

Britain's response was Appeasement: Was this the right choice?

World War I caused the deaths of nearly nine million people and cost huge sums of money. Most countries in Europe were anxious to avoid another costly war - both in terms of money and lives.

The British Prime Minister from 1937, Neville Chamberlain, believed in appeasement. The major aim was to avoid another European war.

'Appease' literally means pacify, soothe or satisfy.



In 1938, Germany and Austria joined together - this was known as the Anschluss. Hitler claimed he was uniting all German speaking people in one 'greater Germany'.

Seeing this, German speaking people in the Czechoslovakia (mainly living in an area known as the Sudetenland - shaded on the map) began to demand they become part of Germany too. Hitler made sure these people received support from Germany. However, Hitler couldn't just take over the area. Czechoslovakia was a powerful new country and had the backing of the Soviet Union.



In September 1938, Hitler demanded that German speakers in Czechoslovakia should be allowed to join his 'greater Germany'. War between Germany and Czechoslovakia seemed likely!

Everything depended on the actions of Britain, France and the Soviet Union.

Appeasement



What did the leaders think about appeasement?

CHAMBERLAIN

Use these sentences in your speech

"The policy of appeasement is the best choice as Britain is not ready for war... I know this because..."

"Appeasement proves that sensible discussion instead of fighting can produce success - no lives were lost!"

CHURCHILL

Use these sentences in your speech

"Appeasement makes us look weak, powerless and a waste of space ... Hitler must be laughing!"

"Hitler has made his plans clear - he wants all of Eastern Europe - he will NEVER keep to his promise."

"This policy of appeasement makes us look weak. Russia will now look for agreements with Nazi Germany rather than with us. This is dangerous as ..."

"Germany was treated too harshly at Versailles. This deal means fair treatment. This is clear to see because..."

"Giving Germany land only means they will get more powerful and thus less easy to defeat."

"A terrible policy - Hitler now thinks he can get away with whatever he wants!"

"Helping Hitler means Germany has a strong leader. This means the Communists cannot take over - this is in our interest."

"Appeasement means we can avoid another terrible war. This is clearly a good idea as ..."

Activity: Should you appease (give in) to Hitler's demands?

• **Day 1: You are all delegates of the Munich Conference of 1938! You must decide whether to appease Hitler. Follow these directions:**

- 1) You will be divided into 6 groups (countries).
- 2) Read pages 688-690 of your textbook and complete "Appeasement" in your packet (downloadable at www.historyscholars.weebly.com) → Appoint one scribe and work together to answer questions #1-10 with your group on a sheet of looseleaf.
- Later on today, your group will be assigned a country to represent for our upcoming conference. More details will be provided.

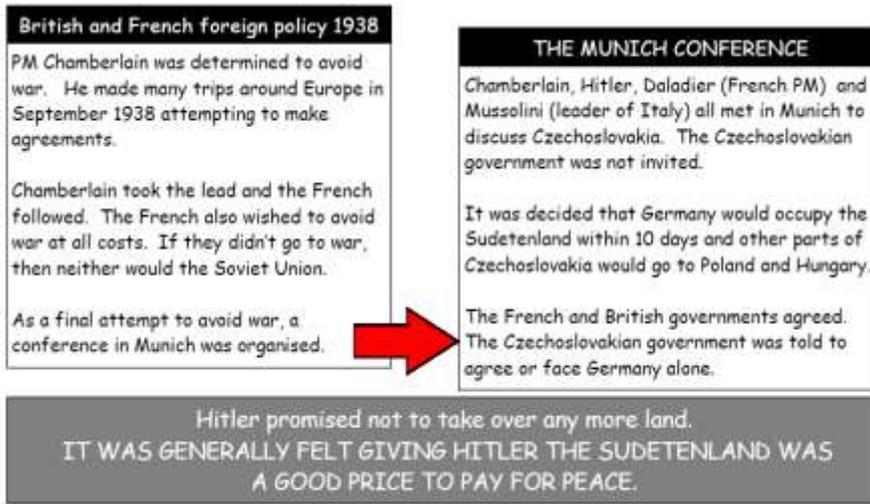


Activity: Should you appease (give in) to Hitler's demands?

• **Day #2: You are all delegates of the Munich Conference of 1938! You must decide whether to appease Hitler. Follow these directions:**

- 1) **10 minutes.** Get back with your groups. Using markers on the large sheets of paper, brainstorm arguments, either for or against appeasing Hitler. This can look like a web diagram. If you are **Germany** or **Austria**, you should know what the obvious choice is!
- 2) **25-30 minutes.** From the point of view of your country, write a 100-word speech (on a sheet of looseleaf) about whether you agree with the policy of **appeasement**. Start the speech with "Greetings fellow delegates of the European continent. As delegates of _____, we believe that..." Your response should reflect the opinions of your country's leaders.
 - Remember, ask yourself, who's in favor of appeasement and why? Refer to the readings and explain your arguments!
 - For **Poland** and **Czechoslovakia**, think about how they might feel about appeasement. Wouldn't you be scared if your country bordered Nazi Germany? How do you feel about giving up land to Hitler?

Diagram of Appeasement Process: Was appeasement justified?





Why did Hitler want Czechoslovakia?

- Over 3 million ethnic Germans lived in the Sudetenland of Czechoslovakia.
- British Prime Minister Neville Chamberlain agreed to meet with Hitler to discuss the matter.
- **Munich Agreement (Sept 1938)**—Germany gets the Sudetenland = *Appeasement*.
- **Appeasement**--Giving in to Germany in the hope that a satisfied Hitler would not drag Europe through another world war.
- Deprived of the Sudetenland, Czechoslovakia could not defend against a German attack. Hitler took Czechoslovakia in March 1939.



Activity: Interview Hitler in 1938!

• Planning for an Interview

- Conducting a good interview requires you to do research using a variety of sources. Once you understand the background of your historical character, you must develop a series of structured questions to ask, then answer from the perspective of that individual.
- In preparing the questions, you may wish to use the who, what, when, where, why and how about the historical figure. For example, here are some possible question that could be asked in a hypothetical interview of Adolf Hitler in 1938:
 1. What are your plans for the future of Germany?
 2. Who would you compare yourself with historically and why?
 3. What are your policies towards the Jews and others who you deem “inferior?”
 4. Where do you expect to get support for your proposals?
 5. When do you hope to achieve your plans for the future of Germany?
 6. Can the Allies hope to “appease” you or satisfy your desires in any way? (Hint: Think about Britain and France’s **Appeasement Policy**)
- Require your “fictional” Hitler to answer as he might have in 1938.

“A Marriage made in Hell?”



August 1939- **Nazi- Soviet Pact**, or Molotov- Ribbentrop Pact.
 --Hitler and Stalin agree to split Eastern Europe. Stalin promised to allow Hitler to invade Poland without counterattacking .

- Hitler turned his attention to Poland. He demanded the return of the city of Danzig and use of the Polish corridor. Poland refused and France and Great Britain warned that they would support Poland if attacked.

World War Two Facts

Who Fought Whom?

Axis Bulgaria Finland Germany Hungary Italy Japan Romania Yugoslavia	Allies Argentina Bolivia Brazil Canada China Chile Columbia Costa Rica Cuba France India Iraq Lebanon Mexico New Zealand Paraguay South Africa Soviet Union United Kingdom United States	Occupied Albania Belgium Czechoslovakia Denmark Estonia Ethiopia France Greece Luxemburg Netherlands Norway Philippines Poland	Neutral Andorra Ireland Liechtenstein Portugal Spain Sweden Switzerland Uruguay Vatican City
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Main Leaders

Country	Leader
France	Charles de Gaulle
Germany	Adolf Hitler
Italy	Benito Mussolini
Japan	Emperor Hirohito
United Kingdom	Neville Chamberlain to 1940 Winston Churchill from 1940
United States	Franklin Roosevelt died 1945 Harry Truman 1945



Activity: The events which led to WWII

Directions: Use a separate sheet of paper for questions #1, 3, 4, 5. Use the map for #2.

- Put the sub-heading: Long term causes of the war on a separate sheet of paper. Explain how the two reasons shown below helped to cause the Second World War:
Page 688-690 * The treaty of Versailles * Rise of Hitler & the Nazis
Plus your memory!
- Put the sub-heading: Short term causes of the war - Hitler's take-over of Europe.
 - On your map, shade Germany in one colour. **Page 689**
 - Shade in the countries that Germany took over between 1936-40 in a different colour.
 - How many countries did Germany control in 1936? By 1940? Shade in all of Germany's allies by 1939 in another color: Austria and Italy
- Make a list of the countries taken over (in chronological order) and the dates they were taken over. **Page 688-692**
- Until 1938, Britain and France basically ignored Hitler's foreign policy. Do you think this was wise? What made them change their minds? Explain your answer in a full paragraph. **Page 688-692**
- Explain why Hitler signed the Nazi-Soviet Pact in August 1939. **Page 690**



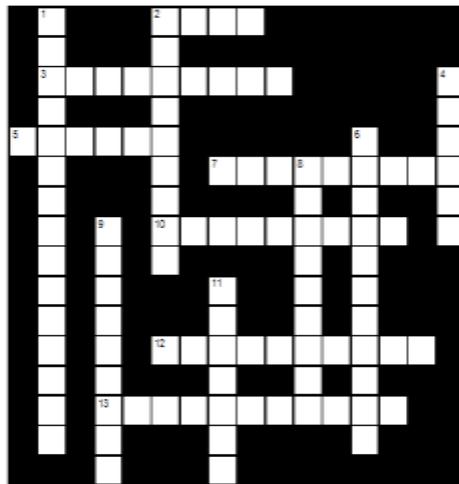
The Causes of World War II

THE EVENTS THAT LED TO WAR

March 1936	
March 1938	
September 1938	
March 1939	
August 1939	
September 1st 1939	
September 3rd 1939	
April 1940	
May 1940	

Complete this review crossword!

Main Causes of World War Two Crossword



Across

- 2 Hitler began increasing the size of this in 1934 (4)
- 3 African country invaded by Italy in 1935 (9)
- 5 Place in Germany where agreement with Hitler was reached in September 1938 (6)
- 7 Region of China invaded by Japan in 1931 (9)
- 10 Month when World War Two began (3)
- 12 Treaty that set out how Germany should be punished for World War One (10)
- 13 Policy adopted by Britain towards Hitler (11)

Down

- 1 Peace-keeping body that failed to prevent war (6,2,7)
- 2 Name given to union of Germany with Austria (8)
- 4 Germany's invasion of this country triggered World War Two (6)
- 6 Region of Czechoslovakia demanded by Hitler (11)
- 8 It was felt that a stronger Germany would prevent the spread of this to the west (5)
- 9 German troops entered this area in 1938 (9)
- 11 Adolf Hitler became Chancellor of this country in 1933 (7)



Jeopardy Test! The Rise of Dictators and the Causes of World War I!

- **Directions:** Working in small groups, you will create a playable jeopardy review game on the rise of dictators and the causes of World War II! This will count as a test grade! **Requirements:**
 - 1) Four categories with four columns.
 - 2) Each column must contain five questions w/ answers. These questions must not be overly hard or too easy! Focus on the subject matter over the past several class periods!
 - 3) Links must work correctly in the game. (I will provide further explanation in class.)
 - 4) You must create an additional final jeopardy round in which each team places bets on a final jeopardy question. This determines the ultimate winner of your game.



Today's Goals:

- 1) Two groups will present their Jeopardy PowerPoint presentations today. They will earn grades based on the quality of questions and the playability of the game.
- 2) The rest of the class will be the participants, and they will have the chance to earn extra credit for winning. No extra credit will be offered for poor sportsmanship!



The Nazi Blitzkrieg: The OUTBREAK OF WWII!

Poland

- On September 1, 1939, German troops invaded Poland.
- On September 17, Soviet troops invaded Poland from the east. 15,000 of the captured Polish officers are slaughtered by Stalin's NKVD (KGB) in 1940, Katyn Forest Massacre.
- In less than a month, the Nazi **blitzkrieg** (lightning war) had captured Poland, which surrendered on September 27.





The War Begins



September 1, 1939—In a radio speech, Hitler justifies invading Poland. Members of Britain and France's governments would meet and declare war on Germany two days later.



The Soviet Union Strikes!

- September & October, 1939- Soviet troops occupy Estonia, Latvia, and Lithuania.
- November 1939- The Soviet Union attacks Finland. Finland holds out at first, but outnumbered 5 to 1 they surrender in March. Finland keeps its independence, but gives up territory to Stalin.

Hitler Conquers More of Europe!

April 1940-Hitler captured Denmark and Norway through an amphibious assault. 1/3 of the German surface fleet is sunk or heavily damaged in invading Norway.

In **May of 1940**, German troops invaded Belgium, Holland, and Luxembourg and marched into France.

June 17-29, 1940 - Stalin overthrows the governments in the Baltic States and Eastern Romania and installs communist puppet governments



Dunkirk - Triumph or Defeat?



Read "The Evacuation at Dunkirk, 1940" and then complete this!



The Fall of France



- On **June 22, 1940** France signed an **armistice** with Germany, agreeing to German occupation of northern France and the coast.
 - The French military was demobilized, and the French government, now located at **Vichy**, would collaborate with the German authorities in occupied France.
- Refusing to recognize defeat, General **Charles de Gaulle** escaped to London and organized the Free French forces.
- Britain, now headed by Winston Churchill, stood alone against Germany.

Warm Up:



ILW0084

THE BACKGROUND

This cartoon was published on June 24th 1940, during the Second World War.

Two days earlier, France had signed a ~~suicide~~ **suicide** after the Germans invaded. Britain continued to fight against the Germans

Who is the woman and what does she represent?

Look at the way she is portrayed. What does this say to us?

Hitler and Mussolini are standing either side of her. How does Illingworth portray them?

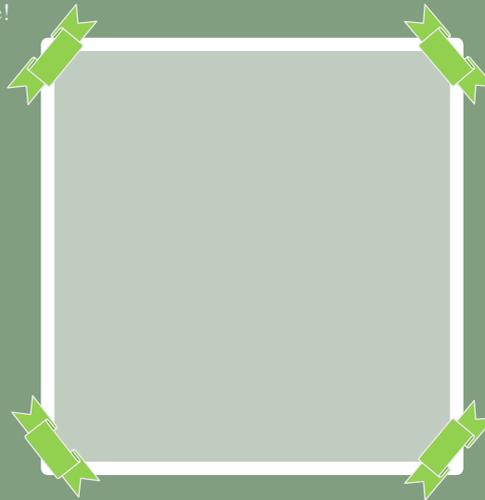


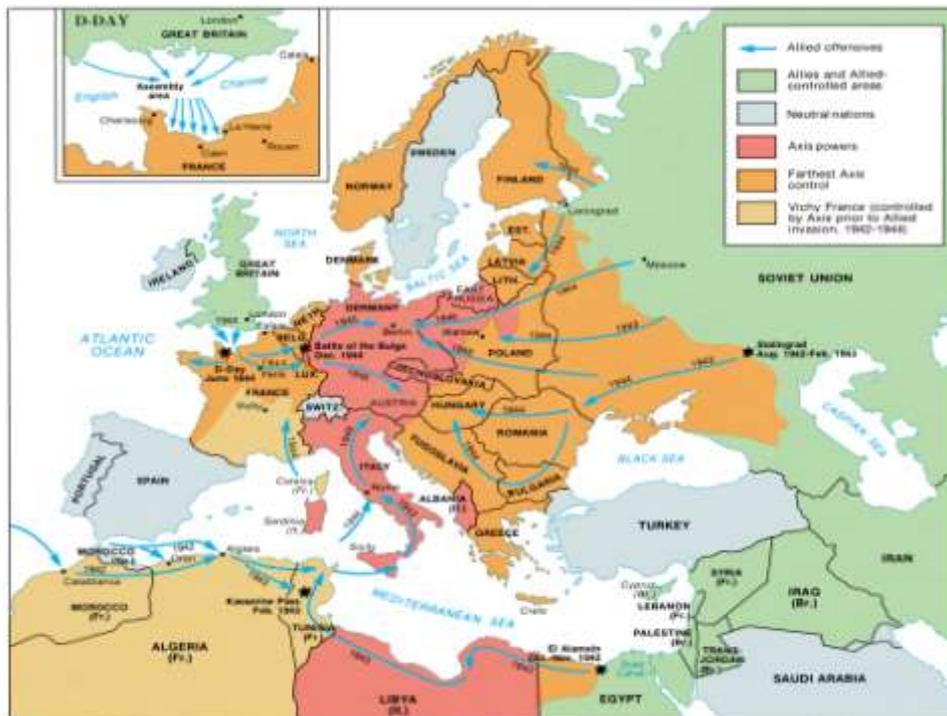
“France Gives Up!” Video Clip



Assignment: France Surrenders!

- Directions:** Read “France Surrenders, 1940” and “Hitler Tours Paris, 1940” from eyewitnesstohistory.com, which describes Hitler’s triumphant march into Paris, France! Imagine that you are a French photographer. Based on the details presented in the article, draw a “snapshot” or photo of what the event looked like!







The Battle of Britain July-September, 1940

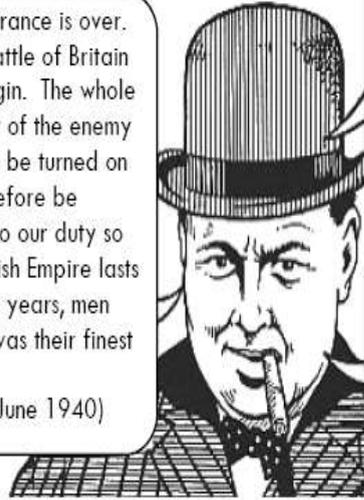
- The new British Prime Minister, **Winston Churchill**, vowed never to surrender.
- During the **Battle of Britain**, the **Luftwaffe**—German air force--began massive attacks on Britain to destroy its air defenses.
- Britain held firm during the **Blitz** despite devastating destruction to English cities.
 - The British resistance convinced Hitler to postpone the invasion but he continued the bombing attacks.



Source A: British Prime minister, Winston Churchill

The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, 'This was their finest hour'.

(18th June 1940)



Never in the field of human conflict was so much owed by so many to so few.

(20th August 1940)

We shall fight them on the beaches, we shall fight them on the landing grounds, we shall fight them in the field and in the street, we shall fight them in the hills. We shall never surrender.

(3rd June 1940)



Battle of Britain Video Clip:





- July-September, 1940 Battle of Britain

Who really won/lost the Battle of Britain?



Spitfires	357
Hurricanes	601
Blenheims	53
Other	74

RAF—Great Britain’s Royal Airforce

Messerschmitt Bf 109	533
Messerschmitt Bf 110	229
Heinkel He 111	246
Junkers Ju 88	281
Domier Do 17	171
Junkers Ju 87	74
Domier Do 215	6
Heinkel He 115	28
Henschel Hs 126	7
Heinkel He 59	31
Other	46

Who really won/lost the Battle of Britain?

Source G: RAF casualties in 1940.

Total	Origin	Killed
1822	RAF	339
56	Fleet AIR ARM	9
21	Australian	14
73	New Zealander	11
88	Canadian	20
21	South African	9
2	Southern Rhodesian	0
8	Irish	0
7	American	1
141	Polish	29
86	Czech	8
26	Belgian	6
13	Free French	0
1	Israeli	0



Source H:
German Aircraft Pilots
Killed in action.

Bomber Crews	1176
Stuka Crews	85
Fighter bomber crews	212
Fighter pilots	171

- **October 28, 1940** - Greece rejects Italy's demands for the use of Greek bases, Italy invades Greece
- **December 1940** - Hitler battles Greece.
 - The Greeks break through the Italian defenses and overrun $\frac{1}{4}$ of Albania . The Greeks take 28,000 Italian prisoners.
 - Hitler has to come to Mussolini's aid and send troops to Greece. Hungary, Rumania, Bulgaria, and Yugoslavia agree to let German troops pass through their countries.
 - A revolution in Yugoslavia forces Hitler to invade Yugoslavia in order to get to Greece, which is eventually conquered.

War in Europe



A Slug in Athens



German machine gunners

Is Hitler Unstoppable?

- April 1941-
German troops pour into Yugoslavia and Greece and both fall quickly. But Hitler delays his plan to invade Russia .



NEWSREPORT: Why is Hitler winning?

- Read the following from Eyewitnesstohistory.com: “The Nazi Occupation of Poland 1939-1940,” “France Surrenders, 1940,” “Hitler Tours Paris, 1940,” “The Battle of Britain,” and “The London Blitz.” Acting as an eyewitness news reporter for the London Times, use historical details from these sources to explain why the war is going badly for the Allies in a minimum of 200 words.





World War II: Model Airplane Project!

- **PURPOSE:** To provide a crosscurricular approach by fusing history, mathematics and physics to create a successful flight of a model airplane!
- **DIRECTIONS:** In this project, you will work in a small group to build a rubber-band powered airplane, based on a real WWII combat plane! Here are the requirements:
 - 1) You must bring your own building materials, including: glue, balsa wood, light canopy paper, exactor knife, propeller, rubber bands, wheels, etc. If this is a problem for your group, let me know. **20 points**
 - 2) You must follow the blueprints of the model. I have several to choose from; if you find your own, please let me know. **20 points**
 - 3) Your model should be scaled correctly and feature the correct proportions. You must also design this to be a sturdy, but light aircraft so that you do not have a crash landing! **20 points**
 - 4) You must color or paint your model to reflect how the aircraft actually looked. Include appropriate decals. Research to discover how your plane looked. **20 points**
 - 5) Your plane should fly! The rubber band inside the plane should spin the propeller and allow the plane to accelerate through the air! **20 points**

ALTERNATIVES? Alternatives will be considered under special circumstances; however, I would rather not have you go to Hobby Lobby and buy a premade model kit.

DISCLAIMER: I will monitor the students very carefully in class as they build their models; however, I cannot be held responsible for potential accidents. Tools, especially the exactor knife, must remain in view at all times in my classroom. **STUDENTS ARE NOT PERMITTED TO CARRY TOOLS WITH THEM ON SCHOOL GROUNDS!** Please sign below, indicating that you are giving your approval for this project:

Parents Signature: _____ Date: _____



Warm Up: What's the meaning of this cartoon? Who's the cartoonist? Does this surprise you?

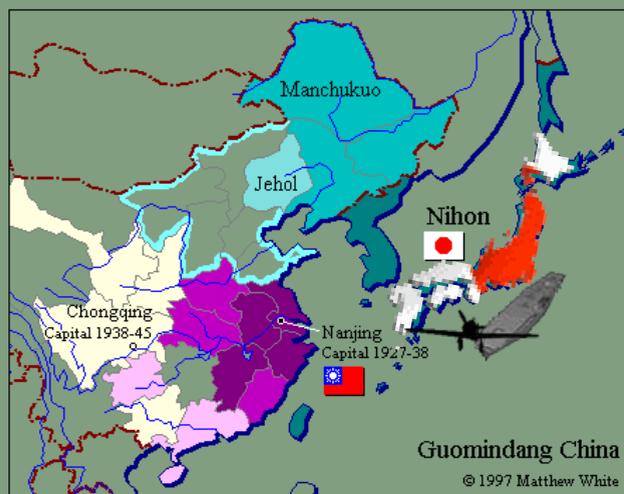


Trouble in the Pacific!

- What is the meaning of this cartoon by Dr. Seuss?



Japanese Aggression, 1931 - 1945



Japan Displays Imperialistic Intentions!



- Like Germany, Japan began to display imperialistic intentions. Emperor Hirohito --the leader of Japan-- transforms Japan into a militaristic, imperial nation.

- September 1931- Japan invades Manchuria, northern China

Japan Invades China

1937





The Japanese Attack!

- The Japanese took advantage of China's weakness and attack.
- The Chinese Communist leader Mao Zedong and the Chinese Nationalist leader Chiang Kai-Shek had been fighting in an internal civil war but temporarily join forces to fight Japanese.



Japanese Atrocities in China

- **“Rape of Nanjing”-**
Japanese slaughtered at least 100,000 civilians and raped thousands of women in the Chinese capital between Dec. 1937 and Feb. 1938.

Japanese Soldiers March into Nanking, China—December 9, 1937



Victims of the Japanese bombing of Shanghai.





The Japanese Invasion, 1937



Japanese Bayonet Practice

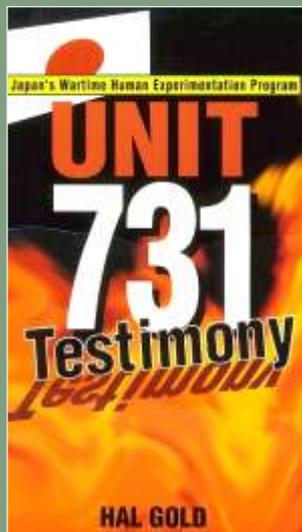




Beheadings Took Place in Public!



UNIT 731: Bio-Chemical Warfare





Why did Japan want to form a Pacific Empire?

- Japan wanted to expand in the Pacific in search of raw materials.
 - Japan wanted Indochina
- Problems:
 - U.S. insisted of Japan's withdrawal from China (Manchuria)
 - Japan's alliance with Germany and Italy (Tripartite Pact)
- **Result:** Diplomatic relations between U.S. and Japan break down.

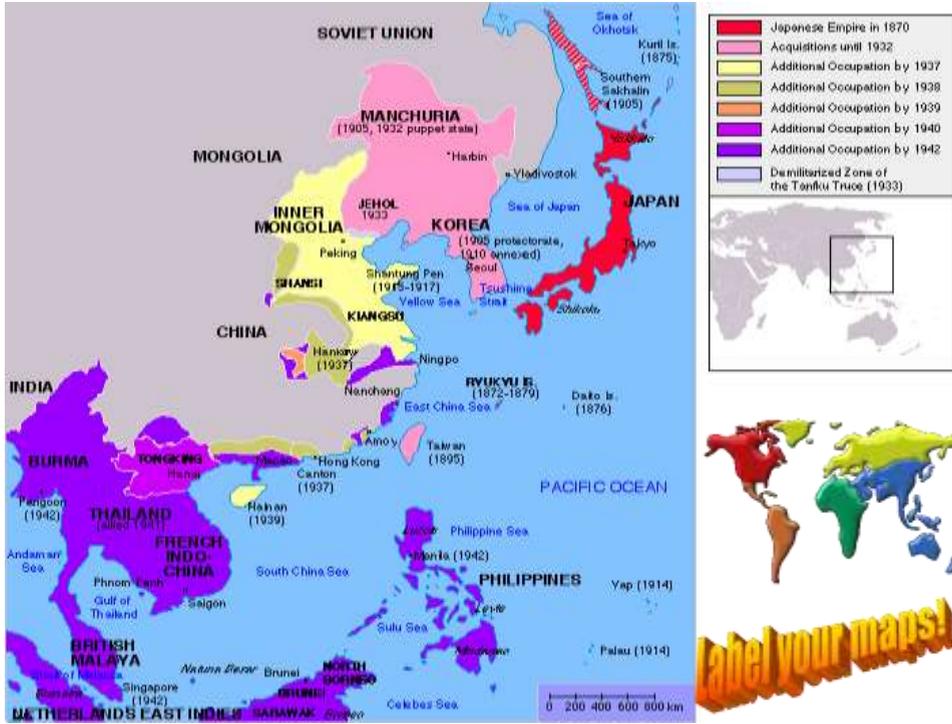


In other words, gentlemen, Togo won't hit Joe and Joe won't hit Togo... unless they take a poke at each other when I start socking Joe.



Directions:

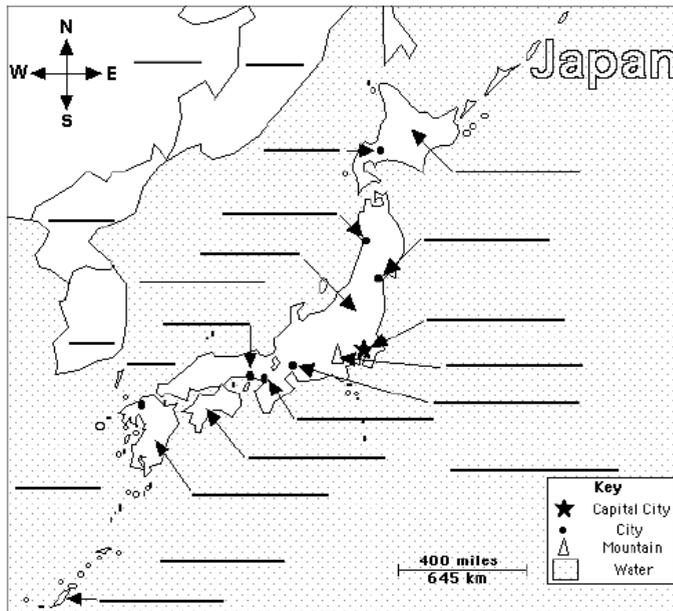
- Using this blank map of Asia and a color pencil, label and shade Japan and all areas it conquered in China and the Pacific by 1942 at the height of world War II!
- You must locate, label and shade these locations: Burma, Thailand, Taiwan, French Indo- China, the Dutch East Indies, Malaya, the Philippines, Tongking, North Borneo, Brunei, Korea, Manchuria, Eastern Mongolia



Label the Map of Japan

[Geography Printouts](#)
[Zoom School Japan](#)

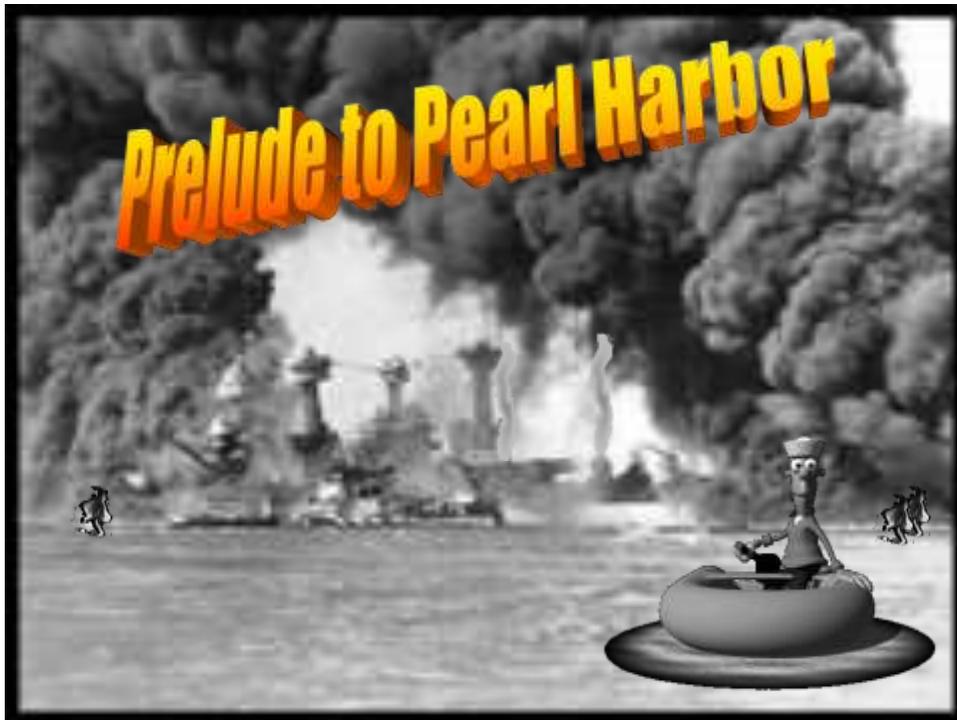
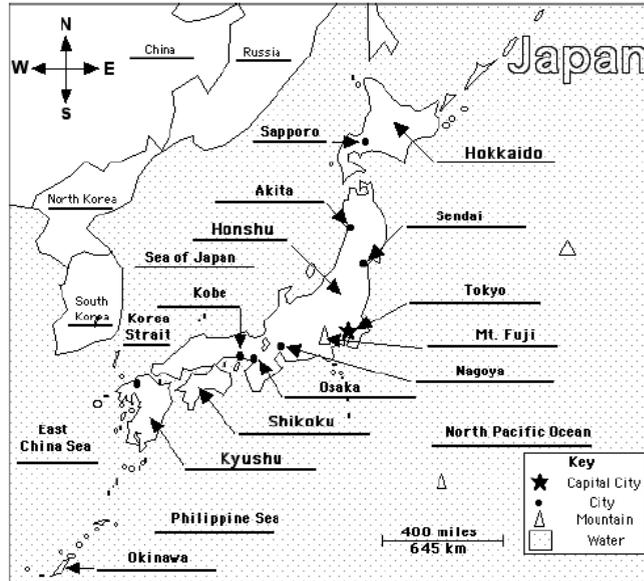
Label Japan's major island, cities, bodies of water, and nearby countries on the map below.



Answers - Label the Map of Japan

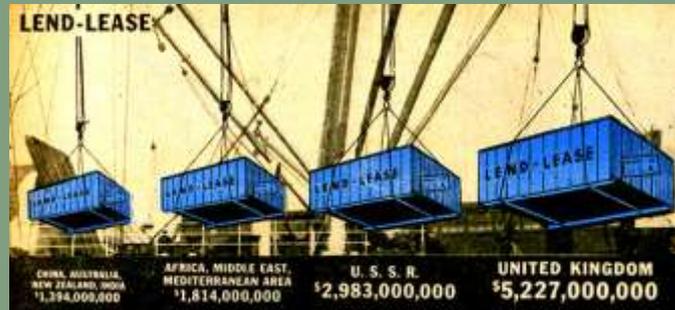
[Geography Printouts](#)
[Zoom School Japan](#)

Label [Japan's major island, cities, bodies of water, and nearby countries](#) on the map below.





U.S. Foreign Policy in Response to Japanese and German Aggression



- **March 1940- Lend- Lease Act** —allowed the U.S. to lend or lease arms to countries vital to the defense of the U.S. For example, U.S. lent Britain 50 destroyers!



Tensions between Japan and U.S. Increase!

- September 1940- Japan signs **Tripartite Pact** with Germany and Italy.
- In response, Roosevelt declares an **embargo** – suspension in trade against Japan. **Japan was cut off from its major source of oil**
 - Over 80 percent of its oil came from U.S. → Japan had only a two-year supply left for its airforce!
- November 1941- U.S.- Japanese Peace Talks
 - The U.S. demands Japan pulls out of China. Japan demands U.S. ends embargo and ends aid to China



Japan's Decision for War

- “**Hull Note**”--delivered to Japan on Nov. 26, 1941
 - Restated U.S. demands
 - Prime Minister Tōjō sees note as ultimatum and proof that further diplomacy was futile.
 - Japanese public opinion was firmly behind the decision for war.
- **Late Nov., 1941 – U.S. learns Japanese Armada leaves Japan / lost track of and thought they were headed to attack the Philippines**
- Dec. 6, Japan breaks off negotiations, refusing to leave China



Would You Have Been Able to Prevent the Japanese Attack?

Refer to pages 702-707!



President Roosevelt

Emperor Hirohito

Writing Prompt:
 Imagine that it is late November 1941. You are a special foreign policy advisor to U.S. President Franklin D. Roosevelt. Political tensions between the U.S. and Japan have been increasing over the past several years. While you are unaware that Hirohito and his military have been planning to attack Pearl Harbor, you fear that war is about to break out. Write a **100-word** foreign policy proposal to Roosevelt, including the following:

- 1) A summary about why tensions between the U.S. and Japan have increased.
- 2) A warning to the President about Japan's military strengths and its ability to cause great harm to the U.S. navy as well as innocent civilians.
- 3) A solution to ending the tensions between the U.S. and Japan. Can you prevent war? Or, should the U.S. strike first if peace talks continue to fail? Explain

Writing Activity: "What if you were there?"

Introduction: It is early morning, December 7, 1941. Just a few miles from the naval base, the *Condor*, a U.S. Navy minesweeper, is on patrol. As the ship slides through the ocean's black waters, an officer spots a submarine's periscope. The *Condor* follows its wake for several minutes, then alerts the *Ward*, a nearby destroyer. The *Ward's* skipper, Lieutenant William Outerbridge, wakes his sleepy crew, and they scramble.

- Imagine you are Lieutenant William Outerbridge, skipper of the destroyer, the *Ward*. You've just received the following signal from minesweeper *Condor*: "Sighted submerged submarine on a westerly course, speed nine knots."
- You have only a few moments to decide what to do. Make a list of the reasons why you should attack and another list of why you shouldn't. What would happen if you did attack? What would happen if you didn't?
 - ½ page, in a well structured argument in complete sentences, please!



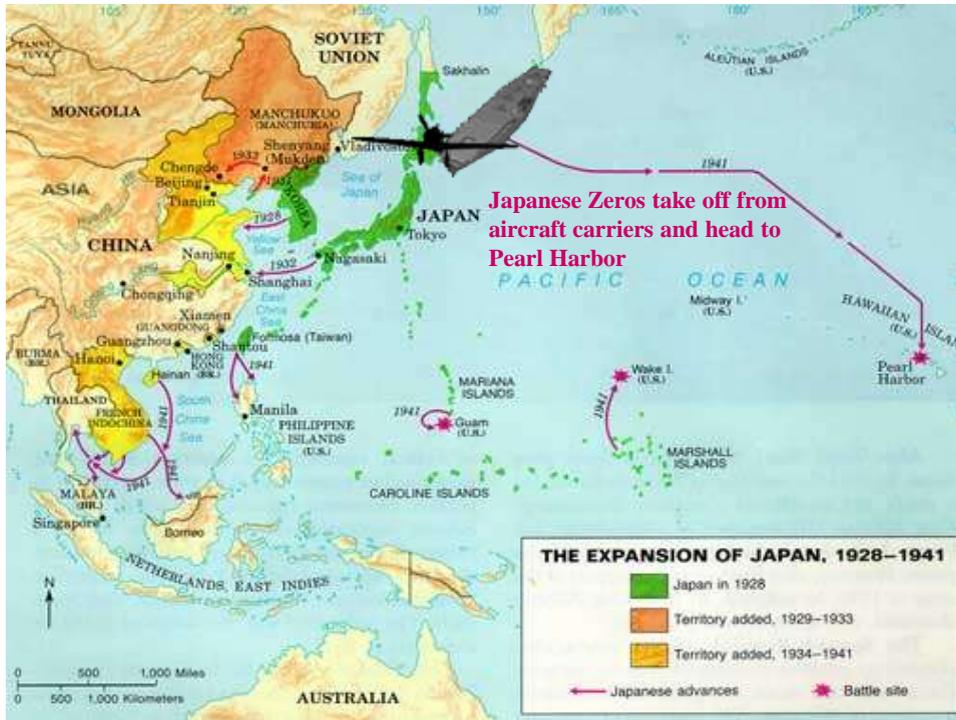
½ page
Reflection!
Start Writing!



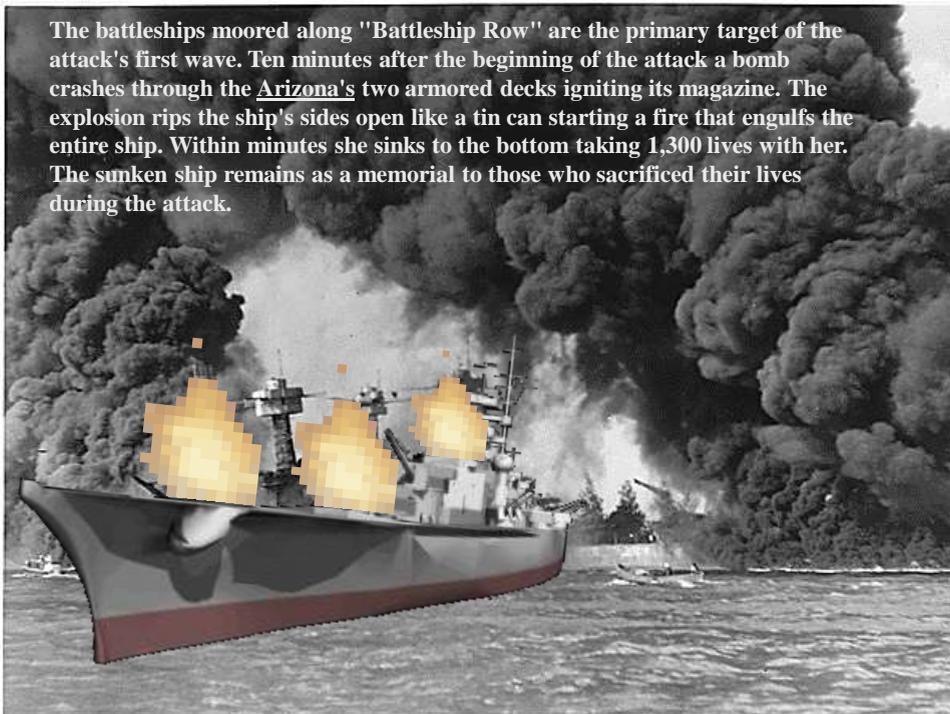
Japanese Attack on Pearl Harbor-- December 7, 1941

- **Japan attacks Pearl Harbor in Hawaii**
 - U.S. fleet caught unprepared
 - 2400 sailors died, 1200 wounded, 18 ships sunk, and 160 aircraft damaged and 200 destroyed.
 - Only the aircraft carriers, by chance on maneuvers, escaped the worst naval defeat in American history.
- Later the same day, Japan attacks the Philippines, Guam, and Midway and attacks British forces in Hong Kong and the Malay Peninsula (Singapore)





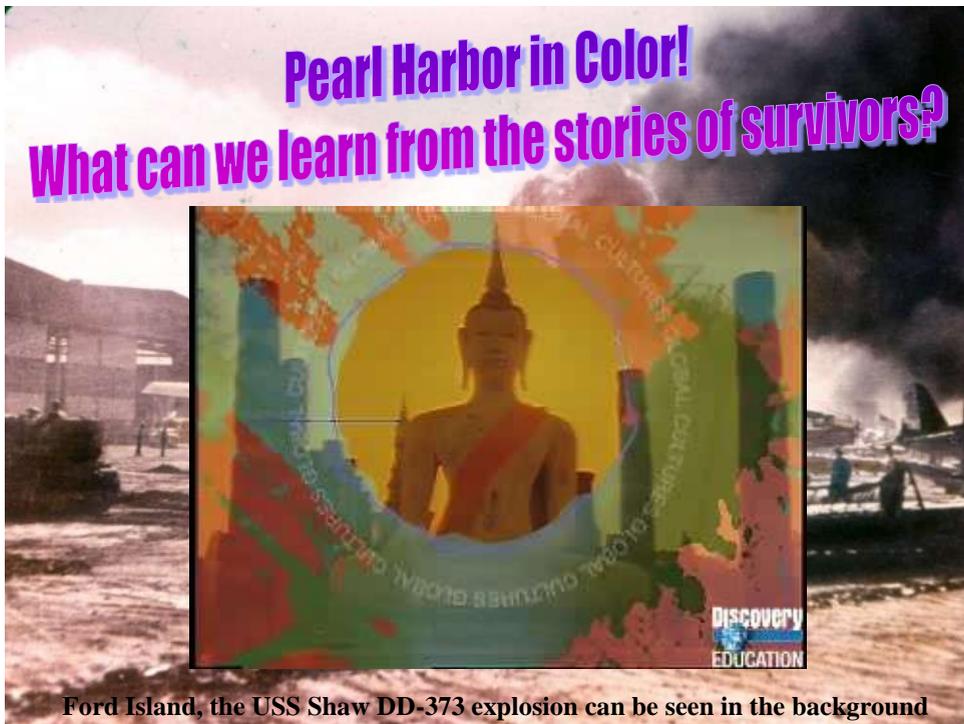
The battleships moored along "Battleship Row" are the primary target of the attack's first wave. Ten minutes after the beginning of the attack a bomb crashes through the Arizona's two armored decks igniting its magazine. The explosion rips the ship's sides open like a tin can starting a fire that engulfs the entire ship. Within minutes she sinks to the bottom taking 1,300 lives with her. The sunken ship remains as a memorial to those who sacrificed their lives during the attack.







The explosion of the USS Shaw DD-373



Ford Island, the USS Shaw DD-373 explosion can be seen in the background



Pearl Harbor Losses

Personnel Killed

	U. S.	Japan
Navy	2,001	64
Marine Corps	105	0
Army	240	0
Civilians	58	0

Personnel Wounded

Navy	710	unknown
Marine Corps	69	unknown
Army	364	unknown
Civilians	35	unknown

Ships

Sunk or beached	12	5
Damaged	9	0

Aircraft

Destroyed	164	29
Damaged	159	74

Critical Mistakes by the Japanese

- * The Japanese failed to destroy the ship repair facility at Pearl Harbor.
- * The Japanese did not seek out and destroy the two aircraft carriers *Lexington* and *Enterprise* (Battle of Midway).





The American Response to Japanese Attack

- FDR – “a date that will live in infamy.”
 - Dec. 8, 1941 - U.S. declares war on Japan
- Germany and Italy declare war on U.S.
 - World War II became a global war.
- Japan soon develops a new empire in the Pacific. American military leaders focused on halting the Japanese advance and mobilizing the whole nation for war.
- Inside America itself, Japanese Americans were rounded up and sent to internment camps.



Pearl Harbor – 7th December 1941

Japanese View **Warm Up:**



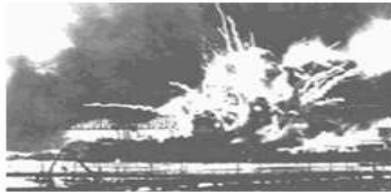
As we closed in, enemy antiaircraft fire began to concentrate on us. Dark gray puffs burst all around. Most of them came from ships' batteries, but land batteries were also active. Suddenly my plane bounced as if struck by a club. When I looked back to see what had happened, the radioman said: 'The fuselage is holed and the rudder wire damaged.' We were fortunate that the plane was still under control, for it was imperative to fly a steady course as we approached the target. Now it was nearly time for 'Ready to release,' and I concentrated my attention on the lead plane to note the instant his bomb was dropped. Suddenly a cloud came between the bombsight and the target, and just as I was thinking that we had already overshot, the lead plane banked slightly and turned right toward Honolulu. We had missed the release point because of the cloud and would have to try again.

Commander Mitsuo Fuchida

Continued...



US View



Activities

1. Describe what the attack on Pearl Harbor was like for
 - a. US sailors and b. Japanese pilots.
2. How useful are these sources in explaining what the attack on Pearl Harbor was like for US sailors and Japanese pilots?

I made my way to the quay and started to remove my shoes when I suddenly found myself in the water. I think the concussion of a bomb threw me in. I started swimming for the pipe line which was about one hundred and fifty feet away. I was about half way when my strength gave out entirely. My clothes and shocked condition sapped my strength, and I was about to go under when Major Shapley started to swim by, and seeing my distress, grasped my shirt and told me to hang to his shoulders while he swam in.

The railings, as we ascended, were very hot and as we reached the boat deck I noted that it was torn up and burned. The bodies of the dead were thick, and badly burned men were heading for the quarterdeck, only to fall apparently dead or badly wounded. The Major and I went between No. 3 and No. 4 turret to the starboard side and found Lieutenant Commander Fuqua ordering the men over the side and assisting the wounded. He seemed exceptionally calm and the Major stopped and they talked for a moment. Charred bodies were everywhere.



Contrasting Perspectives on the Pearl Harbor Attack

- Directions: It is December 8th, 1941 and the attack on Pearl Harbor has recently occurred. You need to write two 150-word newspaper editorials, complete with one political cartoon each! Here's how:
 - 1) Read "Attack at Pearl Harbor, 1941" from eyewitnesstohistory.com. Then, writing from the perspective of an American reporter, write the 150-word editorial and draw the political cartoon, criticizing the attack!
 - 2) Read "Attack at Pearl Harbor, 1941—The Japanese Perspective." Do the same as above, but from a Japanese perspective, praising the attack!

The World at War: 1939-1945

Understanding Goal:
War has consequences.



Investigative Question:
Was WWII a "just" war?

- Explore:** Was the bombing of Pearl Harbor justification for the internment of Japanese Americans on the West Coast?
- Connect:** How might U.S. actions during WWII serve as a lesson for future conflicts?



Japanese Internment



- **Japanese American internment** was the forced removal and internment (imprisonment) of 120,000 Japanese and Japanese Americans (about 62% were citizens!) from the West Coast of the U.S. during World War II.
- About 110,000 men, women and children – were sent to "War Relocation Centers" in remote portions of the nation's interior.



Guidelines for Student Newspaper

*Work in groups of 2-3!
Divide up work responsibilities!*

Description:

You are serving as a newspaper writer/editor, and you are responsible for creating a one-page editorial section addressing the Internment of Japanese Americans in 1941. You should create articles, editorials, letters to the editor, political cartoons and illustrations about the topic discussed in class. You may include information from outside reading.

Requirements for rough draft (in pencil) and final copy (ink):

1. Name for newspaper
2. Date (from the period)
3. Your name as editor
4. Each article or editorial must have a title
5. One original cartoon or related illustration
- ~~6. One editorial~~ **Not required**
7. At least one article
8. At least two letters to the editor (differing viewpoints)

*Read Japanese Internment
Articles in the USA and
Compare this to current
Get started now!*

- * Articles and editorials should be factual, informative, and interesting.
- * Articles should be composed of a minimum of 8 sentences. Remember that good news articles answer: Who? What? When? Where? Why? And How?
- * Spelling and neatness count!

The rough draft (pencil copy) must be approved by the teacher before working on the final copy.

The final copy must be completed in ink or computer typed.

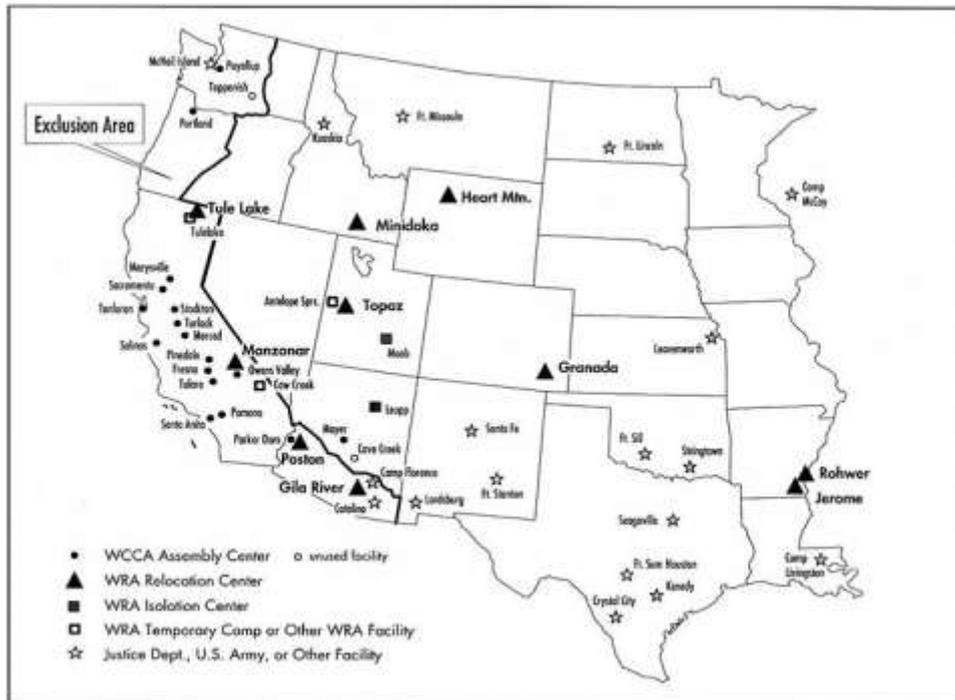
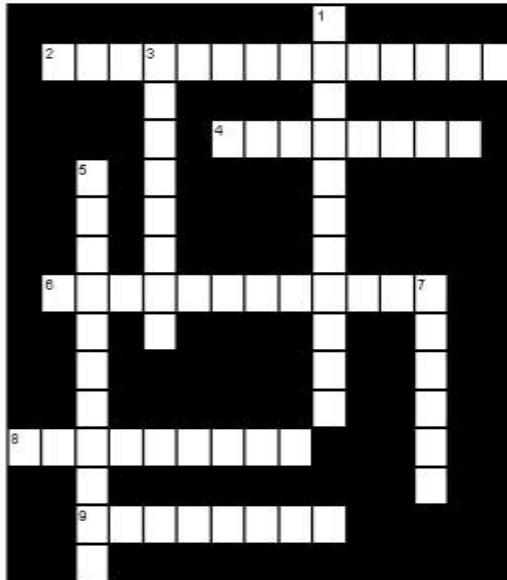


Figure 1.1. Sites in the western U.S. associated with the relocation of Japanese Americans during World War II.

Japanese Internment Camps in the US



Across

- 2 This was signed in February 1942 (9,5)
 4 Internees were housed in these (8)
 6 Many saw their internment as a violation of this writ (6,6)
 8 Surname of US president during WW2 (9)
 9 Those who were troublesome or disobeyed rules were sent here (4,4)

Down

- 1 This event prompted the internment of Japanese Americans (5,6)
 3 Half of internees were these (8)
 5 All internees over the age of 17 had to take this in 1943 (7,4)
 7 This crime was used to justify internment (6)

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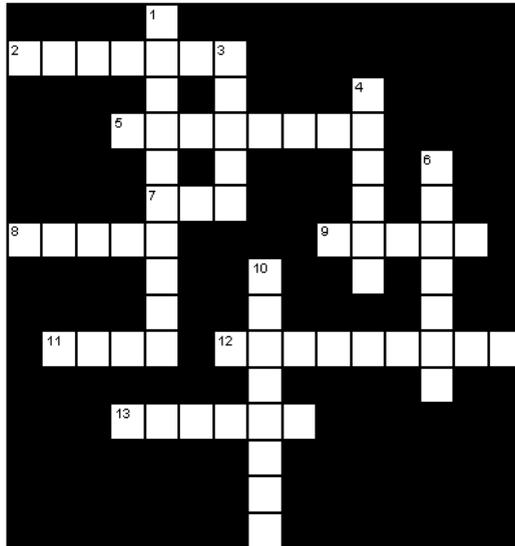
Read Japanese Internment Camps in the USA and Complete



U.S. camps Vs. Nazi camps: Ever wonder what life like in a Nazi Prisoner of War camp?

- Directions: Read “Prisoner of War Camps in Germany” and “The Great Escape” and complete the accompanying crossword puzzles.

Great Escape Crossword



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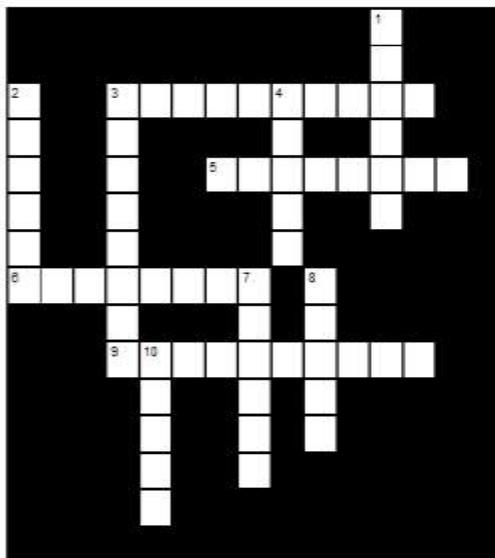
Across

- 2 These people made maps and travel documents (7)
- 5 Name given to those who hid bags of earth in their trouser legs (8)
- 7 Number of feet the tunnel was short by (3)
- 8 The tunnels were called Tom, Dick and _____ (5)
- 9 Month of 1942 when the camp was opened (5)
- 11 Nickname of the chief escape officer (3,1)
- 12 Used to shore up the tunnels (3,6)
- 13 Problems were caused because the earth dug out was a different _____ (6)

Down

- 1 Number of men that escaped (7,3)
- 3 Polish town where Stalag Luft III was located (5)
- 4 The Germans believed this was impossible (6)
- 6 These people made civilian clothes (7)
- 10 Fate of 50 escapees (8)

Prisoner of War Camps in Germany - Crossword



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Across

- 3 All camps were enclosed with this (6,4)
- 5 There was at least one of these a day to count prisoners (4,4)
- 6 Prisoners looked forward to parcels from this organisation (3,5)
- 9 Prisoner of War camp originally intended for airforce prisoners (6,4)

Down

- 1 Prisoner of war camp for naval personnel (6)
- 2 All prisoners suffered from this (6)
- 3 Where prisoners were housed (8)
- 4 Transit and interrogation camp (5)
- 7 Prisoner of war camp for enlisted men (6)
- 8 Prisoner of war camp for officers (5)
- 10 Used to transport prisoners and troops (5)



Mobilization in the U.S.

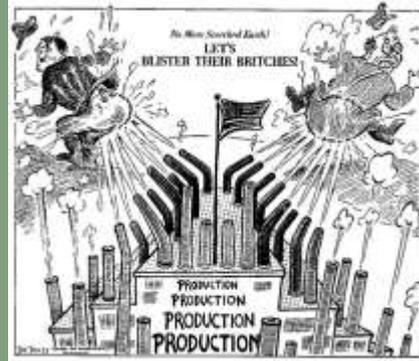
- The war effort required all of America's huge productive capacity and full employment of the workforce.
 - Government expenditures soared.
- U.S. budget increases
 - 1940 \$9 million
 - 1944 \$100 million
 - Expenditures in WWII greater than all previous government budgets combined (150 years)
 - GNP 1939 91 billion
 - 1945 166 million





Restoration of U.S. Prosperity

- World War II ended the Great Depression.
- Factories run at full capacity
 - Ford Motor Company – one bomber plane per hour
- People save money (rationing)
- Army bases in South provide economic boom (most bases in South b/c of climate)
- The national debt grew to \$260 billion (6 times its size on Dec. 7, 1941)



Raising Money and Support Via Animated Features

- By 1942, when the U.S. Treasury Department was running low on funds for the war effort, it contacted Disney, Merry Melodies, and other production companies to produce propagandist cartoons to mobilize support at home.
- These cartoons tended to depict the Germans and Japanese in highly stereotypical ways.



How are the Germans and Japanese stereotypically treated below?



- The Swastika-dotted landscape of *Der Fuehrer's Face* (1942) was the perfect brass band musical vehicle for Donald Duck, a Nazi munitions worker who "alternates between screwing nose cones onto bombs and saluting framed portraits of Adolf Hitler".
- The Japanese make a cameo appearance too - and wouldn't you know it, they've got lime green skin, big bulbous eyeglasses, Tupperware haircuts and protruding dentures rivaling those of Bugs Bunny.

Did Disney go too far?

- Topping the charts of historical cartoon propaganda is without a doubt Disney's *Education For Death*, which graphically details the life and times of Hitler youth. The narrator solemnly intones the distorted text of Gregor Ziemer's *The Making of The Nazi*.
- German adults are portrayed in classic Disney "sinister bulldog" style: barrel chest, small rear end, bowed legs, and no neck. The bellowing, red-faced instructor's jowls flop around like coattails as he berates a kindergarten classroom full of Bambi-eyed waifs in lederhosen, whose pluckish heads are delightfully oversized. The military professor's singular goal: get these scatterbrained kids to appreciate Hitler's way of thinking.
- The lesson plan is presented at the blackboard. Chalk drawings of a fox eating a rabbit illustrate nature's intended course: the weaker species (i.e. Jews and bunnies) are justly but inevitably devoured without mercy by superior forces.





Superman cartoon #1: Superman fights Japanese Saboteurs in America!



Watch the cartoon. Then, do the following: 1) Write down three reasons why this should be considered propaganda and 2) Write down three reasons why this cartoon should be considered racist.

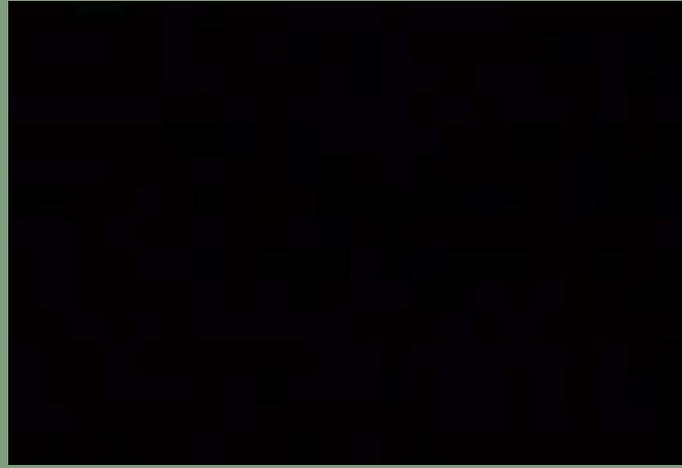


Superman Cartoon #2: Superman fights the Nazis in Africa!



Watch the cartoon. Then, do the following: 1) Write down three reasons why this should be considered propaganda and 2) Write down three reasons why this cartoon should be considered racist.

A Very Strange Cartoon Featuring a Daffy Duck-Like Character Playing Hitler!



Watch the cartoon. Then, do the following: 1) Write down three reasons why this should be considered propaganda and 2) Write down three reasons why this cartoon should be considered racist.

Today's Essential Questions

- How did minority participation in World War II reflect social conditions in the United States?
- How did minorities contribute to Allied victory?



What is the purpose of this U.S. propaganda poster?

Minority Participation

- African Americans generally served in segregated --all black--military units and were assigned to non-combat roles but demanded the right to serve in combat rather than support roles.



All-Minority Military Units

- Tuskegee Airmen --African American air force pilots-- served in Europe with distinction
- Nisei regiments -- Asian American-- earned a high number of decorations





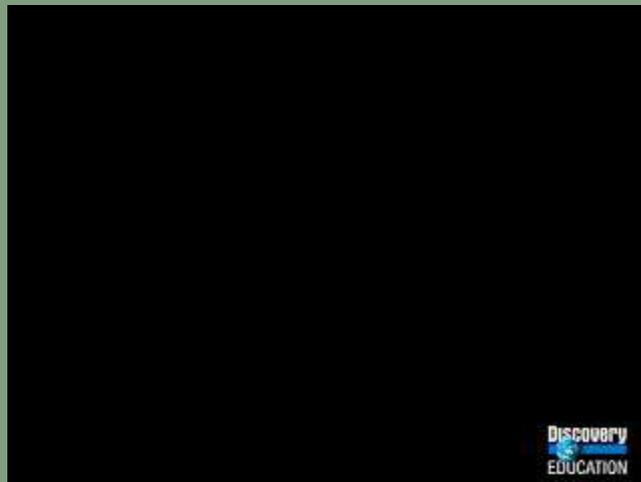
Additional Contributions of Minorities



- Navajo communication codes were used (oral, not written language) because they were impossible for the Japanese to break.
- Mexican Americans also fought, but in units not segregated
- Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.



Video: Minorities in WWII (29 minutes)



Prompt: While FDR did decide to relocate many Japanese Americans to Internment Camps, other Japanese Americans, along with African Americans and women, contributed to the War effort. In 50 words, describe how each group contributed to the War effort? Did these groups finally earn more respect and rights? Explain, in a well developed paragraph.



ASSIGNMENT: ANALYZING MINORITIES'S FIGHT AGAINST SEGREGATION DURING WWII

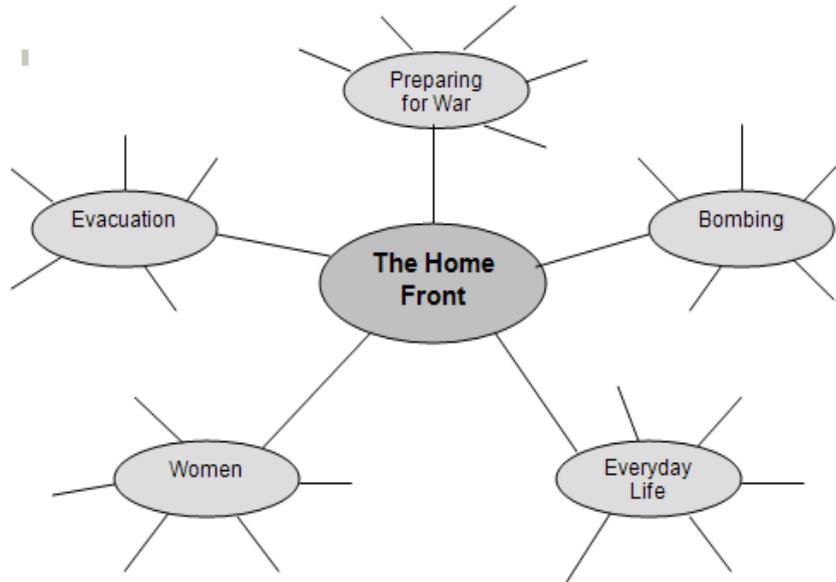
- **Directions:** Using the secondary source documents (A--I) and accompanying pictures from "World War II, Segregation Abroad and at Home," (handout) complete the following:
 - A) Develop a list of **five** types of discrimination or segregation that African-American faced in the military and at home.
 - B) Then answer this writing prompt in at least 8 sentences: How did African Americans fight for more rights during the World War II era? Do African Americans face less challenges today, thanks to the heroic acts of African Americans during World War II? How has American society changed since World War II? (Hint: Consider this—President Barrak Obama is African American).



Women and World War II

- What is the purpose of this poster?
- What does it suggest about women and the war effort?
- In your work packet, read "War Work for Women" and answer all questions.
- Due in 10 minutes!





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Warm Up:

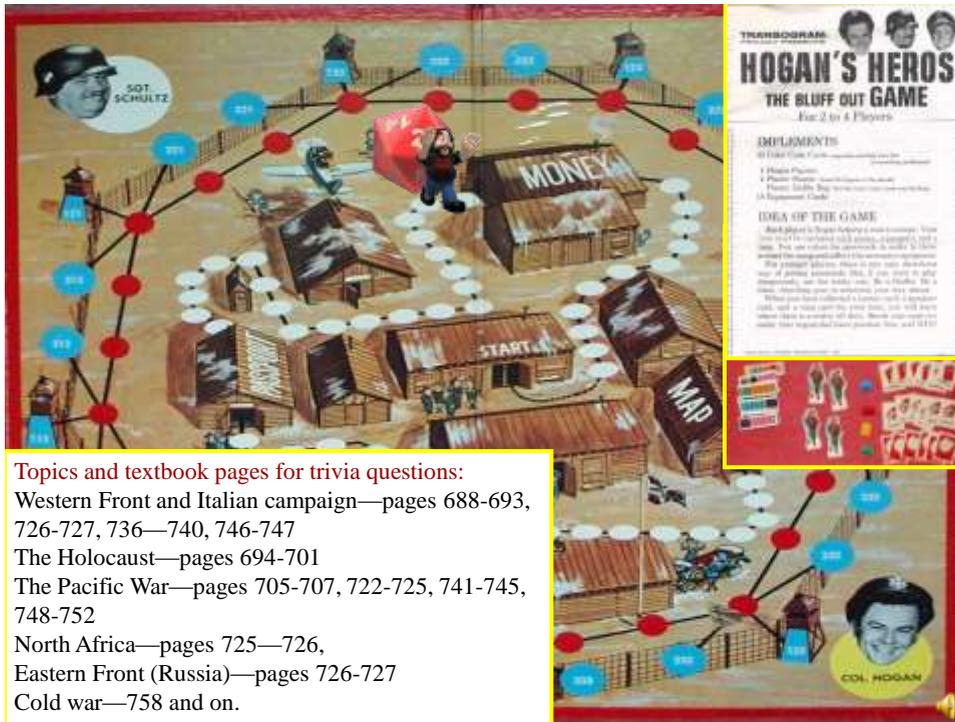
WWII BOARD GAME PROJECT SIGN UP

CLASS PERIOD: _____

INTRODUCTION: The list below describes all available topics for your board game project. Only 2-4 students are allowed per group, per topic. Please keep in mind that you are not necessarily guaranteed to receive the topics you sign up for. In order to prevent some of the problems that we have experienced in the past, Mr. Cegielski must give his final approval for partner choices.

Topic Description	Proposed Team (Group Member Names)
1. Rise of dictators and fascist governments, 1919-1933.	
2. Events leading up to World War II, 1933-1939. "Can the War be prevented?"	
3. The Western Front, 1939-1945, Britain, France, and U.S. vs. Germany and the Axis*	
4. The Eastern Front, 1941-1945, Russia vs. Germany and the Axis*	
5. The Pacific War, 1941-1945, U.S. vs. Japan (Pearl Harbor to the A-Bombs)*	
6. The North Africa Campaign, 1940-1943*	
7. The Italian Campaign, 1943-1945.*	
8. The Holocaust, 1938-1945, "The Night of Broken Glass" to the Allied liberation of the concentration camps.*	
9. Challenge (Optional): The Cold War, 1947-1990. The United States vs. the "Red Bloc."	





Topics and textbook pages for trivia questions:

Western Front and Italian campaign—pages 688-693,
726-727, 736—740, 746-747

The Holocaust—pages 694-701

The Pacific War—pages 705-707, 722-725, 741-745,
748-752

North Africa—pages 725—726,

Eastern Front (Russia)—pages 726-727

Cold war—758 and on.