The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

### US History - Unit 8 – The Great Depression and World War II

| Elaborated Unit Focus | In this unit, students will examine the causes of the Great Depression and how Presidents Hoover and Roosevelt dealt with the crisis. Students will also investigate how the Dust Bowl and Hoovervilles made the situation worse. They will also examine how the situation was improved by the New Deal and the actions of Franklin and Eleanor Roosevelt. Finally, Students will analyze how World War II ended the Great Depression. They will focus on how the United States influenced World War II, including the economic, military, and scientific impact of the war. Emphasis will also be placed on how Americans of all genders and races aided in the war effort. |
| Beliefs and Ideals | • Objections to the New Deal |
| Conflict and Change | • Consequences of the Great Depression and New Deal  
• Origins of US involvement in World War II  
• Use of the Atomic Bomb |
| Individuals, Groups, and Institutions | • Eleanor Roosevelt  
• Role of Women in World War II  
• Role of African Americans in World War II |
| Location | • European Theatre of World War II  
• Pacific Theatre of World War II |
| Production, Distribution, Consumption | • Causes of the Great Depression |
| **GSE for Social Studies (standards and elements)** | **SSUSH17 Analyze the causes and consequences of the Great Depression.**  
a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.  
b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.  
c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.  
**SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.**  
a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.  
b. Explain the passage of the Social Security Act as a part of the second New Deal.  
c. Analyze political challenges to Roosevelt’s leadership and New Deal programs.  
d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.  
**SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including** |
the growth of the federal government.
   a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
   b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
   c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
   d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.
   e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

L11-12WHST1-
Write arguments focused on discipline-specific content.

L11-12WHST2-
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L11-12WHST4-
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5-
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WST6-
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L11-12WHST7-
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12RHSS1-
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2 -
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3 -
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

L11-12RHSS7 -
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS9-
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
### Connection to Social Studies Matrices

**INFORMATION PROCESSING SKILLS:**

1. Compare similarities and differences
2. Identify issues and/or problems and alternative solutions
3. Distinguish between fact and opinion
4. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
5. Identify and use primary and secondary sources
6. Identify social studies reference resources to use for a specific purpose
7. Construct charts and tables
8. Analyze artifacts
9. Draw conclusions and make generalizations
10. Analyze graphs and diagrams
11. Formulate appropriate research questions
12. Determine adequacy and/or relevancy of information
13. Interpret political cartoons

**MAP AND GLOBE SKILLS:**

6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. Use a map to explain the impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
9. Compare maps with data sets (charts, tables, and graphs), and/or readings to draw conclusions and make generalizations
<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Essential Questions and Related Supporting/Guiding Questions</th>
</tr>
</thead>
</table>
| 1 (Beliefs and Ideals)  | How did beliefs and ideals of the United States influence the social, political, and economic decisions made during the Great Depression?  
|                        | a. What impact did widespread unemployment have on American society during the Great Depression?  
|                        | b. How did the New Deal program in some ways challenge the beliefs and ideals of the United States? |
| 2 (Conflict and Change)| How did the conflicts of the Great Depression and World War II prompt change in the United States?  
|                        | a. How did the consequences of the Great Depression and New Deal impact American society?  
|                        | b. How did the European conflict surrounding World War II result in changes to American foreign policy?  
|                        | c. How did participation in the World War II conflict influence the United States’ decision to use the atomic bomb? |
| 3 (Individuals, Groups, and Institutions) | How did the actions of individuals, groups, and institutions affect American society during World War II?  
|                        | a. How did Eleanor Roosevelt influence society during World War II?  
|                        | b. How did women in the United States influence society and the war effort during World War II?  
|                        | c. How did African Americans influence society and the war effort during World War II? |
| 4 (Location)           | How did the various locations involved in World War II affect the involvement of the United States in the conflict?  
|                        | a. How did the United States influence the European theater of World War II?  
|                        | b. How did the United States influence the Pacific theater of World War II? |
| 5 (Production, Distribution, & Consumption) | How did the production, distribution, and consumption of goods during the early twentieth century affect the United States?  
|                        | a. Why did the Great Depression happen in the United States?  
|                        | b. How did the Dust Bowl heighten the effects of the Great Depression?
### Sample Instructional Activities/Assessments

**Causes of the Great Depression Simulation**

In this activity, students will use data and a simulation to learn about the causes of the Great Depression and the impact it had on average American workers. The procedure and documents can be found here: [https://www.uwp.edu/learn/departments/economics/upload/focus_ushistory_lesson30.pdf](https://www.uwp.edu/learn/departments/economics/upload/focus_ushistory_lesson30.pdf)

| GSE Standards and Elements | SSUSH17 Analyze the causes and consequences of the Great Depression.  
|                           |   a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression. |
| Literacy Standards | L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
|                | L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| Social Studies Matrices | INFORMATION PROCESSING SKILLS:  
| Enduring Understanding(s) | 1. Compare similarities and differences  
|                           | 3. Identify issues and/or problems and alternative solutions  
|                           | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                           | 6. Identify and use primary and secondary sources  
|                           | 11. Draw conclusions and make generalizations  
|                           | 12. Analyze graphs and diagrams  
|                           | Production, Distribution, Consumption |
**Depression Photo Essay**

Students investigate what life was like during the Great Depression by completing a photo essay about the period. Students will use this assignment to learn about the Dust Bowl, Hoovervilles, Soup Kitchens, and Bread Lines while also looking at the Depression’s impact on children and minorities. Student instructions begin on the next page.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
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<tbody>
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<td>b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.</td>
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<td><strong>L11-12RHSS2 -</strong></td>
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<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
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<tr>
<td>Conflict and Change</td>
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**Great Depression Photo Essay Activity**

**Directions:** In pairs, construct a photo essay that tells the story of life during the Great Depression. Photo essays should tell the story of the impact of the Great Depression on average Americans, including children. Photos of the Dust Bowl, Hoovervilles, and breadlines/soup kitchens should be included.

Photo Essays should include a total of 10 photographs with a 2 – 3 sentence caption for each. Captions should describe the action in the photograph as well as tell the wider story of the Great Depression. Photos Essays maybe formatted electronically through the use of a program such as PowerPoint or Prezi or could be mounted on paper in book or poster format.

**Resources:**
The following websites feature a wide selection of Depression Era photographs.

Library of Congress Farm Security Administration Photographs -
https://www.loc.gov/collections/fsa-owi-black-and-white-negatives/?sp=3

Photographs from the Ken Burns film *The Dust Bowl*:
http://www.pbs.org/kenburns/dustbowl/photos/

Photographs from the FDR Presidential Library:
http://www.fdrlibrary.marist.edu/archives/collections/franklin/?p=digitallibrary/digitallibrary
### New Deal Debate

Students will use a variety of primary resources to construct an argument about whether or not the New Deal was a success or a failure. All of the instructions, primary sources, and student handouts can be found here: [https://sheg.stanford.edu/new-deal](https://sheg.stanford.edu/new-deal)

Teachers need an account to access this site, but it is free and has many excellent activities.

| GSE Standards and Elements | SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.  
  a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs. |
|---------------------------|-------------------------------------------------------------------------------------------------|
| **Literacy Standards**    | **L11-12WHST1**-  
  Write arguments focused on discipline-specific content.  
  **L11-12RHSS1**-  
  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
  **L11-12RHSS3**-  
  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| **Social Studies Matrices** | **INFORMATION PROCESSING SKILLS:**  
  1. Compare Similarities and differences  
  3. Identify Issues and/or problems and alternative solutions  
  5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
  6. Identify and use primary and secondary sources  
  11. Draw conclusions and make generalizations  
  12. Analyze graphs and diagrams  |
| **Enduring Understanding(s)** | **Conflict and Change** |

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### Second New Deal and its Objectors

In this lesson, students will investigate President Roosevelt’s Second New Deal and the objections to it through the examination of Huey Long’s “Share Our Wealth” program, the Social Security Act, and Roosevelt’s “Court Packing” Scheme. This activity will be completed using a variety of primary sources, including writing, posters, and political cartoons. The student handout begins on the next page.

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<td>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
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### Social Studies Matrices

**Enduring Understanding(s)**

Beliefs and Ideals, Conflict and Change

**Information Processing Skills:**

1. Compare similarities and differences
2. Identify issues and/or problems and alternative solutions
3. Distinguish between fact and opinion
4. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
5. Identify and use primary and secondary sources
6. Analyze Artifacts
7. Draw conclusions and make generalizations
8. Interpret Political Cartoons
Name _________________________________

The Second New Deal and its Objectors

Part 1 - “Share the Wealth”: Huey Long Talks to the Nation

Background: Huey Long first came to national attention as governor of Louisiana in 1928 and U.S. Senator in 1930. He ruled Louisiana as a virtual dictator, but he also initiated massive public works programs, improved public education and public health, and even established some restrictions on corporate power in the state. While Long was an early supporter of Franklin Roosevelt, by the fall of 1933 the Long-Roosevelt alliance had ruptured, in part over Long’s growing interest in running for president. In 1934 Long organized his own, alternative political organization, the Share-Our-Wealth Society, in which he advocated a populist program for redistributing wealth through sharply graduated income and inheritance taxes. As his national recognition (and ambitions) grew, he spoke with increasing frequency to national radio audiences. No politician in this era—except Roosevelt himself and Long’s sometime ally, Father Charles Coughlin—used radio as frequently and effectively. In this April 1935 radio address, Long sharply criticized FDR and the New Deal and then sketched out his alternative program.

From Huey Long’s Share Our Wealth Speech:

Now in the third year of his administration, we find more of our people unemployed than at any other time. We find our houses empty and our people hungry, many of them half-clothed and many of them not clothed at all.

Mr. Hopkins announced twenty-two millions on the dole, a new high-water mark in that particular sum, a few weeks ago. We find not only the people going further into debt, but that the United States is going further into debt. The states are going further into debt, and the cities and towns are even going into bankruptcy. The condition has become deplorable. Instead of his promises, the only remedy that Mr. Roosevelt has prescribed is to borrow more money if he can and to go further into debt. The last move was to borrow $5 billion more on which we must pay interest for the balance of our lifetimes, and probably during the lifetime of our children. And with it all, there stalks a slimy specter of want, hunger, destitution, and pestilence, all because of the fact that in the land of too much and of too much to wear, our president has failed in his promise to have these necessities of life distributed into the hands of the people who have need of them.

Now, my friends, you have heard me read how a great New York newspaper, after investigations, declared that all I have said about the bad distribution of this nation’s wealth is true. But we have been about our work to correct this situation. That is why the Share Our Wealth societies are forming in every nook and corner of America. They’re meeting tonight. Soon there will be Share Our Wealth societies for everyone to meet. They have a great work to perform.

Here is what we stand for in a nutshell:

Number one, we propose that every family in America should at least own a homestead equal in value to not less than one-third the average family wealth. The average family wealth of
America, at normal values, is approximately $16,000. So our first proposition means that every family will have a home and the comforts of a home up to a value of not less than around $5,000 or a little more than that.

Number two, we propose that no family shall own more than three hundred times the average family wealth, which means that no family shall possess more than a wealth of approximately $5 million—none to own less than $5,000, none to own more than $5 million. We think that’s too much to allow them to own, but at least it’s extremely conservative.

Number three, we propose that every family shall have an income equal to at least one third of the average family income in America. If all were allowed to work, there’d be an income of from $5,000 to $10,000 per family. We propose that one third would be the minimum. We propose that no family will have an earning of less than around $2,000 to $2,500 and that none will have more than three hundred times the average less the ordinary income taxes, which means that a million dollars would be the limit on the highest income.

We also propose to give the old-age pensions to the old people, not by taxing them or their children, but by levying the taxes upon the excess fortunes to whittle them down, and on the excess incomes and excess inheritances, so that the people who reach the age of sixty can be retired from the active labor of life and given an opportunity to have surcease and ease for the balance of the life that they have on earth.

We also propose the care for the veterans, including the cash payment of the soldiers’ bonus. We likewise propose that there should be an education for every youth in this land and that no youth would be dependent upon the financial means of his parents in order to have a college education.

Source: Courtesy of Andy Lanset.

1. Who was Huey Long? What role did he play in the Depression?

2. What was the situation of the country at the time of the speech that spurred Long to action?

3. In one paragraph, summarize Huey Long’s "Share Our Wealth" program.
Part 2 – Social Security Act

MORE SECURITY FOR THE AMERICAN FAMILY

TO AID THE NEEDY BLIND

For blind people who are in need, State and Federal funds provide cash allowances.

Most States also offer other services, including medical care, which help blind people to live as normally as possible.

SOCIAL SECURITY BOARD

UNEMPLOYMENT COMPENSATION

State unemployment compensation systems build up funds to pay weekly benefits to insured workers who lose their jobs.

These workers file benefit claims and register for new jobs at local offices of their State employment service.

SOCIAL SECURITY BOARD

Source: https://www.ssa.gov/history/pubaffairs.html

4. What is the purpose of these posters?

Georgia Department of Education

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5. Who created these posters?

6. What benefits did the Social Security Act create?

7. Considering what was happening in this time period, why was the Social Security Act created?

Part 3 – Roosevelt’s Court Packing Scheme

Background: In 1935 – 1936, the Supreme Court struck down eight pieces of President Roosevelt’s New Deal Legislation. Voters and members of Congress were outraged, but Roosevelt stayed silent until after his reelection in 1936. Just a few days after his second inauguration, Roosevelt delivered this Fireside Chat to the nation.

What is my proposal? It is simply this: whenever a judge or justice of any federal court has reached the age of seventy and does not avail himself of the opportunity to retire on a pension, a new member shall be appointed by the president then in office, with the approval, as required by the Constitution, of the Senate of the United States. That plan has two chief purposes. By bringing into the judicial system a steady and continuing stream of new and younger blood, I hope, first, to make the administration of all federal justice, from the bottom to the top, speedier and, therefore, less costly; secondly, to bring to the decision of social and economic problems younger men who have had personal experience and contact with modern facts and circumstances under which average men have to live and work. This plan will save our national Constitution from hardening of the judicial arteries.

The number of judges to be appointed would depend wholly on the decision of present judges now over seventy, or those who would subsequently reach the age of seventy.

If, for instance, any one of the six justices of the Supreme Court now over the age of seventy should retire as provided under the plan, no additional place would be created. Consequently, although there never can be more than fifteen, there may be only fourteen, or thirteen, or twelve. And there may be only nine.

President Franklin D. Roosevelt, March 9, 1937

Source: http://docs.fdrlibrary.marist.edu/030937.html

8. What was Roosevelt’s proposal?
9. What were the two chief purposes of this plan?

10. Why did many people believe he was proposing this plan? Think about the impact this plan would have had on the President’s power compared to the power of the judiciary.

Directions: Use the political cartoons to answer the questions below.
11. Based on the political cartoons, how did the American public react to President Roosevelt’s Court Packing Scheme? Did it pass? How do you know? Write one paragraph.

Source: [http://newdeal.feri.org/court/toons.htm](http://newdeal.feri.org/court/toons.htm)
### Eleanor Roosevelt Presentation

In groups, students will create a presentation about Eleanor Roosevelt and how she changed the role of First Lady. Students will prepare a digital presentation including primary source material focusing on three of the areas that Eleanor Roosevelt fought for during her time as First Lady. A student handout and rubric begin on the next page.

| GSE Standards and Elements | SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.  
|                          | d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need. |

| Literacy Standards | L11-12WHST1- Write arguments focused on discipline-specific content.  
|                   | L11-12WHST2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
|                   | L11-12WST6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

| Social Studies Matrices | INFORMATION PROCESSING SKILLS:  
|                        | 3. Identify Issues and/or problems and alternative solutions  
|                        | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                        | 6. Identify and use primary and secondary sources  
|                        | 11. Draw conclusions and make generalizations  
|                        | 14. Formulate appropriate research questions |

| Enduring Understanding(s) | Individuals, Groups, Institutions |
Eleanor Roosevelt Presentation

Background: Eleanor Roosevelt became First Lady of the United States in 1933. Up to that point, the role of First Lady was mostly a social position. The First Lady planned dinners and socialized with the wives of foreign leaders. Eleanor Roosevelt changed the role of the First Lady when she involved herself fully in her husband’s administration. Part of this was practical as her husband was unable to fulfill many of the travel responsibilities done by past presidents because of his physical disability. Eleanor was also deeply interested in social justice and the standard of living of Americans.

Directions: In groups of 3, prepare a presentation about Eleanor Roosevelt, which answers the following question:

How did Eleanor Roosevelt change the role of First Lady?

There are many ways to answer this question, so your group must start by deciding which areas Eleanor Roosevelt had the greatest impact during her twelve years as First Lady. Your group should consider all of the following areas of involvement before choosing the three main areas in which your group believes Mrs. Roosevelt most contributed to her husband’s New Deal and World War II programs.

- Civil Rights
- Women’s Rights
- Child Welfare
- Active Duty Soldiers
- Veterans
- Plight of the Elderly

Please note: this assignment does not ask for a full background of Mrs. Roosevelt’s life. You should discuss how she changed the role of First Lady.

Presentation: Your group’s presentation can take a variety of formats including PowerPoint, Prezi, Video, etc. Your group must research the three areas you plan to discuss. Your group's presentation should incorporate a variety of primary source materials including videos, letters, photographs, newspaper columns, transcripts, etc. This should be easy to find as during her time as First Lady, Mrs. Roosevelt gave her own press conferences, scheduled concerts, testified in front of Congress, answered countless letters, including many from children, had her own radio program and her own newspaper column called “My Day”.

Suggested Sources: Use the following sources to begin your research:

- Excellent Summary of all of Mrs. Roosevelt’s interests and social and political involvement: http://www.firstladies.org/biographies/firstladies.aspx?biography=33
- FDR Presidential Library and Museum: https://fdrlibrary.org/home
- The Eleanor Roosevelt Papers Project: https://erpapers.columbian.gwu.edu/
- Database of Roosevelt’s “My Day” Newspaper Column: https://www2.gwu.edu/~erpapers/myday/browsebyyear.cfm
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<th>Topic 1</th>
<th>Information:</th>
<th>10 points</th>
<th>7 points</th>
<th>4 points</th>
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<tbody>
<tr>
<td>Topic 1</td>
<td>Presentation fully explains how Roosevelt's involvement in this subject helped change the role of First Lady.</td>
<td>Presentation fully explains how Roosevelt's involvement helped change the role of First Lady, but is lacking in sufficient detail.</td>
<td>Presentation's explanation is lacking. Argument lacks detail and is incomplete.</td>
<td>Presentation does a poor job of answering the question. Presentation is incomplete and lacks research.</td>
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<th>Topic 1</th>
<th>Primary Source Use</th>
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<th>4 points</th>
<th>1 point</th>
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<tr>
<td>Topic 1</td>
<td>Presentation included use of related primary sources that were the best to further explain Roosevelt's involvement.</td>
<td>Presentation included use of related primary sources, but stronger sources were available.</td>
<td>Presentation included use of related primary sources, but they were only added minimally to the presentation.</td>
<td>Presentation did not include primary sources.</td>
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<tr>
<td>Topic 2</td>
<td>Presentation fully explains how Roosevelt's involvement in this subject helped change the role of First Lady.</td>
<td>Presentation explains how Roosevelt's involvement helped change the role of First Lady, but is lacking in sufficient detail.</td>
<td>Presentation's explanation is lacking. Argument lacks detail and is incomplete.</td>
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<td>Topic 2</td>
<td>Presentation included use of related primary sources that were the best to further explain Roosevelt's involvement.</td>
<td>Presentation included use of related primary sources, but stronger sources were available.</td>
<td>Presentation included use of related primary sources, but they were only added minimally to the presentation.</td>
<td>Presentation did not include primary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3</th>
<th>Information:</th>
<th>10 points</th>
<th>7 points</th>
<th>4 points</th>
<th>1 point</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 3</td>
<td>Presentation fully explains how Roosevelt's involvement in this subject helped change the role of First Lady.</td>
<td>Presentation explains how Roosevelt's involvement helped change the role of First Lady, but is lacking in sufficient detail.</td>
<td>Presentation's explanation is lacking. Argument lacks detail and is incomplete.</td>
<td>Presentation does a poor job of answering the question. Presentation is incomplete and lacks research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3</th>
<th>Primary Source Use</th>
<th>10 points</th>
<th>7 points</th>
<th>4 points</th>
<th>1 point</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 3</td>
<td>Presentation included use of related primary sources that were the best to further explain Roosevelt's involvement.</td>
<td>Presentation included use of related primary sources, but stronger sources were available.</td>
<td>Presentation included use of related primary sources, but they were only added minimally to the presentation.</td>
<td>Presentation did not include primary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Group Member Names: | 60 points |
## Bombing of Pearl Harbor

Students will analyze the bombing of Pearl Harbor through a speech, photograph, and charts that describe American losses on December 7, 1941. Student handout begins on the next page.

| GSE Standards and Elements | SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.  
|                           | a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor. |
| Literacy Standards         | L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
|                           | L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| Social Studies Matrices    | INFORMATION PROCESSING SKILLS:  
|                           | 3. Identify Issues and/or problems and alternative solutions  
|                           | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
|                           | 6. Identify and use primary and secondary sources  
|                           | 11. Draw conclusions and make generalizations  
|                           | 12. Analyze graphs and diagrams  
| Enduring Understanding(s) | Conflict and Change |
To the Congress of the United States:

Yesterday, Dec. 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with the government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese ambassador to the United States and his colleagues delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.
Last night, Japanese forces attacked Hong Kong.
Last night, Japanese forces attacked Guam.
Last night, Japanese forces attacked the Philippine Islands.
Last night, the Japanese attacked Wake Island.
This morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe 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 very certain that this form of treachery shall never endanger us again. Hostilities exist. There is no blinking at the fact that that our people, our territory and our interests are in grave danger.

With confidence in our armed forces - with the unbounding determination of our people - we will gain the inevitable triumph - so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, Dec. 7, a state of war has existed between the United States and the Japanese empire.

Source: https://www.archives.gov/education/lessons/day-of-infamy

Directions:
- Underline five strong words Roosevelt used to enhance the power of his speech.
- Circle an example of the use of repetition in the speech
- Box an assurance of moral superiority
- Answer Question: What does Roosevelt ask Congress for at the end of the speech?
Photo 2: Shattered by a direct hit, the USS Arizona burns and sinks, December 7, 1941.


1. The U.S. Navy did not allow much from the photographic records of the Pearl Harbor attack to be made public in 1941. Why do you think they made that decision?

2. What do you think was the reaction of the American public when they saw this image published in their local newspapers?

3. From examining the photo, can you make out where the USS Arizona was hit and how she sank? Why or why not?
### Chart 1: December 7, 1941 losses

<table>
<thead>
<tr>
<th>Personnel Killed</th>
<th>United States</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy</td>
<td>1998</td>
<td>64</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Army</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Civilian</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel Wounded</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy</td>
<td>710</td>
<td>Unknown</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Army</td>
<td>364</td>
<td></td>
</tr>
<tr>
<td>Civilian</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ships</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunk or beached *</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Damaged</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aircraft</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroyed</td>
<td>164</td>
<td>29</td>
</tr>
<tr>
<td>Damaged</td>
<td>159</td>
<td>74</td>
</tr>
</tbody>
</table>

*All U.S. ships, except the USS Arizona, the USS Utah, and the USS Oklahoma, were salvaged and later saw action.*

*Figures are subject to change according to new evidence.*

Of the total number of men killed at Pearl Harbor, approximately 1,177 were sailors and marines serving on the USS Arizona. Approximately 333 men aboard the USS Arizona survived the attack. Source: [https://www.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18charts1.htm](https://www.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18charts1.htm)

1. Why was the Japanese casualty list so low compared with that of the United States?

2. What percentage of U.S. losses came from the Arizona?

3. What percentage of the total crew on the Arizona survived?

4. Do these figures help you to understand why the remains of the Arizona were chosen as a site for a memorial? Why or why not?
## Chart 2: Brothers Aboard the USS Arizona, (December 7, 1941)

<table>
<thead>
<tr>
<th>Survivors in Bold Print</th>
<th>Twins marked with an *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. *Anderson, Delbert J. John Delmar</td>
<td></td>
</tr>
<tr>
<td>2. Allison, Andrew K. J.T.</td>
<td></td>
</tr>
<tr>
<td>3. Ball, William V. Masten A.</td>
<td></td>
</tr>
<tr>
<td>4. Becker, Harvey Herman Marvin Otto Wesley Paulson</td>
<td></td>
</tr>
<tr>
<td>5. Birdsell, Ryan Delois Estelle</td>
<td></td>
</tr>
<tr>
<td>6. Bromley, George Edward Jimmie</td>
<td></td>
</tr>
<tr>
<td>7. Chandler, Donald Ross Edwin Ray</td>
<td></td>
</tr>
<tr>
<td>8. Chapman, Naaman Noel B.</td>
<td></td>
</tr>
<tr>
<td>9. Christiansen, Edward Lee Harlan Carl</td>
<td></td>
</tr>
<tr>
<td>11. Conlin, Bernard Eugene James Leo</td>
<td></td>
</tr>
<tr>
<td>12. Cooper, Clarence Eugene Kenneth Erven Anthony Francis</td>
<td></td>
</tr>
<tr>
<td>13. Czarnecki, Stanley</td>
<td></td>
</tr>
<tr>
<td>14. Doherty, George Walter John Albert John Andrew</td>
<td></td>
</tr>
<tr>
<td>15. Flory, Max Edward Dale Frederick</td>
<td></td>
</tr>
<tr>
<td>16. *Heidt, Edward Joseph Wesley John</td>
<td></td>
</tr>
<tr>
<td>17. Ingalls, Richard Fitch Theodore A.</td>
<td></td>
</tr>
<tr>
<td>18. Iverson, Earl Henry Norman Kenneth</td>
<td></td>
</tr>
<tr>
<td>19. Jones, Daniel Pugh Woodrow Wilson</td>
<td></td>
</tr>
<tr>
<td>20. Jones, Edward Ethmer Homer Lloyd</td>
<td></td>
</tr>
<tr>
<td>21. Keniston, Donald Lee Kenneth Howard</td>
<td></td>
</tr>
<tr>
<td>22. Kennington, Charles Cecil Milton Homer</td>
<td></td>
</tr>
<tr>
<td>23. Kramb, James Henry John David</td>
<td></td>
</tr>
<tr>
<td>24. Lakin, Donald Lapier Joseph Joran</td>
<td></td>
</tr>
<tr>
<td>25. Livers, Raymond Edward Wayne Nichols</td>
<td></td>
</tr>
<tr>
<td>26. Miller, George Stanley Jessie Zimmer</td>
<td></td>
</tr>
<tr>
<td>27. Murdock, Charles Luther Melvin Elijah Thomas D.</td>
<td></td>
</tr>
<tr>
<td>28. Nichols, Alfred Ross Louis Duffie</td>
<td></td>
</tr>
<tr>
<td>29. O’Bryan, George David Joseph Benjamin</td>
<td></td>
</tr>
<tr>
<td>30. Shive, Malcolm Holman Gordon E.</td>
<td></td>
</tr>
<tr>
<td>31. Skiles, Charley Jackson Jr. Eugene</td>
<td></td>
</tr>
<tr>
<td>32. Starkovich, Charles Joseph, Jr.</td>
<td></td>
</tr>
<tr>
<td>33. Velia, Galen Steve Keith Lloyd</td>
<td></td>
</tr>
<tr>
<td>34. Wells, Raymond Virgil Jr. William B.</td>
<td></td>
</tr>
</tbody>
</table>

Father and Son:
Father: Free, Thomas Augustus
Son: William Thomas

Source: [https://www.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18charts2.htm](https://www.nps.gov/nr/twhp/wwwlps/lessons/18arizona/18charts2.htm)
When these young men enlisted, there was a general belief that the United States would not become involved in the war in Europe, and little thought that diplomatic and economic problems with Japan would ever result in war. Eventually legislation was passed which prohibited members of the same family from serving on the same ship.

1. Why might brothers hope to be assigned to the same ship? If they had known what was to come, do you think they would still have tried to serve on the same ship?

2. How many families had three sons on board? How many of those sons survived?

3. What else can you learn from this chart?
## World War II on the Home Front

Students will examine World War II on the Home Front using primary sources. Primary sources include video clips, music, posters, and political cartoons and ends with a Culminating Activity where students create their own pieces of propaganda. Teacher Instructions begin on the next page and the student handout follows.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.</td>
</tr>
<tr>
<td></td>
<td>d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.</td>
</tr>
<tr>
<td></td>
<td>e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Standards</th>
<th>L11-12WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
<td></td>
<td>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td></td>
<td>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
<th>INFORMATION PROCESSING SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Identify Issues and/or problems and alternative solutions</td>
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<tr>
<td></td>
<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
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<tr>
<td></td>
<td>6. Identify and use primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>10. Analyze artifacts</td>
</tr>
<tr>
<td></td>
<td>11. Draw conclusions and make generalizations</td>
</tr>
<tr>
<td></td>
<td>17. Interpret political cartoons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding(s)</th>
<th>Conflict and Change</th>
</tr>
</thead>
</table>
World War II on the Homefront Teacher Instructions

1. Begin the lesson with a discussion of the term “propaganda”. Help students define the word.

2. Activity 1: Choose a video clip to share with students, which illustrates how propaganda was used during World War II. Teachers may show any clip, which fits with the theme. Below are a few suggested clips:
   - Show the Fourth of July Scene from the 1942 film “Holiday Inn”. While the clip isn’t available online, the DVD can be purchased inexpensively. In the scene, a song based on President Roosevelt’s “Four Freedoms” speech plays while clips from World War II are shown in the background.
   - “Der Fuhrer’s Face” - https://www.youtube.com/watch?v=bn20oXFrxxg This 1942 cartoon features Donald Duck who dreams that he was living in Nazi Germany.
   - Clip from 2011’s “Captain America: The First Avenger” - https://www.youtube.com/watch?v=7i574Em3lrI
     In this clip, Captain America becomes a part of a war bond drive.

3. Next, create a series of stations around your classroom for students to look at the rest of the exhibits at their own pace. Teachers may allow the students to look at the exhibits online or have them printed out. Most students prefer to look at the exhibits on paper.
   - Activity 2 – Teachers should choose a song for students to listen to. A possible song to use is “Adolf” by Ambrose and his Orchestra. Find “Adolf” here: https://www.youtube.com/watch?v=NGjAoYN7S2c
   - Activity 3 and 4 – Propaganda posters can be found here: https://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html
     You’ll need two sets of posters. The first set should be focused on the domestic impact of the war including the impact on women, children, and minorities. The second set should be focused on men of fighting age. Be sure and use the questions as your guide to ensure you have posters that include the symbols of Germany and Japan.
   - Activity 6 and 7 – The Dr. Seuss political cartoons can be found here: http://library.ucsd.edu/speccoll/dswenttowar/index.html#intro
     Once again, divide the cartoons into two groups.
     o The first group of cartoons should be about the events that led to US involvement in the war, including Isolationism, Lend-Lease Act, and the Neutrality Acts. These can be found under the “Issues” tab. Include some cartoons about the Russian Front of the War. They can be found under the “Places” tab.
     o The second set of cartoons should be about discrimination in the military and in wartime industries. These cartoons can be found under the “Issues” tab.
     o Tip: Mount the cartoons on different colored paper according to the student instructions to make it easier for the students to understand the cartoons.
   - Activity 8 – Have the students complete the Culminating Activity as a post-class activity. Set a reasonable amount of time for your students to complete this assignment. A rubric is included.
Name _______________________

World War II on the Home Front

**Activating Strategy:**

What is propaganda?

---

**Activity 1 – Motion Picture Analysis**

Title of Film: 
Year: 

1. Type of motion picture (circle all applicable):

- Animated Cartoon
- Theatrical short subject
- Documentary Film
- Training film
- Newsreel
- Combat film
- Propaganda Film
- Feature Length Film

2. Physical Qualities of the motion picture (circle all applicable):

- Music
- Live action
- Narration
- Background noise
- Special Effects
- Animation
- Color
- Black and White
- Dramatizations

3. What was the purpose of this scene in this movie?

4. How is this scene supposed to make the audience feel?

5. How do you think the filmmakers wanted the audience to respond?
Activity 2 – Sound Recording Analysis

Title of Song:  
Year:  
Music:  

1. Type of recording (circle all applicable):

<table>
<thead>
<tr>
<th>Policy Speech</th>
<th>Convention proceedings</th>
<th>Congressional Testimony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign speech</td>
<td>News report</td>
<td>Arguments before a court</td>
</tr>
<tr>
<td>Interview</td>
<td>Panel discussion</td>
<td>Entertainment broadcast</td>
</tr>
<tr>
<td>Popular Music</td>
<td>Press Conference</td>
<td></td>
</tr>
</tbody>
</table>

2. Unique Qualities of the Recording (circle all applicable):

<table>
<thead>
<tr>
<th>Music</th>
<th>Live Broadcast</th>
<th>Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Sound Effects</td>
<td>Background Noise</td>
<td></td>
</tr>
</tbody>
</table>

3. Why do you think the original broadcast was made and for what audience?

4. What was the major goal of the war as expressed in a humorous way in the song?

5. How do you think the makers wanted the audience to feel after they heard this song?

Activity 3 – Propaganda Posters 1

1. Which 3 posters are the best examples of emotional appeal
   •
   •
   •
2. According to the posters, what are three ways women can support the war?
   •
   •
   •

3. Which poster is aimed at children? How do you know?

4. According to the posters, what are three ways ordinary people can support the war?
   •
   •
   •

5. Which posters urge people to do their part by rationing?

**Activity 4 – Propaganda Posters 2**
1. According to the posters, what are two ways men can support the war?
   •
   •

2. What two symbols are used to signify Germany and Japan in the posters?
   • German symbol –
   • Japanese symbol –

3. What patriotic American symbol is used to encourage male participation in the war?
4. What symbols of aggression are used to encourage men to want to protect their families?
   •
   •
   •

5. Which two posters encourage men to volunteer for military service rather than wait to be drafted?

**Activity 5 – Propaganda Photograph from June 23, 1940**

1. Who is the man in the picture?

2. Where was the picture taken?

3. Why was the man here?

4. What did people in Germany during the 1940s think of this picture?

5. What did people in France during the 1940s think of this picture?

6. What did people in Britain during the 1940s think of this picture?

**Activity 6 – The Political Cartoons of Dr. Seuss 1**

Cartoons on Green Paper

1. What three major issues that have been covered in class are mentioned in these cartoons?
   •
   •
   •
2. Does the cartoonist agree or disagree with these issues? Choose three symbols and how they indicate the cartoonist’s agreement or disagreement with the issue.

- 
- 
- 

Cartoons on Blue Paper

3. Each of these cartoons refer to which battle during World War II?

4. Who was the victor in this battle?

5. Name three symbols in the cartoon that indicate the winner of this battle.

- 
- 
- 

Activity 7 – The Political Cartoons of Dr. Seuss 2

Cartoons on Red or Brown Paper

1. What issue is being discussed in the cartoons on red/brown paper?

2. How does the cartoonist feel about this issue? Name three symbols that indicate the cartoonist’s feelings.

- 
- 
-
4. Why would this issue have been so important during World War II?

**Activity 8 – Culminating Activity**

Directions:
Individually, you will create your own piece of propaganda about the involvement of the United States in World War II. This piece of propaganda can look at any particular aspect of the war. Keep in mind your target audience and the message you are attempting to portray. Choose one of the following mediums to create your propaganda:

- **Commercial Script** - Create a script for a 30-second commercial about the war. You should have a minimum of 15 lines.
- **Poster** - Create a slogan and incorporate an illustration supporting the war effort.
- **Facebook Group** - You will create a group that one would find on Facebook (DO NOT ACTUALLY MAKE A GROUP). Create a group name and a bio about the group (who is the group targeting and what is it all about?). Set up a group event that you members would attend and that directly relates to your group’s message.
- **Twitter** - You will create an account name (DO NOT CREATE A REAL ACCOUNT) and then write 10 - 15 tweets for that account. Remember that each tweet cannot be more than 140 characters including spaces and punctuation. Get creative but make sure that you’re reaching your target audience with pertinent information. You may include any relevant hashtags.
- **Political Cartoon** - Create a political cartoon about a specific aspect of the war. Use the political cartoons you have already analyzed as an example.
Scope of World War II

In this lesson, students will examine the long distances the United States had to travel to fight in the war and supply troops with weapons, food, and medical supplies. Students will brainstorm the necessary supplies troops need to fight a war. Teachers will then assign the students a location and ask them to consider the distance the supplies would have to travel to get to the troops. Lastly, students will complete a writing prompt. Additional teacher instructions and links can be found below as well as a student handout.

GSE Standards and Elements

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.

c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.

d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.

Literacy Standards

L11-12WHST1-
Write arguments focused on discipline-specific content.

L11-12RHSS3 -
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Social Studies Matrices

INFORMATION PROCESSING SKILLS:
3. Identify Issues and/or problems and alternative solutions
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify primary and secondary sources
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams
15. Determine adequacy and/or relevancy of information

MAP AND GLOBE SKILLS:
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
11. Compare maps with data sets and/or readings to draw conclusions and make generalizations

Enduring Understanding(s)

Location, Movement/Migration
**Scope of World War II Teacher Procedure**

1. Hand out the two charts on the student resource page. Based on the information, have students make a list of all of the supplies needed to fight in World War II. Circulate through the classroom as the students work, being sure that they’re considering the movement of weapons, food, clothing, tents and other survival materials, medical supplies, people, etc.

2. After the students have an understanding of the number of materials that had to be moved around the world, begin the lesson plan from the National D-Day Museum. The lesson plan can be found here: [http://www.nationalww2museum.org/education/for-teachers/lesson-plans/longwayfromhome.html](http://www.nationalww2museum.org/education/for-teachers/lesson-plans/longwayfromhome.html)

3. To finish the lesson, have the students summarize their learning using the following writing prompt:

   *What difficulties did the United States face in delivering supplies to troops during World War II?*
### American Service in World War II

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Americans Who Served in World War II</td>
<td>16 million</td>
</tr>
<tr>
<td>Average amount of time each serviceman spent overseas</td>
<td>16 months</td>
</tr>
<tr>
<td>Number of American casualties during World War II</td>
<td>291,557</td>
</tr>
</tbody>
</table>
## World War II Major Pacific Events

Through this map activity, students will examine the major battles in the Pacific Theatre during World War II. Students should complete the map, including attaching the pictures to illustrate the major events. Students will need markers, scissors, and glue to complete this assignment. Student handouts begin on the next page.

| GSE Standards and Elements | SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.  
   | b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs. |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Literacy Standards        | L11-12RHSS1-  
   | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
   | INFORMATION PROCESSING SKILLS:  
   | 3. Identify Issues and/or problems and alternative solutions  
   | 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context  
   | 8. Identify social studies reference resources to use for a specific purpose  
   | 9. Construct charts and tables  
   | 11. Draw conclusions and make generalizations  
   | MAP AND GLOBE SKILLS:  
   | 7. Use a map to explain impact of geography on historical and current events  
   | 8. Draw conclusions and make generalizations based on information from maps  
   | 11. Compare maps with data sets and/or readings to draw conclusions and make generalizations  
   | Conflict and Change  
   | Location |

<table>
<thead>
<tr>
<th>Social Studies Matrices</th>
<th>Enduring Understanding(s)</th>
</tr>
</thead>
</table>
### World War II Asian-Pacific Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Reason for Event</th>
<th>Results/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack on Pearl Harbor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battle of the Coral Sea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battle of Midway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Island Hopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battle of Iwo Jima</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropping the Atomic Bomb</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Map of the Pacific and Adjacent Theaters

[Map Image](https://upload.wikimedia.org/wikipedia/commons/f/f6/Pacific_Theater_Areas%3Bmap1.JPG)
Directions: Use the photos to complete the World War II Major Pacific Events Activity.

Source for USS Arizona: https://upload.wikimedia.org/wikipedia/commons/0/09/The_USS_Arizona_(BB-39)_burning_after_the_Japanese_attack_on_Pearl_Harbor_-_NARA_195617_-_Edit.jpg

Source for Battle of the Coral Sea: https://en.wikipedia.org/wiki/Battle_of_the_Coral_Sea#/media/File:Large_explosion_aboard_USS_Lexington_(CV-2),_8_may_1942.jpg

Source for Airplane at the Battle of Midway: https://upload.wikimedia.org/wikipedia/commons/thumb/b/be/SBD_8-B-11_on_USS_Hornet_Midway.jpg/1270px-SBD_8-B-11_on_USS_Hornet_Midway.jpg

Island Hopping Path (illustrate both!)

Path 1: Pearl Harbor to Gilbert Islands to Marshall Islands to Mariana Islands to Caroline Islands to the Philippines

Path 2: New Caledonia to Guadalcanal (Solomon Islands) to New Guinea to Philippines


Source for Dropping the Atomic Bomb: https://upload.wikimedia.org/wikipedia/commons/e/e0/Nagasakibomb.jpg
## Atomic Bomb Debate

In this lesson, students will debate Harry Truman's decision to drop the atomic bomb on Japan. Students will be presented with a series of primary sources and then assigned one side of the debate to represent before being asked to write a response. Teacher instructions, documents, and a graphic organizer for students begins below.

<table>
<thead>
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</tr>
</thead>
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</tr>
<tr>
<td>L11-12RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
</tr>
<tr>
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</tr>
<tr>
<td>L11-12RHSS7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
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<tbody>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</td>
</tr>
<tr>
<td>6. Identify and use primary and secondary sources</td>
</tr>
<tr>
<td>9. Construct charts and tables</td>
</tr>
<tr>
<td>11. Draw conclusions and make generalizations,</td>
</tr>
<tr>
<td>12. Analyze graphs and diagrams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAP AND GLOBE SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understanding(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict and Change</td>
</tr>
</tbody>
</table>
**Should the atomic bomb have been used? Teacher Instructions**

1. Give students the following documents:
     You’ll need an account to access this site, but it’s free.
   - Documents F – H – CIA documentation
   - Document I – Harry Truman’s Diaries and Papers

The students should use these documents to complete the graphic organizer. Allow them a maximum of 25 minutes to do this.

2. Assign each student a role – either for or against the issue. Give them five more minutes to ensure they are prepared.

3. As the debate gets underway, randomly pull out student’s names and give them the opportunity to speak. Give participation points for speaking.

4. Have students complete the response for homework.
Document F: CIA Invasion Report

Still to be resolved was the naming of an overall commander for the invasion. The choice was between the Army's General MacArthur and the Navy's Admiral Nimitz. While this was being worked out, MacArthur and Nimitz issued a joint recommendation on one point on which they did agree--that the target date for invading Kyushu should be 1 November 1945.

The planning directive of 3 April had given 1 December as the invasion date for Kyushu and 1 March 1946 for Honshu. Both MacArthur and Nimitz argued that scheduling the invasion of Kyushu as late as 1 December would subject the operation to weather uncertainties that could cause it to be set back to the spring of 1946, creating a significant delay in ending the war. On 25 May 1945 the JCS finally sent a directive assigning MacArthur "primary responsibility for the conduct of Operation OLYMPIC" (the codename for the Kyushu invasion) and setting the date as 1 November. The invasion of Honshu (codenamed CORONET) remained slated for 1 March 1946.

Document G: CIA Projected Casualties

<table>
<thead>
<tr>
<th>Invasion Scenarios</th>
<th>Killed</th>
<th>Wounded</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Kyushu, followed by Tokyo Plain</td>
<td>40,000</td>
<td>150,000</td>
<td>3,500</td>
<td>193,500</td>
</tr>
<tr>
<td>Southern Kyushu-Northwestern Kyushu (Japan surrenders)</td>
<td>25,000</td>
<td>105,000</td>
<td>2,500</td>
<td>132,500</td>
</tr>
<tr>
<td>Southern Kyushu-Northwestern Kyushu-Tokyo Plain</td>
<td>46,000</td>
<td>170,000</td>
<td>4,000</td>
<td>220,000</td>
</tr>
</tbody>
</table>
Table 3
Japanese Troop Strength on Kyushu--Projected Versus Current, Mid-June 1945

<table>
<thead>
<tr>
<th></th>
<th>Projected (for 1 November 1945)</th>
<th>As of (12 May 1945)</th>
<th>Current a (16 June 1945)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>350,000</td>
<td>246,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Army Ground</td>
<td>230,000</td>
<td>128,000</td>
<td>160,000</td>
</tr>
<tr>
<td>Navy Ground</td>
<td>25,000</td>
<td>25,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Air Ground</td>
<td>95,000</td>
<td>93,000</td>
<td>95,000</td>
</tr>
</tbody>
</table>

Figure 3
Estimated Japanese Dispositions on Kyushu, 2 August 1945
Document I: Cost of the Manhattan Project

Where Did The Money Go?
(estimated cumulative costs through December 31, 1945)

<table>
<thead>
<tr>
<th>Site/Project</th>
<th>Then-year Dollars</th>
<th>Constant 1996 Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OAK RIDGE (Total)</strong></td>
<td>$1,188,352,000</td>
<td>$13,565,662,000</td>
</tr>
<tr>
<td>—K-25 Gaseous Diffusion Plant</td>
<td>$512,166,000</td>
<td>$5,846,644,000</td>
</tr>
<tr>
<td>—Y-12 Electromagnetic Plant</td>
<td>$477,631,000</td>
<td>$5,452,409,000</td>
</tr>
<tr>
<td>—Clinton Engineer Works, HQ and central utilities</td>
<td>$155,951,000</td>
<td>$1,780,263,000</td>
</tr>
<tr>
<td>—Clinton Laboratories</td>
<td>$26,932,000</td>
<td>$307,443,000</td>
</tr>
<tr>
<td>—S-50 Thermal Diffusion Plant</td>
<td>$15,672,000</td>
<td>$178,904,000</td>
</tr>
<tr>
<td><strong>HANFORD ENGINEER WORKS</strong></td>
<td>$390,124,000</td>
<td>$4,453,470,000</td>
</tr>
<tr>
<td><strong>SPECIAL OPERATING MATERIALS</strong></td>
<td>$103,369,000</td>
<td>$1,180,011,000</td>
</tr>
<tr>
<td><strong>LOS ALAMOS PROJECT</strong></td>
<td>$74,055,000</td>
<td>$845,377,000</td>
</tr>
<tr>
<td><strong>RESEARCH AND DEVELOPMENT</strong></td>
<td>$69,681,000</td>
<td>$795,445,000</td>
</tr>
<tr>
<td><strong>GOVERNMENT OVERHEAD</strong></td>
<td>$37,255,000</td>
<td>$425,285,000</td>
</tr>
<tr>
<td><strong>HEAVY WATER PLANTS</strong></td>
<td>$26,768,000</td>
<td>$305,571,000</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$1,889,604,000</td>
<td>$21,570,821,000</td>
</tr>
</tbody>
</table>

The following are excerpts from President Truman's diary and papers that have relevance to the atomic bombing of Japan. Mr. Truman contributed the full versions of these items to the public domain. They can be found in the Harry S. Truman Library in Independence, MO.

4/12/45: President Franklin Roosevelt dies. Vice-President Harry Truman becomes President.

4/12/45 Diary Entry:
"I did not know what effect the situation [the change in Presidents] would have on the war effort, price control, war production and everything that entered into the emergency that then existed. I knew the President had a great many meetings with Churchill and Stalin. I was not familiar with any of these things and it was really something to think about but I decided the best thing to do was to go home and get as much rest as possible and face the music."

A few years later, President Truman described how little he knew about the war effort when he became President in a letter to his daughter, Margaret.

3/3/48 Letter to Margaret Truman:
"If there ever was a top secret this is it. Someday I'll have to tell it. As you know I was Vice-President from Jan. 20 to April 12, 1945. I was at Cabinet meetings and saw Roosevelt once or twice in those months. But he never did talk to me confidentially about the war, or about foreign affairs or what he had in mind for the peace after the war."

[Later in the letter, President Truman lamented about his early days as president:] "Then I had to start in reading memorandums, briefs, and volumes of correspondence on the World situation. Too bad I hadn't been on the Foreign Affairs Committee or that F.D.R. hadn't informed me on the situation." (Margaret Truman, Letters From Father, pg. 103-106).

6/17/45 Diary Entry:
"I have to decide Japanese strategy - shall we invade Japan proper or shall we bomb and blockade? That is my hardest decision to date. But I'll make it when I have all the facts."
The next day Truman met with military representatives to discuss how the war against Japan should proceed. Truman decided at that meeting to have the Joint Chiefs of Staff go ahead with plans to invade Kyushu, the southernmost of Japan's four major islands. The planned invasion date was Nov. 1, 1945.

7/16/45 Diary Entry:
"The first atomic bomb was successfully tested in New Mexico. Truman received the news while at a conference in Potsdam, Germany. Two days later, Truman wrote to his wife, Bess."
7/18/45 Letter to Bess Truman:
"...I've gotten what I came for - Stalin goes to war [against Japan] August 15 with no strings on it. He wanted a Chinese settlement [in return for entering the Pacific war, China would give Russia some land and other concessions] - and it is practically made - in a better form than I expected. [Chinese Foreign Minister] Soong did better than I asked him. I'll say that we'll end the war a year sooner now, and think of the kids who won't be killed! That is the important thing."

7/18/45 Diary Entry:
"P.M. [Prime Minister Winston Churchill] & I ate alone. Discussed Manhattan [atomic bomb] (it is a success). Decided to tell Stalin about it. Stalin had told P.M. of telegram from Jap Emperor asking for peace. Stalin also read his answer to me. It was satisfactory. Believe Japs will fold up before Russia comes in. I am sure they will when Manhattan appears over their homeland. I shall inform Stalin about it at an opportune time." [The closest Truman came to doing that was on 7/24/45 when "I casually mentioned to Stalin that we had a new weapon of unusual destructive force." (Harry Truman, "Memories, 1945", pg. 416). No mention was made by Truman that the weapon was an atomic bomb.]

7/21/45: Truman received his first detailed report of the successful atomic bomb test.

7/22/45: Truman was informed that the atomic bomb would be ready to use on Japan in August.

7/24/45: Truman was given a more specific timeline for the atomic bomb’s use on Japan. There was a chance it would be ready between August 1 to 3, but a better chance that it would be ready on August 4 or 5. Truman was told the bomb would be ready no later than August 10.

7/25/45: Sec. of War Henry Stimson and Army Chief of Staff George Marshall approved and sent the order to drop atomic bombs on Japan "after about 3 August 1945" (Leslie Groves, "Now It Can Be Told", pg. 308.

7/25/45 Diary Entry:
"We met at 11 A.M. today. That is Stalin, Churchill and the U.S. President. But I had a most important session with Lord Mountbattan & General Marshall before than. We have discovered the most terrible bomb in the history of the world. It may be the fire destruction prophesied in the Euphrates Valley Era, after Noah and his fabulous Ark.
"Anyway we 'think' we have found the way to cause a disintegration of the atom. An experiment in the New Mexican desert was startling - to put it mildly. Thirteen pounds of the explosive caused the complete disintegration of a steel tower 60 feet high, created a crater 6 feet deep and 1,200 feet in diameter, knocked over a steel tower 1/2 mile away and knocked men down 10,000 yards away. The explosion was visible for more than 200 miles and audible for 40 miles and more.
"The weapon is to be used against Japan between now and August 10th. I have told the Sec. of War, Mr. Stimson, to use it so that military objectives and soldiers and sailors are the target and not women and children. Even if the Japs are savages, ruthless, merciless and fanatic, we as the
leader of the world for the common welfare cannot drop this terrible bomb on the old capital or the new [Kyoto or Tokyo].

"He [Stimson] and I are in accord. The target will be a purely military one and we will issue a warning statement [known as the Potsdam Proclamation] asking the Japs to surrender and save lives. I'm sure they will not do that, but we will have given them the chance. It is certainly a good thing for the world that Hitler's crowd or Stalin's did not discover this atomic bomb. It seems to be the most terrible thing ever discovered, but it can be made the most useful."

Privately, Truman later expressed misgivings about the mass killing of civilians in Hiroshima.

7/26/45: The Potsdam Proclamation was issued by the US, Great Britain and China – Japan was ordered to issue an “unconditional surrender”. This order was rejected.

8/6/45: The first atomic bomb was dropped on the city of Hiroshima, Japan.

8/6/45: Excerpt from public statement by President Truman. This was the first time he publicly gave a reason for using the atomic bomb on Japan:

"The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. "If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth." (Public Papers of the Presidents, Harry S. Truman, 1945, pg. 197, 199).

8/8/45: Russia declared war on Japan, effective 8/9/45.

8/9/45: A second atomic bomb was dropped on the city of Nagasaki, Japan.

8/9/45: Excerpt from public statement by President Truman. This was the second time he had publicly given reasons for using the atomic bomb on Japan:

"The world will note that the first atomic bomb was dropped on Hiroshima, a military base. That was because we wished in this first attack to avoid, insofar as possible, the killing of civilians. But that attack is only a warning of things to come. If Japan does not surrender, bombs will have to be dropped on her war industries and, unfortunately, thousands of civilian lives will be lost. "Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.

"We shall continue to use it until we completely destroy Japan's power to make war. Only a Japanese surrender will stop us." (Public Papers of the Presidents, Harry S. Truman, 1945, pg. 212).

Even before Hiroshima was a-bombed, hundreds of thousands of civilians had been killed in the conventional bombings of over 60 of Japan's largest cities (Michael Sherry, "The Rise of American Air Power", pg. 314-315, and pg. 413, note 43). Was President Truman unaware that Hiroshima was primarily a city of civilians and that they would be the a-bomb's main victims? Note his reason (8/10/45 below) for halting the atomic bombings.
8/9/45 Letter to Senator Richard Russell:
Truman wrote to Georgia Senator Richard Russell to respond to Russell’s request that Japan be bombed further with both conventional and atomic weapons.
"I know that Japan is a terribly cruel and uncivilized nation in warfare but I can't bring myself to believe that, because they are beasts, we should ourselves act in the same manner.
"For myself, I certainly regret the necessity of wiping out whole populations because of the 'pigheadedness' of the leaders of a nation and, for your information, I am not going to do it until it is absolutely necessary...
"My object is to save as many American lives as possible but I also have a humane feeling for the women and children in Japan." (Barton Bernstein, Understanding the Atomic Bomb and the Japanese Surrender: Missed Opportunities, Little-Known Near Disasters, and Modern Memory, Diplomatic History, Spring 1995, material quoted from pg. 267-268).

8/10/45: Japan makes surrender offer to Allies

8/10/45: After reviewing the reports and photographs of the effects of the Hiroshima bomb, Truman ordered a halt to further atomic bombings.

8/10/45 Diary Entry:
"Ate lunch at my desk and discussed the Jap offer to surrender which came in a couple of hours earlier. They wanted to make a condition precedent to the surrender. Our terms are 'unconditional'. They wanted to keep the Emperor. We told 'em we'd tell 'em how to keep him, but we'd make the terms."

8/11/45 Letter to Samuel McCrea Cavert, general secretary of the Federal Council of Churches:
[In response to Cavert's request, "Respectfully urge that ample opportunity to be given Japan to reconsider ultimatum before any further devastation by atomic bomb is visited upon her people." :]

"Nobody is more disturbed over the use of Atomic bombs than I am but I was greatly disturbed over the unwarranted attack by the Japanese on Pearl Harbor and their murder of our prisoners of war. The only language they seem to understand is the one we have been using to bombard them.

"When you have to deal with a beast you have to treat him as a beast. It is most regrettable but nevertheless true." (Gar Alperovitz, The Decision to Use the Atomic Bomb, material quoted from pg. 563).


8/11/45 Diary Entry:
"We are all on edge waiting for the Japs to answer. Have had a hell of a day."

8/14/45: Japan accepted the counter-surrender terms.
1/5/46 Unsent letter to Sec. of State James Byrnes; the excerpt from this letter refers to Truman's feelings at the July 1945 Potsdam Conference about having Russia enter the Pacific war:
"At the time we were anxious for Russian entry into the Japanese War. Of course we found later that we didn't need Russia there and the Russians have been a head ache to us ever since."
Source: This journal excerpt was prepared with the assistance of the following site: http://www.doug-long.com/hst.htm
Name _________________________________________

Should the Atomic bomb have been used?

Directions: Using Documents A - J, formulate the outline of the argument for and against the use of the atomic bomb at the end of World War II. Each document should be cited in the chart below. Be prepared to use this information for an in-class debate.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The atomic bomb should have been used.</td>
<td>The atomic bomb should not have been used.</td>
</tr>
</tbody>
</table>
Atomic Bomb Debate Homework

Directions: Based on our group and class discussions today, you will revisit the original question:

Should the atomic bomb have been used?

You are free to abandon your original position and take the one you believe to be the most correct based off the historical evidence. In a one paragraph response, use the evidence you were provided with to make your arguments. Paragraphs which do not reference the primary sources will be considered insufficient.
Culminating Unit Performance Task
World War II Choice Board Activity

In this activity, students have a choice of activities to complete. Allow students to choose from the following options:

- African Americans During World War II
- Combat and War (the life of the common soldier)
- D-Day
- World War II on the Home front
- Internment of Japanese Americans
- Women During World War II

Activities for each theme combine primary sources, including readings, video clips, maps, posters, etc. The last activity also offers choice and will take students an extended amount of time to complete.

<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.</td>
</tr>
<tr>
<td></td>
<td>d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.</td>
</tr>
<tr>
<td></td>
<td>e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</td>
</tr>
</tbody>
</table>
**Enduring Understanding(s)**

**Conflict and Change**

---

**Social Studies Matrices**

**L11-12WHST1** - Write arguments focused on discipline-specific content.

**L11-12WHST2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**L11-12WHST5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**L11-12WHST7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**L11-12RHSS1** - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**L11-12RHSS2** - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**L11-12RHSS7** - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**L11-12RHSS9** - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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**INFORMATION PROCESSING SKILLS:**

1. Compare similarities and differences
3. Identify issues and/or problems and alternative solutions
4. Distinguish between fact and opinion
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. Identify and use primary and secondary sources
11. Draw conclusions and make generalizations
12. Analyze graphs and diagrams
14. Formulate appropriate research questions
African Americans during World War II

**Opening Activity:**

Jim Crow Laws
The Jim Crow laws were state and local laws in the United States enacted between 1876 and 1965. They mandated racial segregation in all public facilities in Southern states of the former Confederacy, with a supposedly "separate but equal" status for black Americans.

1. What were the Jim Crow laws?

2. What was the purpose of President Roosevelt’s Executive Order 8802?

**Activity 1: Listening to the Voices of African Americans**

Use the link below to answer the following questions:
[http://www.pbs.org/thewar/detail_5381.htm](http://www.pbs.org/thewar/detail_5381.htm)

3. What was John Hope Franklin’s vow after visiting the recruiting office?

4. What was the problem with housing for African American war workers in Mobile?

5. How did the Fair Employment Practices Commission change work for African Americans?

6. What happened on the Mobile city bus in August of 1942?

7. How was the bus driver treated in jail?
8. What happened in the Alabama Dry Dock shipyard on May 25, 1943?

9. How was the shipyard divided after this incident?

10. Was this an isolated incident?

**Activity 2: The Pittsburgh Courier and the Double V Campaign**

Use the link below to answer the following questions:


Under Newspapers, click “The Pittsburgh Courier.”

1. When was the Pittsburgh Courier founded?

2. What audience was the newspaper written for?

3. List at least five things the Courier wanted to improve about Black life in America in the 1930s and 1940s.

•

•

•

•

•

4. Which goal do you think deserved the most effort and attention, and why?

5. What was the goal of the newspaper?
6. What was the Double V campaign?

7. List at least four tactics used by the *Pittsburgh Courier* to fight for the rights of African Americans.
   - 
   - 
   - 
   - 

8. In your opinion, which of these tactics was likely to be most effective, and why?

9. What other major battle did the newspaper fight?

**Activity 3: Culminating Activity**

Choose ONE of the following:

**Option A – News Article**

As a journalist, write an article about the armed services in the European, North African, and Pacific theaters of war from a Black perspective.

- Tuskegee airmen, the only Black pilots trained to fly in the war.
- Black engineers and soldiers in the Pacific; their role in building landing strips, etc.
- Black men (1942) and Black women (1944) admitted to the U.S. Navy, and Black males to the Marines (1942).
- Black anti-aircraft battalion’s critical role in the D-Day invasion of France.
- Blacks fighting in integrated units during the Battle of the Bulge (1944) under General George Patton.

For on-line sources of information go to:
African Americans in the U.S. Army During World War II
[http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-was-black-americas-double-war/](http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-was-black-americas-double-war/)
Option B - Photography Exhibit about African Americans on the home front
- Create and display a photography exhibit about African Americans on the home front.
- Accompany the displayed images with original captions and short essays that help the viewer interpret the photographs.
- You must include a minimum of 10 photographs with captions written in your own words.

Sources of Information:
- African American Odyssey of the Library of Congress at 
  http://memory.loc.gov/ammem/aaohtml/exhibit/aopart8.html
- Virginia Center for Digital History, World War II "The Home Front" 
- Source for Photographs: National Archives Pictures of African Americans During World War II 
  http://www.archives.gov/research/african-americans/ww2-pictures 
  (Refer to sections on Army Air Forces, U.S. Navy, U.S. Marine Corps, Merchant Marines and Training.)

Option C - Visual Publicity Committee
Produce banners, posters, stickers, buttons, and articles of fashion to publicize the American campaign in World War II.
- Design two posters for the Double V campaign, one about African Americans on the home front and another to encourage Blacks to enlist in the armed forces.
- Produce two banners that convey the patriotic message of the Double V campaign and what it means to America and African Americans.
- Manufacture buttons or stickers for people to wear that show support for the Double V campaign and what it means.
- Design two items that someone can wear to demonstrate their support of the Double V campaign (caps, headbands, watchbands, bracelets, etc.)

For visual sources of information go to
- Posters from the WPA 1936-1943 at the American Memory Website 
  http://memory.loc.gov/ammem/wpaposters/wpahome.html
- “Black Wings” at the Smithsonian Institution 
  http://www.smithsonianchannel.com/shows/black-wings/0/141063
  http://airandspace.si.edu/explore-and-learn/topics/blackwings/
- “Civil Rights of Minorities” from Wessels Living History Farm:
  http://www.livinghistoryfarm.org/farminginthe40s/life_18.html
Option D – Create your Own Newspaper
Use the link below to create your newspaper:
http://www.pbs.org/blackpress/interactive/index.html

Choose the middle option, “Hot Off the Press”
Name ____________________________
Combat and War

**Activity 1: Feelings about War**

Use the link to answer the following questions:  [http://www.pbs.org/thewar/detail_5384.htm](http://www.pbs.org/thewar/detail_5384.htm)

1. Overall, how did Daniel Inouye feel about attacking the German soldier who was trying to surrender?

2. Who did Inouye speak to after the event occurred?

3. How do you think Inouye viewed the enemy?
Activity 2: Battle
Use the link to answer Questions 1 and 2
http://www.pbs.org/thewar/detail_5276.htm
1. What was the job of a medic?

2. How did they make the decisions of who to help?

Use the link to answer Questions 1 and 2
http://www.pbs.org/thewar/detail_5379.htm
1. How does Bill Lansford describe the landing on Iwo Jima?

2. What did Lansford do as a veteran fighter in the Pacific to the newer men?

3. What did Pete Arias and a fellow Marine do to move their unit on to Iwo Jima?

4. What happened to Arias in the process and who came to his aid?

5. How did Pete Arias remember the medic that helped him on Iwo Jima?

6. Do you feel either man believed an individual had much control over his fate when engaged in battle? Explain.

7. How did Bill Lansford feel when he eventually got home and on with civilian life?

8. Why do you think many soldiers don’t consider themselves heroes when they perform what seems to us to be incredibly heroic tasks?
Activity #3 Culminating Activity

Option A - With the Old Breed At Peleliu and Okinawa
Access the following link
http://www.pbs.org/thewar/detail_4182.htm

After reading excerpts from Eugene Sledge’s book *With the Old Breed At Peleliu and Okinawa*, write a 500-word essay describing his account of what war was like when he fought in the Pacific Theater.

Option B - Photography Exhibit about Soldiers Fighting in WWII
Create and display a photography exhibit about soldiers fighting in WWII. Choose either the European or Pacific Theater to create your exhibit. Accompany the displayed images with original captions and short essays that help the viewer interpret the photographs.

Option C - Letter Home about the bond created with fellow soldiers
Access the following links
http://www.youtube.com/watch?v=s9Ke2bMYBFs&feature=related&safety_mode=true&persist_safety_mode=1&safe=active

After watching the video and considering what you have learned about the bond of war, pretend you are a soldier and write a 500 word letter to someone back home describing the relationship soldiers tend to form while fighting with one another in combat.
Name ____________________________

D-Day

**Opening Activity:**

Soldiers, Sailors and Airmen of the Allied Expeditionary Force! 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 hopes 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.

_I have full confidence in your courage and devotion to duty and skill in battle. We will accept nothing less than full Victory!_

_Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking._

General Dwight D. Eisenhower
Supreme Allied Commander

1. This note was given to everyone involved in D-Day just before they left for their missions. Why do you think Eisenhower would have wanted to give this to the men?

2. According to Eisenhower’s words, why were they undertaking this mission?

**Activity 1: The Mission**

Use the link below to answer Questions 1-3:
[http://www.pbs.org/thewar/detail_5360.htm](http://www.pbs.org/thewar/detail_5360.htm)

1. When was D-Day?

2. What was the job of the paratroopers on D-Day?
3. What was the problem with the American Paratroopers on D-Day?

Use the following link to answer Questions 4 - 7
http://www.youtube.com/watch?v=_jp7yRjpjo&safety_mode=true&persist_safety_mode=1&safe=active

4. How did the average American learn of the D-Day landings (listen – you’re hearing an example in the background)?

5. How many men landed on the beaches of Normandy in the first few weeks after the invasion?

6. What did General Eisenhower ask of the people of Western Europe upon the landings?

7. When was France liberated?

Activity 2: Obstacles to the success of D-Day

Use the link to answer Question 1- http://kids.britannica.com/comptons/art-40307

1. What were the five code named beaches on D-Day? Which country was in charge of each?

<table>
<thead>
<tr>
<th>Code Named Beach</th>
<th>Country in charge of Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<tr>
<td>4</td>
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<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Use the link to answer Questions 2 - 3: https://www.britannica.com/topic/How-many-were-killed-and-injured-during-the-Normandy-Invasion-1987708
2. Which country lost the largest number of people? How many losses did they suffer total?

3. Where did the United States rank? How many losses did the US suffer?

Use the link to answer Question 4 - http://kids.britannica.com/dday/browse?browseId=237176

4. Examine the 2nd, 3rd, and 4th listings on this page about the German defenses at Normandy. Based on this information, list five obstacles Allied troops faced when attempting to take the beaches. Using the website, give a brief description of the purpose of each obstacle.

   •
   •
   •
   •
   •


5. Look at this photograph from Omaha Beach. What do you notice about the geography of this beach that would have made the invasion more difficult? Make sure you look through the clouds and the smoke.

Use the link to answer Question 6 - https://www.army.mil/e2/rv5_downloads/d-day/the-meaning-of-dday-fact.pdf

6. What did the “D” in D-Day stand for?

Use the link to answer Question 7 - 9 https://www.army.mil/d-day/

7. How many men landed at Normandy on D-Day?

8. How many ships were involved? Aircraft?
9. How many soldiers were killed?

**Activity 3: Culminating Activity**

Choose ONE of the following:

**Option A – Research an important part of D-Day**
Create a Powerpoint, Prezi, or MovieMaker presentation of at least 15 slides that expands your knowledge of one of the following:

- a general involved in D-Day such as Dwight D. Eisenhower
- the distribution of the beaches and the plan for the battle
- the weapons, tools, and gear that a soldier needed to fight

Pages 2 and 3 of this website include a large list of possible helpful websites. [http://www.pbs.org/thewar/downloads/d_day.pdf](http://www.pbs.org/thewar/downloads/d_day.pdf)

**Option B – Disagreements of the plan for D-Day**
The success of the invasion was far from certain and there was much in-fighting about where the invasion should take place. British Prime Minister Winston Churchill, for example, aware that the English Channel invasion plan would be difficult, if not impossible, proposed continually attacking the Nazis on their borders and continual bombing of German targets. Even Eisenhower, who strongly encouraged the cross-Channel invasion, believed paratrooper casualties alone would be more than 75%.

Each of the following were proposed sites for the D-Day landings:

1. Pas de Calais: Most military planners believed the invading troops should attack Calais, located only 20 miles from the British coast. However, Hitler anticipated an invasion from this location and placed a large percentage of his forces in the area.

2. Normandy: This area was less defended than Calais but was still heavily fortified. The defenses included pillboxes with German machineguns and “Rommel’s Asparagus,” which were jack-like beach obstacles designed to stop landing craft, gliders, and tanks. In addition, various canals and hedgerows would make advance into the French countryside extremely difficult.

3. Bypassing France and invading the European mainland via the Balkan states and Italy. Churchill championed this particular plan. Soviet Premier Josef Stalin, however, was strongly opposed to this idea.

Assignment: Research each scenario, using the suggested resources as well as your own research. Your job will be to complete a 500-word report or 15-slide Powerpoint presentation to be delivered to General Eisenhower detailing what you feel is the best location for him to choose for the invasion. Give him information from your research to back up your opinion. Don’t forget to include information about why the other locations aren’t suitable.
Your research should focus on these questions:

- What geographic features might make your assigned area attractive for the invasion site? What geographic features might make the other areas unattractive?
- Would the technology and tactics used in 1944 make an invasion from your assigned area possible?
- What military considerations make your area more attractive? (enemy troop strength, availability of supplies, etc.)
- What political considerations make your area more attractive? (acceptance of the plan by Allied leaders, more support from resistance groups, etc.)
- Does your invasion site provide the easiest, most logical opportunity to subdue Nazi Germany?
- Any other information your group feels important to strengthen your case for your location as a likely invasion location.

Pages 2 and 3 of this website include a large list of possible helpful websites.
http://www.pbs.org/thewar/downloads/d_day.pdf

Option C – The Bedford Boys
Bedford, Virginia suffered the largest number of casualties per capita than any other place in America during the D-Day landings.

Use the link to answer the following questions
1. How many Bedford, Virginia soldiers were in Company A on D-Day?

2. How many Bedford soldiers died during D-Day and the campaigns that followed? How many came home at the end of the war?

3. What distinction does Bedford, Virginia hold in terms of D-Day losses?

4. What memorial now stands in Bedford, Virginia?

Using the photos of each of the Bedford Boys at the bottom of the page, choose one. During World War II, families were normally notified of their loved one’s death through a telegram. A longer letter of condolence would follow the telegram by the soldier’s commanding officer. Construct a telegram and a letter of condolence to one of the Bedford Boys’ parents. Telegrams
were short – kind of like early text messages or Twitter feeds – so keep it brief. The letter from the officer would have been longer. Write 250 words for the purpose of this exercise. Use the websites below as a guide.

World War II Era Telegrams:
http://tarawa1943.com/pages/Telgram%20page.htm

http://www.google.com/search?hl=en&safe=active&q=World+War+II+telegrams+notification+of+death&gs_sm=3&gs_upl=6115117897l011806814813716101017161920814.21.6.1.1.2.1.0.113710&bav=on.2.or_r_gc.r_pw.,cf.osb&biw=1024&bih=536&wrapid=tlif132923597062510&um=1&ie=UTF-8&tbm=isch&source=og&sa=N&tab=wi&ei=Qog6T5nZA8ebtweiieX3Cg

http://www.arlingtoncemetery.net/hgjohns.htm

World War II Condolence Letters:
http://www.bbc.co.uk/history/ww2peopleswar/stories/65/a1137665.shtml

http://www.arlingtoncemetery.net/hgjohns.htm
The Home front during WWII

**Opening Activity**
Use the link below to answer the following questions:
http://www.history.com/news/hungry-history/food-rationing-in-wartime-america and scroll halfway down the page to the section about World War II.

1. What was the purpose of rationing?

2. What types of items were rationed?

3. What were Americans given to claim rationed items?

4. Explain how people got additional items.

**Activity #1: “If You Don’t Need It, Don’t Buy It”**
Use the link below to answer the following questions:
http://www.hogriver.org/issues/v02n01/dont_buy_it.htm

5. The speaker in the article speaks of an item her father hoarded before it was rationed. What was it? Why did he hoard it?

6. What was the punishment for hoarding?

7. What was the “rule” instituted by the Office of Price Administration?

8. Why did the Federal government institute the rationing process?
9. What products were used instead of the rationed items?

10. How did the town of Windsor educate the residents as they grew Victory Gardens?

11. How did the government control the use of gasoline?

12. Why was rationing such a vital part of the war effort?

Activity #2: Rationing and Recycling
Use the link below to answer the following questions:
http://www.pbs.org/thewar/detail_5406.htm

1. List 8 items that were rationed during WWII.

2. How did Jim Sherman feel about sacrificing goods?

3. According to Katharine Phillips, how did women adjust to the shortages?

4. How did Americans try to get around the ration cards?

5. What was a slogan that was created to encourage Americans to ration?

6. What types of items were recycled?
7. What did the Office of Civilian Defense ask of every American family?

8. How much scrap metal was collected in a year and who did the majority of the collecting?

9. Why was bacon fat or glycerin collected as well?

10. How do you think rationing and recycling contributed to a sense of community?

**Activity #3: Culminating Activity**
Choose one of the following.

**Option A** - Create a scrapbook in Word, PowerPoint or Publisher. You are going to create a scrapbook for a fictional family living in America on the eve of WWII. Your scrapbook will reflect the point of view of someone who stayed home throughout the war. Keep in mind what life was like in the 1940’s so there wasn’t a lot of entertainment or use of electronic devices. Scrapbooks are used to tell a story as events unfold and a way to memorialize them. Memorabilia includes advertisements, playbills, labels, newspaper articles, and photos.

**Page #1:** Title and Photo of your fictional Family
**Page #2:** Create one piece of memorabilia for something you would have been doing on December 7, 1941. Keep in mind the upcoming holidays. This is the last day of life before WWII starts.
**Page #3:** A news article about the attack at Pearl Harbor. This can be researched or downloaded from the Web, or researched and written by you.
**Page #4:** A photograph of a radio your family purchased recently, or an advertisement for one you want to buy. Write a caption on the role of the radio in your life at the moment.
**Page #5:** An image of President Roosevelt. Write a caption about how you feel about the President and his recent policies and how you expect them to impact on you and your family.
**Page #6:** Download or make a map (like one you might have clipped from a newspaper) of the situation at the end of 1942 in the Pacific and European theaters of war. In your caption describe how you feel at this point in time about the hope for an allied victory.
**Pages #7, #8, #9:** Using what you have learned about rationing and recycling, download or create documents that show how each member of your family on the home front is contributing
to the war effort. Captions should reflect how the war is affecting each one of these people in the family.

**Page #10:** Sugar and butter were sparingly rationed during the war. Find a recipe for a birthday cake that uses the least amounts of sugar and butter you can find. Copy the recipe for your scrapbook and describe the birthday party in the caption.

**Page #11:** Include something in your scrapbook that reflects the progress of the war in headlines, the text of an FDR Fireside Chat about the battlefront, an article or photographs from a popular magazine. The captions you write should reflect your concerns for anyone you may know that is overseas fighting.

**Option B – News Article**

As a journalist, write an article about how Americans were adjusting to the new limitations that the US government was placing on them through rationing during WWII. Your article should be at least 500 words and include at least one quotation from an American citizen. Use the following links to help you find a quote.

http://www.pbs.org/thewar/detail_5253.htm
http://www.pbs.org/thewar/detail_5262.htm
http://www.pbs.org/thewar/detail_5162.htm
http://www.pbs.org/thewar/detail_5261.htm

**Option C- Writing A Letter to Your Mayor**

You are a Boy Scout who is working on his Eagle Scout project during WWII. For your project you have decided to design and set-up a recycling campaign in your town. Write a 500-word letter to your mayor about your plans and how you will go about completing this project.
Name __________________________

The Internment of Japanese Americans during World War II

Opening Activity:
1. Why did the United States become involved in World War II?

Use the link below to answer the following questions

2. What was the purpose of President Roosevelt’s Executive Order 9066?

Activity 1: Moving Out

Use the link below to answer the following questions:
http://www.pbs.org/thewar/detail_5380.htm

1. How many Japanese Americans were impacted by Executive Order 9066?

2. What were the displaced Japanese people allowed to bring with them?
3. What was the fear of some of the displaced people, particularly those that were American citizens?

4. Why do you think only the Japanese Americans on the West Coast were affected by Executive Order 9066?

5. Why didn’t fellow Americans object to the internment of Japanese Americans in 1942?

Activity 2: What rights should citizens of the United States have?

Use the link below to answer the following questions:

http://americanhistory.si.edu/perfectunion/non-flash/removal_constitution.html

1. What does the Fourth Amendment to the Constitution say?

2. What does the Fourteenth Amendment to the Constitution say?
3. How does Executive Order 9066 violate these amendments?

Use the link below to answer the following questions:
http://americanhistory.si.edu/perfectunion/non-flash/internment_main.html

4. Based on the link above, take a look at the photos under each category and read the corresponding information. List 10 conditions common to living in an internment camp.

Use the link below to answer the following questions:
http://americanhistory.si.edu/perfectunion/non-flash/justice_court.html

5. How many court cases were filed as a result of the internment of Japanese Americans?

6. How did the justices rule on each of these cases?
7. What is a writ of habeas corpus?

8. Were these writs granted to internees?
Activity 3: Culminating Activity

Choose ONE of the following:

Option A - Research reparations that were given to Japanese Americans interned during World War II in 1988. Determine why and how the government made that decision in 1988. Use the following website to aid in your research:

http://americanhistory.si.edu/perfectunion/non-flash/justice_apologies.html

When your research is complete, create a 15 slide Powerpoint, Movie Maker, or Prezi presentation. Alternately, you may write a 500-word letter to a Japanese person who was interned in one of the camps explaining the reparations that he/she has been granted by the United States government.

Option B - Research the locations of internment camps in the U.S. Create a 15 slide Powerpoint, Movie Maker, or Prezi presentation.

Topics to Cover in your presentation:

1. How many centers existed and in what states were they located?
2. Why might the particular locations of the internment camps have been chosen?
3. Explain the difference between the following: Assembly Centers, Internment Camps, Justice Department Camps, Isolation Centers, and Temporary Detention Facilities.
4. What difficulties might Japanese American internees have faced while living in these camps? Use the information in Activity 2 above. You must have at least 5 and include photos for each.
5. Include a map of Japanese Internment Camps.

Option C – Miss Breed Letters

Miss Clara Breed was the children’s librarian at San Diego Public Library from 1929 to 1945. When her young Japanese- American patrons were forced into internment camps, Breed became their reliable pen pal. The collection includes over 300 letters and cards received by Breed from Japanese American children and young adults. Students can research the collection and then complete a creative writing exercise where they take the role of either Miss Breed or one of her patrons.

Use the link below to access the Breed letter collection
http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/lesson1_main.html

After you read the letters and complete the graphic organizer, construct a response by Miss Breed to one of the four letters. Use the following website to read examples of other letters Miss Breed sent.
http://www.janm.org/exhibits/breed/title.htm  Your letter should be at least 500 words.
<table>
<thead>
<tr>
<th></th>
<th>What did people in camp do to fill time?</th>
<th>What kinds of things did they miss?</th>
<th>What did they complain about?</th>
<th>What did they do to improve their lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence and Margaret's Letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fusa’s Letter</td>
<td></td>
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</tr>
<tr>
<td>Louise’s Letter</td>
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<tr>
<td>Tetsuzo’s Letter</td>
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</tbody>
</table>
Name:_____________________________

Women’s Role in WWII

**Opening Activity**
Use the flyer in the link below entitled “Women in World War II” to answer the questions below.

1. How does this flyer state that women can defend themselves from Hitler?

2. In the first paragraph on page 2, what jobs can women get to help with the war effort?

**Activity #1: Women tell about their role in WWII**
Use the following link to answer Questions 1 - 2:
http://www.pbs.org/thewar/detail_5307.htm

1. How did the “Armory” place women into the workforce?

2. What were some of the products that women created?

Use the following link to answer Questions 1-6:
http://www.pbs.org/thewar/detail_5359.htm

1. What kind of jobs did Emma Belle Petcher’s friends take at the beginning of the war?

2. By 1943, how many women had entered the workforce? Where the majority of them working?
3. What did LIFE magazine say about the woman above?

4. What was Emma Belle’s specific job at the factory?

5. What did Katharine Philips do during the war to help out other women who were working?

6. How does she describe the women that she saw every day?

Use the following link to answer Questions 7 - 12:
http://www.history.com/topics/world-war-ii/americandwomen-in-world-war-ii
Scroll down to the section entitled “Women in the Armed Forces”.

7. How many women joined the Armed Forces during World War II?

8. What was the Army’s branch of service for women called?
9. What was the Navy’s branch of service for women called?

10. What was a WASP? What duties did they perform?

11. What benefits were granted to fallen WASPs?

12. What were the WASPs granted on March 10, 2010?

Activity #2: “From Junior League to a WAC Commanding Officer
Use the following link to answer Questions 1 - 10:

1. What did Barbara Gwynne think about the war and Hitler in 1939?

2. What was Barbara doing at the beginning of the war in 1941?

3. What was her response and her family’s response to the bombing of Pearl Harbor?

4. What was Barbara’s role once she finished OCS (Officer Candidate School)?

5. How does she describe the work that was done in the hospital with the wounded soldiers?

6. What did Barbara get paid weekly? What did the US Army provide for her?

7. How did Barbara and her friends handle grief during the war?

8. How does Barbara describe the ending of the war from her perspective?
9. How did Barbara react and adjust when she no longer had a job at the end of the war?

10. What do you think Barbara means when she says, “Old men make the war, and then the young men have to fight it?”

**Culminating Activity**
Choose one of the following.

**Option A**
Write a 500-word essay about women’s involvement in the war effort and some of the roles that they played on the home front to help fight the war.
Use the following website to read stories about women during WWII.
http://www.loc.gov/vets/stories/ex-war-womenatwar.html
http://www.nationalww2museum.org/see-hear/collections/focus-on/women-at-war.html#usmc

**Option B**
Use the following links
http://jackiewhiting.net/US/RosieLyrics.html
https://www.youtube.com/watch?v=9CQ0M0wx00s

After listening to the song “Rosie the Riveter,” write your own song about women who were involved in WWII. Your song should have at least 3 verses and a chorus.

**Option C**
Create a Blog Celebrating Women in WWII
Select 5 pictures celebrating women’s efforts in WWII and create a 100-word blog about the “story” behind each woman.