VIII. Method of Assessment

Students will once again be assessed by their participation in the analyzing and interpreting of different sources regarding the Attack on Pearl Harbor, especially FDR’s Pearl Harbor Speech. They will then also be assessed on the letter they write at the end of the lesson. The students will write a letter to their government after the attack describing the action they want their government to take.

IX. Materials/Resources

- Images and video of the Attack on Pearl Harbor
- FDR’s Pearl Harbor Speech
- Letter to the Government Writing Prompt

Day 10 - Review Day and Creative Project Work Day

I. Overview/Focus Statement

This day will be a review day for the test during the next class period as well as a workday for the creative project they students are completing over the Holocaust. The students will play a review game or be able to ask me questions regarding specific topics from the study guide and then be allowed time to work on their projects if they need to.

Day 11 - Final Assessment

I. Overview/Focus Statement:

Students will be taking the test over the unit that will coordinate with the Pre-test I gave them before we began the unit. This test will be a great indicator of whether or not the students learned the material I taught throughout the unit. The students will then have the rest of the class period to work on their creative projects once they finish their test. These projects will be due the next class period, so this will be the last time they have any chance of class time to work on their projects.
11. Pre and Post-Tests

Pre-Test

   A. Use of American soldiers to fight with or against a country at war
   B. Trading goods to a country at war
   C. Americans selling arms to any country at war
   D. Americans protesting World War II

2. Which three countries made up the Axis Powers during WWII? (U.S.H. 5.3)
   A. Russia, Germany, Japan
   B. Russia, Germany, Italy
   C. Germany, Italy, Japan
   D. Russia, Italy, Japan

3. Which two countries were involved in the Anschluss? (U.S.H. 5.3)
   A. Germany and Great Britain
   B. Germany and Czechoslovakia
   C. Germany and the United States
   D. Germany and Austria

4. Where were 338,000 French and British troops “miraculously” evacuated from after the Germans invaded France? (U.S.H. 5.3)
   A. Paris
   B. Dunkirk
   C. Versailles
   D. Cologne

5. What was NOT a legacy of WWI? (U.S.H. 4.8)
   A. Large amounts of casualties and War debt
   B. Rise of Ideologies (Fascism, Communism, and Socialism)
   C. Loss of Monarchies
   D. Desire to fight another World War

6. Who was the leader of the Soviet Union during World War II? (U.S.H. 5.3)
   A. Benito Mussolini
   B. Adolf Hitler
   C. Joseph Stalin
   D. Neville Chamberlain
7. Who was the leader of Italy during World War II? (U.S.H. 5.3)
A. Benito Mussolini  
B. Adolf Hitler  
C. Joseph Stalin  
D. Neville Chamberlain

8. What is seen as the beginning of World War II? (U.S.H. 5.3)
A. The Munich Conference  
B. The Anschluss  
C. German Invasion of Poland  
D. German Invasion of France

9. What two countries signed a non-aggression pact in 1939? (U.S.H. 5.3)
A. Germany and the Soviet Union  
B. Germany and Italy  
C. Germany and Japan  
D. Germany and France

10. What word means "Night of Broken Glass" in German? (U.S.H. 5.4)
A. Anschluss  
B. Kristallnacht  
C. Blitzkrieg  
D. Munich

11. What event triggered America's entry into World War II? (U.S.H. 5.2)
A. German invasion of Poland  
B. German invasion of France  
C. Attack on Pearl Harbor  
D. The Battle of Britain

12. What was the "Final Solution"? (U.S.H. 5.4)
A. The Allies strategy to defeat the Axis Powers  
B. The Axis Powers' strategy to defeat the Allies  
C. Hitler's plan to exterminate the Jewish race  
D. Hitler's plan to invade America

13. How many Jewish people are believed to have been killed during the Holocaust? (U.S.H. 5.4)
A. 2 million  
B. 4 million  
C. 6 million  
D. 8 million
14. The Maginot Line was successful in keeping the Germans from invading France? (U.S.H. 5.3)
   True
   False

15. The Germans successfully defeated the British in the Battle of Britain. (U.S.H. 5.3)
   A. True
   B. False

16. _______________ was the Dictator of Germany during World War II. (U.S.H. 5.3)

17. On this date, _______________, Pearl Harbor was attacked by the Japanese. (U.S.H. 5.2)

18. Communism (WH.8.11)
19. Fascism (WH.8.11)
20. St. Louis Affair (U.S.H. 5.4)
21. Liberalism (WH.8.11)
22. Socialism (WH.8.11)
23. Neville Chamberlain (U.S.H. 5.3)
24. Hirohito (U.S.H. 5.3)
25. Auschwitz (U.S.H. 5.4)
26. Appeasement (U.S.H. 4.8)
27. Guernica (U.S.H. 5.3)
28. Francisco Franco (U.S.H. 5.3)
29. Conservatives (WH.8.11)

   A. Event in which 937 Jews fleeing from Nazi Germany were denied access to Cuba and eventually ended up back under Nazi rule.
   B. Prime Minister of Great Britain who claimed to have “Peace in Our Time”
   C. Japanese Emperor
   D. One of the most famous and deadliest concentration camps
   E. Spanish City and site of German atrocities during the Spanish Civil War
   F. Fascist Spanish leader who successfully overthrew Spanish Government
G. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.

H. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.

I. Ideology that believes national power and strength as well as racial purity are the ideal.

J. Ideology that believes in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church

K. Giving in to someone's demands in order to maintain peace.

L. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

Pre-Test Teacher Key Copy

   E. Use of American soldiers to fight with or against a country at War
   F. Trading goods to a country at war
   G. Americans selling arms to any country at war
   H. Americans protesting World War II

2. Which three countries made up the Axis Powers during WWII? (U.S.H. 5.3)
   E. Russia, Germany, Japan
   F. Russia, Germany, Italy
   G. Germany, Italy, Japan
   H. Russia, Italy, Japan

3. Which two countries were involved in the Anschluss? (U.S.H. 5.3)
   E. Germany and Great Britain
   F. Germany and Czechoslovakia
   G. Germany and the United States
   H. Germany and Austria
4. Where were 338,000 French and British troops “miraculously” evacuated from after the Germans invaded France? (U.S.H. 5.3)
   E. Paris  
   F. Dunkirk  
   G. Versailles  
   H. Cologne

5. What was NOT a legacy of WWI? (U.S.H. 4.8)
   A. Large amounts of casualties and War debt  
   B. Rise of Ideologies (Fascism, Communism, and Socialism)  
   C. Loss of Monarchies  
   D. Desire to fight another World War

6. Who was the leader of the Soviet Union during World War II? (U.S.H. 5.3)
   A. Benito Mussolini  
   B. Adolf Hitler  
   C. Joseph Stalin  
   D. Neville Chamberlain

7. Who was the leader of Italy during World War II? (U.S.H. 5.3)
   A. Benito Mussolini  
   B. Adolf Hitler  
   C. Joseph Stalin  
   D. Neville Chamberlain

8. What is seen as the beginning of World War II? (U.S.H. 5.3)
   A. The Munich Conference  
   B. The Anschluss  
   C. German invasion of Poland  
   D. German Invasion of France

9. What two countries signed a non-aggression pact in 1939? (U.S.H. 5.3)
   A. Germany and the Soviet Union  
   B. Germany and Italy  
   C. Germany and Japan  
   D. Germany and France

10. What word means “Night of Broken Glass” in German? (U.S.H. 5.4)
    A. Anschluss  
    B. Kristallnacht  
    C. Blitzkrieg  
    D. Munich
11. What event triggered America's entry into World War II? (U.S.H. 5.2)
A. German invasion of Poland
B. German invasion of France
C. Attack on Pearl Harbor
D. The Battle of Britain

12. What was the “Final Solution”? (U.S.H. 5.4)
A. The Allies strategy to defeat the Axis Powers
B. The Axis Powers' strategy to defeat the Allies
C. Hitler's plan to exterminate the Jewish race
D. Hitler's plan to invade America

13. How many Jewish people are believed to have been killed during the Holocaust? (U.S.H. 5.4)
A. 2 million
B. 4 million
C. 6 million
D. 8 million

14. The Maginot Line was successful in keeping the Germans from invading France? (U.S.H. 5.3)
A. True
B. False

15. The Germans successfully defeated the British in the Battle of Britain. (U.S.H. 5.3)
A. True
B. False

16. ______ Adolf Hitler _______ was the Dictator of Germany during World War II. (U.S.H. 5.3)

17. On this date, ______ December 7, 1941 ______, Pearl Harbor was attacked by the Japanese. (U.S.H. 5.2)
18. Communism (WH.8.11) = G
19. Fascism (WH.8.11) = I
20. St. Louis Affair (U.S.H. 5.4) = A
21. Liberalism (WH.8.11) = L
22. Socialism (WH.8.11) = H
23. Neville Chamberlain (U.S.H. 5.3) = B
24. Hirohito (U.S.H. 5.3) = C
25. Auschwitz (U.S.H. 5.4) = D
26. Appeasement (U.S.H. 4.8) = K
27. Guernica (U.S.H. 5.3) = E
28. Francisco Franco (U.S.H. 5.3) = F
29. Conservatives (WH.8.11) = J

A. Event in which 937 Jews fleeing from Nazi Germany were denied access to Cuba and eventually ended up back under Nazi rule.

B. Prime Minister of Great Britain who claimed to have "Peace in Our Time"

C. Japanese Emperor

D. One of the most famous and deadliest concentration camps

E. Spanish City and site of German atrocities during the Spanish Civil War

F. Fascist Spanish leader who successfully overthrew Spanish Government

G. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.

H. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.

I. Ideology that believes national power and strength as well as racial purity are the ideal.

J. Ideology that believes in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church

K. Giving in to someone's demands in order to maintain peace.

L. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).
Post-Test

1. Communism is an ideology that believes in what? (WH.8.11)
   A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
   B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
   C. Ideology that believes national power and strength as well as racial purity are the ideal.
   D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

2. Fascism is an ideology that believes in what? (WH.8.11)
   A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
   B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
   C. Ideology that believes national power and strength as well as racial purity are the ideal.
   D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

3. Who was Francisco Franco? (U.S.H. 5.3)
   I. Fascist Revolutionary who took over Spain during the Spanish Civil War
   J. Leader of Spain who was overthrown during the Spanish Civil War
   K. Leader of Mexico during WWII
   L. Spanish General who fought bravely and heroically in WWII

4. Hirohito was the leader of which country during WWII? (U.S.H. 5.3)
   I. Germany
   J. Japan
   K. Italy
   L. China

5. What was the Battle of Britain? (U.S.H. 5.3)
   A. Successful German attack on Great Britain.
   B. Failed German attack on Great Britain.
   C. Successful British attack on Germany.
   D. Failed British attack on Germany.
6. What was the St. Louis Affair? (U.S.H. 5.4)
A. Event in which 937 Jews fleeing from Nazi Germany were denied access to Cuba and eventually ended up back under Nazi rule.
B. Event in which 937 Jews fleeing from Nazi Germany were granted access and safety to Cuba.
C. Event in which 937 Jews fleeing from Nazi Germany were granted access and safety to St. Louis, Missouri.
D. Event in which 937 Jews were executed at Auschwitz Concentration Camp.

A. Cowardly response to a stronger attacking country that allows war to take place.
B. Allowing somebody to declare war on another country.
C. Giving in to someone's demands in order to maintain peace.
D. Giving in to someone's demands in order to declare war.

8. Socialism is an ideology that believes in what? (WH.B.11)
A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
C. Ideology that believes national power and strength as well as racial purity are the ideal.
D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

9. Who was the Prime Minister of Great Britain who claimed to have “Peace in Our Time”? (U.S.H. 5.3)
A. Adolf Hitler
B. Benito Mussolini
C. Neville Chamberlain
D. Joseph Stalin

10. Who was the leader of Japan during WWII? (U.S.H. 5.3)
A. Hirohito
B. Adolf Hitler
C. Benito Mussolini
D. Ho Chi Minh
11. Which of these was a famous and horrific concentration camp used during the Holocaust? (U.S.H. 5.4)
A. Kristallnacht
B. Blitzkrieg
C. Dunkirk
D. Auschwitz

12. What was the Maginot Line? (U.S.H. 5.3)
A. Successful French Defensive Line
B. Unsuccessful French Defensive Line
C. Successful German Defensive Line
D. Unsuccessful German Defensive Line

13. What Spanish City was bombed by the Germans during the Spanish Civil War and was the inspiration for a Pablo Picasso Painting? (U.S.H. 5.3)
A. Madrid
B. Guernica
C. Toledo
D. Barcelona

14. It is believed that 6 million Jewish people were killed during the Holocaust. (U.S.H. 5.4)
True
False

15. Conservatives believe in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church. (WH.8.11)
A. True
B. False

16. __________, __________, and __________ were the three countries that made up the Axis Powers during WWII. (U.S.H. 5.3)

17. On this date, ______________, Pearl Harbor was attacked by the Japanese. (U.S.H. 5.2)
19. Adolf Hitler (U.S.H. 5.3)
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21. Dunkirk (U.S.H. 5.3)
22. Desire for War (U.S.H. 4.8)
23. Joseph Stalin (U.S.H. 5.3)
24. Benito Mussolini (U.S.H. 5.3)
25. Invasion of Poland (U.S.H. 5.3)
27. Kristallnacht (U.S.H. 5.4)
28. Attack on Pearl Harbor (U.S.H. 5.2)
29. Final Solution (U.S.H. 5.4)

A. Leader of Italy during WWII.
B. Hitler’s plan to exterminate the Jewish race.
C. French city where 338,000 French and British soldiers were miraculously evacuated.
D. Signed by Germany and the Soviet Union and stated that each country would not declare war on each other.
E. Leader of the Soviet Union during WWII.
F. This was not a consequence of World War I.
G. Event that triggered America’s entry into WWII.
H. Event that is seen as the beginning of WWII.
I. German annexation of Austria.
E. American legislation that banned Americans from selling arms to any country at war.
J. "Night of Broken Glass", Event where Jews were discriminated against, killed, and tortured by Germans.
K. Leader of Germany during WWII.
1. Communism is an ideology that believes in what? (WH.8.11)
   A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
   B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
   C. Ideology that believes national power and strength as well as racial purity are the ideal.
   D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

2. Fascism is an ideology that believes in what? (WH.8.11)
   A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
   B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
   C. Ideology that believes national power and strength as well as racial purity are the ideal.
   D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

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   A. Fascist Revolutionary who took over Spain during the Spanish Civil War
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   A. Germany
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   C. Italy
   D. China

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   A. Successful German attack on Great Britain.
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   C. Successful British attack on Germany.
   D. Failed British attack on Germany.
6. What was the St. Louis Affair? (U.S.H. 5.4)
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C. Event in which 937 Jews fleeing from Nazi Germany were granted access and safety to St. Louis, Missouri.
D. Event in which 937 Jews were executed at Auschwitz Concentration Camp.

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8. Socialism is an ideology that believes in what? (WH.8.11)
A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
C. Ideology that believes national power and strength as well as racial purity are the ideal.
D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

9. Who was the Prime Minister of Great Britain who claimed to have "Peace in Our Time"? (U.S.H. 5.3)
A. Adolf Hitler
B. Benito Mussolini
C. Neville Chamberlain
D. Joseph Stalin

10. Who was the leader of Japan during WWII? (U.S.H. 5.3)
A. Hirohito
B. Adolf Hitler
C. Benito Mussolini
D. Ho Chi Minh
11. Which of these was a famous and horrific concentration camp used during the Holocaust? (U.S.H. 5.4)
   A. Kristallnacht  
   B. Blitzkrieg  
   C. Dunkirk  
   D. Auschwitz

12. What was the Maginot Line? (U.S.H. 5.3)
   A. Successful French Defensive Line  
   B. Unsuccessful French Defensive Line  
   C. Successful German Defensive Line  
   D. Unsuccessful German Defensive Line

13. What Spanish City was bombed by the Germans during the Spanish Civil War and was the inspiration for a Pablo Picasso Painting? (U.S.H. 5.3)
   A. Madrid  
   B. Guernica  
   C. Toledo  
   D. Barcelona

14. It is believed that 6 million Jewish people were killed during the Holocaust. (U.S.H. 5.4)
   True  
   False

15. Conservatives believe in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church. (WH.8.11)
   A. True  
   B. False

16. Germany, Italy, and Japan were the three countries that made up the Axis Powers during WWII. (U.S.H. 5.3)

17. On this date, December 7, 1941, Pearl Harbor was attacked by the Japanese. (U.S.H. 5.2)
19. Adolf Hitler (U.S.H. 5.3) = L
20. Anschluss (U.S.H. 5.3) = I
21. Dunkirk (U.S.H. 5.3) = C
22. Desire for War (U.S.H. 4.8) = F
23. Joseph Stalin (U.S.H. 5.3) = E
24. Benito Mussolini (U.S.H. 5.3) = A
25. Invasion of Poland (U.S.H. 5.3) = H
27. Kristallnacht (U.S.H. 5.4) = K
28. Attack on Pearl Harbor (U.S.H. 5.2) = G
29. Final Solution (U.S.H. 5.4) = B

A. Leader of Italy during WWII.

B. Hitler’s plan to exterminate the Jewish race.

C. French city where 338,000 French and British soldiers were miraculously evacuated.

D. Signed by Germany and the Soviet Union and stated that each country would not declare war on each other.

E. Leader of the Soviet Union during WWII.

F. This was not a consequence of World War I.

G. Event that triggered America’s entry into WWII.

H. Event that is seen as the beginning of WWII.

I. German annexation of Austria.

J. American legislation that banned Americans from selling arms to any country at war.

K. "Night of Broken Glass", Event where Jews were discriminated against, killed, and tortured by Germans.

L. Leader of Germany during WWII.
WWII Unit Plan: Pearl Harbor to V-J Day
U.S. History
Periods 2, 5, and 6
Day 1: Reaction to Pearl Harbor: Japanese-American Internment

I. Overview/Focus Statement

This lesson will focus on the treatment of the Japanese-Americans after the Bombing of Pearl Harbor. One of the most unfortunate consequences of the Japanese attack was the internment of over 100,000 Japanese and Japanese-Americans based on their ancestry. The majority of these people placed in internment camps were American citizens. This is an important lesson, because it shows how the fear/anger the United States felt led to discrimination and the loss of rights for thousands of innocent people. The students will be able to experience what it was like to receive a notification of their relocation as well as analyze and interpret the court case Korematsu v. United States.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- How were the Japanese and Japanese-Americans treated after the Bombing of Pearl Harbor?
- How were the Japanese Prisoners treated in the Internment Camps?
- What was the court case Korematsu v. United States and how did the Supreme Court Rule?

V. Objectives

- Students will recognize and be able to explain how the Japanese and Japanese-Americans were treated after the Attack on Pearl Harbor.
- Students will be able analyze and interpret the court case Korematsu v. United States.
- Students will be able to explain the consequences of the internment of the Japanese during WWII.

VI. Learning Standards

USII.5.5 Explain the significance of the Supreme Court cases Korematsu v. United States (1944) and Hirabayashi v. United States (1943), dealing with individual rights and national security during World War II. (Government)
VII. Procedures

A. Introduction

When the students arrive in class, they will receive an Executive Order #9102 that tells them they will be ordered to go to a relocation camp. They will have to read this document and then think about what they will take to the camp with them, what they cannot take with them, and finally what this means for their life (family) as they know it. We will then briefly discuss what the students came up with for the previous questions. We will talk about how these Japanese and Japanese-American people were only able to take certain items while they had to leave other items behind. The students will be asked why they think they are being asked to do this by the United States Government. After this introductory Activity, we will move on to observing life in an internment camp.

B. Activity

In order to see what life was like in these Japanese Internment Camps, the students will read and analyze the poem “That DARNED FENCE” and analyze images from a PowerPoint. We will talk about how the camps were set up, where the camps were located, where most of the Japanese-Americans came from, what they were allowed to do in camps, and what rights they lost once they became part of these camps.

C. Conclusion

For the conclusion of the lesson, we will look at the Supreme Court Case, *Korematsu v. United States*. The students will read a short description of the court case and then answer a couple of questions about what they read. We will end class by discussing their answers to the questions about the court case and discussing any questions they may have about Japanese Internment Camps.

VIII. Method of Assessment

The students will be assessed on the questions they have to answer over the Supreme Court Case at the end of class. They will also be assessed on their participation in analyzing and interpreting documents, images, and maps.

IX. Materials/Resources

- Executive Order #9102 Documents
- “That DARNED FENCE” Poem
- PowerPoint with images and maps regarding Japanese Internment Camps
- *Korematsu v. United States* Document
Day 2: American Mobilization and Early American Engagements

I. Overview/Foreword Statement

This lesson will focus on the Mobilization of America after Pearl Harbor. The students will analyze and interpret different types of War Propaganda that helped encourage Americans to fight in the war. They will then look at some of the early engagements of the war, such as the Operation Torch, the Battle of Stalingrad, the Battle of Midway, and the Battle of Iwo Jima. In order to learn about these different battles, the students will use their textbook and create a graphic organizer about each battle.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- What is War Propaganda, and how did the United States use War Propaganda during World War II?
- What were some of the early American engagements during World War II and how successful were the Americans in each battle?
- How did the United States mobilize once it entered World War II?

V. Objectives

- Students will recognize and be able to explain what War Propaganda is as well as what types of War Propaganda the United States used during WWII.
- Students will be able to analyze and interpret the sources to learn about early American engagements in World War II as well as record the information they learn on a Graphic Organizer.
- Students will be able to explain how the United States mobilized for war after the Attack on Pearl Harbor.

VI. Learning Standards

USH.5.3 Identify and describe key leaders and events during World War II. (Government)

Example: Leaders: Franklin D. Roosevelt and Harry Truman, British Prime Minister Winston Churchill, Russia's Joseph Stalin, Germany's Adolf Hitler, Italy's Benito Mussolini, Japan's Tojo Hideki, and Generals Douglas MacArthur
VII. Procedures

A. Introduction

I will begin this lesson by asking the students if they know what propaganda is. I will record their thoughts on the board and then will show them examples of propaganda from WWII. We will look at examples of War posters distributed during the War to encourage people to buy bonds, join the military, join the workforce, support the troops, etc. The students will then watch a couple of examples of War Propaganda cartoons used at this time. The students will be asked to think about why cartoons were used as War Propaganda. The students will then brainstorm what is needed for a War, and I will briefly describe how factories were mobilized to start producing War materials and the army was mobilized (including the implementation of the draft).

B. Activity

The students will then look at how this mobilization was used during early Allied Engagements of World War II. The students will use their textbooks to understand and record information on a graphic organizer about Operation Torch, the Battle of Stalingrad, The Battle of Iwo Jima, and the Battle of Midway. They will be required to know where the battles took place, what happened in each battle, who won each battle, and the consequences of each engagement.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the different War Propaganda as well as on their completion of the Graphic Organizer over Early Allied Engagements.

IX. Materials/Resources

- War Propaganda
- War Propaganda Cartoons
- Textbooks
- Paper and scissors for Graphic Organizer
I. Overview/Focus Statement

This lesson will focus on women during World War II. One of the most important parts to being successful in a war is success and efficiency on the home front. While most of America's men were off fighting the war, women had to take over war production in the factories, raise their families by themselves, ration their food, and encounter and overcome all other consequences of the War. This lesson is important because the women on the home front are one of the main reasons the Allies were able to defeat the Axis Powers in WWII. Without their participation in war production, supporting the troops, raising victory gardens, etc., the outcome of WWII could have been very different.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the significance of the past to their own lives, both private and public, and to their society.

IV. Essential Questions

- How did women support and help win the War on the Home Front?
- How did the lives of American women change during WWII?
- What were some of the impacts of the contributions women made once the War was over?

V. Objectives

- Students will recognize and be able to explain how women supported and helped the Allies win WWII.
- Students will be able analyze and interpret primary accounts of women on the Home Front to understand what they experienced during WWII.
- Students will be able to explain how women and their role in society changed after WWII ended.

VI. Learning Standards

USII.5.6 Identify and describe the impact of World War II on American culture and economic life. (Government: Economics; Geography; Individuals, Society and Culture)
VII. Procedures

A. Introduction

I will begin this lesson by showing the image of Rosie the Riveter and asking the students what they think this image suggests about women during the war. I will also ask them to think about how this image compares/contrasts to the image of women before WWII. We will also listen to “Rosie the Riveter” to give the students an audio example of who “Rosie the Riveter” was supposed to be and what she was supposed to do. We will also look at a couple of images that show women at work supporting and helping the Allies win on the Home Front.

B. Activity

Next, I will pass oral accounts to the students. There are five different oral accounts from five different women. The students will number off 1-5 and receive a corresponding document. They will read that document to see what that specific woman experienced during WWII. Once the students read their assigned oral history, we will discuss the different primary sources so all of the students can hear about all of the different experiences. This will give the students the opportunity to analyze and interpret a primary source, and then explain what they read.

C. Conclusion

Finally, I will have the students brainstorm some possible consequences they think could have occurred from women supporting and helping the Allies on the Home Front. They will write down a couple of ideas and then complete a think-pair-share activity to discuss the consequences of the changing role of women in society.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the oral histories they are given as well as in their participation in the think-pair-share activity.

IX. Materials/Resources

- Rosie the Riveter Image
- “Rosie the Riveter” Song
- Images of Women on the Home Front
- Oral Histories of Women on the Home Front
I. Overview/Focus Statement

This lesson will focus on the contribution of minorities during WWII. While minorities are often left out in the discussions of WWII, they played a huge part in the Allied success. This lesson will specifically focus on African Americans (Tuskegee Airmen) and the Navajos (Code talkers). This is an important lesson because the students will learn how these minorities were key elements to the Allied victory as well as learn what these different minorities experienced as they tried to fight for their country. The students will get to analyze images, video clips, and documents to better understand the role of minorities in WWII.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- How did minorities contribute to the Allied success in WWII?
- How were minorities treated during WWII?
- Who were the Tuskegee Airmen and the Navajo Code Talkers?

V. Objectives

- Students will recognize and be able to explain the contributions of minorities in WWII.
- Students will be able analyze and interpret primary and secondary sources to see how minorities were treated during WWII.
- Students will be able to explain who the Tuskegee Airmen and Navajo Code Talkers were and the contributions they had during WWII.

VI. Learning Standards

USH.5.6 Identify and describe the impact of World War II on American culture and economic life. (Government, Economics, Geography: Individuals, Society and Culture)
VII. Procedures

A. Introduction

I will begin this lesson by reviewing with the students what we talked about in the previous lesson regarding women in the War. I will then ask the students if they think we have left anybody else out who played an important part in Allies defeating the Axis Powers. This question will lead into our discussion of minorities and their role in the War. We will first look at the Navajo Code Talkers. In order to do this, the students will receive a primary document that shows the order to use Navajo Code Talkers in the War, as well as a source that shows the Navajo Language/Alphabet that was used. We will analyze and interpret these sources and talk about why the Navajo people were used and how they could be an advantage in the War. We will then watch a clip from the movie "Windtalkers" to give the students another source to help them understand the importance of the Navajo people during WWII.

B. Activity

We will then switch our focus to the Tuskegee Airmen and the role of African Americans in the War. We will analyze and interpret images and maps to introduce the Tuskegee Airmen and then watch a clip from the film "Tuskegee Airmen" to give them another visual representation. The students will then brainstorm possible ideas of how they think minorities were treated during the War. We will finish the lesson by analyzing some quotes regarding the treatment of minorities and discussing how the students think these minorities should really be remembered.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the different sources incorporated in the lesson as well as the discussion we have regarding the minorities' contributions and the way they were treated during WWII.

IX. Materials/Resources

- Order to use Navajo Code Talkers Document
- Navajo Alphabet/Language Document
- "Windtalkers" Film
- Tuskegee maps and images
- "Tuskegee Airmen" Film
Day 5 - D-Day to V-E Day

I. Overview/Focus Statement

This lesson will focus on the Invasion of Normandy to the Victory of Europe. This is an important lesson because D-Day is one of the most important battles of WWII, leading to the eventual defeat of Nazi Germany. The biggest emphasis of this lesson will be on the invasion of Normandy, but we will also look at other important events leading to the defeat of Germany and victory in Europe. The students will analyze and interpret a video clip, maps, and some personal accounts to better understand the Invasion of Normandy. They will then observe some images and a timeline to help explain the eventual defeat of Nazi Germany.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- What was D-Day and how did the Allies prepare for this invasion?
- What was the result of the Invasion of Normandy and how were the Allies successful in this Invasion?
- How did the Allies eventually defeat the Germans in Europe following the opening up of a legitimate second front?

V. Objectives

- Students will recognize and be able to explain the invasion of Normandy and the results.
- Students will be able analyze and interpret different sources to see the consequences of D-Day and the final battle in Europe.
- Students will be able to explain the importance of V-E Day for America and the Allies.

VI. Learning Standards

USH.5.3 Identify and describe key leaders and events during World War II. (Government)
VII. Procedures

A. Introduction

I will begin this lesson by discussing the Russian perspective for a second front and the issues the Allies have faced in opening a second front. We will talk about why this is important for defeating the Axis powers in Europe and how it could possibly be done. We will then analyze a map of Normandy and some images that show the German defense set up. We will watch the opening clip from “Saving Private Ryan” to give the students a perspective of what the soldiers would have experienced charging the beaches. This will lead into our main activity in which we look at the consequences of D-Day and the road to V-E Day.

B. Activity

I will use a PowerPoint with different documents, political cartoons, and images to help the students complete an outline over the consequences of D-Day and the road to V-E Day. We will talk about some of the major battles or advances such as Operation Market Garden and the successes/failures of each. We will then look at V-E Day and the reaction of the Allies, especially the Americans.

C. Conclusion

For the conclusion of the lesson, we will talk about what threat is left for the Allies and how the students think this threat could be eliminated. This will tie into the next day’s lesson when we look at the Atomic Bomb.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the images, quotes, documents, etc. from the PowerPoint as well as filling out their outline over the lesson.

IX. Materials/Resources

- Map of France
- Images of Nazi Defense
- “Saving Private Ryan”
- PowerPoint over Consequences of D-Day and road to V-E Day
- Outline
I. Overview/Focus Statement

This lesson will focus on one of the most controversial topics in history, the dropping of the Atomic Bomb. We will begin the lesson by learning about the Manhattan Project and the creation of the Atomic Bomb. We will then discuss the President's decision to drop the bomb on Hiroshima and Nagasaki and the consequences of said decision. The students will then form an opinion based on the consequences of the dropping of the Atomic Bomb to have a mini-debate about the issue. This is an important lesson, because the dropping of the Atomic Bomb is one of the most debated events in our history. This lesson will allow the students to see the cruelty humans are capable of, the hard decisions that have had to be made in the past, the consequences of these hard decisions, and the ability to weigh the consequences to decide whether it was a good or bad choice.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.

IV. Essential Questions

- What was the Manhattan Project and why was it started?
- How did America decide to use the Atomic Bomb during WWII, and what were the justifications?
- How did the dropping of the Atomic Bombs on Hiroshima and Nagasaki effect the Japanese, Americans, and the World?
- Was the Dropping of the Atomic Bomb the correct decision? Why or Why not?

V. Objectives

- Students will recognize and be able to explain what the Manhattan Project was and why it was created.
- Students will be able analyze and interpret different sources to understand why the United States decided to drop the Atomic Bomb.
VI. Learning Standards

USH 5.3 Identify and describe key leaders and events during World War II. (Government)


VII. Procedures

A. Introduction

I will begin this lesson by writing the term Manhattan Project on the board and asking the students to tell me what they know about this term. We will then analyze some images of Oppenheimer, the Atomic Bombs, and watch a brief video that shows an atomic bomb testing. We will then look at Oppenheimer's reaction to the Atomic Bomb detonation by analyzing the passage he recited from the Bhagavad-Gita.

B. Activity

Next, we will look at how President Truman found out that the Atomic Bomb was ready, and how he decided to justify the dropping of such a deadly weapon. The majority of the lesson will then focus on the dropping of the Atomic Bombs on Hiroshima and Nagasaki. We will analyze images, videos, and accounts to see how it was dropped and the consequences of dropping these bombs.

C. Conclusion

For the conclusion of the lesson, the students will have the opportunity to formulate their own opinion of whether we should have dropped the bomb or not. and we will have a mini-debate/discussion over their opinions. They will then write a short paragraph as an assessment in which they discuss their opinion on the dropping of the bomb.
VIII. Method of Assessment

Students will be assessed on their participation in analyzing and interpreting the quotes, images, and other sources during the lesson as well as by the paragraph they write in which they demonstrate their opinion on whether the Atomic Bomb should have been dropped or not.

IX. Materials/Resources

- PowerPoint over Manhattan Project with images, quotes, and other sources
- Video of Atomic Bomb Test
- Images of Hiroshima, Nagasaki, Enola Gay, etc. to demonstrate dropping of bomb and consequences
- Opinion/Debate assessment prompt

Day 7 – Debate and Review

I. Overview/Focus Statement

This lesson will serve as a time to finish the debate over the dropping of the Atomic Bomb if it was not completed the previous day. For the remainder of the class, we will review for the test the following day. The students will play a review game that will test their knowledge about the content we have covered the past week and allow them to ask questions or make further connections before they are tested the next day.

Day 8 – Final Assessment

I. Overview/Focus Statement

Today, the classes will take the test over the second half of WWII (Pearl Harbor to the dropping of the Atomic Bomb). The test will consist of Multiple Choice, True/False, Identification, and Matching Questions. The students will have the whole period to complete the Assessment.
U.S. History: Study Guide for Test

1. Conservatives
2. Fascism
3. Communism
4. Socialism
5. Liberalism
6. Neville Chamberlain
7. Hirohito
8. Adolf Hitler
9. Benito Mussolini
10. Joseph Stalin
11. Francisco Franco
12. Battle of Britain
13. St. Louis Affair
14. Appeasement
15. Auschwitz
16. Maginot Line
17. Guernica
18. Axis Powers
19. December 7, 1941
20. 6 Million Jews
21. Dunkirk
22. Final Solution
23. Non-Aggression Pact of 1939
24. Consequences of WWI
25. Attack on Pearl Harbor
26. Invasion of Poland
27. Anschluss
29. Kristallnacht
30. Nuremberg Laws
U.S. History Test: WWII

In each section of the test you will have a choice in the questions you answer. Look at each section before you begin and select the questions you want to answer. If you want to answer more than the required number, those answers will be counted as extra credit. Circle the questions you want me to count as extra credit.

Part I: Multiple Choice – Below you will find 12 multiple choice questions, of which you MUST answer. If you want to answer the other two for extra credit, circle them. Be sure to select the BEST answer for each.

1. Which of the following are the two beaches that the United States attacked on D-Day (Invasion of Normandy)?
   - A. Sword and Juno
   - B. Omaha and Utah
   - C. Gold and Utah
   - D. Sword and Omaha

2. Women contributed to WWII in all of the following ways EXCEPT?
   - A. Working in Factories to produce weapons and other goods.
   - B. Rationing Food and other goods to help provide for the soldiers.
   - C. Working with the military to help with messages sent to and from soldiers.
   - D. All of the above are examples of how Women contributed in WWII

3. "Rosie the Riveter" was an example of propaganda used in WWII for what purpose?
   - A. To encourage Women to work in Factories
   - B. To encourage Women to stay at Home
   - C. To encourage Men to join the Army.
   - D. To encourage Women to join the Army
4. Which of the following is NOT correct about the Battle of the Bulge?

A. It was Germany's last major offensive and was planned by Hitler himself.
B. It was the bloodiest battle fought by Americans in WWII
C. The Allies were rescued by General George S. Patton after they were surrounded
D. Much of the fighting was done in extremely hot weather

5. All of the following items were accomplished at the Yalta Conference EXCEPT?

A. Russia agreed to help the United States defeat Japan
B. Germany would be split up and controlled by the U.S., Great Britain, France, and Russia
C. The Allies would pay Germany money for War Reparations
D. Germany would have to pay the Allies money for War Reparations

6. On April 30, 1945 Hitler decided to do what after realizing that Germany was going to lose World War II?

A. Escape to Japan
B. Step-down from leadership and be tried for War Crimes
C. Continue fighting until the Allies eventually killed him
D. Commit Suicide by shooting himself in the head

7. What was the name of the secret operation to make an atomic bomb?

A. The Omaha Project
B. The Manhattan Project
C. The Texas Project
D. The Utah Project
8. Which event took place in Russia between the Russians and Germans and was important because it stopped the German’s attack in Russia and began Germany’s retreat?

A. Battle of Iwo Jima  
B. Battle of Midway  
C. Battle of Stalingrad  
D. Operation Torch

9. Which event took place in French North Africa between the Allies and Germans and was significant because it was one of the first Allied victories and opened up Italy for attack?

A. Battle of Iwo Jima  
B. Battle of Midway  
C. Battle of Stalingrad  
D. Operation Torch

10. Which event was fought in the Pacific Ocean between the Americans and Japanese and was significant because it gave the Americans control of an Island close enough to bomb the Japanese?

A. Battle of Iwo Jima  
B. Battle of Midway  
C. Battle of Stalingrad  
D. Operation Torch

11. Which event was fought in the Pacific Ocean between the Americans and Japanese and was significant because it was a turning point in the Pacific theatre and gave the Americans control of the Pacific?

A. Battle of Iwo Jima  
B. Battle of Midway  
C. Battle of Stalingrad  
D. Operation Torch
12. Who was the head scientist for the Manhattan Project or development of the Atomic Bomb?

A. Harry S. Truman
B. Joseph Stalin
C. J. Robert Oppenheimer
D. Franklin Delano Roosevelt

Part II: True or False - Answer 5 of the 7 listed below. If the statement is true, write the word true. If the statement is false, write the word false. If you answer more than 5, circle the two you want to count as extra credit. Also, if the statement or italicized word is false, you can write the correct answer to receive extra credit.

13. During WWII, the United States used *propaganda* to encourage soldiers to enter the War, women to work and support the War at home, and for people to ration goods/buy bonds.

14. D-Day or the Invasion of Normandy took place on *June 6th, 1944*.

15. The President who decided to drop the Atomic Bomb was *Franklin Delano Roosevelt*.

16. At the *Potsdam Conference*, the Big Three Leaders (FDR, Stalin, and Churchill) met to discuss what to do with Germany after the War and also to have Russia agree to help the United States defeat Japan.

17. *Operation Overlord* was another name for the Invasion of Normandy/D-Day.
18. The Atomic Bomb was dropped on Hiroshima and Tokyo.

19. Operation Downfall was the name of the invasion of Japan that would have taken place if the Atomic Bomb had not been successful, resulting in millions of casualties.

Part III: Matching – For each question, select the letter that best matches the Person’s name to his description. You must answer all 5 questions.

20. Winston Churchill
21. Joseph Stalin
22. Adolf Hitler
23. George S. Patton
24. Franklin Delano Roosevelt (FDR)

A. American General and tank commander who rescued the American soldiers at the Battle of the Bulge

B. Leader of the Soviet Union who agreed to help the United States defeat Japan at the Yalta Conference

C. Leader of Germany during WWII who committed suicide after realizing Germany would lose the War

D. British Prime Minister during WWII who met with Stalin and FDR at the Yalta Conference making up the “Big Three”

E. President of the United States during WWII who was replaced by Harry S. Truman after his death
Part IV: Identification – Select 5 of the following 7 terms to identify. If you answer more than 5, circle the ones you want me to count as extra credit.

25. Japanese Internment Camps

26. Korematsu V. United States Court Case

27. Navajo Code Talkers

28. D-Day

29. V-E Day

30. Decision to Drop the Atomic Bomb

31. Tuskegee Airmen

EXTRA CREDIT: What were the names of the Atomic Bombs dropped on Hiroshima and Nagasaki?
World History: Interwar Unit
Periods 1 and 3
10-Day Unit
Day 1: Major Leaders

I. Overview/Focus Statement

This lesson will focus on the major leaders present in the world after World War I, their beliefs, and the impact they will have as we continue through the unit. The students will be able to begin analyzing and interpreting primary and secondary sources, an activity they will be doing a lot as I am student teaching, and then teaching their fellow students the information they learn. This lesson will help the students understand the ideologies we covered last class even better as well as give them more background information they will need as we continue throughout the unit.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- Who were the main leaders present in the world after WWI, and how do their backgrounds and ideologies compare to one another?
- How do you think these leaders will impact the world as we continue studying the beginning of World War II?

V. Objectives

- Students will analyze and interpret primary sources in order to learn about the major leaders present during the 1930’s.
- Students will be able to explain to/teach their classmates information they gained from their own research.
- Students will be able to make connections between major leaders, geographic regions, and the ideologies we learned about in the previous lesson.

VI. Learning Standards

WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1930s, 1930s and 1940s.

(Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.
VII. Procedures

Introduction
I will begin this lesson by having the students number off 1-5, which will form the groups in which they will work for the majority of the period. Each group will be assigned a packet of information regarding one of the five new world leaders: Benito Mussolini, Adolf Hitler, Joseph Stalin, Hirohito, and Neville Chamberlain.

Activity
The students will then split into their separate groups and analyze the packets they were given. They will need to read through the information to find out certain information about their individual. They will be given a large sheet of paper as well and as they are analyzing their documents, they will record certain information that they will later report out to the class. Some of the information they will be instructed to find and record would be the individual's name, background, what country he was the leader of, what ideology he followed, his age, military background, any interesting facts, etc. Once all of the groups have filled out their information on their individual, the groups will take turns reporting out their information to the rest of the class. While each group is reporting out, the rest of the students will be filling out a graphic organizer.

Conclusion
Once all of the groups have presented, the students will create a resume over a leader of their choice. They will need to include certain information such as name, age, where he is from, education, military experience, leadership positions, previous employment, beliefs/ideologies, and any other information they think is important for a future employer to know about this individual.

VIII. Method of Assessment
Students will be assessed in a couple of ways during this lesson. First, they will be assessed informally based on their participation in the group work and completing the graphic organizer as their fellow classmates teach them about each leader. The students will also be assessed through the creation of a resume in which they will choose a leader and write a resume from his perspective.

IX. Materials/Resources
- Packets of information on each world leader
- Graphic Organizers
- Large sheets of paper
- Resume Writing Prompt
I. Overview/Focus Statement

This lesson will continue to look at the ideologies present in Europe and around the world and how they begin to interact with one another. The Spanish Civil War will provide the base of this lesson, as the Spanish Civil War was a great example of how the European ideologies would work together/conflict in Europe as well as a “training” ground for WWII. The students will understand how a country's ideology influenced the side they fought for or whether they fought at all and how the European nations used the War to test new weapons and military tactics. The students will also be engaged in a debate in which they will be asked to defend different possible American stances, isolationist vs. interventionist.

II. Vital Theme and Narrative: Values, Beliefs, Political Ideas, and Institutions

III. Enduring Understandings/Habits of Mind

- Understand the relationship between geography and history as a matrix of time and place and as a context for events.
- Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.

IV. Essential Questions

- How was the Spanish Civil War a precursor to World War II?
- What was America's position regarding the Spanish Civil War and how does this stance reflect their policies at the time?
- What do you believe America should have done in regards to the Spanish Civil War and why do you believe this?

V. Objectives

- Students will be able to explain the importance of the Spanish Civil War in terms of it being a precursor to World War II, and the alignment of the world powers and their ideologies.
- Students will learn how to engage in a formal debate after analyzing and interpreting a side of the argument that they will then have to defend.

VI. Learning Standards
WH.8.11

Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.

(Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of
VII. Procedures

Introduction

I will begin this class with an image of Pablo Picasso’s Guernica. Most of the students have probably never seen this, so they it should evoke some questions about why it was painted and what it represents. This will lead into a discussion of the Spanish Civil War focusing on what it was, who fought in it and just as importantly who did not fight, and what it meant. The main point will be that conflict between ideologies and European countries is brewing in 1936 and the countries are already lining up with their allies that will remain into WWII. We will also discuss how the United States decided to stay neutral during this war and why they chose to do so. This element of the introduction will set up the main activity of the lesson.

Activity

In order to look at America’s policies and stance towards the rest of the world, we will hold a mini debate. I will split the class into two groups, one group supporting isolationism and the other group supporting interventionist approaches. Each group will receive a handout that has the main points of their argument listed. They will receive time as a group to think about and expand on their main points and decide on an individual to represent them in the debate. Each group will have points that conflict and also of equal legitimacy. This debate will not show a “winning side”, but show how both policies had their advantages and disadvantages. The two groups will be able to present their sides in a formal debate. This will give the students practice working in groups as well as experience in a formal debate situation.

Conclusion

After the debate, the students will be given a writing prompt in which they become a news journalist who was observing the debate. As that journalist, they need to write a newspaper column in which they take a side and argue for that side. They will need to support their decision with evidence they learned during the class and the debate.

VIII. Method of Assessment

Students will be assessed based on their participation in the debate during the lesson as well as they writing activity they will complete at the end of class. The students will be required to write a newspaper column in regards to their opinion on what America’s stance should be and why they support their beliefs.

IX. Materials/Resources

- Image of Guernica
- Outline of the Spanish Civil War
- Debate Materials such as positions for isolationism and interventionism
- Writing Prompt for newspaper column
I. Overview / Focus Statement

This lesson will take a closer look at six European Countries during the 1930's and allow the students to see what major events these countries dealt with in the years leading up to WWII. The students will investigate the following situations:
- Great Britain – The Jarrow Crusade
- France – The Stavisky Affair
- Russia – Stalin’s Great Purge
- Austria – The Austrian Civil War of 1934
- Italy – The Ethiopian Conflict
- Germany – Hitler’s Rise to Power

These are important events to cover because it will help tie in all the different events we will discuss regarding the beginning of WWII, rather than just going event by event.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- What were the different cases for the major European Countries during the 1930’s and how did these events help lead to WWII?
- How would you react as a citizen in each of these countries experiencing these different events?

V. Objectives

- Students will recognize and be able to explain the different events occurring in different European countries during the 1930’s.
- Students will be able analyze and interpret different sources to see the consequences of these different events and how they helped lead to WWII.

VI. Learning Standards

WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s.
(Government, Sociology)
VII. Procedures

A. Introduction

I will begin this lesson by splitting up the students into six groups. Each group will be given information about one of the six European Countries (Great Britain, Italy, France, Austria, Russia, and Germany) from David Clay Large's book "Between To Fires: Europe's Path in the 1930's".

B. Activity

Each group’s information will provide the students with an important event that occurred in their country and the effect that event had on that particular country. As the students analyze their information, they will write out the most important points on large sheets of paper that I will provide for them. Once all the groups have analyzed their documents and recorded the most important points, they will present their findings to the rest of the class.

C. Conclusion

For the conclusion of the lesson, we will talk about what the different events were and how they could possibly help lead to WWII. At the same time, we will look at the large sheets of paper the students used to record their information on and see if there are any possible connections between the different events occurring in the European countries.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the sources they are given, as well as their ability to work and present in a group. The will be assessed on the information they find as well as the connections they are able to make between these events and other events and these events and the beginning of WWII.

IX. Materials/Resources

- Documents with information from David Clay Large's Book
- Large sheets of Paper

Example: The Allied nations (United States, Great Britain and the Soviet Union) and Axis nations (Germany, Italy and Japan) during World War II.
I. Overview/Focus Statement

This lesson will focus on Appeasement, especially the Munich Conference and other ways that the European nations tried to maintain the peace in the 1930's. The students will be challenged to think about appeasement in a new way than is often portrayed in our history books. While Appeasement is looked down upon by many historians because it allowed Hitler to eventually start WWII, I will give the students a different side to the argument in which appeasement was not a new concept and at the time seemed like the best course of action. The students will not only be challenged to decide what their personal opinions on appeasement are, but also on when they think Hitler crossed the line and his actions became a legitimate cause of war.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.

IV. Essential Questions

- Was appeasement necessary or could World War II have been avoided if England and France had instituted a harsher policy with Hitler in the late 1930's. Why?

V. Objectives

- Students will analyze and interpret multiple sources in order to formulate their own opinion on appeasement and its necessity/consequences.
- Students will grasp the uncertainties of war and the tough decisions that are involved in decided the direction to take when it will risk peoples' lives.
- Students will be able to identify and explain Hitler's moves and deception throughout the 1930's.

VI. Learning Standards

WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

   Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.
V. Objectives

- Students will analyze and interpret the Atlantic Charter to determine the main ideas and benefits each side will receive from this document.
- Students will analyze and interpret maps, images, statistics, and a video clip to determine the problems Allies were facing in the Atlantic arena and then create ideas of how to solve these issues.
- Students will explain how the new inventions/technology implemented in Allied convoys allowed the Allies to take control of the Atlantic.
- Students will explain why the Atlantic Ocean was such an important geographical region during WWII.

VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

VII. Procedures

Introduction

I will begin this lesson by giving the students the Atlantic Charter to read and analyze. While reading the document, they will be asked to record two or three points they feel are most important, are interesting, or just would like to know more about. After the students have all read the document and recorded a couple of points, we will complete a whip-around. While the students are reading their points, I will be recording them on the board in order to show what the students really know, what they may have questions with, and what I may need to explain more. This activity will be followed by a very brief direct instruction where I will explain the lend-lease Act and clear up any questions over the Atlantic Charter.

Activity

Next, I will show the students a couple of sources that they will analyze. First I will show them an image of the routes Allied convoys took across the Atlantic Ocean. The second source will be an image of where the German U-Boats were stationed in the Atlantic Ocean. The third source will be statistics showing how many Allied ships were destroyed by German U-Boats compared to the number of German U-Boats destroyed by Allied ships. Finally, the students will watch a short video clip showing an actual U-Boat attack. These sources will guide the students' thinking about how the German U-Boats were the biggest issue Allied Convoys faced when trying to ship supplies to Europe. Once the students have arrived at this conclusion, I will give each student a blank sheet of paper and ask them to create a way or ways to help the Allied Convoys defeat the German U-Boats in the Atlantic. I will need to remind them to think from the perspective of a person living in the 1940's because some of the ideas that the students come up with may not be possible during the 1940's based on the fact that technology today is so much more advanced than seventy
years ago. After the students have successfully drawn or written out their ideas, I will have volunteers share their ideas with the class.

**Conclusion**

For the last part of the lesson, I will show the students images of what the Allies really did create and implement into their convoys in order to defeat the Germans. I will show them images of radar equipment, weapons, and other technology such as the Leigh Light that changed the face of the War in the Atlantic. As we are going through these ideas used by the Americans, we will compare them with what the students came up with earlier. This comparing activity can show the students how they were very close in creating something similar to what the Allies actually created as well as provide the opportunity to describe how their ideas may not have been possible for both sides in the War.

**VIII. Method of Assessment**

Students will be assessed on the main activity where the students create their own ideas for how the American convoys can defeat the German U-Boats. I will collect these papers with the creative ideas in order to see what the students did in case they did not volunteer to share their ideas earlier in the lesson.

**IX. Materials/Resources**

- U-Boat Attack Video Clip
- Atlantic Charter Document
- HF/DF image
- Leigh Light Image
- Hedgehog Image
- Code Breaking (Enigma Machine) sources
I. Overview/Focus Statement

This lesson will focus on the German invasion of France, the Miracle at Dunkirk, and the Battle of Britain. Students will use knowledge gained from the previous lesson regarding the Non-Aggression Pact to help them understand why Hitler decided to attack France and Britain at this point in the War. The ineffectiveness of the Maginot Line and French resistance will be explored, as well as the Miracle at Dunkirk. Finally, the German defeat in the Battle of Britain will be examined and possible impacts of the defeat will be discussed.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- Why were the Germans successful in the Invasion of France and why were they unsuccessful in the Battle of Britain?
- Why was the Miracle at Dunkirk a "Miracle"?

V. Objectives

- Students will compare/contrast their own ideas regarding military strategy to what actually took place, in this case during the invasion of France.
- Students will be able to explain and appreciate the significance of the fall of France, the miracle at Dunkirk, and the Battle of Britain.
- Students will be able to explain how geography played a major role in all three of these early battles.

VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.
Example: The Allied nations (United States, Great Britain and the Soviet Union) and Axis nations (Germany, Italy and Japan) during World War II

11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

VII. Procedures

Introduction
This lesson will begin by looking back at the German invasion of Poland from the previous day’s lesson as well as the German War Machine (Blitzkrieg). We will discuss how the invasion of Poland is widely considered the start of WWII, even though we could see conflicts arising years earlier. The discussion of the German War strategy will lead us into the main part of the lesson in which we look at the German invasion of France, the evacuation of Dunkirk, and the Battle of Britain.

Activity
We will start the main part of the lesson by examining images and maps of the Maginot Line. We will discuss why it was created and where it was located. To introduce this concept, I will give the students a blank map of the area between France and Germany and ask them to draw where they would make a protective defensive line. Most likely they will make the Maginot line expand into Belgium in order to protect France, which will lead into the discussion of how the Maginot Line failed. I will talk briefly about the German invasion and the French/English failures that led to the quick defeat of France.

We will then talk about the Evacuation at Dunkirk. The students will once again be responsible for thinking about how they would deal with a situation, in this case fleeing France at the threat of being killed/destroyed by the German Army. They will be presented with the issues such as isolation, enormous amount of men and not enough transportation, pending attack/time, etc. We will then compare their ideas to what actually took place and discuss why it was considered a “miracle”.

Finally, we will discuss the Battle of Britain. The students will examine some diagrams/images on the board and a PowerPoint to help them understand the British success and German failure during this battle. Some of the ideas we will cover will be distance, technology, location of fighting, the “Blitz” and its consequences, etc. Overall, the students will come away with the knowledge of why the Germans experienced their first defeat during the War and the consequences of such a defeat.

Conclusion
We will conclude the lesson with a short writing assessment in which the students will create news articles over one of the following events: the German invasion of France, the evacuation of Dunkirk, or the Battle of Britain. They will need to make sure that they include information we covered in the lesson in their news article. They will decide on the topic they wish to cover, and then they will write a news article from both perspectives of the event. For example, if they choose the Battle of Britain, then they will create a British news article and a German news article. This will demonstrate not only their knowledge of what occurred during each event but their ability to take the perspective of somebody at the time and think at a higher level.

VIII. Method of Assessment

The students will be assessed in a couple of ways during this lesson. First, they will be assessed on their participation in the Maginot Line activity where they will be required to draw in the line they would build if they had the opportunity. They will then also be assessed on the writing of news articles at the end of the lesson. They will have to write a news article from both perspectives over one of the three events we cover.

IX. Materials/Resources

- Maps for Maginot Line activity
- Images of German invasion of France
- Video over the Miracle at Dunkirk
- Maps and images of Battle of Britain
- Writing prompt assessment
Day 7 - Operation Barbarossa: Hitler's First Major Defeat

I. Overview/Focus Statement

This lesson will focus on the Soviet Union arena of WWII and specifically Operation Barbarossa. It is important for students to learn the major contributions the Soviets had in WWII, instead of always receiving information just about America's contribution. The Soviet Union's sacrifice in WWII was more than any other country. In fact for the majority of the beginning of the War, the Soviet Union took on the full German force while the Western allies prepared for War. This lesson will demonstrate the Soviet Union's contributions as well as the major turning points in Hitler's first defeat in a land battle.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

IV. Essential Questions

- Why did Hitler decide to attack Russia and how did he decide to attack?
- How did Russia respond and why was this a major turning point in WWII?
- How is Russia's success in the East an important factor in the overall result of WWII?

V. Objectives

- Students analyze and interpret different sources to understand why and how Germany decided to attack Russia.
- Students will be able to explain and appreciate the significance of Operation Barbarossa and Russia's sacrifices in WWII.
- Students will be able to explain how geography played a major role in the planning and outcome of Operation Barbarossa.

VI. Learning Standards

WH.8.4  Identify and analyze the causes, events and consequences of World War II.

WH.8.5  Explain the origins and purposes of international alliances in the context of World War I and World War II.

Example: The Allied nations (United States, Great Britain and the Soviet Union) and Axis nations (Germany, Italy and Japan) during World War II
VII. Procedures

Introduction

This lesson will begin with the students analyzing a political cartoon that shows Hitler stabbing Stalin in the back while Stalin is holding the Nazi-Soviet Pact. This represents Hitler breaking the pact by initiating Operation Barbarossa. The students will be asked to analyze the political cartoon, which requires the students to use prior knowledge form the lesson about Appeasement. Direct Instruction will then inform the students about the reasons the Germans attacked and why they attacked where they did.

Activity

The students will then learn about the Turning point of Operation Barbarossa, the Battle of Stalingrad. The students will be split into groups and then as groups go to three different stations set up around the room. One station will be a sequence of pictures that depict the battle, the second stations will be statistics about the battle, and the third stations will be a short clip form the movie “Enemy at the Gates” that will show what they Battle might have looked like.

Conclusion

For the conclusion of the lesson, the students will write a diary entry as either a civilian who lives in Stalingrad, as a Soviet soldier, or as a German soldier describing their experiences in the Battle of Stalingrad and the meaning of what just occurred in terms of WWII.

VIII. Method of Assessment

The students will be assessed in a couple of ways during this lesson. First, they will be assessed on their participation in the different analyzing and interpreting activities of sources about Operation Barbarossa and Battle of Stalingrad. They will then also be assessed on the writing of the diary entries, which will require them to take the perspective of an individual who experienced the Battle of Stalingrad.

IX. Materials/Resources

- Operation Barbarossa Political Cartoon
- Images of Stalingrad
- Stalingrad Statistics
- “Enemy at the Gates”
- Diary Entry Writing Prompt
Day 8 - Pearl Harbor

I. Overview / Focus Statement

This lesson will focus on Pearl Harbor and America's reaction to Pearl Harbor. This is an important lesson, because it is the one event that leads to the United States entering WWII. It is important for the students to learn what happened at Pearl Harbor, how the nation responded, and what it meant for the World and those countries already at War. The students will have the opportunity to take the perspective of someone at the time and express how they believe they would have felt after the Attack on Pearl Harbor.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings / Habits of Mind

- Perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. Essential Questions

- How did America respond to the Attack on Pearl Harbor and how would you react to the Attack?
- How will this event impact the world and the War?

V. Objectives

- Students will analyze the attack on Pearl Harbor and the American response while forming their own opinion on how America should respond.
- Students will appreciate and be able to explain the significance of the Attack on Pearl Harbor and what it meant for the rest of the world.

VI. Learning Standards

USH.5.2 Identify and describe key events that resulted in the United States entry into World War II. (Government, Geography)

Example: The rise of totalitarian nations, cash-and-carry policy, Lend-Lease Act (1941) and the Japanese bombing of Pearl Harbor (December 7, 1941)

USH.5.3 Identify and describe key leaders and events during World War II. (Government)
Introduction

I will begin this lesson by showing a brief video and images of the attack on Pearl Harbor. This will be an emotional set-induction that will get the students thinking about what the nation experienced on December 7, 1941. I will then provide them with some statistics of how devastating the attack was on the American naval fleet stationed in Hawaii. This introduction will then lead into the main activity for the day.

Activity

The main activity we will be completing during this lesson will be analyzing and interpreting FDR’s Pearl Harbor Speech. We will discuss this speech in detail and talk about the impact it would have had on the American listeners and on the World. I will then play the actual speech so they can hear what it sounded like if we have enough time.

Conclusion

The assessment for this lesson will be for the students to write a letter to the government in which they will describe what they want the government to do in response to the attack on Pearl Harbor. This will allow them to take the perspective of an American at the time as well as practice writing a letter to their government, which is an important part of being a good active citizen.

VIII. Method of Assessment

Students will once again be assessed by their participation in the analyzing and interpreting of different sources regarding the Attack on Pearl Harbor, especially FDR’s Pearl Harbor Speech. They will then also be assessed on the letter they write at the end of
the lesson. The students will write a letter to their government after the attack describing the action they want their government to take.

IX. Materials/Resources

- Images and video of the Attack on Pearl Harbor
- FDR's Pearl Harbor Speech
- Letter to the Government Writing Prompt

Day 9 - Review Day

I. Overview/Focus Statement

This day will be a review day for the test during the next class period. The students will play a review game or be able to ask me questions regarding specific topics from the study guide.

Day 10 - Final Assessment

I. Overview/Focus Statement:

Students will be taking the test over the unit. This test will be a great indicator of whether or not the students learned the material I taught throughout the unit.
Interwar Period to Pearl Harbor Test: Study Guide

1. Communism
2. Fascism
3. Socialism
4. Conservatives
5. Liberalism
6. Adolf Hitler
7. Joseph Stalin
8. Hirohito
9. Benito Mussolini
10. Neville Chamberlain
11. Franklin Delano Roosevelt
12. Francisco Franco
13. Spanish Civil War
14. Guernica
15. Isolationism
16. Internationalism
17. Appeasement
18. Anschluss
19. Munich Conference
20. Invasion of Poland
21. Technology used in the Atlantic Arena
22. Miracle at Dunkirk
23. Maginot Line
24. Battle of Britain
25. Operation Barbarossa
26. Battle of Stalingrad
27. Pearl Harbor
28. December 7, 1941
29. Axis Powers
30. Allied Powers
Interwar Period to Pearl Harbor Test: World History

Multiple Choice:

1. Which three countries made up the Axis Powers during WWII?
   A. Russia, Germany, Japan
   B. Russia, Germany, Italy
   C. Germany, Italy, Japan
   D. Russia, Italy, Japan

2. Which two countries were involved in the Anschluss?
   A. Germany and Great Britain
   B. Germany and Czechoslovakia
   C. Germany and the United States
   D. Germany and Austria

3. Where were 338,000 French and British troops “miraculously” evacuated from after the Germans invaded France?
   A. Paris
   B. Dunkirk
   C. Versailles
   D. Cologne

4. What is seen as the beginning of WWII?
   A. The Munich Conference
   B. The Anschluss
   C. German Invasion of Poland
   D. German Invasion of France

5. What event triggered America’s entry into World War II?
   A. German Invasion of Poland
   B. German Invasion of France
   C. Attack on Pearl Harbor
   D. The Battle of Britain

6. What was the Battle of Britain?
   A. Successful German attack on Great Britain
   B. Failed German attack on Great Britain
   C. Successful British attack on Germany
   D. Failed British attack on Germany
7. Appeasement means what?
   A. Cowardly response to a stronger attacking country that allows a war to take place.
   B. Allowing somebody to declare war on another country
   C. Giving in to someone's demands in order to maintain peace
   D. Giving in to someone's demands in order to declare war

8. What Spanish city was bombed by the Germans during the Spanish Civil War and was the inspiration for a Pablo Picasso Painting?
   A. Madrid
   B. Guernica
   C. Toledo
   D. Barcelona

9. Communism is an ideology that believes in what?
   A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
   B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
   C. Ideology that believes national power and strength as well as racial purity are the ideal.
   D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

10. Fascism is an ideology that believes in what?
    A. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by immediate and forceful takeover.
    B. Ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.
    C. Ideology that believes national power and strength as well as racial purity are the ideal.
    D. Ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).
Fill in the Blank: Use the word bank to choose the best answer. Not all of the words will be used, but no word will be used more than once.

1. [Blank] is an ideology that believes in individual liberty (freedom of speech, press, worship) and equality of opportunity (advancement based on merit).

2. [Blank] is an ideology that believes in a strong state to promote individual equality of wealth, eliminate private property by giving the state ownership of property. Gains power by gradual move to equality by popular support.

3. [Blank] is an ideology that believes in supporting a strong hereditary monarchy, special privileges for the elite, and a state-supported Church.

4. [Blank] was a Fascist Revolutionary who took over Spain during the Spanish Civil War.

5. The Prime Minister of Great Britain who claimed to have "Peace in Our Time" was ________________.

6. The ________________ was an unsuccessful French Defensive Line.

7. ________________ was the date of the Attack on Pearl Harbor. (Not in Word Bank)

8. Great Britain, Russia, France, and the United States made up the Alliance known as the _________________.

9. The leader of the Soviet Union during WWII was ________________.

10. ________________ was the leader of Italy during WWII.

11. This man, ________________, was a fascist, fought in WWI and received the Iron Cross before being elected leader of his country in the 1930’s.

12. ________________ practiced stoicism, studied marine biology, and took over the throne from his father.

13. ________________ was the Battle that could be considered the turning point of WWII and was Hitler’s first major defeat in a land battle.
14. _______ was the German attack on Russia in 1941.

15. The President of the United States during WWIl was _________________.

16. The ___________ could be seen as the beginning of WWIl as new technology was used, ideologies began to face off, and alliances were formed that would continue during WWIl.

17. _______________ was America’s policy during the 1930’s and during the beginning of WWIl in which we wanted to concentrate solely on America, avoiding relations with other countries around the world.

18. The ___________ was a meeting between Great Britain, France, Italy, and Germany in which they decided Germany would gain control of the Sudetenland.

19. _______________ is the policy that believes a country should form relationships with countries around the world, form alliances, have open trade, etc.

20. Some of the technology created to defeat the German U-Boats in the Atlantic Arena included ____________, ____________, ____________, and ____________. (Not in Word Bank)

**Word Bank:**

Communism
Fascism
Socialism
Conservatives
Liberalism
Adolf Hitler
Joseph Stalin
Hirohito
Benito Mussolini
Neville Chamberlain
FDR

Francisco Franco
Spanish Civil War
Guernica
Isolationism
Internationalism
Appeasement
Anschluss
Munich Conference
Invasion of Poland
Dunkirk

Berlin Wall
Operation Barbarossa
Operation Overlord
Operation Torch
Battle of Britain
Battle of Stalingrad
Pearl Harbor
Axis Powers
Allied Powers
Central Powers

Dunkirk
Maginot Line
World History: WWII Unit
Periods 1 and 3
5-Day Unit
Day 1 - Holocaust

I. Overview/Focus Statement

This lesson will focus on the beginning of the discrimination of the Jewish race in Europe that would lead up to the Holocaust and Hitler’s “Final Solution”. This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the event that took place.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Understand how things happen and how things chance, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Appreciate the force of the nonrational, the irrational, and the accidental, in history and human affairs.
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

IV. Essential Questions

- What were some of the early ways Jews in Europe were discriminated against and how do these events foreshadow Hitler’s ultimate plan?
- How can humanity commit such terrible atrocities against human kind?

V. Objectives

- Students will be able to identify and explain the early ways in which the Jewish were discriminated against around the world in the 1930’s.
- Students will be able to grasp the emotions and feelings that they Jewish people experienced by analyzing and interpreting primary and secondary sources.
VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

NCSS Standard 3 (3b)

Analyze Hitler’s “final solution” and the Allies’ responses to the Holocaust and war crimes. [Interrogate historical data].

VII. Procedures

Introduction

This will be the first of a two-day lesson plan over the Holocaust. I will begin this class by explaining to the students that they will be learning about the Holocaust by visiting different historical stations around the classroom over the next two days. I will then explain that they will need to learn as much as possible at each station because they will be completing special assessments over what they learn.

Activity

For this first day, the students will be observing three of the six stations. One will include information about the Nuremburg Laws. The second will include information about Kristallnacht. Finally, the third station will cover the St. Louis Affair. Since the students will be learning about the project this day, which will take up some time, the students will have at least 10 minutes at each station. This will give them enough time to learn about the different information. There will also be multiple sources for them to observe, so they can choose to look at the sources they learn best by.

VIII. Method of Assessment

The students will be assessed on their participation in the different stations they are learning about, as well as from the assessments they will complete at each of the stations.

IX. Materials/Resources

- Station and materials for the Nuremburg Laws, Kristallnacht, and the St. Louis Affair.
- I will use videos, images, documents, journals, and other sources at each station.
- Assessments for each station
Day 2 - Holocaust

I. Overview/Focus Statement

This lesson will continue to focus on the Holocaust and Hitler's "Final Solution". This lesson is important, as it will introduce the students to the horrors humans can inflict upon other human beings. It is also important as the Holocaust is one of the worst events in history and the students need to be aware of and understand the significance of it. The students will have the opportunity to experience the Holocaust through different sources set up in different stations throughout the classroom in which they can make emotional connections to the events that took place.

II. Vital Theme and Narrative: Patterns of Social and Political Interaction

III. Enduring Understandings/Habits of Mind

- Understand how things happen and how things chance, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Appreciate the force of the nonrational, the irrational, and the accidental, in history and human affairs.
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

IV. Essential Questions

- What were the consequences of the Holocaust and how did it impact the world?
- How can humanity commit such terrible atrocities against human kind?

V. Objectives

- Students will be able to connect emotionally to the horror of the Holocaust by analyzing and interpreting primary and secondary sources, such as journals, video, statistics, images, etc.
- Students will complete a creative project over the Holocaust and the content they have learned during the past two lessons.
VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

VII. Procedures

Introduction
At the beginning of the lesson, I will once again answer any questions the students may have about the stations or the assessments. Once we answer any questions, the students will move into observing the different stations.

Activity
During today’s lesson, the students will learn about the Concentration Camps, observe witness accounts of what it was like to be Jewish at this time, and see the statistics and horrible results of the Holocaust. The students will have more time at each station, and if they finish with all three stations, then they can use the remainder of the class period to work on their assessments.

VIII. Method of Assessment

The students will be assessed on their participation in the different stations they are learning about, as well as from the assessments they will complete at each of the stations.

IX. Materials/Resources

- Station and materials for the Extermination Camps, Personal Recollections of the Holocaust, and the consequences of the Holocaust.
- I will use videos, images, documents, journals, and other sources at each station.
**Day 3 and 4 – D-Day to V-E Day**

I. **Overview/Focus Statement**

This lesson will focus on the Invasion of Normandy to the Victory of Europe. This is an important lesson because D-Day is one of the most important battles of WWII, leading to the eventual defeat of Nazi Germany. The biggest emphasis of this lesson will be on the invasion of Normandy, but we will also look at other important events leading to the defeat of Germany and victory in Europe. The students will analyze and interpret a video clip, maps, and some personal accounts to better understand the Invasion of Normandy. They will then observe some images and a timeline to help explain the eventual defeat of Nazi Germany.

II. **Vital Theme and Narrative:** Conflict and Cooperation

III. **Enduring Understandings/Habits of Mind**

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events.

IV. **Essential Questions**

- What was D-Day and how did the Allies prepare for this invasion?
- What was the result of the Invasion of Normandy and how were the Allies successful in this Invasion?
- How did the Allies eventually defeat the Germans in Europe following the opening up of a legitimate second front?

V. **Objectives**

- Students will recognize and be able to explain the invasion of Normandy and the results.
- Students will be able analyze and interpret different sources to see the consequences of D-Day and the final battle in Europe.
- Students will be able to explain the importance of V-E Day for America and the Allies.
VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

VII. Procedures

A. Introduction
   I will begin this lesson by discussing the Russian perspective for a second front and the issues the Allies have faced in opening a second front. We will talk about why this is important for defeating the Axis powers in Europe and how it could possibly be done. We will then analyze a map of Normandy and some images that show the German Defense set up. We will watch the opening clip from "Saving Private Ryan" to give the students a perspective of what the soldiers would have experienced charging the beaches. This will lead into our main activity in which we look at the consequences of D-Day and the road to V-E Day.

B. Activity
   I will use a PowerPoint with different documents, political cartoons, and images to help the students complete an outline over the consequences of D-Day and the road to V-E Day. We will talk about some of the major battles or advances such as Operation Market Garden and the successes/failures of each. We will then look at V-E Day and the reaction of the Allies, especially the Americans.

C. Conclusion
   For the conclusion of the lesson, we will talk about what threat is left for the Allies and how the students think this threat could be eliminated. This will tie into the next day's lesson when we look at the Atomic Bomb.

VIII. Method of Assessment

   The students will be assessed on their participation in analyzing and interpreting the images, quotes, documents, etc. from the PowerPoint as well as filling out their outline over the lesson.

IX. Materials/Resources

   - Map of France
   - Images of Nazi Defenses
   - "Saving Private Ryan"
   - PowerPoint over Consequences of D-Day and road to V-E Day
   - Outline
Day 5 - The Manhattan Project, Hiroshima, Nagasaki, and the Atomic Debate

I. Overview/Focus Statement

This lesson will focus on one of the most controversial topics in history, the dropping of the Atomic Bomb. We will begin the lesson by learning about the Manhattan Project and the creation of the Atomic Bomb. We will then discuss the President's decision to drop the bomb on Hiroshima and Nagasaki and the consequences of said decision. The students will then form an opinion based on the consequences of the dropping of the Atomic Bomb to have a mini-debate about the issue. This is an important lesson, because the dropping of the Atomic Bomb is one of the most debated events in our history. This lesson will allow the students to see the cruelty humans are capable of, the hard decisions that have had to be made in the past, the consequences of these hard decisions, and the ability to weigh the consequences to decide whether it was a good or bad choice.

II. Vital Theme and Narrative: Conflict and Cooperation

III. Enduring Understandings/Habits of Mind

- Students will perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.
- Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.

IV. Essential Questions

- What was the Manhattan Project and why was it started?
- How did America decide to use the Atomic Bomb during WWII, and what were the justifications?
- How did the dropping of the Atomic Bombs on Hiroshima and Nagasaki effect the Japanese, Americans, and the World?
- Was the Dropping of the Atomic Bomb the correct decision? Why or Why not?

V. Objectives

- Students will recognize and be able to explain what the Manhattan Project was and why it was created.
- Students will be able analyze and interpret different sources to understand why the United States decided to drop the Atomic Bomb.
Students will be able to explain what the consequences of the Atomic Bomb were for all parties involved. Students will formulate their own opinion on whether the dropping of the Atomic Bomb was the correct decision or not.

VI. Learning Standards

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

WH.8.6 Explain the causes and consequences of the Cold War. (Government, Psychology, Sociology)

VII. Procedures

A. Introduction

I will begin this lesson by writing the term Manhattan Project on the Board and asking the students to tell me what they know about this term. We will then analyze some images of Oppenheimer, the Atomic Bombs, and watch a brief video that shows an atomic bomb testing. We will then look at Oppenheimer’s reaction to the Atomic Bomb detonation by analyzing the passage he recited from the Bhagavad-Gita.

B. Activity

Next, we will look at how President Truman found out that the Atomic Bomb was ready, and how he decided to justify the dropping of such a deadly weapon. The majority of the lesson will then focus on the dropping of the Atomic Bombs on Hiroshima and Nagasaki. We will analyze images, videos, and accounts to see how it was dropped and the consequences of dropping these bombs.

C. Conclusion

For the conclusion of the lesson, the students will have the opportunity to formulate their own opinion of whether we should have dropped the bomb or not and we will have a mini-debate/discussion over their opinions. They will then write a short paragraph as an assessment in which they discuss their opinion on the dropping of the bomb.

VIII. Method of Assessment

The students will be assessed on their participation in analyzing and interpreting the quotes, images, and other sources during the lesson as well as by the paragraph they write in which they demonstrate their opinion on whether the Atomic Bomb should have been dropped or not.
Catherine Ott sat on a plush recliner, wearing a Roger Rabbit T-shirt. She spoke with a raspy voice about her experiences as a young woman during World War II.

I grew up on Liberty Street in East Greenwich. Until the Navy came, East Greenwich only had about 2,000 people. Everyone knew everyone else. Your mother knew what you were doing before you got home.

In 1940 I went to Rhode Island State College for about two and a half years. I guess for my day I was considered somewhat of a rebel. Women didn’t do much in those days. In a small town, you graduated from high school, you got some kind of job, and you got married. There weren’t many of us that went on to college.

Soon after I started college, there was Pearl Harbor. I remember that day when the war began. I was sitting in Eleanor Roosevelt Hall on a Sunday afternoon listening to the Longine Symphonette on the radio, when they interrupted with the news of Pearl Harbor. Everyone was up in arms because all of our then current boyfriends were going to be drafted. My father had already been called up for active duty, six months or a year before that. He was the Commander of Fort Wetherell and Fort Getty over in Jamestown for harbor defenses. He kept predicting this was going to happen. I’m sure our government knew it too.

After the war began, Curtis Wright, the airplane factory, needed women to replace their engineers who had been called up for the draft. They recruited ten from my college, and I was one of the ten. I guess it was somewhat of an honor. But I just thought of it as something new, something different. They sent us up to Renssalaer Polytechnical Institute in Troy, New York. We learned just the essentials: machine design, drafting, calculus integration, electricity, and airplane engine. For one year we went to school from, near as I can remember, 7:30 in the morning until 5 at night.

From there we went to work. I went to the propeller plant in Caldwell, New Jersey to work in the experimental lab as an engineer’s assistant. You see, they were having trouble with the variable pitch propeller. They would wear out too quickly. The engineer that I worked with was trying to find out why this happened. I didn’t much like this work, though. Sure, it was kind of exciting, but remember, it was
wartime. We worked from 6:30 in the morning until 6:30 at night. I think, though, that I was earning somewhere around $40 a week, which was considered good money in those days. My father had been supporting a family of five of us plus two cousins on just $25 a week before the war started.

Finally, after a year of working at the Curtis Wright Factory, I tried to get into the army. My parents were against me on this. They felt I could better spend my time practicing the piano and riding my bicycle. All those fun things. But I really wanted to join. My two brothers were in. My uncles were in. My cousins. My whole family. All in the army. Oh, I was jealous. I wanted to be in too. I thought they had the chance to do all these exciting things. I finally got in the WACS in 1944. From there, it was a very different life.

I first went to basic training at Fort Oglethorpe, in Georgia. The days there were very, very busy. Our mornings started at 5:30 or 6, I forget which, and went on until 5 at night. We went to classes and learned military discipline, mostly it was drilling and physical education. Then there were all kinds of films. A lot of propaganda things that the Germans had done. In basic training, everything was regimented. All of our clothes had to be hung a certain way. In fact, I still hang my clothes that way. Our uniforms were something else, too. We wore brown and white seersucker dresses with bloomers under them to match, dark khaki cotton stockings, cotton ankle socks, and "Little Abner's".

At this time, there was no question that a lot of men still did not want women in the Army. They didn't approve of it, "A women's place is at home and not in uniform." They would try to say that all women in the Army were tramps and that they were only there to keep the soldiers happy and all this type of propaganda stuff. We tried to fight it, most of us, by acting the way we were brought up but what really irked them was when they found out the women really did good jobs.

The war was a great eye opener to many men. One time in basic training, we had inspection in the Army, you stand at rigid attention and never look at the officer. And you never speak unless you are spoken to. This lieutenant came up to me one time and he said -- I had about had it with his hassling -- and he said, "Private, you know you're not supposed to have anything in your pockets." I said, "Yes, sir." "Well, do you have anything in your pockets?" "No, sir." "Are you sure, Private?" "Yes, sir. Would the Lieutenant like to feel and find out?" and he never bothered me again. (Laughs.) Of course, I got company punishment for a while. Confined to barracks. But it was worth it!
From basic training, I went on to Camp Atterbury, in Indiana, to laboratory technician school. After classes were over, we worked in the hospitals. Camp Atterbury had this particular ward, which had a lot of German prisoners in it. They sure got nice and fat and well fed. Many of them didn't want to go home when the war was over. And, you know, once you got to know those soldiers, they were just like anybody else. He's no longer a soldier. He is just a sick, hurt man who needs care and needs help.

I met my husband while I worked in the hospital. He was a patient. He had been in the Battle of Mount Casino in Italy during the winter. Both his legs were frozen up to the knees -- trench foot, they called it. Camp Atterbury was a rehabilitation center. They did a lot of work with amputees and reconstructive surgery. He had three operations there.

When the war finally ended in France, I was on my way home on leave. I happened to be in New York City when it was announced, so I was in Times Square celebrating that night. That was wild. Millions of people. Streets were jammed. From there, I went up to Stewart Field. I was transferred to the airport where they trained pilots from West Point. Then I went on to Scott Field, Illinois. On the way, I stopped off and we got married. We had met March 5 and we were married July 5.

Once I got out of the army, we lived in Pennsylvania for about six and a half years before we moved back here to East Greenwich. I had my daughter Karen there. As my daughter grew up I worked at various part time jobs and took a lot of courses. Then, when she went to high school in 1960, I started back at the University of Rhode Island. A slow learner -- 23 years to get a Bachelors Degree!
On a sunny Saturday afternoon I climbed the familiar narrow stairway at my Grandma's house. This trip was different than any I had made before; I was going to interview her. At first I was a little nervous, but soon I just relaxed and listened to the familiar voice of my Grandmother Katherine O'Grady.

In 1939 I lived in East Providence with my aunt. I had moved from Boston where I was originally from. I worked at Gibson's, a soda fountain at the bus stop on Westminster Street. I was very busy. Servicemen from all over used to come in. I made $15 for a 48-hour week. I bought my own clothes, paid my own expenses, carfare, whatever I wanted, and I'd go to the movies. If you had a five-dollar bill then you were very wealthy.

I met my husband while I was working at Gibson's. He had a construction job building an air base up in Newfoundland. When Pearl Harbor broke out, he came back home and we got married. All the fellows had gone into the service. His brothers were all gone. All the men were leaving. My husband had a deferment because his job was considered important to the defense, and we had a nine-month-old son. But he wanted to go so badly that he quit the job. They turned his name into the draft board, and he went into the service very happily.

What did you do in the war, Grandma?

After my husband went into the Seabee's I quit my job at Gibson's and went to work in a woolen mill, Lister's, which before the war was just a normal routine job. When the war started they need wool very badly so this was considered a service job. In other words, it was important.

At the mill the government used to send out all the Purple Heart soldiers to talk to us and tell us that we couldn't take time off, and pushed all this patriotism on us. One particular day I had the day off and they went to my house. I wasn't home. It would have been embarrassing to have soldier with a Purple Heart on asking why I wasn't at work.

What kind of work did you do at the mill?
Well, the wool would come in just like they sheer it off the sheep. It was dirty and they'd put it in like, they called it a carding machine, and it would be probably a hundred foot long. They took that and it would be in rolls and would go into a barrel, you know like you'd take cotton and push it into a crack. Those barrels would be brought to my aunt's machine and she would put it through, maybe eight or ten of those barrels. It would make a big ball and a roll almost like you'd have a ball of rope or twine. I think I go $27 a week, so it did pay more. The soldiers needed woolen blankets. At the time all servicemen were issued their clothing, their blanket, their bedroll, the whole bit. The blankets that came home after war had traveled all over the world.

The wool was all used for the defense; what they called a defense contract. If the factory fulfilled its contract and did good work it had an "E" for excellence. The mill had an "E" -- it was on a flag that would fly over the plant. We were very proud of it, because it meant that we were doing our part.

Who took care of your baby while you were at work?

I had a young baby and I had a place to leave him in a nursery. At the mill I worked every day and I had all my evenings off, and Saturdays and Sundays, so that I was home alone with my son. I used to take him to Bristol on the trolley and we'd have picnics on the beach.

I was lucky in that there was a Salvation Army day nursery on the street I lived on. They only charged $3 a week. After I moved to my own little apartment in East Providence, I used to have to take my son on the trolley car, bring him over to the nursery, and leave him there, and go back down the street and get on another trolley and get to work, and the same thing at night.

If he was sick I either had to stay home with him or take him up to my sister's; maybe his grandmother would take care of him. One time he had scarlet fever, and my husband was in the service, and my husband was in the service, it would have been too much to be at home with him. This way I could come and go to work.

Was there a shortage of food?

Beef was very short. People ate a lot of chicken, and if you could get fish, eggs. Spam was a basic commodity. Everybody ate it. I remember a place downtown that sold horse meat. My sister and I decided we would try it so we bought a couple of
pounds of hamburger and a couple of steaks. We cooked the steaks for our husbands and all the while we couldn't eat them because we knew what it was, but the men thought it was great!

*Did you follow the course of the war?*

Oh, yes! We would listen to the radio at night and they would tell you. One particular Sunday night the Germans sunk the Wales and the Repulse, which were British ships. When you're listening to it on the radio, it was like it was actually happening. It's very profound to think this is actually happening somewhere in the world and you're sitting safe in your house. There was one particular program which made a big impression on me about a woman called the "Beast of Belsen," her name was Elsa Koch. I never forgot that name. She used to make lampshades out of human skin.

*What was it like when you heard the war had ended?*

They had a big victory parade in East Providence. I allowed my son to go with all his friends and they marched in it, and he was just a toddler. At that time we were all so naive, young people, even adults, grandparents, the whole world was naive, until after the war.

*Do you think the war changed you?*

After the war things changed because women found out they could go out and they could survive. They could really do it on their own. That's where I think women's lib really started. So the whole world has changed.

Everybody's more aware of everything. We were very sheltered up until 1941.

I think it made us more aware. It made me mature. When my husband went in the service, I often used to think if anything happened to him, our baby was my complete responsibility. At 21 that was quite an awesome thing to think that you had a small human life that you were responsible for.
I was in the Navy from February 1944 until I was discharged in September 1945. I was commissioned as an analyst and assigned to communications training where we learned to code and decode. I was assigned to Washington, DC at NSS Fox, which were the call letters for the Navy communication center headquarters. I wanted to go anyplace but Washington, DC. A classmate of mine who had joined the Navy a month after I did was assigned to San Francisco. I was so jealous of her because that sounded so much more glamorous.

The Navy had a special communication set-up where by they could contact the commanding officers in the South Pacific. Remember, communication was much less sophisticated than it is today. They had a couple of problems getting into contact with the top brass out there as quickly as they wanted to. So they set up an involved communication system, which was from Washington to San Francisco and then San Francisco to various key points out on the South Pacific. This was what they call a hot-line today.

On each shift, a group of people went up to this special communications headquarters and kept the lines open. I was there one day, and I put through the fact that various people were there, and back come the names of the people from San Francisco. My good friend was on duty -- it was wonderful. They wanted you just to talk for two hours. That's very difficult to do with people you don't know. So my friend Leslie and I got on the machine, and we talked endless hours. I defy anybody to break down that code. We talked about our friends, and we gossiped -- but it was exactly what the Navy wanted.

Sad things happened. We were in communications, and through us came all of the casualty lists, which were secret. We handled confidential, secret, and
top secret material. Very often they would come through, what we called, garbled. They didn't translate from the coding to plain English. One night we were laboring over trying to break down a name that we just couldn't get to come out that was anything other than pure gobbledegook. One of the other women on the shift leaned over and said, "Let me see that." We showed it to her. Part of the address had come through and the name of the city. She looked at it and said, "That's my brother." The Navy took the time to make sure that these men had not been picked up by another ship or weren't on an island somewhere. She knew a month before her family did that her brother was dead. She couldn't tell them; it had come through on a secret message. That was a pretty rough one to go through -- to have her spend almost a month with her family saying in letters: "We haven't heard from him. I wonder why we haven't heard." She knew the reason why they hadn't heard.

You know, you do some sneaky things, even though you're in the middle of the war. In order to find out if I'm sending a message to the USS Whatever, I had to know where she was. We had a special office that we used to have to call and identify ourselves and say, "We have a message for the USS Whatever." They would tell us within the area of where she was. Then we knew how to set up our coding equipment. Well, a lot of the women by this time had boyfriends aboard these various ships. They would call upstairs and say, "I'm trying to locate the USS XYZ." They had no message for the USS XYZ, but they knew where their boyfriends were. It was just kind of fun to know where your relatives or boyfriends were.

Can you describe what you were doing when the war ended?

The whole country went insane. Everybody threw away their ration cards. The lid blew off! Everybody went insane. I went to downtown Washington, DC. At that time I was married -- and my husband and I went downtown together. I mean, it was just mayhem -- fun mayhem, but wild and crazy -- absolutely insane. Everybody kissing everybody else, and screaming and yelling, climing telephone poles, and shouting and wild.

Immediately the next day, they stared a point system for the men to get out of the service. My husband -- because of his many months of overseas duty - - had, I'll say, twenty-eight months of duty in the South Pacific. You got points by the number of months you went overseas. He had had malaria, so he was not wounded but was ill. All of these things added points. Those who had the most points were discharged first. Not only did he have the points,