

Unit 7, Activity 1, Key Concepts Chart

Key Concepts Chart (World War II)

Key Concepts	+	✓	-	Explanation	Extra Information
Treaty of Versailles				<i>Treaty that ended WWI.</i>	<i>The treaty that ended the “war to end all wars” did not create a “just and secure peace.”</i>
fascism					
Nazism					
Totalitarianism					
Axis power aggression					
Munich Conference					
Appeasement					
Non-Aggression Pact					
U.S. isolationism					
Neutrality Acts					
“Four Freedoms” speech					
Lend-Lease Act					
Pearl Harbor					
Office of War Mobilization					

Unit 7, Activity 1, Key Concepts Chart

Office of Price Administration					
deficit spending					
Propaganda					
Rationing					
victory gardens					
war bond drives					
Rosie the Riveter					
Double V Campaign					
Executive Order 8802					
Congress of Racial Equality					
A. Philip Randolph					
Tuskegee Airmen					
code talkers					
1943 repeal of Chinese Exclusion Act					
Zoot-Suit Riots of 1943					
Japanese internment					

Unit 7, Activity 1, Key Concepts Chart

<i>Korematsu v. United States</i>					
Battle of the Atlantic					
Battle of Stalingrad					
North Africa Campaign					
D-Day					
Battle of Midway					
Battle of Okinawa					
island hopping					
kamikaze pilots					
Manhattan Project					
the Big Three of WWII					
Atlantic Charter					
Potsdam conference					
Tehran conference					

Unit 7, Activity 1, Key Concepts Chart

Yalta conference					
Holocaust					
Nuremberg Trials					
Dwight D. Eisenhower					
Douglas MacArthur					
Adm. Chester Nimitz					
Harry S. Truman					
United Nations					

Unit 7, Activity 2, Failures of the Treaty of Versailles

Failures of the Treaty of Versailles (Anticipation Guide)

Before reading about the weaknesses and the failures of the Treaty of Versailles, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|---|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Germans were angry because the treaty blamed them for starting the war and required them to pay reparations to the Allies for war damages.
Evidence _____ | | | | |
| 2. Germany was angry because the treaty took away territory such as Alsace-Lorraine and returned it to France.
Evidence _____ | | | | |
| 3. In the treaty, the Soviet Union felt slighted and actually lost more territory than Germany.
Evidence _____ | | | | |
| 4. The treaty ignored the cries of people in Southeast Asia for self rule.
Evidence _____ | | | | |

Unit 7, Activity 3, Axis Aggression

Axis Aggression (Split-page Notes)

Date: 1931	Topic: Japanese Aggression
What land area did the Japanese invade?	
Explain the reason for the Japanese invasion of this land area.	
Explain what the League of Nations did in response to the invasion of Manchuria.	
Explain what Japan did in response to the League's condemnation.	

Unit 7, Activity 3, Hitler's Quest for Territory

Reasons Hitler takes the Rhineland in 1936:

Reaction of the League of Nations to this aggressive action:

Between 1935 and 1939, the U.S. Congress passes the Neutrality Acts. List the provisions of the four Neutrality Acts:

1935

1936

1937

1939

Reason Hitler annexes Austria in 1938:

Reaction of the world:

Reason Hitler takes the Sudetenland in 1938:

Results of the Munich Pact on September 30, 1938:

Winston Churchill's reaction to the appeasement policy signed by British prime minister Neville Chamberlain and French premier Edouard Daladier at the Munich Conference:

Reason Hitler annexes the remainder of Czechoslovakia in 1939:

Reaction of the world:

Reasons Hitler and Stalin sign the Nazi-Soviet Non-Aggression Pact:

Reaction of the world:

Unit 7, Activity 3, Axis Aggression Word Grid

	Germany	Italy	Japan
Manchuria 1931			
Ethiopia 1936			
Rhineland 1936			
Austria 1938			
Sudetenland 1938			
Albania 1939			
Czechoslovakia 1939			
League condemns the action.			
League does nothing.			
League issues a boycott against the invading nation.			

Unit 7, Activity 4, Goals and Queries for QtC

Goal	Query
Initiate discussion	What is the content about? What is the overall message? What is being talked about?
Focus on content's message	It says this, but what does it mean? Why was the word used?
Link earlier information	How does that connect with what was said earlier? What information has been added here that connects or fits in with _____?
Identify problems with understanding	Does that make sense? Is this explained clearly? Why or why not? What do we need to figure out or find out?
Encourage students to refer to the text to find support for interpretations and answers to questions	Did the content tell me that? Did the source provide the answer to that?

Unit 7, Activity 5, America Enters World War II

America Enters World War II (Lesson Impression)

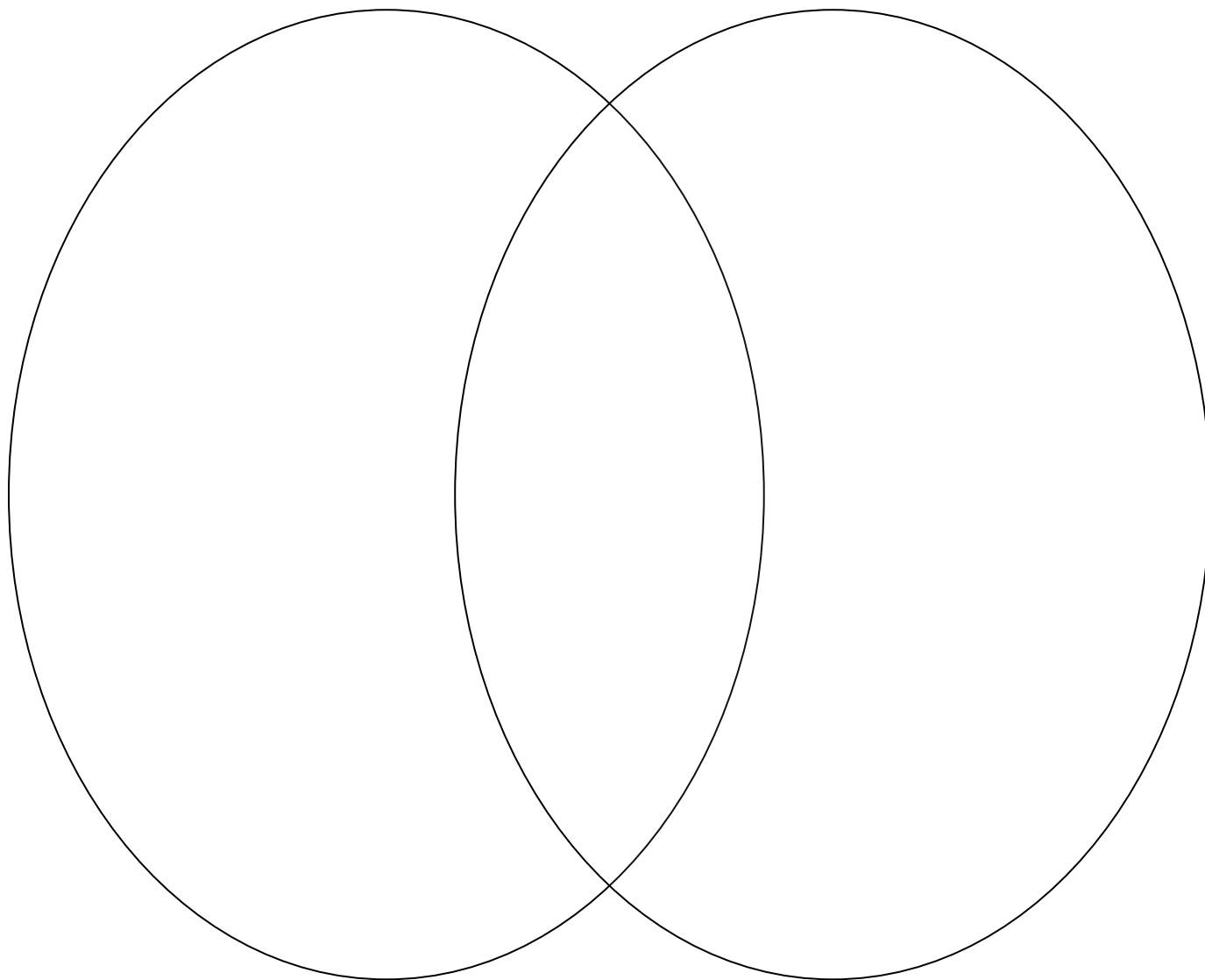
Impression Words: air raid, December 7, 1941, Pearl Harbor, Hawaii, Japanese pilots, “A date which will live in infamy,” U.S.S. *Arizona*

Impression Text:

Unit 7, Activity 5, Dates That Will Live in Infamy

December 7, 1941

September 11, 2001



Unit 7, Activity 6, Major Events and Turning Points of WWII

Major Events and Turning Points of WWII (Split-page Notes)

Topic and Date of event or turning point:	Details:

Unit 7, Activity 6, Major Events and Turning Points of WWII RAFT

Role	Audience	Format	Topic
War correspondent reporting during World War II	U.S. newspaper subscribers	Newspaper article	Major event or turning point in World War II

[illegible]

Unit 7, Activity 7, War Conferences of WWII

Note: Students will each need two copies of this BLM to record information on all the World War II conferences.

War Conference	Date	Allies in Attendance	Issues and Decisions	Effect on the outcome of the war and postwar period	Other Information
<i>Atlantic Charter</i>	<i>August 9, 1941</i>	<i>Churchill-Great Britain and FDR-USA</i>	<i>Goals of WWII, “A Declaration by the United Nations” which stated the reasons for fighting against the Axis powers</i>	<i>Basis for the United Nations</i>	<i>Secret meeting off the coast of Newfoundland</i>

Unit 7, Activity 7, War Conferences of WWII Vocabulary Card

Date of Conference	Conference Issues/Decisions	
Conference Title		Effect on Outcome of War
Photo or Clip Art		

Unit 7, Activity 8, The Final Solution

The Final Solution (Split-page Notes)

Date of elimination:	Topic: Group Targeted by the Nazis
Explain why this particular group of people was targeted by the Nazis for extermination.	
Describe the process used by the Nazis to gain control of this targeted group.	
Explain the purpose of a Nazi concentration camp.	
Describe a Nazi concentration camp.	
Explain the purpose of a Nazi extermination camp.	
Describe a Nazi extermination camp.	

Unit 7, Activity 8, Liberation of Ohrdruf RAFT

Role	Audience	Format	Topic
American newspaper reporter in Ohrdruf, Germany, on April 12, 1945	Newspaper subscribers	Newspaper article	Liberation of Ohrdruf, one of Hitler's death camps

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 7, Activity 9, Two Days after the Bomb RAFT

Role	Audience	Format	Topic
War correspondent reporting from Hiroshima or Nagasaki two days after the bombing	U.S. newspaper subscribers	Newspaper article	Two days after the atomic bomb was dropped on Hiroshima or Nagasaki

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Unit 7, Activity 9, Photo Analysis Worksheet

Step 1. Observation		
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.		
B. Use the chart below to list people, objects, and activities in the photograph.		
People	Objects	Activities
Step 2. Inference		
Based on what you have observed above, list three things you might infer from this photograph.		
Step 3. Questions		
A. What questions does this photograph raise in your mind?		
B. Where could you find answers to them?		

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Unit 7, Activity 10, WWII Military and Political Leaders

WWII Military and Political Leaders (Split-page Notes)

Name of Military/Political Leader:	Topic: Role During World War II
Describe the point of view of _____ concerning World War II.	
Describe the role of _____ during World War II.	
Explain the goal of _____ concerning World War II.	
Describe his means of accomplishing this goal.	
Describe the resulting accomplishment of this goal.	
Explain how _____ affected the outcome of WWII.	
Explain how the actions of _____ led to the beginning of the Cold War.	

Unit 7, Activity 11, America on the Home Front

Date: 1941-1945	Topic: Rationing
Explain why rationing was instituted during the war.	<i>Supplies were needed for the troops fighting the war. People in America were asked to make sacrifices in order to support the troops.</i>
Explain why certain items were unavailable or in very short supply.	
List examples of goods that were in short supply during WWII.	
List examples of how goods that were rationed during the war.	
Explain how the government made sure that scarce goods were evenly distributed to the American public.	
Explain the ration system.	<i>American consumers were issued ration books that contained coupons or stamps that were worth a certain number of points. When the stamps were used, the consumer could not buy any more of the rationed item until they were issued a new ration book.</i>
Other interesting information.	

Unit 7, Activity 12, Japanese Internment

1941-1945	Japanese Americans during WWII Important information and supporting details:
Reasons why Japanese Americans were removed from their homes on the West Coast	<ul style="list-style-type: none">• <i>Hatred and hysteria towards Japanese Americans following the Japanese attack on Pearl Harbor.</i>• <i>Rumors of Japanese sabotage by Japanese Americans on United States homeland.</i>
Location of Japanese internment camps	
Describe the setting and living conditions in the internment camps.	
Explain the Executive Order 9066 that was signed by President Roosevelt on February 19, 1942.	
Explain the <i>Korematsu v. United States</i> Supreme Court case and the decision of the court.	
Explain the congressional action in 1988 concerning Japanese internment survivors.	
Describe the valor of the Nisei soldiers that fought during WWII.	
Explain why the United States repealed the Chinese Exclusion Act with the Magnuson Act in 1943.	

Unit 7, Activity 13, African Americans during WWII

Describe the effects of World War II on African Americans.

Explain the impact that thousands of African Americans made when they left the South and moved to the North to work in the factories.

Explain the impact of FDR's Executive Order 8802 on African Americans.

Describe the impact of segregation in the Armed Forces.

Explain the goal of the "Double V" Campaign.

Explain the goal of CORE and give the meaning behind the acronym.

Describe the role of the NAACP during World War II.

Explain the roles and contributions of the 92nd Infantry Division, Buffaloes, and the 99th Fighter Squadron, Tuskegee Airmen, during World War II.

Unit 7, Activity 13, African Americans during WWII Vocabulary Card

Definition	Important Information
Illustration	Extra Information

Topic

Unit 7, Activity 14, Women on the Home Front and the Military

Before reading about the role of women on the home front and in the military during World War II, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

- | | Before | | After | |
|--|--------|----------|-------|----------|
| | Agree | Disagree | Agree | Disagree |
| 1. Rosie the Riveter was a fictional character that the government used to attract women to join the workforce during WWII.
Evidence _____ | | | | |
| 2. During the war, women worked at ship yards, airplane factories, and in other defense industries as welders, riveters, and steelworkers.
Evidence _____ | | | | |
| 3. The Women’s Auxiliary Army Corps (WAAC) enabled over 250,000 women to serve in the military during the war.
Evidence _____ | | | | |
| 4. Women worked as clerks and typists in the military, jobs previously held by men. They helped by taking jobs of men that were needed to fight.
Evidence _____ | | | | |
| 5. Women pilots flew military aircraft during the war.
Evidence _____ | | | | |
| 6. After the war, the government instituted a campaign to influence women to leave their jobs and return to their roles as wives and homemakers.
Evidence _____ | | | | |

Unit 7, Activity 14, Rosie the Riveter Interview RAFT

Role	Audience	Format	Topic
Regional newspaper reporter during World War II	Subscribers	Newspaper article	Interview with a “Rosie the Riveter”

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Unit 7, Activity 15, Minorities on the Home Front and in the Military

Directions: Explain what you learned about the role of minorities on the home front and in the military during WWII.

Opportunities for Mexican Americans and Native Americans in Defense Industries

Mexican Americans and Native Americans found jobs in war industries such as shipyards, aircraft factories, and other defense industries during the war.

Bracero Program

Due to a shortage of farm workers during the war, the United States and Mexico signed an agreement that provided transportation, food, shelter, and medical care for thousands of Mexican farm laborers who would come to work on farms in the United States.

Zoot Suit Riots

Mexican Americans in the Military

Native Americans in the Military

Native American Code Talkers