European Geography, as it plays an important role in understanding the war.

2. Begin class by having the class write a journal entry. Journal entries will be used throughout the unit as a way to monitor the class' thought progress and process, and as a valuable assessment tool. Discuss with the class that they studied World War I, and it was called the war to end all wars.
3. Their assignment is to write what possibly could have happened from the time that WWI ended to the late 1930's that would force Europe and the world to be involved in another armed conflict. Make sure that they use the knowledge of events that happened over that time to make a logical guess at what could have caused WWII.
4. Some of the journal entries force the students to write about things that they have not yet learned in class. Because of this, they are not graded so much on what they say, but on the way that they compose their thoughts and present them in paragraph form.
5. Ask a few students to share their ideas with the class and discuss some of their ideas.
6. Next, pass out the blank maps of Europe. Use the same map or one of the maps from the European Geography unit. It does not matter if you used the map before. Instruct the class to keep the map out, but not to label it yet.
7. Inform the class that in order to look at the causes of World War II, we will begin by looking at the leaders of various countries around the world that will play an important part in the war. As we do this, we will fill in the map.
8. Using Appendix A as background notes, and Appendix C as a guide, introduce the different leaders of the world. Point out to the class that because of the Treaty of Versailles, worldwide depression, and confusion, dictators were able to rise into power in many different nations. The notes include the introduction of Mussolini, Hitler, Stalin, Franco, and Hirohito. The list also includes democratic leaders of Chamberlain, and Churchill, FDR, and de Gaulle. Remember to cover all content listed in the *Core Knowledge Scope and Sequence*, and reviewed in Appendix A.
9. Next, have the class label the countries covered thus far in the lesson on their maps.
10. Guide them through this process while discussing what roles each country has with the others around it. Mention the Axis Powers, the Soviet Union, the Democratic countries of UK, and France, and the fascist leader of Spain.
11. Now that the prewar foundation of leaders has been laid, it is now time to look at the actions of Germany to expand its land. Again, Appendix A will provide background notes on this material.
12. After the lecture on Germany's expansion is complete, inform the class that these are the main events and factors that led to the beginning of World War II in Europe.
13. Pass out Appendix B - Research Paper Assignment Sheet. Review with the class the requirements for the paper and set up a due date.
14. Next hand out Appendix H - World War II Trading Card Assignment, and review with the class.
15. The homework for the lesson should be split up over the two or three days while the class is taking notes and discussing the material. Use Joy Hakim's *War, Peace, and All that Jazz*, Book 9 in the *History of Us* series. The assignment for this lesson is to read chapters 25-28. Students turn in notes from the readings for homework.
16. Quizzes are a great way to monitor the progress that your students are making on the readings and note taking. I use many different quizzes throughout the unit,

but they all depend on what notes have been covered and what chapters that have been read. I recommend that you use small quizzes as you go through the unit. The quizzes are not included in this unit, as they relate to what one class has discussed or read. I use different quizzes for the different sections of this class that I teach in a year.

- E. *Assessment/Evaluation*
  - 1. Journal response on the causes of World War II
  - 2. Notes on homework chapters
  - 3. Class discussions

### **Lesson Two: 1939-40**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time.
    - b. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
  - 2. Lesson Content
    - a. Soviet-Nazi Non-aggression Pact
    - b. *Blitzkrieg*: invasion of Poland; fall of France; Dunkirk
    - c. Battle of Britain: Winston Churchill, “nothing to offer but blood, toil, tears, and sweat”
    - d. The Home Front in America
    - e. America First Movement
    - f. America races Germany to develop the atomic bomb; the Manhattan project
  - 3. Skill Objective(s)
    - a. Analyze the neutrality of the United States and its preparation for the upcoming war.
    - b. Identify the importance of the development and research of atomic weapons.
- B. *Materials*
  - 1. Appendix A – Teacher Notes (one copy)
  - 2. Appendix H – Grading rubrics (teacher copy)
  - 3. Hakim, J., *War, Peace, and all that Jazz* (class set)
- C. *Key Vocabulary*
  - 1. *Blitzkrieg* - which translates into ‘lightning warfare’
  - 2. Maginot line - the fortified section of France closest to Germany
- D. *Procedures/Activities*
  - 1. Collect notes from chapters.
  - 2. Inform the class that now that they have the background prewar information, it is time to look at the beginning of the war in Europe. Inform the class that after Germany took over Czechoslovakia, Britain and France both said that they would declare war on Germany if it advanced into Poland. Inform the class that it looks like Germany is going to invade Poland next. Remind the class about World War I and how Germany and Russia fought and how the terms of the Treaty of Brest-Litovsk were insulting to Russia. Ask the class that if they were in the USSR, would they feel comfortable about Germany marching closer to their border. Most people in the class would say no. Hitler knows that he can not just rush into Poland and risk war with the USSR, so Hitler and Stalin signed the Soviet-

Nazi Non-aggression Pact, and the two nations split Poland after Hitler invaded on September 1, 1939.

3. Lecture/discuss with the class the expansion of the German army. Talk about Blitzkrieg, and the quick overtaking of Norway, Denmark, Holland, Belgium, and France. Appendix A once again has all the background notes. Introduce Churchill as the new leader of Britain and the evacuation from Dunkirk.
4. Use map of Europe that the students already have and the overhead, to review just how much land that Germany took over.
5. Inform the class that while all this fighting in Europe is taking place, the United States is staying out of the war.
6. **Journal Entry:** Why do you think that the United States is staying out of the war, while democratic nations are fighting and losing in Europe?
7. After time to write on the topic, ask a few students to share their ideas.
8. Discuss/lecture the America First movement and the United States role as a neutral nation while the war in Europe proceeds. Discussion should cover the rise of United States industry, the preparation for war, and the role of minorities and women in the factories as men enter the armed services even before Pearl Harbor, and especially afterwards.
9. Next, begin to discuss the race to develop atomic weapons. The students should have already read chapter 27 in *War, Peace, and All that Jazz*. Appendix A has more information on the race for the atomic bomb, the fleeing of German Jewish Scientists, and the Manhattan Project.
10. **Journal Entry:** Why did the United States rush and compete with Germany to develop the Atomic Bomb, if the United States was going to stay neutral? After time to write, have the class share some of their ideas.
11. After time to write on the topic, ask a few students to share their ideas.
12. Now that Germany's occupation of mainland Europe is complete, it begins to focus on Britain. The British Army, and part of the French, was saved at the beaches of Dunkirk, and still intact. Hitler began plans for invasion of Britain. The first phase of the attack is the bombing of Britain. The Royal Air Force and its battles with the Luftwaffe, play a big part in Britain holding off the invasion. The much smaller RAF held more than its own against the trained and power German Air Force. This is a good time to discuss the impact of Churchill on the nation. (Being a huge Churchill fan, I tend to go more into Churchill than the *Core Knowledge Scope and Sequence*. Appendix A has all the information about the Battle of Britain and Churchill.
13. Homework for this lesson is reading and note taking, just like in the first lesson. Spread the readings out over a couple of the days that it will take discuss/lecture all the material of the lesson. The chapters read are 29-31.

E. *Assessment/Evaluation*

1. Journal entry about the role of the United States as a neutral country in the beginning stages of World War II while its allies were involved in heavy fighting.
2. Student writing about the development of the Atomic Bomb in the neutral United States.
3. Teacher observation of class discussion.
4. Chapter notes

## Lesson Three: Japan

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students know how to use and construct maps and globes to locate and derive information about people, places, and environments.
  - b. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
  - c. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Historical background: Japan's rise to power
  - b. Geography of Japan and Korea Strait
  - c. High population density; very limited farmland; heavy reliance on imported raw materials and food
  - d. End of Japanese isolation; Commodore Matthew Perry
  - e. Meiji Restoration; end of feudal Japan; industrialization and modernization
  - f. Japanese imperialism; occupation of Korea; invasion of Manchuria; Rape of Nanking
  - g. Japanese-Soviet neutrality treaty
3. Skill Objective(s)
  - a. Construct a map of Japan.
  - b. Identify how Japan's Geography limits a growing nation.
  - c. Investigate Japan's rise as an imperialist nation.

### B. *Materials*

1. Appendix A (one copy)
2. Appendix H – Grading rubrics (teacher copy)
3. Student copies of blank map of Japan (class set)
4. Student atlases or access to maps (class set)
5. Hakim, J., *War, Peace, and all that Jazz* (class set)

### C. *Key Vocabulary*

None

### D. *Procedures/Activities*

1. Collect notes on the last reading assignment.
2. Discuss with the class that they know how the United States entered the war, as they have already read the chapter on Pearl Harbor.
3. **Journal entry:** Why did Japan attack the United States?
4. After time to write, have some students share their ideas about the attack on Pearl Harbor.
5. After a short discussion, inform the class that to really understand all the factors that led to Japan's attack, we must first look more closely at Japan.
6. Pass out blank maps of Japan to the students, along with atlases, and Appendix E - Terms for Japanese Maps.
7. Using their atlases or maps, have the students label and color the maps of Japan.
8. Discuss the problems that Japan's geography presents for a growing nation. High population density with limited farmland and raw materials require Japan to find and acquire new land.
9. Next lecture/discuss the history of Japan with the western world. Commodore Matthew Perry opened Japan to the Western world and the increase in western trade and condition at home brought an end to the feudal Japan and the creation

of industrial Japan. Appendix A has the notes on this information along with the imperialistic occupation of Korea and Manchuria. Japan, just like Germany, was looking to expand land, and because of its proximity to the USSR, signed a neutrality treaty.

10. This is all the background information that is needed for this unit. It shows the rise of Japan as an imperialistic nation. Japan looked for land for its increasing population and food and raw material to meet the need of that rising population.
11. Homework for this lesson is to read chapters 32 and 33 and to take notes on the readings.

E. *Assessment/Evaluation*

1. Student writing on Japan's attack of the United States for imperialistic growth in the Pacific.
2. Map of Japan
3. Notes on readings

**Lesson Four: 1941-42**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students know how to use the processes and resources of historical inquiry.
  - b. Students understand political institutions and theories that have developed and changed over time.
  - c. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Lend-Lease supplies; Atlantic Charter
  - b. U.S. mobilization for war; desegregation of defense industries; "Rosie the Riveter"; rationing
  - c. Hitler invades Soviet Union
  - d. Holocaust: "Final Solution"; concentration camps (Dachau, Auschwitz)
  - e. North Africa Campaign: El Alamein
  - f. Pearl Harbor, December 7<sup>th</sup>, 1941: "A day that will live in infamy."
  - g. Internment of Japanese Americans
  - h. Fall of the Philippines: Bataan Death March; General Douglas MacArthur, "I shall return"
  - i. Battle of Midway
  - j. Island amphibious landings: Guadalcanal
3. Skill Objective(s)
  - a. Identify and use primary sources to interpret Executive Order 9102
  - b. Analyze Germany's change in policy and action towards the Soviet Union.
  - c. Understand the impact the attack on Pearl Harbor had on the United States role in World War II.

B. *Materials*

1. Appendix A - Teacher Notes (one copy)
2. Appendix H – Grading rubrics (teacher copy)
3. Student copies of Executive Order 9102 found at <http://chem.nwc.cc.wy.us/HMDP/No9102.htm> (class set)
4. Hakim, J., *War, Peace, and all that Jazz* (class set)

C. *Key Vocabulary*

1. Internment - the act of confining, usually during war

D. *Procedures/Activities*

1. Collect notes from the previous night's reading.
2. Inform the class that this next lesson looks at the slow change in the United States attitude towards the war. The United States began to become more actively involved in the war by joining and creating the Atlantic Charter, and Roosevelt's aid to Britain in the Lend-Lease Program. Use Appendix A to lecture/discuss, The United States preparation for war, and aid to Britain and the allies.
3. Next, transition the discussion towards the war that is going on in Europe. The Battle of Britain is still going on, and Hitler is unhappy with the outcome. Hitler invades the USSR breaking the previous pacts that the two nations had.
4. **Journal Entry:** Was it a good or bad idea for Germany to invade the USSR when it did? and explain why.
5. After some time to write, ask a few students to share their ideas. If all the ideas are the same, see if any of the students have a different idea.
6. Share with the class the reasons why Germany broke its truce with the USSR.
7. Next, move the discussion to the Holocaust that is taking place in Germany. Concentration camps like Dachau and Auschwitz are in full function, eliminating Jewish people in the regions that Germany occupied. Also look at the places where some of the heavy fighting was taking place. Some of the biggest battles were taking place in North Africa. Germany and Italy were involved the taking over of North Africa and were chased by British and French soldiers all across the desert.
8. Next, focus the class attention and direction towards the United States. The Japanese attacked Pearl Harbor bringing the United States in the war. The U.S. troops sent to Europe and then the Pacific.
9. Ask the class to think about the reactions that they and the country had about September 11, 2001. Discuss the reactions that they had. What was the overall feeling and emotion of the country in General?
10. Now have the class place themselves in 1941. The United States was aware that Japan was not happy with them, but the average United States citizen was caught very much by surprise. The same could be said about September 11<sup>th</sup>. The average U.S. citizen was caught completely off guard.
11. The comparisons end there, but students should be understand the emotional side of what the Pearl Harbor attack meant to Americans. Again, use notes from Appendix A as an aid to supplement the class' readings.
12. Continue looking at the interaction between the United States and Japan. Explain that Japan took over lots of islands across the Pacific, many of them under the control of the United States including the Philippines. The U.S. was forced to evacuate the Philippines with Gen. MacArthur vowing that he would return. Continue lecture/discussion on the battles that followed the attack on Pearl Harbor on the Pacific Ocean Islands.
13. The last part of this lesson looks at the imprisonment of Japanese Americans. Pass out a copy of Roosevelt's Executive Order 9102. Have students read it aloud.
14. Begin a discussion about this order. Ask the class if it was right to send Americans to these camps. Was it against the Constitutional rights of these Americans to be sent to these camps without a trial? This creates an interesting discussion about the rights of citizens at a time of war. The students usually take over this discussion and run with it.

15. **Journal entry:** Was FDR justified in sending Japanese Americans into the internment camps? Explain.
  16. This is to be completed in class or for homework, as time allows.
  17. Reading assignments for the nights during this lesson are chapters 34-36.
- E. *Assessment/Evaluation*
1. Student writing on Germany's change in attitude and outlook toward the USSR in breaking the Soviet-Nazi Non-aggression Pact.
  2. Student writing on whether Roosevelt's Executive Order 9102 was Constitutional or not based upon the actual document.
  3. Notes on Chapters
  4. Teacher observation of class discussion

### **Lesson Five: 1943-44**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time.
  2. Lesson Content
    - a. Battles of Leningrad and Stalingrad
    - b. D-Day: Allied invasion of Normandy; General Dwight Eisenhower
  3. Skill Objective(s)
    - a. Identify the impact that the D-Day invasion had on the war and on the future of the United States.
    - b. Know the major battles and events of 1943 and how they turned the tide of World War II.
- B. *Materials*
1. Appendix A - Teacher Notes (class set)
  2. Appendix H – Grading rubrics (teacher copy)
  3. Hakim, J., *War, Peace, and all that Jazz* (class set)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Collect the notes and the writing assignment if done for homework.
  2. Have a discussion over the events of 1941-42 to check the classes' comprehension or the lectures and notes of the events covered thus far.
  3. The amount of content called for in the *Core Knowledge Scope and Sequence* for this lesson is very small, especially when compared to the other previous lessons in this unit. This lesson covers the years of 1943 and 1944. There are few years in United States history that helped define this country as it is today as the years covered in this lesson. So, while the content listed from the *Core Knowledge Scope and Sequence* is small, there will be a lot of background information listed in Appendix A that will cover some of the important battles, in the Pacific and Europe, that took place over this time, the major battles of Leningrad and Stalingrad, and the preparation for the D-Day invasion. Use the background notes to discuss these important events with the class.
  4. After going over the information with the class, ask the students which Allied leader wanted the Allied invasion of France and Western Europe the most. Which leader was pushing for the invasion the most and why? After a brief discussion, inform the class that Josef Stalin was the leader that wanted the invasion the most.

5. **Journal entry:** Why did Josef Stalin want the Allied invasion of Western Europe so badly?
  6. Once the students have completed their writings, have a few students share their ideas.
  7. Remind the class why German had a hard time fighting World War I in Europe. They should remember that Germany was caught in a two front war fighting on its east and west, and that no one had ever won a two front war in Europe. Because of this, Stalin wanted Churchill and Roosevelt to attack the German forces from the west, because that would force the Germans to fight on two fronts, and the fighting in the east would swing into the USSR's favor.
  8. Also review with the class that while the fighting was going on in Europe, the Pacific island hopping battles continued.
  9. The students have two assignments during this assignment. The first is to review and organize their notes. This will help them on upcoming assignments and to study for the unit end test. The second assignment is another reading. The reading for this lesson is chapters 37-40. Remember that the readings should be spread out over the couple of days it will take to complete this lesson.
- E. *Assessment/Evaluation*
1. Student writing on the impact an Allied invasion of Western Europe would have on the battles taking place in Eastern Europe.
  2. Teacher observation of class discussion

### **Lesson Six: 1945**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand that societies are diverse and have changed over time.
  - b. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history  
Students understand political institutions and theories that have developed and changed over time.
  - c. Students know how to use the processes and resources of historical inquiry.
2. Lesson Content
  - a. Battle of the Bulge; bombing of Dresden
  - b. Yalta Conference
  - c. Surrender of Germany; Soviet Army takes Berlin
  - d. Battle of Iwo Jima
  - e. Atom bomb dropped on Hiroshima and Nagasaki; the Enola Gay
  - f. Surrender of Japan
3. Skill Objective(s)
  - a. Analyze Truman's decision to use the Atomic Weapon, and its impact on the world and the future.
  - b. Interpret the writings of the crew from the Enola Gay and their view on the use of the Atomic Weapon.
  - c. Understand the various meetings of the Big Three and what their plans were, and why their ideas changed.

#### B. *Materials*

1. Appendix A - Teacher Notes (class set)
2. Appendix H – Grading rubrics (teacher copy)

3. Letter from the navigator of the Enola Gay, (class set) found at <http://www.departments.bucknell.edu/pr/BucknellWorld/1995-5/memories.html>
  4. Hakim, J., *War, Peace, and all that Jazz* (class set)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. The first activity is to collect the notes from the previous night's reading.
  2. This lesson looks at the big events that lead to the end of the war in both Europe and the Pacific that took place in 1945. Now that the allies successfully completed the greatest beach landing in history at Normandy, and pushed up through the soft underbelly of Europe, Italy, the Soviets are able to push towards Berlin. The German military is in full retreat, until they try their last main counteroffensive known as the Battle of the Bulge. It was one of the fiercest battles of the war, and the Allied Army line was almost completely broken, but they held on. Appendix A has notes on the Battle of the Bulge, the bombing of Dresden, the Allied Army push towards Berlin, Meetings of the Big Three and the surrender of Germany.
  3. While discussing, the meetings of the Big Three, make sure you talk about how the three leaders want to split up post war Europe first at Yalta, and later at Potsdam. Also talk about how the Big Three changed after the death of Roosevelt.
  4. Discuss Hitler's suicide and the reason behind it. Many people think that because of the crimes that Hitler committed against society, both in his country and regions he invaded that he would not be treated nicely once captured. The German Army treated the people of the USSR horribly, and Hitler knew that it was the Soviet Army that would reach Berlin first, and they would not treat him nicely.
  5. Next, move the discussion to the Pacific.
  6. Continue lecture/discussion on the war in the Pacific. By 1945, the United States was moving toward Japan by island hopping. The U.S. Navy and Army took one island at a time on their way to Japan. Some islands fell easily, while others proved more difficult. Among the most difficult was Iwo Jima. The island to the south of Japan was vital for the United States to take, and proved to be costly for both sides as tens of thousands of troops were lost on both sides in the long battle over this small island. Use the notes to fill the class in on the events leading up to August 1945.
  7. Now inform the class that one of the greatest events or losses of the war did not take place on a battlefield, but rather back home in the United States as President Roosevelt died. His successor was Harry S. Truman. Truman had to take over the Presidency during the middle of the war. He had to deal with Germany's surrender, Stalin, and the decision to drop atomic weapons on Japan. Use the notes to explain the events at Hiroshima and Nagasaki.
  8. **Journal Entry:** Pretend you are President Truman, do you drop the first bomb, or find another way to defeat Japan.
  9. Allow the students time to write and then ask if anyone would like to share their ideas.
  10. Truman faced the hard decision of risking the lives of American soldiers or the killing of Japanese civilians and drop the first atomic bomb on Hiroshima on Aug. 6, 1945. The plane that dropped the bomb was named the Enola Gay. Both decisions had negative outcome, and it was up to Truman to pick the lesser of two evils for the United States. The Russians entered the war against Japan, the

second bomb was dropped, and Japan surrendered to the United States on Aug 14, 1945 concluding World War II. Once again, use Appendix A to fill in the information about the end of the fighting.

11. Homework for tonight is to once again study and organize notes and to read and take notes on chapters 41-44. Remember that the readings should be spread out over the couple of days it will take to complete this lesson.

E. *Assessment/Evaluation*

1. Notes from student readings
2. Student writing on Truman's decision to drop the Atomic Bomb
3. Teacher observation of class discussions

**Lesson Seven: Postwar Impact**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people in major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. Potsdam Conference; Nurembourg war crimes trials
  - b. Creation of United Nations: Security Council; Universal Declaration of Human Rights
  - c. U.S. dictates pacifist constitution for Japan; Emperor Hirohito
3. Skill Objective(s)
  - a. Construct a timeline of World War II events.
  - b. Know the main events of World War II.
  - c. Analyze the post war actions of the winning nations in their attempt to avoid another World War, and the strengthening of their countries.

B. *Materials*

1. Appendix A (one copy)
2. Appendix F – Timeline (one copy)
3. Appendix H – Grading rubrics (teacher copy)
4. Blank paper (class set)

C. *Key Vocabulary*

1. Chronological - arranged in order of time occurrence

D. *Procedures/Activities*

1. Now that the war is over, the world has to be rebuilt. The rebuilding of Europe was not something to be taken lightly, due to the problems that came out of the peace treaty and post war actions after World War I. At the Potsdam Conference, Stalin, Truman, and Churchill planned for postwar Europe. Appendix A goes into this conference and the outcome that led to the Cold War. It also covers the war trials, the UN, and the rebuilding of Japan.
2. After this information has been presented to the class, the students' next project will be to work on a timeline of World War II. Their timeline should begin in 1936 and go through the end of the war in the Pacific and the creation of the United Nations. Due to the tremendous amount of material and terms that will appear on the timeline, advise the class to use a couple sheets of blank paper in order to give themselves enough room to complete the project in an organized fashion.

3. Timelines should not be a new thing at this point of the seventh grade. The students should be used to creating and using timelines to gather and process information. The timeline offers the students a great way to put all the information that they have learned from this unit into an organized study tool.
  4. Students should use the remainder of class or for homework, as time allows finishing the timelines. (The timeline sometimes will take two class days due to the amount of material presented.)
- E. *Assessment/Evaluation*
1. Student timelines of WWII
  2. Teacher observation of the class discussions

## VI. CULMINATING ACTIVITY

- A. There are two culminating activities with this unit. The first activity is the oral presentations of the playing cards. In small groups the students will share their cards and then switch groups until all the students have had a chance to see and hear about the playing cards.
- B. Test on World War II unit.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Notes
- B. Appendix B: Research Paper Assignment Sheet and Rubric
- C. Appendix C: World War II Trading Card Assignment
- D. Appendix D: Flow Chart of World Leaders
- E. Appendix E: Terms for Map of Japan
- F. Appendix F: Timeline
- G. Appendix G: Term List
- H. Appendix H: Grading rubrics for unit assignments
- I. Appendix I: Test
- J. Appendix J: Answer Key for Test

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## Appendix A, page 1 Teacher Background Notes

As you can see by looking through this unit, that World War II takes some time to cover. My hope is that you will find this Appendix to be a quality aid in your teaching of the assignment. I hope to give you all the information that you would need to lecture on the entire war without getting too lengthy, as that would eliminate the need for this Appendix, and all you would have to do is read a real history of the Second World War, like Winston Churchill's.

I know that the lessons in this unit are very long and in some cases, depending on lecture, class discussion, and any supplemental activities, could take almost an entire week. I used to teach this unit by looking at the causes of the war, then the war in Europe, and finally the war in the Pacific. While that approach worked, I found that many students had a hard time organizing the war when the unit was complete. In their writing, I saw that many students had no idea that the war was going on in both the Pacific and European Theaters at the same time. I tried the approach found in this lesson and was much happier with the results.

Please add or subtract from this material found in the Appendix as you choose. If you follow the *Core Knowledge Scope and Sequence*, and the timeline provided, you should be able to cover the very basics.

### Lesson One

Use Appendix D to guide the class through the discussion of the different leaders of World War II. At the end of World War I, the world was in total disarray. The Treaty of Versailles outlined the terms of peace for the countries that stayed in the war until the bitter end. Germany was punished for its part in the war. It was forced to pay reparations, lost land, and was forbidden to build up an army. The powers of Europe felt that this would allow Europe to resume normal operations and get on with life without worry of Germany attacking again. The Treaty of Versailles handicapped Germany, and when the effect of the worldwide Great Depression hit in the 1930's, Germany's already weak economy was hit the hardest.

Japan and Italy were on the victorious side at the end of WWI, but were not rewarded for their efforts as they thought they should be. Italy actually lost land, and Japan aided in the war effort believing that it would be given greater control of their region, including China.

There were attempts to create peace for years to come around the world. The first attempt was a Peace Keeping organization known as the League of Nations. The League of Nations was the brainchild of President Wilson, but the United States, wanted to stay isolated, did not join. The League was to serve as a mediator for international conflicts, and did survive for a while. However. It proved to be too weak to keep large nations from fighting.

Many nations sought to reduce the size of militaries, and even war as a means to resolve issues. The Washington Conference was the most notable attempt to reduce the size of Navies. But when times got tough, especially in Germany and Japan, a strong military seemed the way to go.

Following the war, many nations tried Democracy as the form of government to try and avoid problems. However, many nations, like Italy and Germany, faced too many internal problems, and democracy took the blame.

Italy is known as the birthplace of Fascism. **Fascism** is a form of government full of nationalistic, militarily run totalitarianism. **Nationalistic** means extreme pride in one's own country, without regard for other nations. **Totalitarianism** means the control of all aspects of a country, political, social, and economic, by the government. This term is used for both fascist and communist governments. Benito Mussolini is credited with creating fascism. As mentioned earlier, Italy was upset with its rewards for its actions in World War I. Mussolini used fascism to control Italy and to make it into an imperialistic military power that began taking over land. Italy's big achievement was using its tanks and modern warfare to defeat and take over Ethiopia, as its people defended their country on horseback.

## Appendix A, page 2

### Teacher Background Notes

Germany is another nation that bought into fascism. WWI left Germany in ruins, and the depression of the 1930's did not help. Adolf Hitler became the leader, or Führer, of the German National Socialist, or Nazi, Party. Before rising to the top of his party he did jail time for actions against the government. While in prison, he wrote the book, *Mein Kampf*, or my struggle. He used the ideas from this book to promote the idea that Germany needed *Lebensraum*, living space, for the German people because they deserved more for they were the world's master race. While the German political parties argued over how to ease the pain of economic troubles, Hitler and the Nazi Party received the backing of the people who wanted the problems fixed. Communists were the other group that people of Germany were turning to. Hitler was elected Chancellor of Germany in 1933, and through with a strong arm, became dictator.

The Nazi Party pushed the idea of *Lebensraum*, and anti-Semitic views throughout the country. Hitler used the Gestapo, the Nazi secret police, to eliminate any obstacle or opposition that faced his party. This included the imprisonment and death of those not German, especially Jews. Concentration camps were opened, and Jews were sent to work and die. On night, Kristallnacht saw the rounding up and killing of thousands of Jew in German territory.

Japan did not go the Fascist route. However, Emperor Hirohito and Prime Minister Tojo created a totalitarian like state, with Tojo and the military having much of the control. While Germany did not begin rearming itself until Hitler came to power, Japan was involved with China in battles of Manchuria, and thus had built up its military. Lesson Three will look more into Japan's motives for the war.

The students studied the Russian Revolution already in the year, and know how the USSR was created. Once Lenin, passed away, Josef Stalin rose through the ranks and quickly took totalitarian control of the Soviet Union. Stalin was not into Lenin's dream of a Socialist revolution throughout the world. He was focused on 'Socialism in one country'. Stalin's collectivization of the farms brought just about all industry and commerce into the hands of the government and eliminated public ownership. He also was responsible for the Great Purge, in which thousands of party officials were eliminated for posing, real and mostly false, threats to Stalin's power. He set out his Five Year industrialization plans, which followed practice of the government owning all aspects of life, and were meant to inspire the people.

There were other leaders of note in the 1930's. Roosevelt was still the President of the U.S. He was elected to a third term in 1940. Neville Chamberlain was the Prime Minister of Great Britain. Spain was in the midst of a civil war, with the fascists and the communists vying for power. Francisco Franco was the leader of the Fascists and received help from Hitler in the civil war. Nations all over the world were interested in the outcome of this war, but Hitler proved to be the edge for Franco. Hitler saw this war, as the best opportunity to test out is new military. In 1936, he sent the **Luftwaffe**, German Air Force, to practice. Picasso painted the famous picture *Guernica* depicting the horror that the Luftwaffe created in the bombing of that town.

That is the background on the leaders. The war began to take shape in Europe as Hitler began obtaining more living space. In the name of uniting German people in one nation. Hitler sent his troops to the Rhineland. This is by the German/French border, and ownership was often disputed between the two nations. The German army was told to return if met with any resistance, but met none, and the Rhineland was back in German hands. Next came the "**Anschluss**", or union, of Austria and Germany. This was done once again in the name of uniting German people. Hitler, born in Austria, paraded through the streets of Vienna as a hero.

Many nations are now very wary of Germany's growth and the establishment of its military. Next came the Sudetenland region of Czechoslovakia. This mountain region was the home of Czechoslovakia's defense toward German invasion. Germany declared its want of the region to united all Germans. Chamberlain and other leaders of Europe meet with Hitler in Munich in 1938. The sides agreed to give Germany the Sudetenland, as long as Germany did not take the rest of Czechoslovakia. Chamberlain returned to Britain feeling as if he personally kept Europe out of war. He stepped off his plane, waving a piece of paper in his hand declaring that he had achieved "peace for our time". Six months later, March 1939, Germany easily took the rest of Czechoslovakia.

## Appendix A, page 3

### Teacher Background Notes

France and Great Britain, had no choice at this time but to put their proverbial foot down, and took Germany that if they invaded Poland, they would declare war. This brings us to 1939, and the beginning of World War II.

#### Lesson Two

This lesson looks at the formal beginning of World War II, Europe's involvement, and America's neutrality. When Germany invaded Czechoslovakia in March of 1939, the entire world was on edge. Germany was given the ultimatum, and had the next move. Germany wanted to take Poland, but something stood in their way. First, in May, Germany and Italy signed the 'Pact of Steel' with the two nations vowing to work and fight with one another. The second obstacle proved much larger, the Soviet Union. While the Treaty of Versailles was harsh to Germany, the previous Treaty of Brest-Livtosk, signed by Russia and Germany, forcing Russia out of the Great War, was just as bad if not worse. Along with that, the German troops destroyed the countryside and Russian citizens as it marched from battle to battle. There would be no way that the USSR would allow Germany to start marching in its direction again.

In Aug, Hitler and Stalin signed the Nazi-Soviet Non-aggression Pact. The two even discussed the invasion of Poland, first by Germany, and later by the USSR, and the splitting of the nation. This allowed Germany to focus all of its attention on Western Europe. No army has ever won a two front war in Europe, and Germany did not want to start in 1939.

Germany no longer had to fear the USSR, and on Sept. 1, 1939 invaded Poland, forcing Great Britain, many of its common wealth nations, and France to declare war on Germany. The German armed forces unleashed the *Blitzkrieg*, which translates into 'lightning warfare'. With a speed, force, and power, yet seen by man, the German tanks and planes pounded Poland into submission. By the end of the month, Poland was conquered and divided by the Nazis and Soviets.

The quick fall of Poland did not give France or Great Britain enough time to get their armies anywhere near a battle. Britain took awhile to get its army mobilized, and France was set on a defensive course buffing up its army around the **Maginot line**. This is the fortified section of France closet to Germany created to protect from an attack. After the fall of Poland, it was months before any action took place. Many American newspapers began calling this the Phony War, for its lack of action.

The Soviets next attacked Finland in Dec. and in April of the next year, Germany unleashed its army on Denmark and Norway. By May, the Nazi's invaded Belgium, the Netherlands, Luxembourg and Germany. Just like in World War I, Germany went around the French fortifications.

May brought change in Britain as well. As the British Army was getting pushed back into France and closer to England each day, Winston Churchill was named Prime Minister of England. Churchill, born of an American woman and a British Lord, was involved in British politics and military from an early age. He was among the leaders of Britain in World War I, and is known for the horrible Battle of Gallipoli. However, this time, after years away from politics, Churchill proved the right man for the job. He motivated the British public. He told the public that he had nothing to offer but "blood, sweat, toil, and tears."

The first big event that Churchill had to deal with was the evacuation at Dunkirk. British troops were retreating towards the English Channel as the German troops closed in. The British Army was quite overmatched at the beginning stages of this war. With the Army pinned down at Dunkirk, the evacuation began. What started with military vessels bussing the troops back across the channel, soon turned into an all out evacuation, with any sea worthy ship, avoiding the Luftwaffe and U-Boats to pick up the waiting British and French troops. After the evacuation was complete, Churchill remarked, "This is not the end, nor is this the beginning of the end, but rather, this is the end of the beginning." Churchill had a way of giving the British people hope, and a knack for understanding where this war was headed.

## **Appendix A, page 4**

### **Teacher Background Notes**

June of 1940 saw the fall of the Baltic countries of Estonia, Latvia, and Lithuania to the Soviets and the surrender of France to Germany. Britain did not recognize the government of France that signed the armistice with Germany and recognized Charles de Gaulle as the Free French leader. Germany did not invade all of France, however the Vichy Government was set up in the unoccupied lands of France, and was a puppet to Berlin.

The next step for Germany was to take over Britain. Hitler offered a peace agreement between the two nations, but Britain declined. The Germans planned an invasion of Britain, something that had not been done since 1066. The first step of this invasion was to bomb Britain. The bombing started with factories and airfields in England, then moved to the larger cities. Trying to give their people hope, the British government planned a bombing attack of Berlin. This petrified the people of Berlin who were told that they would never be bombed. Germany's retaliation was the all out Blitz of London. London, and other large cities of England, faced day and night time bombing raids. The towns were ordered dark all night. Houses, stores, and pubs had large black curtains hanging over the windows, and the lights of the town were knocked out. This made it harder for the planes to see where they were bombing. The Blitz continued on and on, while the British citizens continued on the best that they could.

Protecting Britain from the attacks was the Royal Air Force. The RAF was severely outnumbered, and out trained. They faced a superior opponent but held their own. Many of the pilots were college students taken straight from Cambridge and Oxford. Over the course of the Battle of Britain, the RAF shot down almost double the planes that the Luftwaffe did. This was demoralizing to Germany. They were supposed to win this battle easily. Britain was aided by their new invention, radar. They had a short warning to prepare for the oncoming planes and could meet them away from the populated areas. The German leaders became so frustrated that they unleashed even more bombs in England, practically leveling some towns. Because the bombing was not having the effect that Germany was looking for, Operation Sea Lion, the invasion of England was postponed. While the invasion was put on hold the bombing continued heavily through May of 1941. The Battle of Britain continued until Hitler and the Luftwaffe Goring decided it was doing no good, and Germany focused its attention more towards the USSR. Churchill and Britain considered the Battle of Britain a victory. Britain survived the Blitz. Churchill called the members of the RAF the true heroes of Britain stating, "Never in the history of man have so many owed so much to so few."

While the Battle of Britain was raging on, Italy continued its fight in North Africa, soon to be joined by Germany troops led by the 'Desert Fox', German Gen. Rommel.

By the end of 1940, Germany, Italy, and Japan signed the Tripartite (Axis) Pact, and continued their push onward.

While the rest of the world is fighting, the United States was doing the best that it could to avoid the war. However, the U.S. was preparing just in case it became involved. Many people in the U.S. hoped it never would be a part of this war. There was a large number of Americans calling for the U.S. to stay neutral. The America First Movement wanted the country to focus on issues at hand at home, rather than become involved overseas. President Roosevelt and Churchill had been in contact, and FDR knew of the pressing situation the British were in, but could not do a thing.

One way that the U.S. was involved in the war was in the development of the Atomic bomb. Many scientists fled from Germany as the Nazi Party began to take power. Many of them were Jewish and feared for their lives. Once they made it to the U.S. they became involved in its science programs. One such scientist was Albert Einstein. Many say that it was Einstein who filled FDR in on the German plan to build an atomic weapon, and was crucial in getting the program started in the United States. The U.S. research and building of the Atomic bomb was called the Manhattan Project, and proved to be very successful.

## Appendix A, page 5

### Teacher Background Notes

#### Lesson Three

This lesson gives background information about Japan, and its rise to an imperialistic nation. And yes, the background notes on this lesson will be shorter.

The first step of the lesson of the lesson is for the students to label blank maps of Japan. About.com has access to lots of good maps. The address for a map of Japan is <http://geography.about.com/library/blank/blxjapan.htm?terms=blank+maps+of+Japan>.

Japan's geography plays an important part when looking at their reasons for wanting to expand. Japan was a nation growing very quickly, but the land was not growing. The population density of Japan was very high, and it had a hard time meeting the needs of its people when it came to food, or supplies for its growing industry. One way around this was to trade with foreign nations, and the other was to take over other land. However, geography was not the only reason that Japan wanted to expand.

For centuries, Japan was run by a feudal system, pretty similar in concept that of Europe. Over time Japan became a stronger country. The first American to really open the door of Japan for trade was Commodore Matthew Perry in 1853. Aboard heavily armed ships, Perry convinced the Japanese government to trade with the United States. Change followed as Japan dealt with foreigners and their influence. Ultimately the feudal system ended and the power was given back to the Emperor Meiji. He quickly outlawed the feudal state and began Japan on a road to industrialization.

As foreign powers became more and more interested in the Far East, Japan surprised many of the western nations with its ability to change and become an imperialistic nation. The Emperor had a new constitution drafted and pushed Japan to become a more industrialized and modernized nation. The foreign push for land and influence in the region caught Japan's eye, and they too began to take over land; first with Korea, and then later with Manchuria. Japan's goals were like other nations. First, they wanted to set up buffer states around it, and second, the scale nations were measured on at the time was based upon colonization and imperialism. Japan wanted to be a strong world power. By 1931, when Japan invaded Manchuria, the world was beginning to not be at ease. Japan's imperialistic moves were done at the dislike of the United States. FDR and the U.S. Government cut supplies to countries involved in imperialistic endeavors at the time. Japan relied heavily on the U.S. and its allies for food, oil, and steel. When these goods were threatened, Japan took it very personally. U.S. and world rage high a high with Japan in 1937 with the Japanese torture, killing, and destruction of Nanking, the then Chinese capitol.

Japan had crossed the road and became an imperialistic nation. The new government, with its strict, authoritative power, resembled a totalitarian state, and its relations with the United States were poor. Japan signed a neutrality treat with the Soviet Union, much like Germany did, leaving the United States as the biggest threat to Japan's imperialistic goals in the Pacific.

#### Lesson Four

Now we have all the background knowledge to understand how the United States became involved in World War II. In the beginning of 1941, the United States was still neutral, but beginning to act as a nation ready for war. The war was continuing in Africa and Europe, with the German army heading south, and still bombing Britain. Yugoslavia, and Greece both fell to the Nazi's in 1941.

The U.S. took a more active approach in 1941 with the signing of the **Lend Lease Act**. This gave the President the power to give money or weapons to friendly nations. Britain received over \$31 billion in aid. The most famous aid the U.S. gave Britain was the bases for destroyers trade. The U.S. gave Britain fifty old destroyers in return for some bases around the British Empire.

The U.S. and Britain were also apart of the Atlantic Charter. The goal and purpose of the Atlantic Charter was to 'ensure life, liberty, independence and religious freedom and to preserve the rights of man and justice'. This placed the U.S. as close to war as you can be without being in it.

## **Appendix A, page 6**

### **Teacher Background Notes**

The U.S. also began mobilizing its military for the chance of war. Congress introduced conscription, the selective service, or draft, and industry became more geared toward wartime preparation. The United States military began seeing changes in segregated ways, although full integration of armed forces did not happen until Truman was President. Integration was taking place in factories, as the country's need for supplies grew, more people ended up with jobs. After the Great Depression, the war was the answer for the struggling economy. Women also joined the work force in unprecedented numbers, especially after Pearl Harbor as men joined the armed forces. Women met the needs of the nation by providing the supplies for the war. 'Rosie the Riveter' was the story of women joining the work force.

Meanwhile, the fighting continued in Europe. Germany became more and more frustrated with its lack of success against Britain. Doing the unthinkable, Hitler moved his army to the east and attacked the Soviet Union on June 22, 1941. This brought Germany into a two front European war, and proved to be its biggest mistake of the war. Germany also stepped up its actions against Jews by making all Jews wear yellow stars on their clothing, and the concentration camps increased mass exterminations of Jews at camps like Dachau and Auschwitz. Germany also began eliminating paralyzed and handicapped Germans, as they were seen as a strain on the country.

The Holocaust took the lives of over six million Jews throughout Europe, and leaving others very ill. The impact of the Holocaust was felt around the world as news of it spread, and for years to come.

As one can imagine, Stalin was not happy with Germany's change in plans, and prepared for some of the heaviest fighting the world has ever seen. By October, the Germans were pushing towards the Soviet capital Moscow.

The war in North Africa was also raging at this time. The German military, as mentioned earlier led by Rommel, aided the Italians in the conquest of the area. The British troops were the opposition as the sides chased each other around the desert. The turning point battle took place outside Cairo at El Alamein in 1942. The British, led by Gen. Bernard Montgomery led the Allies in the defeat of Rommel and the Axis.

By the summer of 1941, relations between the United States and Japan hit a low, causing FDR to cease communications with Japan. An oil embargo led to a full embargo of Japan. As mentioned before, imperialistic Japan relied on the oil it received from the west in order to feed its military machine.

On December 7, 1941, Japan surprised most Americans by attacking Pearl Harbor in Hawaii. Pearl Harbor was and still is the home of the Pacific Fleet for the United States Navy. Japan's goal was to knock out the United States Navy in one fail swoop. They were almost successful. Many events led to this attack that favored Japan. The United States government had some idea that an attack was coming, but they were not sure how or where. The commander of the Army Air Corps stationed at Pearl Harbor feared a sabotage attack on the air craft, and moved the planes into large clusters on the run way. This made them easy targets for the Japanese. The United States had also recently acquired radar systems from Britain, and the attacking planes were seen on radar, but the base commander did not react. With these conditions, the Japanese were able to fly through Pearl Harbor and cripple the U.S. forces. The U.S. did have a little luck in the event. Most of its aircraft carriers were out at sea on training missions, and avoided the attack.

The response to this attack in the U.S. was decisive. The next morning the United States declared war on Japan, and when Armed Forces recruiting offices opened in the morning, there were lines that stretched around the block. Japan thought that it would be able to demoralize the U.S. with one fail swoop, but rather it angered the nation beyond belief. Also at this time, Japan attacked United States and allied bases around the Pacific including the Philippines, Midway Island, and Guam. The American troops were taken by surprise all over the Pacific. The fighting in the Philippines was some of the

## **Appendix A, page 7**

### **Teacher Background Notes**

heaviest. General Douglas MacArthur led the U.S. troops. The students should remember him from the Bonus Army in Washington D.C. in the 1920's. The U.S. forces retreated from the Philippines to Bataan, with MacArthur vowing, "I shall return". After fierce fighting at Bataan, the troops were forced to surrender. The Japanese took forced the troops on an intense sixty-mile march in the hot sun without water or food to a POW camp. More than 5,000 troops lost their lives during this march.

Throughout the Pacific, the Japanese beat up on the American forces until the Battle of Midway in June of 1942. The United States had just delivered Japan its first battle lost at the Battle of the Coral Sea in May, and now won a decisive battle at Midway. From this point on, the U.S. forces pushed the Japanese back towards Japan, in an island hopping war. The U.S. forces jumped from island to island retaking and liberating land that Japan had taken. This required amphibious landings on islands, which proved to be very costly, but necessary in order for the U.S. to take control of the war. The first amphibious landings took place at Guadalcanal in August. The Battle of Midway did not require an amphibious landing because there were already U.S. troops on the ground there. The fighting at Guadalcanal lasted until Feb. of 1943.

While the troops were fighting the Japanese in the Pacific, Japanese Americans found themselves in a fight at home. As outrage from the surprise attack spread throughout the country, FDR issued Executive Order 9102, which placed Japanese Americans into internment camps. There was a fear that Japanese Americans would serve as agents of Japan, even though they were American citizens. Over 120,000 Japanese Americans were moved to internment camps. Only a few people were arrested as spies or agents of Japan, and Japanese Americans became some of the most dedicated warriors for the United States Armed Forces during war, however, this did not change public opinion or the fact that the American citizens were taken from their homes.

1941 and 1942 saw the conflict become a true World War, as all the powerful nations of the world were engaged in fighting, and at least one nation from every continent was involved in the struggle.

#### **Lesson Five**

1943 and '44 saw a continuation of the heavy fighting around the world. The United States continued its Island hopping around the Pacific and by the end of 1944 the U.S. had made its way back to the Philippines and was on its way to Japan.

The fighting in Europe was just as intense. British and American planes continued to bomb Germany, and their armies were chasing Rommel out of Africa and back into Europe. The heaviest fighting was taking place in the USSR. The Germans pushed towards Leningrad and Stalingrad. The Luftwaffe and German Army leveled Stalingrad to the ground, but the fighting continued. Stalingrad was as important city for the USSR to hold, as it was apart of the supply route that helped the nation operate the war. The Germans actually took Stalingrad, but the Soviets continued to fight and retook the city, forcing the Germans to retreat. This was the first big defeat of Hitler's Army. The Soviets began to push the Germans out of their country. While this is going on, Stalin wants Churchill and Roosevelt to launch an invasion into Western Europe to take the heat of his armies. Churchill pushed for an invasion through Italy, which he terms "the soft underbelly of Europe".

Much to Stalin's displeasure, Britain and the U.S. begin their push through Italy and not through France in 1943. Montgomery led the British, while General, George Patton led the U.S. troops. General Eisenhower led the overall Allied plans from a base in London, and was in constant communication with FDR and Chief of Staff, George Marshall. The allied forces pushed through Sicily and Southern Italy. As the troops liberated Southern Italy, a new Italian government took over in the south, and declared war on Mussolini and Hitler.

FDR and Churchill were involved in planning an attack of France to liberate Western Europe. D-Day, or operation Overlord, as it was known, was the attack on France. Required an amphibious landing

## **Appendix A, page 8**

### **Teacher Background Notes**

on the beaches of Normandy. The invasion took place on June 6, 1944 and proved to be very successful. Troops landed at Utah Beach, Omaha Beach, Gold Beach, Juno Beach and Sword Beaches. By the end of June, the Allies had almost 850,000 troops on land at Normandy. The troops involved in this invasion faced incredible odds and risked their lives to liberate France. These people are remembered around the world today as true heroes.

Once in France, the troops pushed towards Paris and then Berlin, freeing town after town, and country after country.

The Soviets were also pushing the Germans towards home. Leningrad was finally relieved after it was attacked for almost 900 days. The Allies were having good success against the German military and the Italians were falling apart. In December of 1944, the German army tried on last counteroffensive near Ardennes. With the same intensity that it used to take Poland, the Nazis came at the Allies with everything that they had. Their push almost broke the Allied lines, and separated many divisions for months. However, the Allies did hold and won the famous Battle of the Bulge. The end for Germany was near. As the Allies pushed toward Berlin they continued the bombing of Germany. One town that was hit particularly hard was Dresden. It erupted into a firebomb and burned the town. Many feel this was in retaliation for the damage caused to some of Britain's cities during the Blitz.

### **Lesson Six**

1945 brought sight of the end of the war. FDR, Churchill, and Stalin, the Big Three, met at Yalta to discuss what post War Europe would look like. The Western Allies wanted to set up free elections and democracies across Europe while Stalin dug his feet. However, Stalin did promise to hold free elections in Europe, and to join the fight against Japan. The different views put Churchill and Stalin on edge with one another.

In April, FDR died and Harry Truman became the President of the United States. Truman now had to pick up where FDR left off in relations with the USSR.

The Armies continued their push to Berlin, freeing nations and Jews from concentration camps. The Soviets were the first to reach Berlin in April. Mussolini was captured by Italians and killed, and Hitler took his own life on April 30<sup>th</sup>. May 8<sup>th</sup> saw the end of the War in Europe (V.E. Day)

The Allies divided up Germany and Berlin and took over the running of the government.

The war in the Pacific was speeding to a close as well. General MacArthur and Admiral Nimitz planned an invasion of Iwo Jima, Okinawa, and Japan. Iwo Jima was the first on the list for its closeness to Japan and would provide airfields for bombers and fighters. The fighting at Iwo Jima was intense with nearly 25,000 American troops dying in 5 weeks. But the U.S. took the island, moved to Okinawa and prepared for the invasion of Japan.

The new Big Three met at Potsdam. It is here that Stalin went against his word on free elections and stated that the Soviet Union alone would control what happened in Eastern Europe. Also at this conference, Truman learns that the U.S. successfully tested the atomic weapon. The British and Americans were at odds with Stalin, and the groundwork for the Cold War was set.

Truman had a huge decision to make. He had to send U.S. troops into Japan, or use the Atomic weapons to try and make Japan surrender. On Aug. 6, 1945, the Enola Gay dropped the first atomic bomb on Hiroshima, and a second on Aug. 9<sup>th</sup> at Nagasaki. 200,000 people died from the first blast. On Aug. 14<sup>th</sup>, Japan surrendered, and signed the peace agreement on Aug. Sept. 2<sup>nd</sup> (V.J. Day) World War II was over.

### **Lesson Seven**

The world now had to put back together the pieces after World War II. Upwards of 25 million people lost their lives in this conflict. In an attempt to avoid further conflicts, the United Nations was created. It was and still is to serve as a place to hear international disputes and to keep them from war.

**Appendix A, page 9**  
**Teacher Background Notes**

The UN plays a big part in organizing relief for those that are oppressed and miss treated around the globe. It works with the International Court of Justice, the World Health Organization, and the United Nations Educational, Scientific and Cultural Organization. Every member nation of the world has one vote in the UN as a way to keep peace in the World. The world powers also belong to the UN Security Council where they have more say in the events of the world. It also created the Universal Declaration of Human Rights as a creed for the UN to follow.

Further, post war activities focused on the Nuremberg was crimes trials. Many of the surviving Nazi leaders were put on trial for their participation in the Holocaust.

The events at the end of World War II, specifically the control of Europe lead to the Cold War. As the Allies were pushing towards Berlin, Churchill wanted to use the US and British armies as far into Germany as they possibly could because he did not trust Stalin. FDR disagreed with this idea and the stall let the USSR get to Berlin first. Stalin took the land that his Army occupied and vowed to be the only controlling power in the region. Now new battle lines were created and, soon the world was on edge again.

**Appendix B, page 1**  
**Research Paper Directions**

The time is here for you to research people and events of World War II. What you choose to do your report on is up to you, but you must contact your teacher before you begin your paper, to okay the topic. If you are having a hard time coming up with an idea, ask your teacher for any suggestions.

You should follow the same guidelines and routines that you have used on previous assignments.

Your report should:

Be at least three typed pages.

Use at least three different sources

Include a Bibliography

You must cite your sources as learned in class

Other than that, what you put into your paper is up to you. Remember, you are writing the history or an event. You are teaching other people about your topic. You need to include all the information about your topic. After a classmate reads or hears your presentation, they should have a good understanding of what you researched.

Use the attached rubric to make sure that you have done all that is required in order to complete this assignment.

**Appendix B, page 2  
Research Paper Rubric**

<b>Grading Criteria</b>	<b>Meets expectations Grade A through B</b>	<b>Meets Expectations Grade B- through C-</b>	<b>Far below expectations Grade D or Lower</b>	<b>Grade</b>
<b>Introduction: Topic included Major points of paper summarized</b>	Uses strong introduction	Uses weak introduction	Unclear or omits introduction	
<b>Conclusion: Topic restated Major points of paper reviewed</b>	Uses strong conclusion	Uses weak conclusion	Unclear or omits introduction	
<b>Accurate and Sufficient Content</b>	Paper includes accurate and sufficient content	Paper includes some inaccurate and insufficient content	Paper includes very inaccurate or very insufficient content	
<b>Uses examples, incidents, or reasons to clarify or explain the main idea of the paragraph</b>	Uses and cites strong support	Simple examples and supports are used	Unclear or missing examples or supports used	
<b>Logical sequence</b>	Easy to see that the paper follows a logical, sequential order	Ideas jump around at times, and sequence is difficult to follow	Lack of organization makes following the message impossible	
<b>Uses topic sentences at the beginning of each paragraph</b>	Uses interesting and accurate topics sentences and varies style throughout the paper	Uses weak topic sentences, sometimes uses topic sentences, or uses same style throughout the paper	Unclear or lacking topic sentences at the beginning of the paragraph	
<b>Sentence Usage</b>	Uses complex and/or compound sentences	Uses simple sentences	Many examples of sentence fragments and/or run-on sentences	
<b>Paragraphs</b>	Divided into paragraphs and indented	Missing some paragraph breaks and not indented	Missing Paragraph breaks and not indented	
<b>Spelling</b>	No spelling errors	Some spelling errors	Many spelling errors	
<b>Punctuation- Capitalization</b>	Few or no errors	Many errors	Errors detract from the message presented	
<b>Bibliography: Follow guidelines from step up to writing</b>	Includes at least 3 different sources	Includes less than the minimum of resources or has format errors	Includes far less than the minimum number of resources or has many format errors	
<b>Paper is typed</b>	Typed and at least 4 pages	Less than the required pages	Not typed	
<b>In text citation using guidelines covered in class</b>	Citations are included and are in the proper format	Insufficient number of citations or improper format	No citations used.	
<b>Total Grade</b>				

**Appendix C**  
**World War II Trading Card Assignment**

This is your chance to create trading cards. No, we are not going to make Pokemon, magic, or Baseball cards, but rather, we are going to make World War II trading cards. Each student must create eight trading cards.

The front of the card has a picture of a person, place, thing, or event from World War II. Some examples include different leaders, planes, battles, and events. The picture should be colored. You are not graded on your artistic ability, but rather the look of the card. I cannot draw well myself, but I can find a way to make the front of the card well thought out and interesting.

The back of the card should have a brief explanation of the topic of the card. Each card is worth 20 points, ten points for each side.

Have fun with the assignment. You will have a chance to share your cards with the class at their due date.

	10-9 points	8-6 points	5-0 points	Total Points
Front picture	Is colored, a good topic from WWII, clear, and organized	Good topic to use, a little unorganized or rushed	Chose poor topic or picture. Was not from state you indicate, not colored, rushed	
Explanation of picture	Well constructed writing, that thoroughly explains what you drew	Good idea but has a grammar or spelling mistake or two	Incomplete sentence or thought with many grammar/spelling mistakes	
			<b>Total Grade</b>	

**Appendix D**  
**Flow Chart of World War II Leaders**

**Soviet Union**

Josef Stalin  
Communism

**Spain**

Francisco Franco  
Spanish Civil War

**Germany**

Adolf Hitler  
Nazi Party  
Fascism

**Italy**

Benito Mussolini  
Fascism

**Great Britain**

Neville Chamberlain  
Winston Churchill  
Democratic

**United States**

Franklin Roosevelt  
Democratic

**France**

Charles de Gaulle  
Democratic

**Japan**

Emperor Hirohito  
Prime Minister Tojo  
Imperialistic

**Appendix E**  
**List of Terms for Japanese Map**

Sea of Japan  
Pacific Ocean  
East China Sea  
Sea of Okhotsk  
Okinawa Islands  
Osaka  
Tokyo  
Miroshima  
Yokohama  
Sapporo  
Nagasaki  
Fukuoka  
Kyoto  
Kobe  
Sakai  
Yamaguichi  
Islands-  
    Kyushu  
    Honshu  
    Shikoku  
    Hokkaido

## Appendix F, page 1 Time Line

1933

Hitler becomes Chancellor  
FDR becomes President  
Concentration camps open

1934

Hitler becomes Fuhrer of Germany

1935

Germany build military

1936

Germany takes Rhineland  
Spanish Civil War  
Franco becomes leader of Spain

1937

Stalin and the Great Purge

1938

Anschluss of Austria  
Sept. 30-Munich Agreement  
Oct. Germans in Sudetenland

1939

March- Germany takes Czechoslovakia  
May- Italy-Germany Pact  
Aug.- Soviet Nazi Nonaggression Pact  
Sept. 1- Germany invade Poland, War declared  
Nov.- Soviets take Poland

1940

April- Germany invades Denmark and Norway  
May- Germany invades France, Belgium, Luxembourg, and the Netherlands. Churchill becomes Prime Minister, Evacuation of Dunkirk  
June- Soviets take Baltic States  
July- Battle of Britain begins  
Sept. Blitz on London, Axis Pact signed  
Oct. Germans take Romania  
Dec. British offensive in N. Africa

1941

March- Lend Lease program signed by FDR  
April- Germany invades Yugoslavia and Greece  
June- Germany attacks USSR  
Aug. Atlantic Charter  
Dec. 7<sup>th</sup>. Japanese Attack Pearl Harbor

## Appendix F, page 2 Time Line

8<sup>th</sup>- U.S. declares war on Japan  
10<sup>th</sup> - Germany declares war on U.S.

1942

Feb.- Battle at Wake Island  
March- Relocation of Japanese Americans  
April- 10<sup>th</sup>-Bataan Death March  
18<sup>th</sup>-Doolittle's raiders bomb Tokyo

May- Battle of Coral Sea  
June- Battle of El Alamein  
Battle of Midway  
Battle of Stalingrad begins  
Siege on Leningrad  
Aug.- Landing at Guadalcanal

1943

Germans surrender at Stalingrad  
May- Allies take Tunisia  
July- Americans take Palermo, Sicily  
Oct. Allies in Naples, Italy  
Nov. Big Three meet in Tehran, Iran

1944

Jan. Soviet Troops into Poland  
June 6<sup>th</sup> - D-Day invasion at Normandy  
Aug. Liberation of Paris  
Dec. Battle of the Bulge

1945

Feb- Big Three meet at Yalta, Dresden destroyed  
Philippines recaptured  
Battle of Iwo Jima  
April- Allies in N. Italy  
12<sup>th</sup> - FDR dies, Truman is President  
21<sup>st</sup>. Soviets reach Berlin  
Battle of Okinawa  
May 8<sup>th</sup> V.E. Day  
June- UN created  
July- 16<sup>th</sup> U.S test atomic bomb, Big Three at Potsdam  
Aug. 6<sup>th</sup>- Atomic bomb dropped on Hiroshima  
8<sup>th</sup> - USSR declares war on Japan  
9<sup>th</sup>- Atomic bomb dropped on Nagasaki  
14<sup>th</sup>-Japan agrees to surrender  
Sept. 2<sup>nd</sup>- V.E. Day

## Appendix G Term List

Totalitarianism	Gen. Patton
Fascism	Gen. Eisenhower
Fuhrer	Gen. Montgomery
Mein Kampf	Gen. MacArthur
Lebensraum	Blitz
Nazi Party	RAF
Holocaust	Luftwaffe
Gestapo	Pearl Harbor
Adolf Hitler	D-Day
Benito Mussolini	Battle of the Bulge
Emperor Hirohito	Dresden
Prime Minister Tojo	Yalta Conference
Franklin Roosevelt	Potsdam Conference
Neville Chamberlain	Dachau
Winston Churchill	Auschwitz
Anschluss	Internment camps
Munich Agreement	Philippines
Soviet-Nazi Nonaggression Pact	Bataan Death March
Blitzkrieg	Battle of Midway
Dunkirk	Guadalcanal
Battle of Britain	Iwo Jima
Lend Lease	Enola Gay
Atlantic Charter	Hiroshima and Nagasaki
Rosie the Riveter	United Nations
Manhattan Project	Nuremberg war crimes trials
North Africa Campaign	Axis Powers
Gen. Rommel	Charles de Gaulle
	Allies

## **Appendix H**

### **Grading Rubrics for Assignments**

#### **1. Maps**

The maps are graded on six categories, for a total of 10 pts.

Title-	1pt.
Key-	1pt.
Compass-	1pt.
Colored map-	1pt.
The overall presentation -	3pts.
Correct content-	3pts.

Presentation items to look for include attention to detail, correct placement of labels, clear message, and neatness.

The content should be correct in that the appropriate items are labeled in the correct location, and all of the required content is on the map.

#### **2. Journal Entries**

The writing assignments are graded on four categories for a total of 10 pts.

Clear Presentation	2pts.
Grammar and Punctuation	2pts.
Spelling	2pts.
Content	4pts.

The content should be correct and needs to meet the parameters of the given assignment. The content must answer the question asked.

The presentation grades whether or not the student creates an argument to answer the question, and is closely related to the content.

#### **3. Class discussions**

The classroom discussions are based upon a plus, check, or minus scale. The students receive these scores based upon their participation in the classroom discussion, note taking, or other activities. The participation scores are averaged in at the end of the quarter and represent 10% of the students' quarter grade.

#### **4. Timeline**

The timeline is graded on two very large categories for a total of 10 or 20 pts. Depending on the size of the amount of information covered as a class on the unit. The Russian Revolution Timeline is worth 20 pts.

Presentation-10pts. The presentation addresses how well the students present the information covered in class in the form of a timeline. The timeline must be legible, organized, spaced out, chronological, and written with proper grammar and spelling

Content-10pts. The content of the timeline must address all of the major themes, ideas, events, people of the unit studied. Students are responsible for all material covered in lecture, notes, and any readings or videos used to supplement lecture/class discussions. The content should be correct.

**Appendix I, page 1**  
**7<sup>th</sup> Grade World War II Test**

Hello, Hello! Welcome to the World War II History Test of 7<sup>th</sup> Grade. Answer the following Multiple Choice Questions to the best of your ability. Write the correct answer on the blank space provided. *GOOD* Luck, do your best!!!

1. \_\_\_\_\_ What country did Churchill refer to as the 'Soft Underbelly of Europe'?
  - a. Germany
  - b. Italy
  - c. Egypt
  - d. France
  
2. \_\_\_\_\_ Who was not apart of the "Big Three"?
  - a. Stalin
  - b. Churchill
  - c. Roosevelt
  - d. Mussolini
  
3. \_\_\_\_\_ What language did the US use in WWII that the Japanese could not decode?
  - a. Hopi
  - b. Comanche
  - c. Navajo
  - d. Cherokee
  
4. \_\_\_\_\_ Who was in charge of the Allied Invasion of Normandy?
  - a. Eisenhower
  - b. Rommel
  - c. Montgomery
  - d. Patton
  
5. \_\_\_\_\_ Before invading Poland, Germany made a pact with which country?
  - a. The United States
  - b. The Soviet Union
  - c. Japan
  - d. United Kingdom
  
6. \_\_\_\_\_ What leader celebrated "Peace in Our Time" after signing the Munich Agreement with Hitler?
  - a. Winston Churchill
  - b. Neville Chamberlain
  - c. Charles DeGaulle

d. Franklin Roosevelt

**Appendix I, page 2**

7. \_\_\_\_\_ What countries made up the Axis Powers?
- a. France, U.K., U.S.S.R
  - b. Germany, U.S.S.R, Italy
  - c. Italy, Japan, Germany
  - d. U.K., U.S.S.R, U.S.
8. \_\_\_\_\_ What was Auschwitz?
- a. The German takeover of Austria
  - b. A Concentration Camp
  - c. The leader of the German Navy
  - d. The location of the Battle of Britain
9. \_\_\_\_\_ Who were taken from their homes and relocated during World War II?
- a. Native Americans
  - b. German Americans
  - c. Russian Americans
  - d. Japanese Americans
10. Which term means the control of all aspects of a country, political, social, and economic, by the government?
- a. Totalitarianism
  - b. Democracy
  - c. Luftwaffe
  - d. Lebensraum
11. \_\_\_\_\_ The Bataan Death March took place after the Japanese invaded what country?
- a. The Philippines
  - b. China
  - c. Australia
  - d. Korea
12. \_\_\_\_\_ Who was in charge of Propaganda for the Nazi Party?
- a. Adolph Hitler
  - b. Joseph Goebbles
  - c. Erwin Rommel
  - d. Nicola Sacco

### Appendix I, page 3

13. \_\_\_\_\_ What is the capitol of Finland?
- Helsinki
  - London
  - Edinburgh
  - Copenhagen
14. \_\_\_\_\_ Who created the famous painting "Guernica", which depicted the bombings of the Spanish Civil War?
- Vincent Van Gogh
  - Pablo Picasso
  - Leonardo
  - Michelangelo
15. \_\_\_\_\_ Who was the Spanish leader that was helped by Hitler?
- Francisco Franco
  - Charles DeGaulle
  - Benito Mussolini
  - Pedro Astocio
16. \_\_\_\_\_ What did Executive Order #9066 do?
- It allowed the US to enter the war
  - It allowed the US to send Japanese Americans into camps
  - It stopped all immigration into the United States.
  - It created the C.C.C
17. \_\_\_\_\_ What battle was the turning point for the war in the Pacific? It is when the Japanese Navy attacked an American base, but was defeated by the US Navy.
- Battle of Midway
  - Battle of Guadalcanal
  - Battle of Coral Sea
  - Battle of Fu Man Chew
18. \_\_\_\_\_ Which of the following terms is best described as extreme pride in ones own country?
- Fascism
  - Nationalism
  - Totalitarianism
  - Lebensraum

**Appendix I, page 4**

19. \_\_\_\_\_ Where did the Big Three meet to discuss the plans for the end of the war and what to do with Europe after it?
- Midway Island
  - Harpers Ferry
  - Versailles
  - Yalta
20. \_\_\_\_\_ After what battle did Churchill proclaim, "Never in history have so many, owed so much, to so few"?
- Battle of Coral Sea
  - Battle of Stalingrad
  - Battle of Britain
  - Battle of the Bulge
21. \_\_\_\_\_ What form of government was created by Mussolini?
- Fascism
  - Capitalism
  - Imperialism
  - Monarchy
22. Anschluss, was the joining of Germany with what nation?
- Britain
  - Russia
  - Czechoslovakia
  - Austria
23. \_\_\_\_\_ What American General vowed he would return to the Philippines after fleeing from the invading army.
- Patton
  - McCarthy
  - MacArthur
  - Eisenhower
24. \_\_\_\_\_ What year did World War II begin?
- 1932
  - 1939
  - 1941
  - 1945

**Appendix I, page 5**

25. \_\_\_\_\_ What French coastal city was the site of the famous rescue of the Allied Armies?
- a. Normandy
  - b. Paris
  - c. Versailles
  - d. Dunkirk
26. \_\_\_\_\_ What German city was destroyed by Allied bombers, killing more than 100,000 citizens in 1945?
- a. Berlin
  - b. Dresden
  - c. Munich
  - d. Paris
27. \_\_\_\_\_ Where was the famous photo of US Marines raising the American flag taken?
- a. Tokyo
  - b. Berlin
  - c. Iwo Jima
  - d. Pearl Harbor
28. \_\_\_\_\_ Who became President after FDR's death?
- a. Wilson
  - b. Harding
  - c. Coolidge
  - d. Truman
29. \_\_\_\_\_ What was the name of Germany's code machine?
- a. Enigma
  - b. Eureka
  - c. Enola
  - d. Elias
30. \_\_\_\_\_ Which word means 'Lightning Warfare'?
- a. Luftwaffe
  - b. Blitzkrieg
  - c. Anschluss
  - d. Guernica

**Appendix I, page 6**

31. \_\_\_\_\_ What was the code name for the development of the Atomic Bomb in the United States?
- a. Los Alamos Assignment
  - b. Chicago Plan
  - c. Washington Project
  - d. Manhattan Project
32. \_\_\_\_\_ What Congressional action allowed the United States to send aid to Great Britain while remaining neutral?
- a. Congressional Bill #40499
  - b. Lend-Lease Act
  - c. Progressive Act
  - d. Bill me later Act
33. \_\_\_\_\_ Which fictitious character represented America's women work force during World War II?
- a. Jenny the Jackhammer
  - b. Denise the Driver
  - c. Sarah the Sander
  - d. Rosie the Riveter
34. \_\_\_\_\_ Which organization was created after World War II to keep peace throughout the world and to provide a place for arguments to be settled with words and not wars?
- a. United Nations
  - b. Warsaw Pact
  - c. ESPN
  - d. League of Nations
35. \_\_\_\_\_ What was the name of Hitler's book, where he stated his leadership goals?
- a. Lebensraum
  - b. Mein Kampf
  - c. Luftwaffe
  - d. Rhine Contra
36. \_\_\_\_\_ What was the name of the fortified section of border between Germany and France called?
- a. Maginot Line
  - b. Dunkirk Dunes
  - c. El Central

d. Border North

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37. \_\_\_\_\_ What German General was known as the Desert Fox?
- Adolph Hitler
  - Joseph Goebbles
  - Erwin Rommel
  - Nicola Sacco
38. \_\_\_\_\_ Which American was credited with opening Japan to trade?
- Matt Leblanc
  - Matthew Perry
  - David Schwimmer
  - Pete Ferrigan
39. \_\_\_\_\_ What agreement and alliance did the United States join with Great Britain before the US entered into the war? The goal and purpose of this organization was to ensure life, liberty, independence, and religious freedom, and to preserve the rights of man and justice?
- United Nations
  - Warsaw Pact
  - the Atlantic Charter
  - Cambridge Accord
40. \_\_\_\_\_ Who won 4 Gold Medals at the 1936 Summer Olympics in Munich in front of Hitler's "Master Race"?
- Jack Dempsey
  - Babe Ruth
  - Jessie Owens
  - Jackie Robinson

**Paragraph Answer**

Answer either #1 or #2.

- Why did Japan attack the United States?
- Why were so many Germans upset with the Treaty of Versailles, and how did it push the nation towards WWII?

**Appendix J**  
**Test Answers**

1. B
2. D
3. C
4. A
5. B
6. B
7. C
8. B
9. D
10. A
11. A
12. B
13. A
14. B
15. A
16. B
17. A
18. B
19. D
20. C
21. A
22. D
23. C
24. B
25. D
26. B
27. C
28. D
29. A
30. B
31. D
32. B
33. D
34. A
35. B
36. A
37. C
38. B
39. C
40. C