

Activity Page 1.1

Use with Chapter 1

Letter to Family

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

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

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

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

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

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

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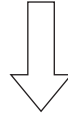
Date _____

Activity Page 1.3

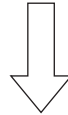
Use with Performance Task

Claims and Evidence

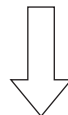
STATE THE CLAIM *What opinion or position are you defending?*



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



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

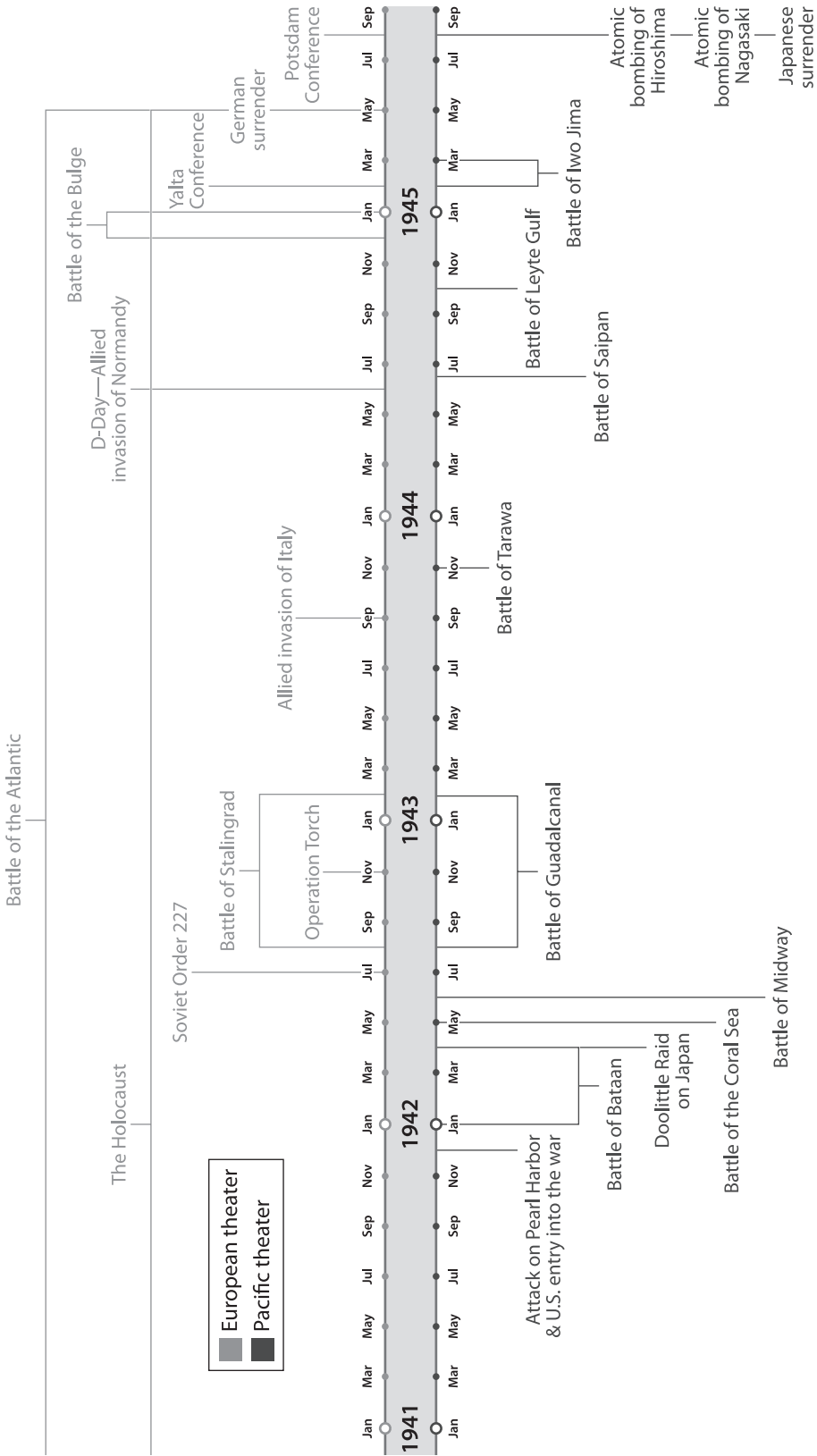


RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

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

Name _____ Date _____

Timeline of World War II, 1941–45



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

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

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

3. When did the war end? Why?

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

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

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

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

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

Down

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

Across

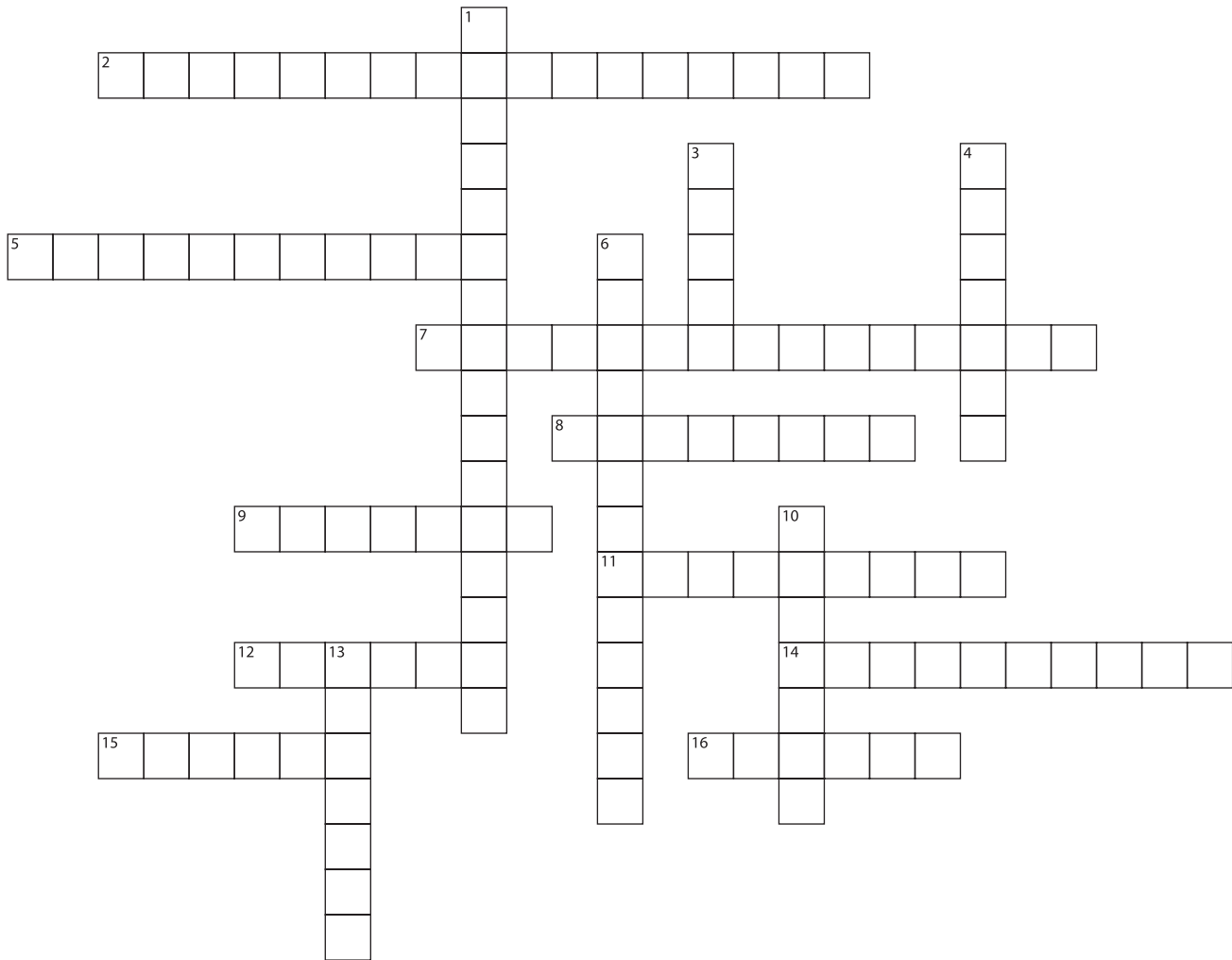
2. a coming to shore from the sea
5. the practice of meeting someone's demands in order to avoid trouble, especially when one does not agree with them
7. a political system in which the government controls the people completely
8. the deliberate and systematic extermination or attempted extermination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

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2



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

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

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



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

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

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



Which event is represented on this map, and what was the result of this event? (8.6, 8.6.a, 8.14, 8.14.b)

- the German invasion of Poland and the Soviet Union, which led to fascism
- the German and Soviet invasions of Poland, which led to appeasement
- the Polish invasion of the Soviet Union, which caused the Axis alliance to form
- the German and Soviet invasions of Poland, which caused Britain and France to declare war

7. Use the image to answer the question.



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

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

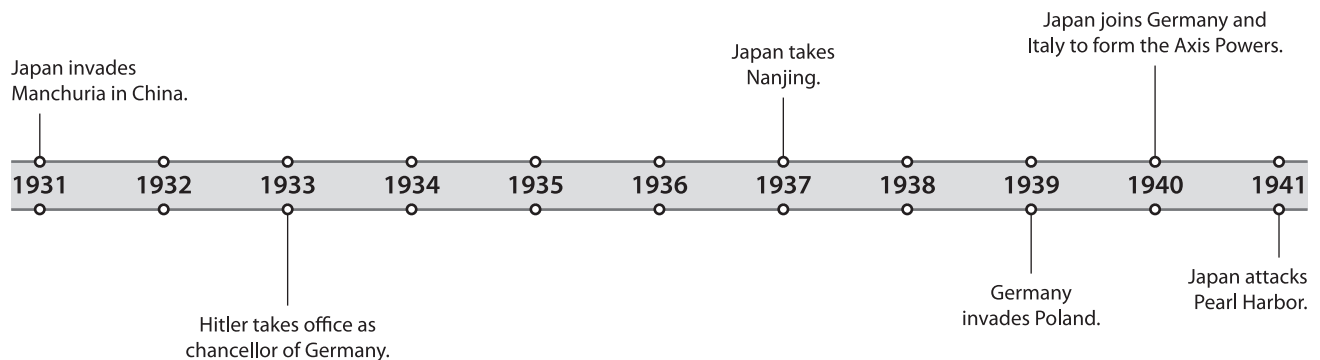
10. Use the quote to answer the question.

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

—President Franklin D. Roosevelt, January 1941

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

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



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

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

14. Use the image to answer the question.



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

- a) Germany joined the Axis Powers.
 - b) The United States declared war on Japan.
 - c) The Soviet Union joined the Allied Powers.
 - d) Germany declared war on the United States.
15. Use the excerpt to answer the question.

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

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

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

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

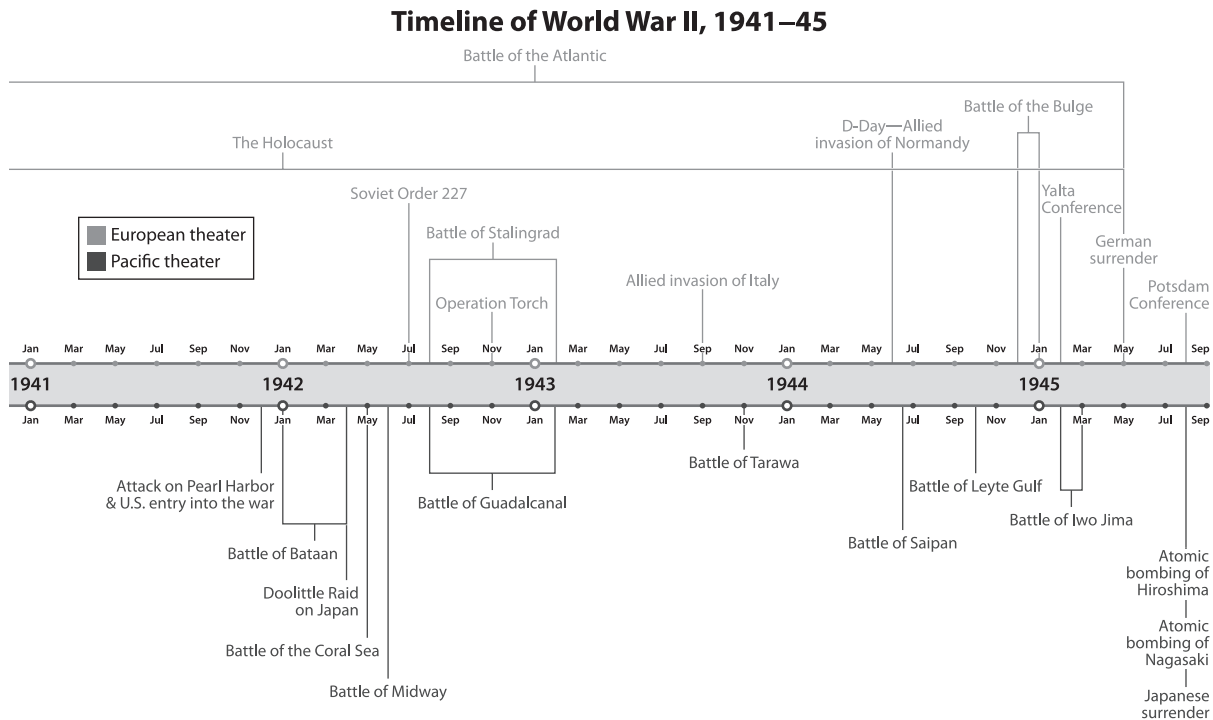
- a) the invasion of Poland
 - b) the Battle of Britain
 - c) the attack on Pearl Harbor
 - d) the Marco Polo Bridge Incident
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

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

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

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

1. Use the timeline to answer the question.



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

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

2. Use the quotes to answer the question.

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

—Anne Frank

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

—Elie Wiesel

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

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

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



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

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

6. Use the image to answer the question.



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

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



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

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

8. Use the image to answer the question.



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

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

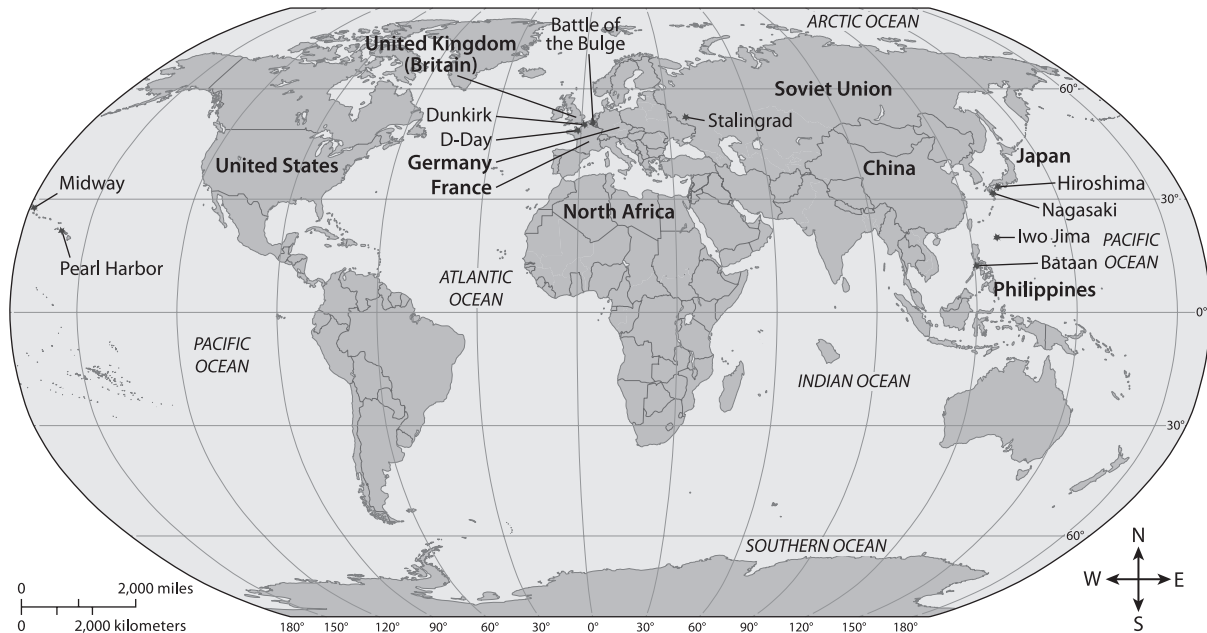
11. Use the image to answer the question.



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

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

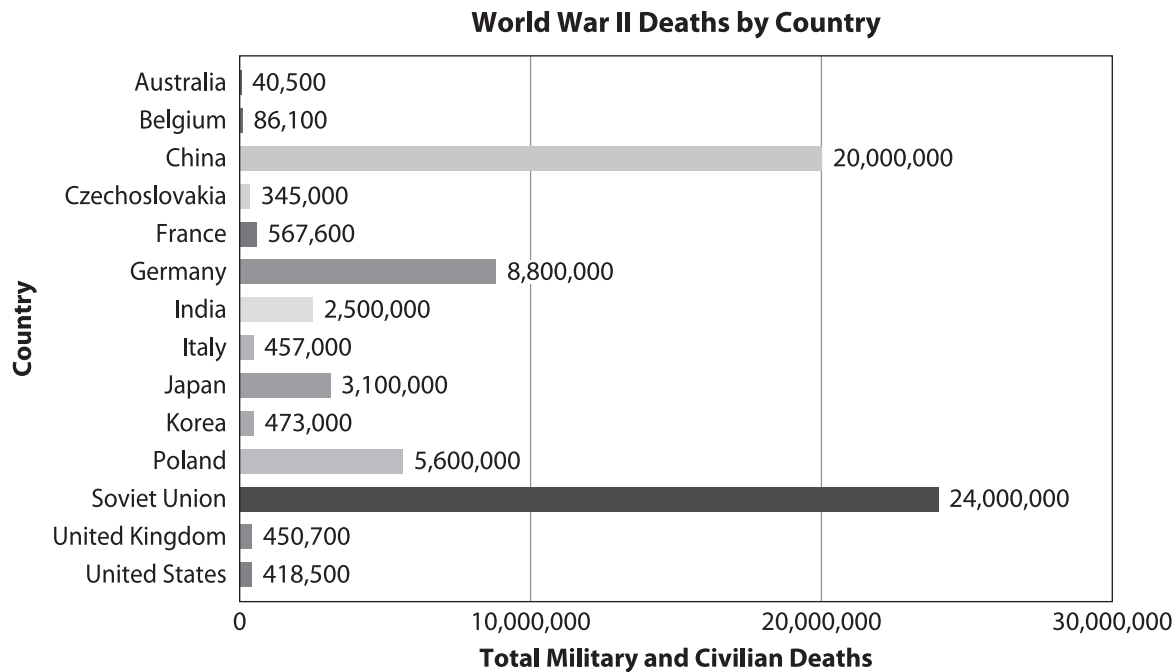
12. Use the map to answer the question.



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

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

13. Use the graph to answer the question.



Source: U.S. National World War II Museum

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

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

14. Use the excerpt to answer the question.

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

—President Harry S. Truman, August 6, 1945

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

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

15. Use the excerpt to answer the question.

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

—General Dwight D. Eisenhower, June 1944

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

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

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

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

Name _____

Date _____

Performance Task Activity: *The World at War*

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

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

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