

FIRST BLOCK HONORS CONTEMPORARY STUDIES

I hope this finds you and your family safe and well. Please feel free to message me on livegrades if you have any issues. I know History is difficult to study independently, and I'm trying to find useful and meaningful lessons that help you to develop an understanding of the objectives for the course.

When we abruptly left school after the mid-term exams we were in the middle of the Great Depression and had discussed Hoover's response. Let's continue with FDR's New Deal. I understand that you all may not have access to technology (and quite frankly I'm not very good at all the opportunities available) so the lessons really are geared toward the text. You're also welcome to use whatever resources are available to you—documentaries, PBS lessons, YouTube, etc.

At this moment, we have been given no direction for collecting any of the lessons. A few students have sent it on livegrades by either taking photos of work or scanning it, and that is fine. However, you do NOT need to worry about turning it in until we have some guidance, and I will not be posting any grades at this point. Your peace of mind is of the utmost importance and somehow I will work it out for all of you. Just try to give it your best effort!

Day 11 First, study Pages 746-748 to develop an understanding of the three "R's" of the New Deal. There are many Alphabet Agencies, some of which are scattered throughout the remainder of the chapter. I chose 6 for you to research. Use the charts provided or make your own. Acronym is on the right of the page. Program is the name of the agency/act. Goal is what it is supposed to achieve. Notes is the space to explain *specifically how* the program is going to fix the problem and end the depression. You will need multiple sentences here.

Day 12 Follow the instructions to create a postage stamp commemorating a New Deal Program. You may choose any of the 6

from yesterday or research other programs. FCA, FERA, PWA, WPA, NYA are popular options.

The next lessons begin the study of WWII. I have included the Unit Focus Questions and Concepts page in the packet. You are welcome to use your own paper instead of printing, just label and number clearly.

Day 13 Study text pages 770-772. Complete the MCQs and the vocabulary page.

Day 14 Study text pages 772-787. Complete the cause/effect chart. Be sure to elaborate the American response to the point I can tell you know what's happening!

Day 15 Study Text pages 792-793 and 796-800. Complete the Homefront chart. It's cause/effect as well and you will see this country learned some lessons during WWI. Some approaches worked and were repeated and others had to be revised. These are important because they have had lasting effects.

Day 16 Study text pages 790-792 and 794-795. This is another one of those events that I was not taught in high school and didn't learn until college. Complete the Korematsu v. US Supreme Court Case document analysis. There are several really good documentaries available to watch about this topic. Take advantage of your time at home if you have internet. One I highly recommend is a 15:58 Ted Talk by George Takei "Why I love a country that once betrayed me".

Pay attention daily because you are living US HISTORY!!!

Day 11

Assessing the New Deal



Program: _____ Year: _____

Goal(s): _____

Notes: _____

AAA

Program: _____ Year: _____

Goal(s): _____

Notes: _____

CCC

Program: _____ Year: _____

Goal(s): _____

Notes: _____

FDIC

Assessing the New Deal



Program: _____ Year: _____
Goal(s): _____
Notes:

SSA

Program: _____ Year: _____
Goal(s): _____
Notes:

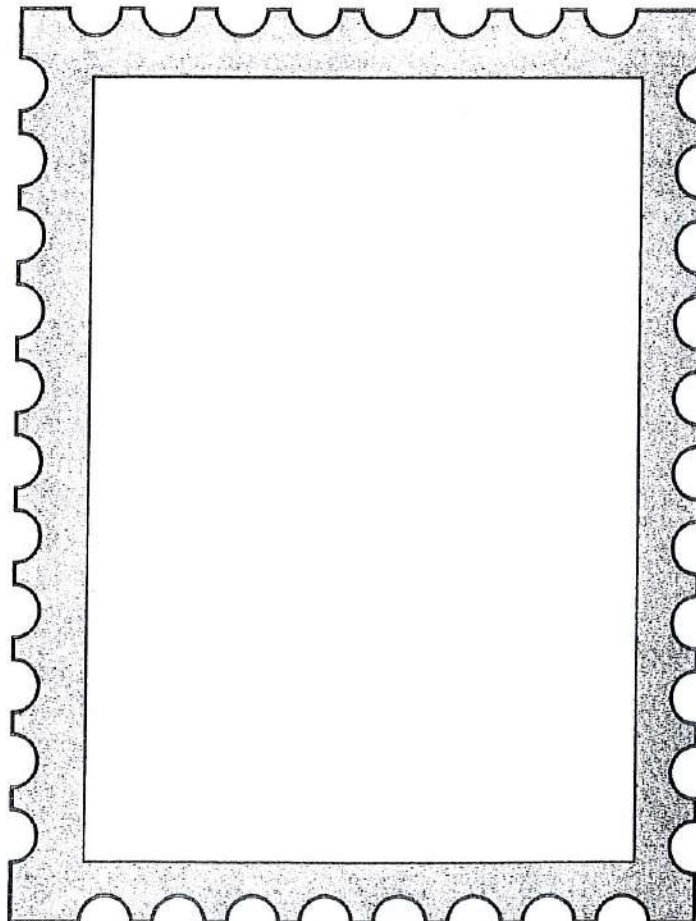
TVA

Program: _____ Year: _____
Goal(s): _____
Notes:

NRA

Day 12

- Design and create a postage stamp about ONE New Deal Program of your choice.
- Make the stamp approximately 3x4 inches please. Template shown or make your own.
- Must be your original design (no computer generated)
- Must have a slogan and a graphic. Color is appreciated, but not required this time. Use what you have available—do NOT go shopping.
- Must reflect the *purpose* of the program ---What did it do and who did it help?
- Craftsmanship always matters! Neat and appealing. Best effort, please.



Franklin D. Roosevelt and the Shadow of War, 1933–1941

Chapter 32

FOCUS QUESTIONS

1. What were the main characteristics of Roosevelt's foreign policy and why was the American public bent on isolationism during the 1930s?
2. What were the steps that America took to try and remain neutral as Europe headed into World War II?
3. What steps did Germany and Japan take to lead America into the European conflict?

CHAPTER THEMES

Theme: In the early and mid-1930s, the United States attempted to isolate itself from foreign involvements and wars. But by the end of the decade, the spread of totalitarianism and war in Europe forced Roosevelt to provide more and more assistance to desperate Britain, despite strong isolationist opposition.

America in World War II, 1941–1945

Chapter 33

FOCUS QUESTIONS

1. How was America transformed from a peacetime to a wartime economy? What were the steps that America took to mobilize for their war with the Axis powers?
2. What was the impact of the war on domestic America?
3. What was America's strategy for winning the war against the Axis powers?
4. What turned the tide of the war in the Pacific for American troops?
5. How did World War II end and what were the terms of settlement?

CHAPTER THEMES

Theme: Unified by Pearl Harbor, America effectively carried out a war mobilization effort that produced vast social and economic changes within American society.

Theme: Following its "get Hitler first" strategy, the United States and its Allies invaded and liberated conquered Europe from Fascist rule. The slower strategy of island-hopping against Japan also proceeded successfully until the atomic bomb brought a sudden end to World War II.

Major Terms and Concepts

Second World War

Montevideo Conference

Rio de Janeiro Conference, 1933

Buenos Aires Conference, 1936

Lima Conference, 1938

Declaration of Panama, 1939

Act of Havana, 1940

Jones Act, 1916

Tydings-McDuffie Act, 1934, Philippines

Nye Committee

"merchants of death"

neutrality legislation: 1935, 1936, 1937

Spanish Civil War, Franco

Ethiopia

Mussolini

Japan attacks China, Chiang Kai-shek

Panay incident

"Quarantine speech," 1937

Hitler, Nazism

Munich Conference, appeasement, Neville Chamberlain

Austria annexed

nonaggression pact between Germany and USSR

invasion of Poland, blitzkrieg

Axis powers

"cash and carry," revision of neutrality

fall of France

America First Committee

isolationism, Charles Lindbergh

Committee to Defend America by Aiding the Allies

Smith Act

Tojo

destroyer deal

election of 1940: candidates, issues

"lend lease," March 1941

Atlantic Charter, August 1941

Pearl Harbor, December 7, 1941

Japanese relocation

bond drives

War Production Board

Office of Price Administration (OPA)

War Labor Board

General Eisenhower, General MacArthur

genocide, "Final Solution"

second front

D-Day, June 6, 1944

Stalingrad

Winston Churchill

Casablanca Conference, 1943

Cairo Conference, 1943

Teheran Conference, 1943

"unconditional surrender"

Okinawa

Battle of the Bulge

Manhattan Project

J. Robert Oppenheimer

atomic bomb

Hiroshima, Nagasaki

Day 13

43. Franklin Roosevelt undermined the London Economic Conference because
- its members insisted on rigid adherence to the gold standard.
 - any agreement to stabilize national currencies might hurt America's recovery from depression.
 - such an agreement would involve the United States militarily with the League of Nations.
 - the delegates refused to work on reviving international trade.
 - it was dominated by British and Swiss bankers.

ANS: _____ REF: p. 778

44. As a result of Franklin Roosevelt's withdrawal from the London Economic Conference
- inflation in the United States was reduced.
 - the United States was voted out of the League of Nations.
 - tensions rose between the United States and Britain.
 - the United States began to pull out of the Depression.
 - the trend toward extreme nationalism was strengthened.

ANS: _____ REF: p. 778

45. One internationalist action by Franklin D. Roosevelt in his first term in office was
- the formal recognition of the Soviet Union.
 - joining the League of Nations.
 - establishing military bases in China.
 - his support of the Tydings-McDuffie Act.
 - his commitment to Philippine independence.

ANS: _____ REF: p. 779

46. Roosevelt's recognition of the Soviet Union was undertaken partly
- in order to win support from American Catholics.
 - because the Soviet leadership seemed to be modifying its harsher communist policies.
 - in hope of developing a diplomatic counterweight to the rising power of Japan and Germany.
 - to win favor with American liberals and leftists.
 - to open opportunities for American investment in Siberian oil fields.

ANS: _____ REF: p. 779

47. In promising to grant the Philippines independence, the United States was motivated by
- treaty obligations.
 - doubts about the islands' potential profitability.
 - the view that the islands were militarily indefensible.
 - the realization that the islands were economic liabilities.
 - regrets over their imperialistic takeover in 1898.

ANS: _____ REF: p. 779

Day 13

48. Franklin Roosevelt embarked on the Good Neighbor policy in part because
- a. there was a rising tide of anti-Americanism in Latin America.
 - b. Congress had repealed the Monroe Doctrine.
 - c. he feared the spread of communism in the region.
 - d. the policy was part of the neutrality stance taken by the United States.
 - e. he was eager to enlist Latin American allies to defend the Western Hemisphere against dictators.

ANS: _____ REF: p. 779

49. As part of his Good Neighbor policy toward Latin America, President Roosevelt developed more generous policies of
- a. encouraging Mexican immigration into the United States
 - b. removing American controls on Haiti, Cuba, and Panama.
 - c. supporting Latin American strongmen in Argentina and Brazil.
 - d. returning the Guantanamo naval base to Cuban control.
 - e. moving Puerto Rico toward its independence.

ANS: _____ REF: p. 780

50. The net effect of most of Franklin Roosevelt's early foreign policy moves was that
- a. the United States was developing a strong defense perimeter across the northern Atlantic Ocean.
 - b. the United States was willing to accommodate Stalin's Soviet Union but not Hitler's Germany.
 - c. the United States was tilting toward engagement with undeveloped nations rather than with the Western world.
 - d. the United States was giving up ambitions to be a world power and concentrating on the Western hemisphere.
 - e. Americans would be economically but not diplomatically engaged with the rest of the world.

ANS: _____ REF: p. 779

51. The 1934 Reciprocal Trade Agreements Act
- a. raised America's tariff schedule.
 - b. inhibited President Roosevelt's efforts to implement his Good Neighbor policy.
 - c. increased America's foreign trade.
 - d. was most strongly opposed in the South and West.
 - e. was aimed at isolating Italy and Germany.

ANS: _____ REF: p. 780

52. President Franklin Roosevelt's foreign-trade policy
- a. lowered tariffs to increase trade.
 - b. encouraged trade only with Latin America.
 - c. continued the policy that had persisted since the Civil War.
 - d. was reversed only after World War II.
 - e. sought protection for key U.S. industries.

ANS: _____ REF: p. 780

Day 13

World War II

Axis Powers

Number

Instructions: Match each word or phrase to its definition.

_____ APPEASEMENT
 _____ BLACK SHIRT
 _____ BROWN SHIRTS
 _____ DUCE
 _____ ETHIOPIA
 _____ FASCISM
 _____ FASCIST
 _____ FRANCO
 _____ GERMANY
 _____ GESTAPO
 _____ GOEBBELS
 _____ GORING
 _____ HESS
 _____ HIMMLER
 _____ INTELLECTUALS
 _____ ITALY
 _____ JAPAN
 _____ KRISTALLNACHT
 _____ MANCHURIA
 _____ MEINKAMPF
 _____ MUNICH
 _____ MUSSOLINI
 _____ NAZI
 _____ NONAGGRESSION
 _____ PANAY
 _____ PUTSCH
 _____ REPARATIONS
 _____ SS
 _____ SUDETENLAND
 _____ THIRD REICH
 _____ TOJO
 _____ VERSAILLES
 _____ WASHINGTON

- 1 Germany's secret police
- 2 Means giving into demands in order to avoid a fight
- 3 Head of the Nazis's secret police, the Gestapo
- 4 Initials for the elite uniformed guard of Hitler's army.
- 5 Hitler's Third Empire
- 6 Leader of Italy
- 7 _____ Party founded by Benito Mussolini.
- 8 Members of the Nazi party burned and destroyed businesses owned by Jews and synagogues, meaning "night of broken glass."
- 9 _____ Conference was an international agreement on naval disarmament and Pacific security.
- 10 Il _____ was Mussolini's nickname, meaning the leader.
- 11 Munich Beer Hall _____, which means revolt, led by Hitler, who was captured and put into jail.
- 12 Hitler's book meaning "My Struggle"
- 13 Nazi Party organizer
- 14 U.S. gunboat attacked by the Japanese on the Yungtze River.
- 15 Axis Power
- 16 Axis Power in Southern Europe
- 17 _____ stands for the followers of Mussolini and the color of their uniform.
- 18 War _____, caused Germany to bear the financial cost of World War II by making payments to the Allies.
- 19 Military dictatorship, strong on nationalistic pride
- 20 Nickname for the National Socialist Party in Germany called the _____ Party.
- 21 Fascist leader of Spain who stayed neutral during the war.
- 22 In 1931, Japan invaded this Chinese territory.
- 23 Leading general of Japan
- 24 The Treaty of _____ put restrictions on Germany which Hitler ignored.
- 25 _____ Pact was a secret agreement between the Soviets and Germany to divide Poland.
- 26 Jews, Communists and _____ were some of the areas blamed for Germany's decline under Hitler.
- 27 Hitler's propagandist
- 28 Area of western Czechoslovakia that Hitler demanded and got.
- 29 _____ Conference opted to appease Hitler by giving him the Sudetenland.
- 30 Axis Power in Asia
- 31 Nazi storm troopers named for the color of their shirts.
- 32 Commander of Germany's Air Force
- 33 Italy invaded this African country in 1935.

WWII

Day 14

Aggressive Event	American Response
1. Japan invaded Manchuria	
2. Italy invaded Ethiopia	
3. Rearmament of Germany	
4. Spanish Civil War	
5. Japan invaded China	
6. Hitler's takeover of Czechoslovakia	
7. Hitler's invasion of Poland	
8. Hitler's invasion of Norway and the Low Countries	
9. Fall of France	
10. Japan's invasion of Indochina	
11. Battle of Britain	
12. Hitler's invasion of Russia	
13. Japan attacked Pearl Harbor	

Day 15

WAR RELATED ACTS AND BOARDS IMPACT THE HOMEFRONT DURING WORLD WAR II

	Purpose(s)	Impact(s)
Revenue Act of 1942		
Anti-inflation Act		
Office of War Mobilization		
Office of Price Administration and Civilian Supply		
War Production Board		
National War Labor Board		

Day 16

KOREMATSU V. UNITED STATES (1945)**Background of the Case**

Following the Japanese attack on Pearl Harbor in December 1941, some authorities feared a Japanese invasion of the Pacific Coast. On the advice of the War Department, President Franklin D. Roosevelt issued Executive Order 9066. This order authorized the secretary of war to evacuate and relocate "all or any persons" in order to provide "protection against espionage and against sabotage to national defense. . . ." The order affected approximately 112,000 Japanese, about two-thirds of whom were United States citizens. An act of Congress subsequently reinforced the President's order by providing penalties for violations.

Korematsu, a Japanese American citizen, refused to leave his home in California for a relocation camp. He was convicted in federal court. An appeal to the circuit court failed. Then the case came before the United States Supreme Court.

Constitutional Issue

Since the President is the commander-in-chief of the armed forces and Congress is given the power to declare war, was the executive order and its Congressional counterpart a constitutional exercise of the war power?

The Court's Decision

By a 6 to 3 vote the Court decided against Korematsu's claim. Justice Hugo Black wrote for the Court.

The Court recently had upheld the government's position in a similar case. That case, *Hirabayashi v. United States* (1943) concerned the legality of a curfew order directed at persons of Japanese ancestry living in designated areas on the West Coast. In that case as well as in *Korematsu*, the Court's language pointed toward the necessity of giv-

ing the benefit of the doubt to judgments of military necessity.

In the earlier case the Court held that "we cannot reject as unfounded the judgment of the military authorities and of Congress. . . ." Likewise, in the *Korematsu* case the Court declared, "We are unable to conclude that it was beyond the war power of Congress and the Executive to exclude those of Japanese ancestry from the West Coast area at the time they did."

Justice Black cited evidence that, following internment, "approximately five thousand American citizens of Japanese ancestry refused to swear unqualified allegiance to the United States and to renounce allegiance to the Japanese Emperor, and several thousand evacuees requested repatriation to Japan." Although the Court professed itself as well aware of the hardships this program of internment imposed on American citizens, it stated that "hardships are part of war. . . . Citizenship has its responsibilities as well as its privileges, and in time of war the burden is always heavier."

The question of racial prejudice "merely confuses the issue" said the Court. The true issues are related to determining "military dangers" and "military urgency." These issues demanded that citizens of Japanese ancestry be relocated by the military authorities. Black observed, "Congress, reposing its confidence in this time of war in our military leaders. . . , determined that they should have the power to do just this. . . . The need for action was great, and the time was short. We cannot—by availing ourselves of the calm perspective of hindsight—now say that at that time these actions were unjustified."

Dissenting Opinions

Justices Frank Murphy and Robert Jackson wrote dissenting opinions. Calling the matter "this legalization of racism," Murphy

objected particularly on the grounds that the Japanese Americans affected had been deprived of "equal protection of the law as guaranteed by the Fifth Amendment." Furthermore, Murphy wrote, as no provisions had been made for the hearings, "this order also deprives them of all their constitutional rights to procedural due process."

In footnotes to his dissenting opinion, Murphy pointed out that the British had faced a similar situation. They had set up 112 hearing boards which examined in six months some 74,000 German and Austrian aliens residing in Britain. Only 2,000 of these were interned. Murphy then saw no

reason why this could not have been done for at least the 70,000 American citizens affected, especially since a large number of these were children or elderly men and women.

In his argument, Jackson conceded that there might have been reasonable military grounds for the internment orders. He said, "Even if they were permissible military procedures, I deny that it follows that they are constitutional. . . . A military commander may overstep the bounds of constitutionality, and it is an incident. But if we review and approve, that passing incident becomes the doctrine of the Constitution."

Analyzing the Case

1. On what authority were the evacuation orders for the removal of the Japanese Americans issued?

[illegible]

2. What was the constitutional basis of Justice Murphy's dissent?

Critical Thinking

- 3. Demonstrating Reasoned Judgment** What was Justice Jackson's worry? Was this worry justified?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.