

The Effects of Procedural Choice as an Instructional Strategy on Locus of Control: A Practical
Curriculum

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Appendix B

Curriculum: World War II

AMERICA AND THE WORLD

Standards:

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.2: Students understand how economic factors have influenced historical events.
- 3) 5.2: Students know how various systems of government have developed and functioned throughout history.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Describe how postwar conditions contributed to the rise of anti-democratic governments in Europe.
- 2) Explain why many Americans supported a policy of isolationism in the 1930s.

Outline

- I. Bellwork: "International aggression (when 1 country invades, attacks, or threatens to attack another country) cannot be ignored. In situations of international aggression, the U.S. must intervene. Agree/disagree, why?" (5 min)
- II. Project Explanation: WWII (10 min)
- III. Reading Guide: America and The World (15 min)
- IV. Discussion: America and the World (20 min)
- V. Diadem: Similarities/Differences between Italy, Germany, and Japan (5 min)
- VI. Discussion: America and the World (10 min)
- VII. Activity/Video/Primary Source: To Enter or Not to Enter World War II (25 min)
- VIII. Exit Ticket: "In what way(s) did postwar conditions contribute to the rise of anti-democratic governments in Europe?" (5 min)

Section III

Allow 1 student the choice of completion of the reading guide (i.e sides of room, gender, odds/evens, etc.) Allow 15 minutes to complete.

Section IV

Pose the following questions to students during discussion:

- 1) After #10: If you had lived during the 1930s, would you have been an internationalist or an isolationist? Why? Explain your answer.

Section VII

Provide students with the opportunity to choose one of the three options to complete (independent activity). The option designated “Gold” is self-explanatory. The “Silver” option requires students to read a primary source document, answer 4 questions, and then compose a ½ page editorial. The “Bronze” option requires students to watch a short video clip (Army training film) and compose a set of video notes.

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *United States History Video Collection: World War II (vol. 19)*. (1996). Schlessinger Video Productions.

AMERICA AND THE WORLD

Name: _____ Period _____ Date _____

Directions: Read pages 708-712 in your textbook. Use the information found within to answer the questions below. Use complete sentences in your response.

1. In your own words, define **Fascism**:

- Aggressive nationalism
- believed nation was more important than the individual
- Individualism made countries weak and a strong gov't led by a dictator was needed to impose order
- Militarism also a major component of fascism

2. Summarize how Mussolini came to power in Italy.

- Mussolini portrayed fascism as a protector from communism
- Offered working class full employment and social security
- promised to restore Italy to the glory of Roman Empire
- After creating a fascist militia, he threatened to march on Rome to protect it from a communist revolution
- King of Italy, convinced by conservative advisers, appointed Mussolini Premier

3. What was the political philosophy of the Nazi party?

- Publicly stated to represent the working class, but was really based on nationalistic and anti-communist beliefs

4. Summarize how Hitler came to power in Germany.

- arrested while trying to seize power w/ Nazi party (1923)
- while in jail he wrote *Mein Kampf*

- When released he began a campaign to get Nazis elected to Parliament
- During Great Depression in Germany, many voters elected members from radical parties like Nazis
- Many German leaders supported Hitler's nationalism and believed that, if elected as P.M., they could control him
- After elected he sent troops to intimidate voters during elections and ended up getting dictatorial powers
- He then received power over the Army and began to rebuild Germany's military

5. Identify and describe three causes that led to Japan becoming a militarist country.

- 1) Difficult economic times (imports outweighed exports)
 - result: high un-employment in Japan and limited economic growth
 - 2) Belief by military that Democracy was "un-Japanese" and Japan was destined to dominate East Asia
 - 3) Japanese military and citizens believed that only way to get resources and make economy grow was to seize territory
- Military invaded Manchuria w/o gov'ts permission and assassinated P.M., installing military leaders instead

Discussion

Looking back over your answers to questions #2-5, what similarities existed between Italy, Germany, and Japan? In other words, what factors in each country led all three to install anti-democratic governments?

- 1) Depressions in all three countries led people to elect radical political figures to office
- 2) Nationalist feelings arose in all three countries

6. What were two reasons isolationist feelings began to resurface in the United States in the early 1930s?

- 1) Nations in Europe refused to repay WWI loans once global depression hit (limited US involvement internationally)
- 2) Nye committee published report stating that arms factories and businesses had tricked U.S. into going to war in WWI (war wasn't result of need to protect Democracy in the world)

7. What did the Neutrality Act of 1935 state? Why was it passed?

- passed due to worries that German and Italian aggression might lead to war
- Made sale of arms to any country illegal

8. Define **Internationalism**:

- idea that trade b/t nations creates prosperity and helps to prevent war

AMERICA AND THE WORLD

Name: _____ Period _____ Date _____

Directions: Read pages 708-712 in your textbook. Locate the information found within to answer the questions below. Use complete sentences in your response.

1. In your own words, define **Fascism**:
2. Summarize how Mussolini came to power in Italy.
3. What was the political philosophy of the Nazi party?
4. Summarize how Hitler came to power in Germany.

5. Identify and describe three causes that led to Japan becoming a militaristic country.
6. What were two reasons isolationist feelings began to resurface in the United States in the early 1930s?
7. What did the Neutrality Act of 1935 state? Why was it passed?
8. Define Internationalism:

AMERICA AND THE WORLD

Fascism: Aggressive nationalism; believed the nation was more important than the individual

- Individualism made countries weak
- A strong gov't led by dictator was needed to impose order
- Militarism also major component of fascism

Mussolini & rise to power in Italy

- Mussolini portrayed fascism as protector from communism.
- Offered working class full employment and social security.
- Promised to restore Italy to glory of the Roman Empire.
- Threatened to use fascist militia to march on Rome to protect it from a communist revolution
- King of Italy convinced to appt. Mussolini Premier.

political philosophy of Nazi party:

Publicly: to represent working class, but really based on nationalistic and anti-communist beliefs.

Hitler & rise to power in Germany

- Hitler arrested trying to seize power w/ Nazi party (1923)
- Arrested and jailed (wrote *Mein Kampf* while in prison)
- When released, began campaign to get Nazis elected to Parliament.
- During German Great Depression, many Germans voted for Nazis
- Many German leaders supported Hitler's nationalism; believed that if Hitler elected P.M. they could control him
- Once elected Hitler received dictatorial powers + power over army

Causes that led to Japan becoming militarist country:

- 1) Difficult economic times (imports outweighed exports)
-Result: high unemployment and limited economic growth
- 2) Belief by military that Democracy was "un-Japanese" and Japan destined to dominate E. Asia

3) Japanese military and citizens believed that only way to get resources/make economy grow was to seize territory.

- Military invaded Manchuria w/o gov't's permission
- Military assassinated P.M. & installed military leaders.

What does rise of anti-democratic regimes in Italy, Germany, and Japan have in common?

- 1) Depressions in all 3 countries led people to elect radical political figures/groups
- 2) Nationalist feelings arose in all 3 countries

2 reasons isolationist feelings began to resurface in U.S. in early 1930s:

- 1) Debtor nations in Europe refused to repay WWI loans once global depression hit (result: limited US involvement internationally)
- 2) Nye committee report: WWI not result of need to protect Democracy in the world, but effort by businesses to make money

Neutrality Act

- passed due to worries that German and Italian aggression might lead to war
- Made sale of arms to any country illegal
- “cash and carry” policy:
 - Required all warring countries that wanted goods from U.S. to send their own ships to pick up goods + pay for goods in cash.

How did Germany, Italy, and Japan become Axis powers?

- Both Italy and Germany sent weapons to Spain to support Fascists in Spanish Civil War
- All sign Anti-Comintern Pact: required exchange of information about Communist groups

Internationalism: idea that trade b/t nations creates prosperity and helps to prevent war

Prelude to World War II

Choose 1 of the following 3 tasks to compete:

Task #1 (GOLD)

Compose a historical analysis (**minimum** 1 page) that compares and contrasts the causes that led to the outbreak of WWI to the causes that appear to have led to WWII. In addition to comparing and contrasting the causes, include responses to the following questions:

- 1) In your opinion, why are there similar causes between the two? (Hint: include direct and indirect events/policies that occurred between the wars that led to these “repeat causes”)
- 2) In your opinion, how could the causes of WWI have been resolved after the war so that they did not re-appear/become causes of WWII? (Hint: Impact of Treaty of Versailles on Germany)
- 3) In your opinion, is a second world war inevitable? Why/why not?

Remember: This is a historical analysis. You must include an introduction, body with extraordinary detail, and a conclusion to receive the full amount of points!

Task #2 (SILVER)

Complete the following 2 steps:

Step #1

Read the primary source document entitled, *To Enter or Not to Enter World War II*. Answer questions 1-4 on the reverse side on a separate sheet of notebook paper.

Step #2

Compose a brief editorial (**minimum** ½ page) stating your support for either isolationism or internationalism. Be sure to include specific, detailed, evidence (and examples) in your editorial. Include answers to the following questions as well:

- 1) What is the primary argument for Isolationism? (include a minimum of 2 pieces of evidence)
- 2) What is the primary argument for Internationalism? (include at minimum of 2 pieces of evidence)
- 3) What are the benefits/drawbacks of each (minimum of 2 for each)
- 4) Which view do you most closely agree with and why? Explain your opinion.

Task #3 (BRONZE)

Watch the video discussing the causes/build up to World War II. Compose a set of video notes (minimum 2/3 page) that identifies:

- 1) Significant people, places, events
- 2) Causes of World War II

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Points: 20

Time: 25 Minutes

RUBRIC: PRELUDE TO WW II

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the the author's position clear.	There is no position statement.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

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WWII BEGINS & THE HOLOCAUST

Standards:

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.2: Students understand how economic factors have influenced historical events.
- 3) 5.2: Students know how various systems of government have developed and functioned throughout history.
- 4) 6.2: Students know how societies have been affected by religious and philosophical ideals.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Explain why Hitler was able to take over Austria and Czechoslovakia.
- 2) Describe the early events of the war and why Britain was able to resist the Nazis.
- 3) Describe Nazi Prejudices against Jews and the early persecution of German Jews.

Outline

- I. Bellwork: "If the United States had supported a foreign policy of cooperation rather than isolationism, Hitler and Nazi Germany could have been contained (i.e. prevented from conducting aggressive actions). Agree/disagree, why?" (5 min)
- II. Lecture: WWII Begins (15 min)
- III. Appeasement: The Best Course of Action? (20 Min)
- IV. Lecture: WWII Begins (20 min)
- V. Reading Guide: The Holocaust (15 min)
- VI. Exit Ticket: "Why was Britain able to resist the Nazis?" (5 min)
- VII. Hmwk: Finish Reading Guide: The Holocaust

Section II and IV

Questions to be incorporated (among others):

- 1) Was the real reason France was defeated so quickly a result of French mistakes or superior military strategy on the part of Germany?
- 2) Should Hitler have risked his tanks and attacked Dunkirk in order to defeat the Allies or did he make the right decision?

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003).
The American Vision. Glencoe, McGraw-Hill.

WWII Begins

3 reasons European leaders believed they could satisfy Hitler's desire for war:

- 1) Destruction from WWI made European leaders fearful of another war
- 2) thought Hitler's demand for all German-speaking regions of Europe to be united w/ Germany sounded reasonable
- 3) assumed Nazis would be more interested in peace once they gained more territory

appeasement: giving concessions in exchange for peace

Results of appeasement:

- 1) Austria
 - Hitler demands country since people speak German
 - Germany invades and takes country
- 2) Czechoslovakia
 - Hitler wants Sudetenland (German speaking region)
 - European powers threaten to attack Germany, but back down
 - Result: Germany invades and takes country

Why did Stalin agree to a treaty w/ Germany?

- believed best way to protect USSR was to turn capitalist nations against each other

Official Start of WWII: Germany invades Poland (9/1/39)

blitzkrieg: Lightning war

- use large # of fast mobile tanks to break through and rapidly encircle enemy positions
- Tanks supported by aircraft and airborne infantry

Events that led to French defeat by Germany:

- 1) **Maginot Line**: Heavily fortified bunker system along German border (created by France)
 - French assumed WWII would be like WWI (trench tactics)
 - Result: French forces not able to adapt to more mobile German forces (lost quickly)
- 2) Superior German Tactics
 - German force invades Belgium (just like WWI)
 - French + British forces move into N. France to face “main” German army (just like WWI)
 - Unlike WWI, main German force (tanks) invade France through Ardennes Forest
 - French left small force to defend Ardennes Forest (did not believe tanks could move through mts.)
 - result: trapped + surrounded French & British forces in Belgium (surrounded)

three “mistakes” made by Hitler at Dunkirk:

- 1) Stopped attack before defeating British & French
 - reason:
 - a. didn't want to risk tanks
 - b. wanted to wait for more infantry to come up to the front

2) Goering (Commander of Luftwaffe) convinced Hitler that aircraft alone could destroy British and French forces

3) Thought Britain more likely to surrender if he didn't humiliate them by destroying their forces

Why didn't Hitler immediately invade Britain after Dunkirk?

- Germany didn't have enough transport ships to get his army across the English Channel
- If invasion launched, British air force might sink the few transports he had

Events/causes that led to Britain's victory in Battle of Britain:

- 1) Luftwaffe accidentally bombed London, which enraged British
- 2) British bombed Berlin(retaliation)
 - Result: Hitler orders halt on bombing British military targets and orders Luftwaffe to bomb only London (civilian)
- 3) Britain developed radar
 - allowed Britain advanced warning when Luftwaffe was coming
- 4) British airmen were more skilled than German

Appeasement: An Effective Foreign Policy Strategy?

Scenario

WWI was viewed by many as the “war to end all wars”. With millions having lost their lives in the aftermath, countries embarked on a conquest of peace, committed to preventing another great war. Yet, with the passage of time memories, however vivid and graphic, fade into shadow; the commitment to peace, eclipsed by more pressing matters (i.e. Great Depression). Before long, the lessons of the past are lost...

For 13 years, Europe experienced peace. Yet today, the drums of war have begun once again. Rising from the ashes of a world-wide depression, Germany has re-armed itself. With a charismatic leader and a new more radical form of nationalism driving the country, Germany has quickly become an aggressor nation bent on conquest; threatening war if its wishes are not fulfilled.

Fearing war, most European countries have done little to stop the aggressive actions and rhetoric of Germany. While this policy has thus far proved successful, you question whether any long-term positive outcome can result.

You are a foreign policy advisor to President Roosevelt who has been asked to analyze the effectiveness of the foreign policy actions by European countries toward Germany. While the United States is technically neutral and currently following a policy of isolationism, the President still feels that the country is too involved internationally to “watch from the sidelines”.

Task

Choose 1 of the following 2 tasks to complete:

Task #1(SILVER)

Compose a foreign policy briefing (**minimum** ½ page) that evaluates the effectiveness of Europe’s foreign policy toward Germany. Include answers to the following questions within your briefing:

- 1) What are 2 actions conducted by Germany that seem to prove that it is an aggressive nation?
- 2) What is the current foreign policy of European countries toward Germany?
- 3) What have European countries done/what views do they hold that prove this is the policy they are following? (minimum 3 reasons)
- 4) In your opinion, is this foreign policy an effective way of dealing with an aggressive country such as Germany? Why/why not?
- 5) How should the United States deal with Germany and its aggressiveness? In other words, what type of plan/actions could you create to contain Germany (i.e. sanctions, threaten to use force, etc.)?

Task #2(BRONZE)

Create a political cartoon that clearly and accurately depicts both the policy of appeasement as well as your opinion of its effectiveness in dealing with an aggressive Germany. Include the following within your cartoon:

- 1) A clear and accurate depiction of the policy of appeasement
- 2) A clear and accurate depiction of your opinion as to the effectiveness of appeasement in dealing with an aggressive Germany.
- 3) Color
- 4) Detail

Remember: With each passing month, Germany seems to be getting stronger. Unless something is done, and soon, to contain Germany and its aggressive nature, it will become too powerful to stop...

The scale below denotes the possible point bonus:

- 1) Silver: +1.5
- 2) Bronze: +0

Points: 20

Time: 20 minutes

Rubric: Briefing

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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Rubric: Appeasement Political Cartoon

CATEGORY	4	3	2	1
Attractiveness & Organization	The cartoon has exceptionally attractive formatting and well-organized information.	The cartoon has attractive formatting and well-organized information.	The cartoon has well-organized information.	The cartoon's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All elements in the cartoon are accurate and easily understood.	All elements in the cartoon are accurate and understood	1 of the elements in the cartoon are accurate. Cartoon somewhat confusing	Neither element in the cartoon. Cartoon confusing.
Writing - Mechanics	Capitalization and punctuation are correct throughout the cartoon.	Capitalization and punctuation are correct throughout the cartoon after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the cartoon even after feedback from an adult.	There are several capitalization or punctuation errors in the cartoon even after feedback from an adult.
Writing - Grammar	There are no grammatical mistakes in the cartoon.	There are no grammatical mistakes in the cartoon after feedback from an adult.	There are 1-2 grammatical mistakes in the cartoon even after feedback from an adult.	There are several grammatical mistakes in the cartoon even after feedback from an adult.

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THE HOLOCAUST

Name: _____ Period _____ Date _____

Directions: Read pages 719-724 in your textbook. Use the information within to answer the questions below. Use complete sentences in your response.

1. How many Jews were killed during the Holocaust?
2. In addition to the Jews, what other groups of people did the Nazis persecute (list 5)?
3. Identify and describe five Nuremberg laws that were implemented by the Nazis in 1935.
4. In your own words, summarize what became known as *Kristallnacht*.
5. Identify and describe three factors that limited Jewish immigration to the United States.

6. What was the main topic of the Wannsee Conference?
7. What were two methods Hitler and the Nazis had tried already to exterminate the Jews?
8. In your own words, explain the details of the plan that became the “final solution”.
9. What was the first and largest concentration camp?
10. Summarize the most notorious of all Nazi extermination camps: Auschwitz. How large was the camp? How many people were murdered in the camp during the course of the war? How did the camp dispose of all the bodies?
11. According to most historians, what factors contributed to the cause of the Holocaust?

The Holocaust

6 million Jews killed during the Holocaust

other groups of people Nazis persecuted:

- 1) Disabled
- 2) Gypsies
- 3) Homosexuals
- 4) Slavic peoples
- 5) Anyone who opposed them

Nuremberg laws implemented by Nazis in 1935

- 1) Took citizenship away from German Jews
- 2) Banned marriage b/t Jews and a non-Jewish individuals
- 3) Prohibited Jews from holding public office
- 4) Forbade Jews from employing female German servants under age 35
- 5) Forced Jews to take Jewish sounding names
- 6) Marked all Jewish passports with a red "J"

Kristallnacht ("night of broken glass")

- German Jew killed German diplomat
- Hitler orders Joseph Goebbels (propaganda minister) to stage attacks against Jewish people
- result: anti-Jewish violence erupts in Germany
- Many Jews killed, wounded, and terrorized
- Homes, businesses, and synagogues vandalized
- Day after Kristallnacht, Gestapo arrest 30k wealthy Jews
- Jews only released after they agree to leave Germany and give up all possessions and wealth
- Jewish community also made to pay for clean-up and damages

factors that limited Jewish immigration to U.S.:

- 1) Jews could not take > \$4 w/ them when they left Germany

- 2) Many countries refused to accept Jewish immigrants b/c they were viewed as public financial burden
 - 3) High unemployment due to Great Depression made immigration an unpopular issue
- US immigration policy did not provide exceptions for refugees or victims of persecution

Wannsee Conference

Main topic: To determine a “final solution to the Jewish question”

2 methods Hitler + Nazis had already tried to exterminate Jewish people

- 1) Shoot them and pile them in mass graves
- 2) Put them in trucks and pump exhaust fumes in to kill them

“Final Solution”

- Collect all Jewish peoples from Nazi-controlled Europe and take them to detention centers (**concentration camps**).
- Divide them between:
 - 1) healthy: b/c forced laborers until they died from exhaustion, disease or malnutrition.
 - 2) Everyone else (old, sick, infirm, young children, etc.) sent to **extermination camps** (death camps) and executed via gas chambers.

Buchenwald: first and largest concentration camp

Auschwitz

- housed 100k people in 300 barracks.
- Gas chambers (6 total) built to murder 2k people at a time.
- Chambers often used to gas 12k per day
- camp burned the bodies in giant crematoriums
- At war's end, 1.6 million people died at Auschwitz (1.3 million Jews)

factors that contributed to cause of Holocaust:

- 1) German people's sense of injury after WWI
- 2) Severe economic problems
- 3) Hitler's control over German nation
- 4) lack of a strong tradition of Rep. Gov't in Germany
- 5) German fear of Gestapo/SS
- 6) Long history of anti-jewish prejudice and discrimination in Europe

THE HOLOCAUST & AMERICA ENTERS THE WAR

Standards:

This lesson fulfills the following CO state History standards:

- 1) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.
- 2) 4.2: Students understand how economic factors have influenced historical events.
- 3) 6.2: Students know how societies have been affected by religious and philosophical ideals.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Describe Nazi Prejudices against Jews and the early persecution of German Jews.
- 2) Explain how Roosevelt helped Britain while maintaining official neutrality.
- 3) Evaluate the impact of the events/policies that led to increasing tensions, and ultimately war, between the U.S. and Japan.

Outline

- I. Bellwork: "The extermination of the Jewish people was inevitable. The Holocaust could not have been prevented. Agree/disagree, why?" (5 min)
- II. Discussion: The Holocaust (15 min)
- III. Activity: Ashes to Ashes (20 min)
- IV. Reading Guide/PP Lecture: America Enters the War (20 min)
- V. Activity: Is the U.S. To Blame For Pearl Harbor? (25 min)
- VI. Exit Ticket: How did Roosevelt help Britain while at the same time maintaining neutrality?" (5 min)
- VII. Hmwk: Finish Activity (if needed)

Section II

Pose the following questions to students in addition to discussion:

1. After question #3: If you were a Jewish German living in Germany in the 1930s, would you have stayed or left the country after passage of the Nuremberg laws? Why? Explain your answer.
2. After question # 5: If you had been FDR during this time, would you have removed immigration quotas and allowed Jewish Germans and Austrians into the United States? Why/why not?

Section IV

Allow students to choose which method by which to acquire the notes:

- 1) Reading Guide: America Enters The War
- 2) PowerPoint Lecture: America Enters The War

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) Buchanan, Patrick J. (12/01/01). *Why Did Japan Attack Us?* The American Cause. Retrieved November 26, 2008, from <http://www.theamericancause.org/patwhydidjapan.htm>
- 3) Three World Wars (01/26/09). *What Really Caused World War 2?* Retrieved November 26, 2008, from <http://www.threeworldwars.com/world-war-2/ww2-2.htm>

THE HOLOCAUST

Name: _____ Period _____ Date _____

Directions: Read pages 719-724 in your textbook. Locate the information found within to answer the questions below. Use complete sentences in your response.

1. How many Jewish people were killed during the Holocaust?

6 million

2. In addition to the Jewish people, what other groups of people did the Nazis persecute?

- Disabled

- Gypsies

- Homosexuals

- Slavic peoples

- anyone who opposed Nazi party

3. Identify and describe five Nuremberg laws that were implemented by the Nazis in 1935.

1) Took citizenship away Jews

2) Banned marriage b/t Jews and non-Jewish individuals

3) Prohibited Jews from holding public office

4) Forbade Jews from employing female German servants under age 35

5) Forced Jews to take Jewish sounding names

6) Marked all Jewish passports w/ red "J"

4. In your own words, summarize what became known as *Kristallnacht*.

- Jewish man accused of killing a German diplomat

- Hitler orders Goebbels to stage attacks against Jews

- Kristallnacht means "night of broken glass" in which anti-Jewish violence erupted in Germany
- Jewish citizens killed + terrorized
- Property (i.e. businesses, and synagogues) were vandalized
- Gestapo arrested 30K wealthy Jews and only released them after they agreed to leave Germany and give up all possessions and financial holdings

5. Identify and describe three factors that limited Jewish immigration to the United States.

- 1) Jews could not take > \$4 w/ them when they left Germany
 - 2) Many countries refused to accept Jewish immigrants b/c they were viewed as financial burden
 - 3) High unemployment due to Great Depression made immigration unpopular
- US immigration policy did not provide exceptions for refugees or victims of persecution

6. What was the main topic of the Wannsee Conference?

- To determine a "final solution to the Jewish question"

7. What were two methods Hitler and the Nazis had tried already to exterminate the Jewish people?

- 1) Shoot them and pile them in mass graves
- 2) Put them in trucks and pump exhaust fumes in to kill them

8. In your own words, explain the details of the plan that became the "final solution".

- Round-up all Jews from Nazi-controlled Europe and take them to detention centers (**concentration camps**)
- Those who were healthy would become forced laborers until they dropped dead from exhaustion, disease or malnutrition

- Everyone else (old, sick, children) would be sent to **extermination camps** and executed in mass gas chambers

9. What was the first and largest concentration camp?

Buchenwald/Aushwitz

10. Summarize the most notorious of all Nazi extermination camps: Auschwitz. How large was the camp? How many people were murdered in the camp during the course of the war? How did the camp dispose of all the bodies?

- Auschwitz housed 100k people in 300 barracks

- gas chambers built to hold 2k people

- could gas 12k per day

- At wars end, 1.6 million people died at Auschwitz (1.3 million Jews)

- camp burned bodies in giant furnaces and dumped ash both outside and inside the camp

11. According to most historians, what 6 factors contributed to the cause of the Holocaust?

1) German people's sense of injury after WWI

2) Severe economic problems

3) Hitler's control over the German nation

4) lack of a strong tradition of representative gov't in Germany

5) German fear of Gestapo/SS

6) Long history of anti-jewish prejudice and discrimination in Europe

AMERICA ENTERS THE WAR

Name: _____ Period _____ Date _____

Directions: Read pages 725-730 in your textbook. Using the information contained within to answer the questions below. Use complete sentences in your response.

1. In your own words, identify and describe the Destroyers-for-Bases deal.

- Britain wanted old WWI U.S. destroyers. (own sunk by U-boats)

- FDR agreed to give G.B. destroyers in exchange for right to build Am. bases on British controlled islands (i.e. New Foundland, Bermuda, and Caribbean)

2. Why did Roosevelt win an unprecedented third term in office?

- Americans wanted to stay w/ a Pres. they knew during period of unrest

3. What was the lend-lease Act? If you were Hitler, would you interpret the passage of this act as the U.S. remaining neutral or as a move toward war? Why? Explain your answer.

- Allowed U.S. to lend or lease arms to any country considered "vital to the defense of the United States" (mostly Britain)

Answers will vary

4. What was the hemispheric defense zone? Why was it passed?

- Stated that entire W. half of Atlantic was part of W. Hemisphere and therefore neutral

- FDR ordered U.S. Navy to find U-boats and report them to British

- FDR passed it b/c U-boats sinking British Navy (didn't have enough ships left to protect them)

5. What were the five provisions included in the Atlantic Charter?

- 1) A postwar world of Democracy
- 2) Non-aggression
- 3) Free trade
- 4) Economic advancement

5) Freedom of the Seas

6. What was FDR's motive for putting economic pressure on Japan?

- German U-boats sinking most of British shipping
- Britain forced to begin moving warships in Pacific back to Atlantic to protect what few cargo ships they had left
- This left Brit. Empire vulnerable to attack by Japan
- FDR: discourage Japan from attacking British forces
- Action: imposed economic sanctions on Japan

7. Identify and describe three actions taken by FDR against Japan that ultimately led to Japan attacking the United States. What was Japan's response to each action taken by FDR?

1) **Export Control Act**: restricted sale of strategic materials (materials needed to fight a war: steel, oil, etc.)

- o Japan depended on U.S. for oil, scrap iron, and aviation fuel.
- o Result: Japan signs military alliance w/ Germany and Italy

2) FDR sends lend-lease aid to China (Japan's current enemy)

- o reason: keep Japan bogged down in China so they couldn't attack British forces
- o Result: Japan sends troops into S. China and were now in a position to strike British shipping lanes

3) FDR freezes Japanese assets in U.S.

4) Reduces oil shipments to Japan

5) Sends Gen. McArthur to Philippines to start strengthening Am. Defenses in case of Japanese attack

- Result: Japan, due to risk of oil shortages, decides to attack resource rich British and Dutch colonies in SE Asia, attack the Philippines (eliminate American military power in region) and attack U.S. Pacific fleet at Pearl Harbor

8. In your opinion, was Japan justified in its decision to attack the United States? Why/why not? Explain your answer.

Answers will vary

9. What were two failures by the U.S. led to the Japanese successful surprise attack at Pearl Harbor?

1) Failure to collect sufficient information about movement of Japanese forces

2) Failure by branches of U.S. military to share information each gathered about Japan

10. What were three reasons Hitler declared war on the United States? If you had been an advisor to Hitler, would you have supported or opposed his declaration of war? Why?

- Hitler didn't have to declare war on the U.S.

- treaty w/ Japan stated that Germany only had to come to Japan's aid if Japan was attacked

1) Hitler was frustrated w/ U.S. naval interference w/ his U-boats

2) He also underestimated U.S. strength (economically and militarily) and thought Japan would easily defeat U.S. in Pacific

3) He thought by helping Japan now, he could count on Japan to help him defeat the Soviet Union

AMERICA ENTERS THE WAR

Name: _____ Period _____ Date _____

Directions: Read pages 725-730 in your textbook. Using the information contained within to answer the questions below. Use complete sentences in your response.

1. In your own words, identify and describe the Destroyers-for-Bases deal.

2. Why did Roosevelt win an unprecedented third term in office?

3. What was the lend-lease Act? If you were Hitler, would you interpret the passage of this act as the U.S. remaining neutral or as a move toward war? Why? Explain your answer.

4. What was the hemispheric defense zone? Why was it passed?

5. What were the five provisions included in the Atlantic Charter?

6. What was FDR's motive for putting economic pressure on Japan?
7. Identify and describe three actions taken by FDR against Japan that ultimately led to Japan attacking the United States. What was Japan's response to each action taken by FDR?
8. In your opinion, was Japan justified in its decision to attack the United States? Why/why not? Explain your answer.
9. What were two failures by the U.S. led to the Japanese successful surprise attack at Pearl Harbor?
10. What were three reasons Hitler declared war on the United States? If you had been an advisor to Hitler, would you have supported or opposed his declaration of war? Why?

America Enters the War

Destroyers-for-Bases deal

- Britain wanted old WWI U.S. destroyers (U-boats sinking British ships)
- FDR agreed to give G.B. destroyers in exchange for right to build American bases on British controlled islands

Why did Roosevelt win an unprecedented third term in office?

- Americans wanted to stay with a president that they knew/felt comfortable with during this period of unrest

Lend-Lease Act

- allowed U.S. to lend/lease arms to any country considered “vital to the defense of the United States” (i.e. Britain/USSR)

Hemispheric defense zone

- entire Western half of the Atlantic was part of the Western Hemisphere and therefore neutral
- FDR also ordered U.S. Navy ships to find U-boats and report them to the British
- passed b/c U-boats were sinking most of British cargo (British Navy didn't have enough ships to protect them)

provisions included in the Atlantic Charter:

- a. A postwar world of democracy
- b. Non-aggression
- c. Free trade
- d. Economic advancement
- e. Freedom of the Seas

FDR's motive for putting economic pressure on Japan:

- German U-boats were sinking lots of British shipping

- Result: Britain was forced to move warships in Pacific back to the Atlantic to protect last remaining cargo ships
- Result: left British Empire vulnerable to attack by Japan
- Roosevelt wanted to discourage Japan from attacking British by imposing economic sanctions on Japan

3 actions taken by FDR against Japan

1) **Export Control Act**: restricted sale of strategic materials
(materials needed to fight a war: steel, oil, etc.)

- Japan depended on U.S. for oil, scrap iron, and aviation fuel.
- Result: Japan signs military alliance with Germany and Italy

2) FDR sends lend-lease aid to China (Japan's current enemy).

- reason: keep Japan occupied in China (can't attack British)
- Result: Japan sends troops into southern China
now in a position to strike the British shipping lanes

3) FDR freezes Japanese assets in U.S.

4) Reduces oil shipments to Japan

5) Gen. McArthur sent to the Philippines to start strengthening American defenses

Result: Japan at risk of oil shortages

Decision:

1. Attack resource-rich British and Dutch colonies in SE Asia to get oil
2. Attack Philippines (eliminate American military power in region)
3. Attack and destroy U.S. Pacific fleet at Pearl Harbor

2 failures by U.S. at Pearl Harbor

- 1) Failure to collect sufficient information about movement of Japanese forces

- 2) Failure by branches of U.S. military to share information each gathered about Japan

3 reasons Hitler declared war on the United States

- 1) Hitler was frustrated with U.S. naval interference with his U-boats.
- 2) Thought U.S. would be defeated easily by Japan
 - Underestimated U.S. strength (economically and militarily)
- 3) Thought that by helping Japan now, he could count on Japan to help defeat USSR
 - Hitler didn't have to declare war on the U.S.
 - treaty with Japan stated that Germany only had to come to Japan's aid if Japan attacked

ASHES TO ASHES WE ALL FALL DOWN...

Scenario

You awake with a start. The room is cold, dark, and smells of death. At first the air is still, silent. For a fleeting moment, you allow yourself to believe that the nightmare is over. But your hope quickly fades as the sound of approaching footsteps reach your ears. *They are coming.*

With the crash of a thousand drums the doors to the barracks are thrust open. The white lights of the guards pierce the darkness, feeling like the stabbing of a thousand needles as they fall upon tired eyes. Before anyone can react, the dogs, those terrible dogs, rush into the barracks savagely and meticulously attacking those who show even the slightest hesitation to movement.

As you crawl from your bunk, you attempt to awake the skeleton form of the man beside you. He is limp, cold and lifeless: he is dead. In many ways you envy him, perhaps even feel a little jealous. He, unlike you, has escaped this place. Embraced by the arms of Death, he will never again feel pain, hunger, or fear.

The cold slams into your lungs as you are brutally forced from the barracks. Looking around the camp, your eyes fall upon the sickly grey smoke spewing from one of the stacks of furnace number 5. *How many more must die?* You ask yourself as you are marched off in the direction of the railroad platform. *You are already dead...* comes the quiet, hopeless voice from the deep recess of your mind...

Task

Imagine that you are a prisoner at the Auschwitz death camp. Compose a journal entry (minimum 1/2 page) describing your experience. Include the following in your journal:

- 1) How do you feel?
- 2) What do you see?
- 3) What horrors and atrocities have you witnessed?

Points: 15

Time: 15 minutes

RUBRIC: AUSCHWITZ

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Sentences & Paragraphs		All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Format	Complies with all the requirements for a Journal.	Complies with almost all the requirements for a journal.	Complies with several of the requirements for a journal.	Complies with less than 75% of the requirements for a journal.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

/15

IS THE U.S. TO BLAME FOR PEARL HARBOR?

Scenario

The Japanese surprise attack on Pearl Harbor is one of the darkest days in our nation's history. Anti-Japanese sentiment has exploded within the American public, with many calling for the deportation of any and all Japanese. Yet, while the Japanese attack on Pearl Harbor was a heinous act that should not go unpunished, few are asking the most important of questions: Why did Japan attack Pearl Harbor?

Task

Choose 1 of the following 3 tasks to complete:

Task #1 (GOLD)

Complete the following 2 phases:

Phase #1

Read the two primary sources attached which accuse the United States government of being aware of the Japanese plan to attack Pearl Harbor.

Phase #2

Compose an opinion brief (minimum 2/3 page) that clearly and accurately answers the following question:

Is the U.S. to blame for the attack on Pearl Harbor?

Be sure to include specific evidence from both your notes and the primary sources to justify your opinion.

Task #2 (SILVER)

Compose a historical analysis (minimum 1 page) that clearly and accurately answers the following question: *Is the U.S. to blame for the attack on Pearl Harbor?* Explain the significant events/causes conducted by the United States that led to the Japanese attack on Pearl Harbor. Use the guiding questions below to help you write your analysis:

- 1) What actions/policies did The United States take that may have resulted in/led to the Japanese attack on Pearl Harbor? (identify and describe a minimum of 4)
- 2) Based upon your response to the previous question, in your opinion, did the actions/policies of the United States encourage Japan to attack it? Why/why not?
- 3) In your opinion, was Japan justified in carrying out an attack on Pearl Harbor? Why/why not?
- 4) Putting the actual aggressive act itself aside, who, in your opinion, is ultimately to blame for the attack on Pearl Harbor and ultimately WWII in the Pacific: The United States or Japan?

Task #3 (BRONZE)

Design and create a political cartoon that clearly and accurately illustrates your opinion to the following question: *Is the U.S. to blame for the attack on Pearl Harbor?* Include the following within your cartoon:

- 1) An image that clearly and accurately illustrates your opinion to the question posed above.
- 2) A brief caption (minimum 3 words) that supports your illustration and opinion.
- 3) Detail
- 4) Color

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Points: 20

Time: 20 Minutes

Why Did Japan Attack Us?

Patrick J. Buchanan

Of all the days that will "live in infamy" in American history, two stand out: Sept. 11, 2001, and Dec. 7, 1941.

But why did Japan, with a 10th of our industrial power, launch a sneak attack on the U.S. fleet at Pearl Harbor, an act of state terror that must ignite a war to the death it could not win? Were they insane? No, the Japanese were desperate.

To understand why Japan lashed out, we must go back to World War I. Japan had been our ally. But when she tried to collect her share of the booty at Versailles, she ran into an obdurate Woodrow Wilson.

Wilson rejected Japan's claim to German concessions in Shantung, home of Confucius, which Japan had captured at a price in blood. Tokyo threatened a walkout if denied what she had been promised by the British. "They are not bluffing," warned Wilson, as he capitulated. "We gave them what they should not have."

In 1921, at the Washington Naval Conference, the United States pressured the British to end their 20-year alliance with Japan. By appeasing the Americans, the British enraged and alienated a proud nation that had been a loyal friend.

Japan was now isolated, with Stalin's brooding empire to the north, a rising China to the east and, to the south, Western imperial powers that detested and distrusted her.

When civil war broke out in China, Japan in 1931 occupied Manchuria as a buffer state. This was the way the Europeans had collected their empires. Yet, the West was "shocked, shocked" that Japan would embark upon a course of "aggression." Said one Japanese diplomat, "Just when we learn how to play poker, they change the game to bridge."

Japan now decided to create in China what the British had in India – a vast colony to exploit that would place her among the world powers. In 1937, after a clash at Marco Polo Bridge near Peking, Japan invaded and, after four years of fighting, including the horrific Rape of Nanking, Japan controlled the coastal cities, but not the interior.

When France capitulated in June 1940, Japan moved into northern French Indochina. And though the United States had no interest there, we imposed an embargo on steel and scrap metal. After Hitler invaded Russia in June 1941, Japan moved into southern Indochina. FDR ordered all Japanese assets frozen.

But FDR did not want to cut off oil. As he told his Cabinet on July 18, an embargo meant war, for that would force oil-starved Japan to seize the oil fields of the Dutch East Indies. But a State Department lawyer named Dean Acheson drew up the sanctions in such a way as to block any Japanese purchases of U.S. oil. By the time FDR found out, in September, he could not back down.

Tokyo was now split between a War Party and a Peace Party, with the latter in power. Prime Minister Konoye called in Ambassador Joseph Grew and secretly offered to meet FDR in Juneau or anywhere in the Pacific. According to Grew, Konoye was willing to give up Indochina and China, except a buffer region in the north to protect her from Stalin, in return for the U.S.

brokering a peace with China and opening up the oil pipeline. Konoye told Grew that Emperor Hirohito knew of his initiative and was ready to give the order for Japan's retreat.

Fearful of a "second Munich," America spurned the offer. Konoye fell from power and was replaced by Hideki Tojo. Still, war was not inevitable. U.S. diplomats prepared to offer Japan a "modus vivendi." If Japan withdrew from southern Indochina, the United States would partially lift the oil embargo. But Chiang Kai-shek became "hysterical," and his American adviser, one Owen Lattimore, intervened to abort the proposal.

Facing a choice between death of the empire or fighting for its life, Japan decided to seize the oil fields of the Indies. And the only force capable of interfering was the U.S. fleet that FDR had conveniently moved from San Diego out to Honolulu

<http://www.theamericancause.org/patwhydidjapan.htm>

What Really Caused World War 2?

The True Cause of the Second World War

President Roosevelt wasn't listening either to the charges of Congressman Martin Dies, Chairman of the House Committee on Un-American Activities. By August of 1941, the Dies committee had assembled a large amount of evidence which more than confirmed the suspicions which we had entertained on the basis of surface appearances: It was clear that the Japanese were preparing to invade Pearl Harbor and that they were in possession of vital military information.

This information was made available to the Roosevelt administration by Congressman Dies personally. But this was the second time that Dies had appealed to Roosevelt about his knowledge of Japan's intention to attack Pearl Harbor. Early in 1941 the Dies Committee came into possession of a strategic map which gave clear proof of the intentions of the Japanese to make an assault on Pearl Harbor. The strategic map was prepared by the Japanese Imperial Military Intelligence Department.

Dies telephoned Secretary of State Cordell Hull who talked to President Roosevelt.

Congressman Dies was told not to release the document to the public, and the Roosevelt administration did nothing. (In April, 1964, when Dies told the American public of these revelations, he added this comment: "If anyone questions the veracity and accuracy of these statements, I will be glad to furnish him with conclusive proof.")

In the Pacific Theater, Japan's war messages, being read in Washington, started asking their spy in Pearl Harbor to report ship movements, and, later, the exact nature and location of the ships in the harbor.

Japan's request for more information on what was happening at Pearl Harbor was followed on October 16, 1941, by the resignation of the Prince's cabinet in Japan. These resignations were followed by the military administration of General Tojo and his cabinet. All of this activity was recognized by the American government as a decided step toward war, but still nothing was done to alert Pearl Harbor.

It was on this day that Henry Stimson, Roosevelt's Secretary of War, wrote the following in his diary: "... and so we face the delicate question of the diplomatic fencing to be done so as to be sure that Japan be put into the wrong and to make the first bad move—overt move."

Stimson was to repeat this concern that faced the Roosevelt administration when he testified before one of the Committees investigating Pearl Harbor. There he was quoted as saying: "The question was how we should maneuver them [the Japanese] into the position of firing the first shot without allowing too much danger to ourselves."

The Japanese would still not respond with the incident to provoke the United States into retaliating, but America was convinced that it would happen ultimately. For instance, Secretary of State Cordell Hull told Roosevelt on November 7, 1941, that he foresaw "every possibility of an early war with Japan."

On November 25, 1941, the day that the Japanese fleet sailed for Pearl Harbor, President Roosevelt convened a meeting of the various Cabinet officers: Secretaries Stimson, Knox, Marshall and Admiral Harold R. Stark, Chief of Naval Operations. According to Stimson's testimony: "The President brought up the event that we were likely to be attacked perhaps [as soon as] next Monday, for the Japanese are notorious for making an attack without warning. In spite of the risk involved, however, in letting the Japanese fire the first shot, we realized

that in order to have the full support of the American people, it was desirable to make sure that the Japanese be the ones to do this so that there should remain no doubt in anyone's mind as to who were the aggressors."

The British Intelligence Service, which had men inside the Japanese diplomatic agencies in the United States, took the November 26th telegram to Tokyo as meaning that the "Japanese negotiations off. Services expect action within two weeks."

And Roosevelt and the Department of the Army also knew this, as "... a very important American Army Intelligence officer, in service in the Far East during 1941... had gained knowledge of the Yamamoto plan to send a task force to attack Pearl Harbor and sent three separate messages to Washington revealing this information, and at least two of these reached the Army files well before the attack on Pearl Harbor."

Finally, in desperation, the Japanese government sent a message to their Washington embassy on December 6, 1941, in essence breaking off all negotiations with the American government. After the message was intercepted by the American government, de-coded and given to Roosevelt, he is quoted as saying: "This means war."

Roosevelt now knew that Japan planned on attacking the United States, but still he did nothing about warning the American forces at Pearl Harbor.

And on December 7, 1941, Japan launched a "surprise attack."

The Rt Hon. Oliver Lyttleton, a member of Churchill's war cabinet, declared in an address to the American Chamber of Commerce in London on June 24, 1944: "America provoked [the Japanese] to such an extent that the Japanese were forced to attack Pearl Harbor. It is a travesty of history to say that America was forced into the war."

<http://www.threeworldwars.com/world-war-2/ww2-2.htm>

RUBRIC: WRITING

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

/20

RUBRIC: POLITICAL CARTOON

CATEGORY	4	3	2	1
Attractiveness & Organization	The cartoon has exceptionally attractive formatting and well-organized information.	The cartoon has attractive formatting and well-organized information.	The cartoon has well-organized information.	The cartoon's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All elements in the cartoon are accurate and easily understood.	All elements in the cartoon are accurate and understood	1 of the elements in the cartoon are accurate. Cartoon somewhat confusing	Neither element in the cartoon. Cartoon confusing.
Writing - Mechanics	Capitalization and punctuation are correct throughout the cartoon.	Capitalization and punctuation are correct throughout the cartoon after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the cartoon even after feedback from an adult.	There are several capitalization or punctuation errors in the cartoon even after feedback from an adult.
Writing - Grammar	There are no grammatical mistakes in the cartoon.	There are no grammatical mistakes in the cartoon after feedback from an adult.	There are 1-2 grammatical mistakes in the cartoon even after feedback from an adult.	There are several grammatical mistakes in the cartoon even after feedback from an adult.

/20

MOBILIZING FOR WAR

Standards:

This lesson fulfills the following CO state History standards:

- 1) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.
- 2) 4.2: Students understand how economic factors have influenced historical events.
- 3) 6.2: Students know how societies have been affected by religious and philosophical ideals.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Analyze the impact of the attack on Pearl Harbor.
- 2) Explain how the United States mobilized its economy so quickly once war was declared.

Outline

- I. Bellwork: "In a case of national security, the government should assume control of the economy. Agree/disagree, why?" (5 min)
- II. PP Lecture: America Enters the War (20 min)
- III. Activity: The Other Side of Pearl Harbor Collection (20 min)
- IV. Reading Guide: Mobilizing for War (#1-3) (10 min)
- V. Discussion: Mobilizing for War (10 min)
- VI. Reading Guide: Mobilizing for War (#4-7) (10 min)
- VII. Discussion Mobilizing for War (10 min)
- VIII. Exit Ticket: "What issues did the U.S. have in raising an army?" (5 min)

Section III

Distribute handout to students containing all 4 options for the activity. Instruct students to choose 1 of the 4 options and answer the questions under the heading "Questions to consider".

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) Eidenmuller, M. (N/A). *Franklin Delano Roosevelt: Pearl Harbor Address To the Nation*. Retrieved December 3, 2008, from <http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>
- 3) Department of the Navy-Naval Historical Center, (12/20/2007). *Cook Third Class Doris Miller, USN*. Retrieved December 3, 2008, from

<http://www.history.navy.mil/faqs/faq57-4.htm>

- 4) National Park Service, U.S. Department of the Interior, (11/21/2008). *USS Arizona Memorial*. Retrieved December 3, 2008, from
<http://www.nps.gov/archive/usar/ExtendWeb1.html>
- 5) Pearl Harbor History, Associates, Inc., (n.d.). *Battleship Row*. Retrieved December 3, 2008, from
http://www.ibiblio.org/phha/Battleship_Row.html

THE OTHER SIDE OF PEARL HARBOR COLLECTION

FRANKLIN D. ROOSEVELT'S PEARL HARBOR SPEECH (GOLD)

(December 8, 1941)

To the Congress of the United States:

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

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

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

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

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

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

This morning, the Japanese attacked Midway Island.

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

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that that our people, our territory and our interests are in grave danger.

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

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

Questions To Consider (GOLD):

- 1) What is Roosevelt's tone in this speech?
- 2) Why does Roosevelt go into such detail about the Japanese actions not only regarding Pearl Harbor, but also other areas in the Pacific and Asia?
- 3) In your opinion, did Roosevelt "build a case" for declaring war against Japan? Why/why not? Cite specific elements of the speech to justify your opinion.
- 4) Compose a brief editorial (**minimum** ½ page) that answers the following question: Consider the previous notes, the activity regarding Roosevelt's policies and their influence on Japan as well as your thoughts regarding Roosevelt's speech. Based on you're your newly acquired knowledge, what is your response to the argument that Roosevelt allowed Japan to attack Pearl Harbor in order to enter World War II?

Cook Third Class Doris Miller, USN (SILVER)

Doris Miller, known as "Dorie" to shipmates and friends, was born in Waco, Texas, on 12 October 1919, to Henrietta and Conery Miller. He had three brothers, one of which served in the Army during World War II. While attending Moore High School in Waco, he was a fullback on the football team. He worked on his father's farm before enlisting in the U.S Navy as



Mess Attendant, Third Class, at Dallas, Texas, on 16 September 1939, to travel, and earn money for his family. He later was commended by the Secretary of the Navy, was advanced to Mess Attendant, Second Class and First Class, and subsequently was promoted to Cook, Third Class.

Following training at the Naval Training Station, Norfolk, Virginia, Miller was assigned to the ammunition ship USS *Pyro* (AE-1) where he served as a Mess Attendant, and on 2 January 1940 was transferred to USS *West Virginia* (BB-48), where he became the ship's heavyweight boxing champion. In July of that year he had temporary duty aboard USS *Nevada* (BB-36) at Secondary Battery Gunnery School. He returned to *West Virginia* and on 3 August, and was serving on that battleship when the Japanese attacked Pearl Harbor on 7 December 1941. Miller had arisen at 6 a.m., and was collecting laundry when the alarm for general quarters sounded. He headed for his battle station, the antiaircraft battery magazine amid ship, only to discover that torpedo damage had wrecked it, so he went on deck. Because of his physical prowess, he was assigned to carry wounded fellow sailors to places of greater safety. Then an officer ordered him to the bridge to aid the mortally wounded Captain of the ship. He subsequently manned a 50 caliber Browning anti-aircraft machine gun until he ran out of ammunition and was ordered to abandon ship.

Miller described firing the machine gun during the battle, a weapon which he had not been trained to operate: "It wasn't hard. I just pulled the trigger and she worked fine. I had watched the others with these guns. I guess I fired her for about fifteen minutes. I think I got one of those Jap planes. They were diving pretty close to us."

During the attack, Japanese aircraft dropped two armored piercing bombs through the deck of the battleship and launched five 18-inch aircraft torpedoes into her port side. Heavily damaged by the ensuing explosions, and suffering from severe flooding below decks, the crew abandoned ship while *West Virginia* slowly settled to the harbor bottom. Of the 1,541 men on *West Virginia* during the attack, 130 were killed and 52 wounded. Subsequently refloated, repaired, and modernized, the battleship served in the Pacific theater through to the end of the war in August 1945.

Miller was commended by the Secretary of the Navy Frank Knox on 1 April 1942, and on 27 May 1942 he received the Navy Cross, which Fleet Admiral (then Admiral) Chester W. Nimitz, the Commander in Chief, Pacific Fleet personally presented to Miller on board aircraft carrier USS *Enterprise* (CV-6) for his extraordinary courage in battle. Speaking of Miller, Nimitz remarked:

This marks the first time in this conflict that such high tribute has been made in the Pacific Fleet to a member of his race and I'm sure that the future we will see others similarly honored for brave acts.

On 13 December 1941, Miller reported to USS *Indianapolis* (CA-35), and subsequently returned to the west coast of the United States in November 1942. Assigned to the newly constructed USS *Liscome Bay* (CVE-56) in the spring of 1943, Miller was on board that escort carrier during Operation Galvanic, the seizure of Makin and Tarawa Atolls in the Gilbert Islands. *Liscome Bay's* aircraft supported operations ashore between 20-23 November 1943. At 5:10 a.m. on 24 November, while cruising near Butaritari Island, a single torpedo from Japanese submarine *I-175* struck the escort carrier near the stern. The aircraft bomb magazine detonated a few moments later, sinking the warship within minutes. Listed as missing following the loss of that escort carrier, Miller was officially presumed dead 25 November 1944, a year and a day after the loss of *Liscome Bay*. Only 272 Sailors survived the sinking of *Liscome Bay*, while 646 died.

In addition to the Navy Cross, Miller was entitled to the Purple Heart Medal; the American Defense Service Medal, Fleet Clasp; the Asiatic-Pacific Campaign Medal; and the World War II Victory Medal.

Commissioned on 30 June 1973, USS *Miller* (FF-1091), a *Knox*-class frigate, was named in honor of Doris Miller.

On 11 October 1991, Alpha Kappa Alpha Sorority dedicated a bronze commemorative plaque of Miller at the Miller Family Park located on the U.S. Naval Base, Pearl Harbor.

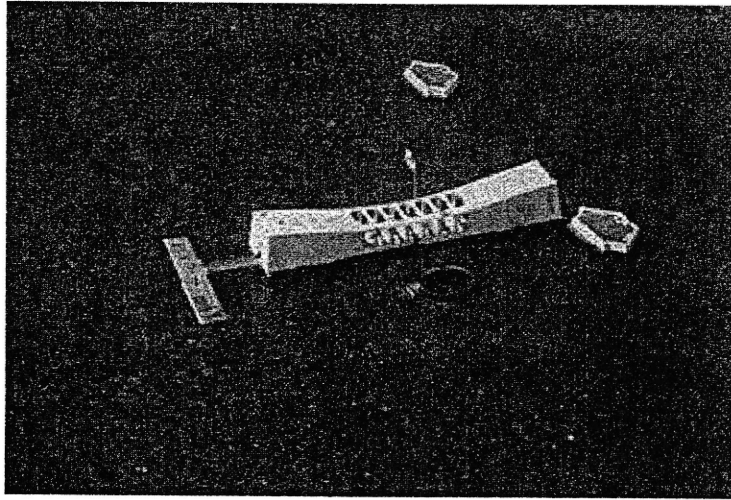
Questions to Consider (SILVER):

- 1) On what ship was Miller stationed when the Japanese attacked Pearl Harbor?
- 2) Why did Miller receive the Navy Cross?
- 3) In your opinion, was Miller appropriately recognized for his bravery by the Navy? In other words, should he have been promoted further? Explain your answer.
- 4) Compose a brief editorial (**minimum** ¼ page) that answers the following question: In your opinion, did the Navy's recognition of Miller's actions reflect racial prejudice? Why/not? Explain your answer.

USS Arizona Memorial

(BRONZE)

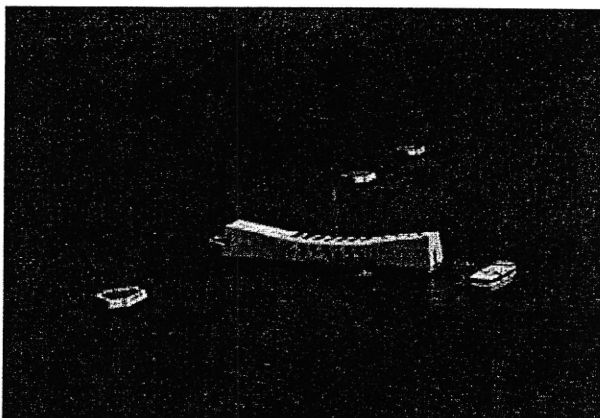
The USS Arizona is the final resting place for many of the ship's 1,177 crewmen who lost their lives on December 7, 1941. The 184-foot-long Memorial structure spanning the mid-portion of the sunken battleship consists of three main sections: the entry and assembly rooms; a central area designed for ceremonies and general observation; and the shrine room, where the names of those killed on the Arizona are engraved on the marble wall.



The USS Arizona Memorial grew out of wartime desire to establish some sort of memorial at Pearl Harbor to honor those who died in the attack. Suggestions for such a memorial began in 1943, but it wasn't until 1949, when the Territory of Hawaii established the Pacific War Memorial Commission, that the first real steps were taken to bring it about.

Initial recognition came in 1950 when Admiral Arthur Radford, Commander in Chief, Pacific (CINCPAC), ordered that a flagpole be erected over the sunken battleship. On the ninth anniversary of the attack, a commemorative plaque was placed at the base of the flagpole.

President Dwight D. Eisenhower, who helped achieve Allied victory in Europe during World War II, approved the creation of the Memorial in 1958. Its construction was completed in 1961 with public funds appropriated by Congress and private donations. The Memorial was dedicated in 1962.



According to its architect, Alfred Preis, the design of the Memorial, "Wherein the structure sags in the center but stands strong and vigorous at the ends, expresses initial defeat and ultimate victory....The overall effect is one of

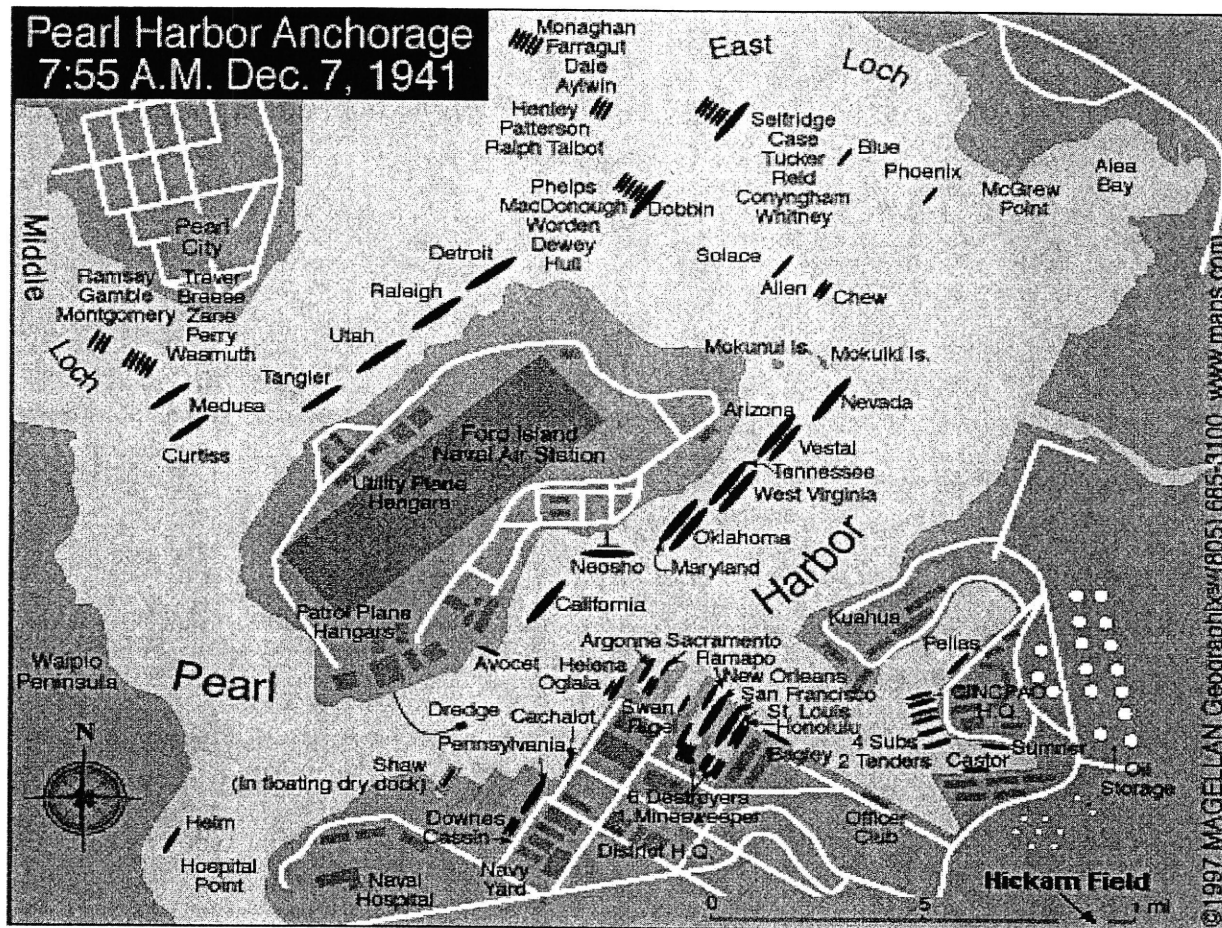
ultimate victory....The overall effect is one of serenity. Overtones of sadness have been omitted to permit the individual to contemplate his own personal responses...his innermost feelings."

Contrary to popular belief, the USS Arizona is no longer in commission. As a special tribute to the ship and her lost crew, the United States flag flies from the flagpole, which is attached to the severed mainmast of the sunken battleship. The USS Arizona Memorial has come to commemorate all military personnel killed in the Pearl Harbor attack.

Questions to Consider: (BRONZE)

- 1) When was the Arizona Memorial constructed?
- 2) In your opinion, should the United States have constructed a memorial in Pearl Harbor or should the Navy have raised the ship and put it back into service like they did with the other Battleships on Battleship Row?
- 3) Compose an editorial (**minimum** ¼ page) that answers the following question: Having been on the bottom of the harbor for 67 years, according to most experts, the hull of the Arizona is quickly deteriorating and parts of the ship are in danger of falling apart leaking hundreds of gallons of fuel oil into the harbor. Should the United States attempt to restore/save the Arizona, and disturb the human remains inside or allow it to continue to deteriorate?

BATTLESHIP ROW (BRONZE)

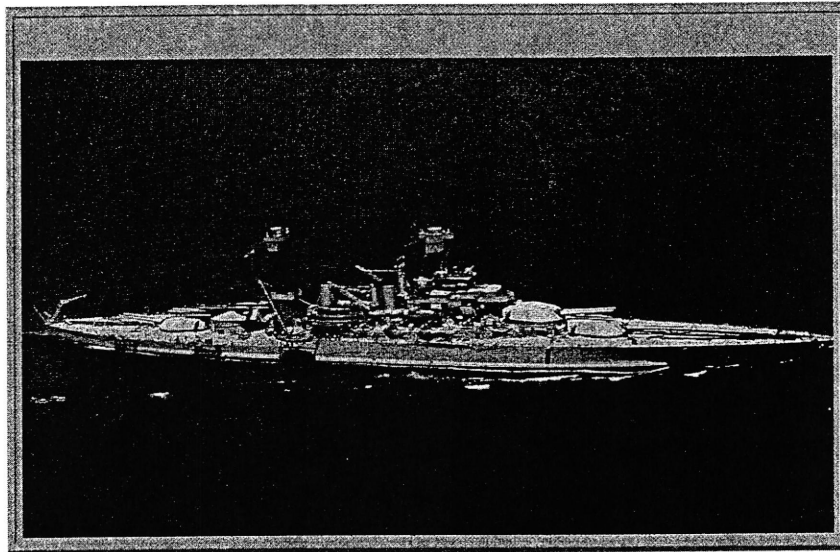


USS Nevada (BB-36)



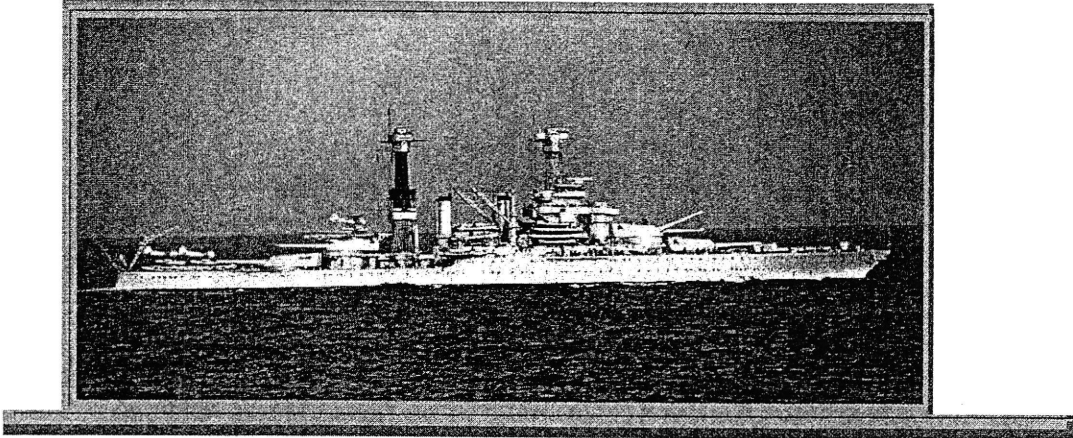
The northernmost battleship in Battleship Row, *Nevada* was the only battleship able to get underway during the attack, making a dramatic dash for the open seas. After receiving a torpedo port-forward, *Nevada* was able to swing clear of the burning *Arizona*--thanks to an extra boiler that had been lighted, giving her a 90 minute head-start in getting underway--at about 0840. Without the aid of tugs and the absence of her skipper, *Nevada* raced past Battleship Row, attracting a flight of Vals from *Kaga* that had been targeting *Helena*. Receiving 2 bombs amidships and 3 bombs forward, she was in danger of settling in the channel, bottling-up the entire fleet as a result. Instead, she was ordered via signal flags on the Naval District water tower to stay clear of the channel and eventually she ran aground at Hospital Point. Although seriously damaged, she was repaired and rejoined the fleet in 1943.

USS West Virginia (BB-48)



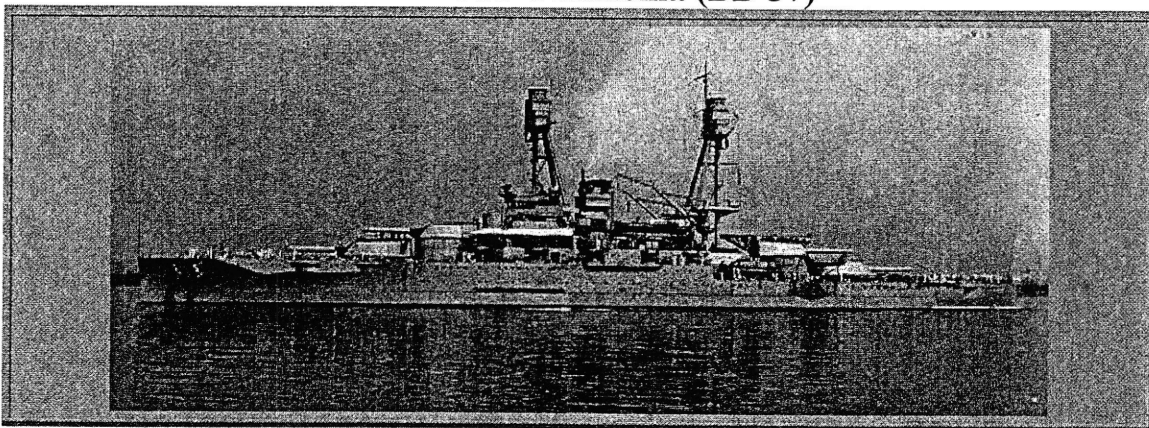
Moored outboard *Tennessee*, *West Virginia* was exposed to a withering port-side torpedo attack, suffering at least nine torpedo impacts; two of which may have detonated deep inside her hull via holes created by earlier torpedo explosions. In addition, she was stricken by two dud 800-kg bombs. One pierced turret three, and the second passed through the foretop and landed on the second deck. She was saved from capsizing only by prompt counter-flooding by her crew. The most severely damaged battleship to be raised and repaired, she rejoined the fleet in 1944.

USS Tennessee (BB-43)



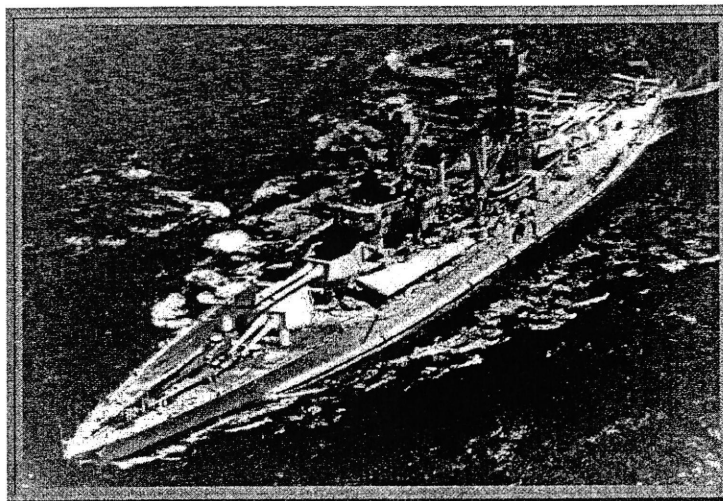
Moored inboard *West Virginia*, *Tennessee* was spared from the torpedo attacks that crippled many of the exposed battleships. However, she did attract some ordnance, sustaining two 800kg bomb hits from high-altitude *Kates*. Fortunately, both failed to properly detonate. The first passed through the catapult atop turret 3, breaking up as it partially penetrated the turret. Although it failed to explode the bomb filler ignited and burned, causing an intense fire that was soon extinguished. The second bomb struck the center gun barrel of turret 2, sending fragments through the air; one of these fragments mortally wounded *West Virginia's* Captain Bennion. In addition to being strafed an estimated 18-20 bombs fell within 100 yards of *Tennessee*. Wedged between the sunken *West Virginia* and the mooring quays, she was unable to flee the approaching oil fires from *Arizona*. Although she suffered fire damage on her stern as a result, *Tennessee* managed to hold back most of the oil fires with her propeller wash and deployed fire hoses. Trapped at her berth for ten days, her forward quay was finally dynamited, freeing her to moor in the Navy Yard, and four days later she set sail for the West Coast for repairs.

USS Oklahoma (BB-37)



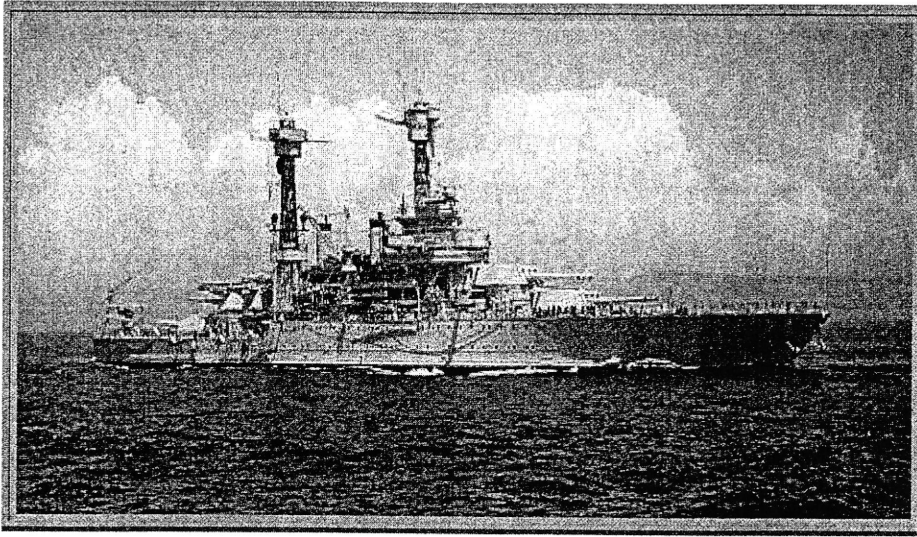
Moored outboard of *Maryland* and ahead of *West Virginia*, *Oklahoma* was subject to a devastating port-side torpedo attack, sustaining at least nine torpedo impacts within the first 15 minutes of the attack. Combined with near misses by bombs, the damage was so extensive that she capsized at her berth. Although her salvage was questionable, it was decided to rid the harbor of her hulk to make her berth at F-5 available for other ships. In what was the most technically difficult task faced by the salvage division at Pearl Harbor, she was successfully righted in June, 1943. She was refloated in November of that year, and was moored in Middle Loch until 1947. Sold for scrap for \$146,000.00, she was towed by two tugs for the West Coast but was lost enroute 540 miles northeast of Pearl Harbor on May 17, 1947.

USS Maryland (BB-46)



Moored inboard of *Oklahoma* and ahead of *Tennessee*, *Maryland* suffered little damage. Target of Mitsuo Fuchida's V of high-altitude Kates, she suffered two 250-kg bomb hits. The first impacted on the forecastle, opening a hole 2 feet by 20 feet, damaging the below compartments and starting an awning fire on-deck. The second bomb hit the hull forward and detonated within the hold, which caused significant flooding in this area and dropped her bow five feet. Despite these impacts *Maryland* suffered the least physical damage of all the battleships, and her casualties--two officers and two enlisted men dead--were the lightest.

USS California (BB-44)



Moored opposite 1010 Dock as the southernmost battleship in Battleship Row, *California* was struck by one 250 KG bomb that caused a serious fire, suffered one damaging very near miss from another 250 KG bomb, and she received two torpedo impacts. The flooding from these torpedoes was slow but progressive; she had been opened-up for a pending inspection and this allowed the water to flow in freely, causing the abandonment of the fire and engine rooms. Her crew abandoned ship in the face of oil fires from *Arizona*, which eventually engulfed *California*. Returning to the ship when the fires abated, her crew was unable to stop her from settling to the harbor bottom but managed to keep her on an even keel. Successfully raised and salvaged, she rejoined the fleet in 1943.

Questions to Consider: (BRONZE)

- 1) After reading the brief synopsis about the 7 battleships above, what three suffered the most damage? Include an explanation as to why.
- 2) Review the map of Pearl Harbor, specifically Battleship Row. Why were the battleships placed so closely together?
- 3) In your opinion, why did the Navy spend the time and money to raise and repair the battleships instead of simply scrapping them?
- 4) Compose a brief editorial (minimum ¼ page) that answers the following questions: In your opinion, did the Japanese waste time and ordinance attacking the battleships instead of other facilities (i.e. the oil refinery and submarine base) considering that with the development of the aircraft carrier, the battleship was becoming obsolete?

MOBILIZING FOR WAR

Name: _____ Period _____ Date _____

Directions: Read pages 736-741 in your textbook. Using the information contained within to answer the questions below. Use complete sentences in your response.

1. Why was the U.S. able to expand its war production so quickly after Pearl Harbor?

FDR had imposed policies before Pearl (after fall of France) that mobilized the economy

2. Identify and describe two programs implemented by FDR before Pearl Harbor that allowed the U.S. to expand war production after the attack.

1) **cost-plus contracts**

- incentive program

- Gov't paid companies whatever it cost to make a product, + guaranteed % of the costs as profits

- more a co. produced and the faster it worked, more money it made

2) **Reconstruction Finance Corp (RFC)**

- gave loans to companies to help them recover costs from converting over to war production

3. Identify and describe **Liberty Ships**. Who made them? Why were they so effective during the war?

- basic cargo ship used during WWII made using mass production

- Built by Henry Kaiser

- used welded hulls rather than riveted hulls (made them stronger)

- When welded hull hit by torpedo, the torpedo blows a hole in the hull, but not sink the ship
- When riveted hull hit by torpedo, it loosens rivets and causes hull to break apart

4. What problems did the army have in training recruits? What positive outcomes resulted from the training of recruits?

Problems:

- not large enough training facilities
- too few weapons/ equipment to train effectively (sticks for guns, rocks for grenades)
- Trainees rushed through too quickly and didn't receive adequate training before being sent into combat

Benefits:

- recruits learned how to work as a team
- broke down barriers b/t soldiers & made them into a cohesive unit

5. In your own words, describe what became known as the "Double V" campaign.

Urged A.A. to join war effort in order to achieve a double victory:

- 1) victory over Hitler's racism abroad
- 2) victory over racism at home

6. Who were the Tuskegee Airmen? How did they get their name?

- An all A.A. Pursuit Squadron
- received name b/c they training in Tuskegee, AL

7. What role did women play in World War II?

- served like WWI
- Filled admin. roles
- unlike WWI, they were actually enlisted members of military
- also served as nurses in the field

MOBILIZING FOR WAR

Name: _____ Period _____ Date _____

Directions: Read pages 736-747 in your textbook. Using the information contained within to answer the questions below. Use complete sentences in your response.

1. Why was the U.S. able to expand its war production so quickly after Pearl Harbor?

2. Identify and describe two programs implemented by FDR before Pearl Harbor that allowed the U.S. to expand war production after the attack.

3. Identify and describe **Liberty Ships**. Who made them? Why were they so effective during the war?

4. What problems did the army have in training recruits? What positive outcomes resulted from the training of recruits?

5. In your own words, describe what became known as the “Double V” campaign.

6. Who were the Tuskegee Airmen? How did they get their name?

7. What role did women play in World War II?

Mobilizing for War

Reasons for U.S. expansion of war production after Pearl Harbor

- FDR had imposed policies before Pearl (after the fall of France) that mobilized the economy

2 programs implemented by FDR before Pearl Harbor to expand war production:

- 1) cost-plus contracts
 - incentive program
 - Gov't paid companies whatever it cost to make a product + guaranteed % of costs as profits.
 - More a company produced and the faster it worked, the more money it made.
- 2) Reconstruction Finance Corp (RFC): gave loans to companies to help them recover costs from converting to war production

Liberty Ships

- cargo ship made via mass production during WWII
- Built by Henry Kaiser
- Had welded hulls rather than riveted hulls (made them stronger/less likely to be sunk by torpedo)

Army and training recruits (+/-)

Problems:

- 1) Not large enough training facilities
- 2) Too few weapons/equipment to train effectively (sticks for guns, rocks for grenades)
- 3) Trainees rushed through too quickly and didn't receive adequate training before combat.

Benefits:

- 1) Recruits learned how to work as a team

2) Broke down barriers b/t soldiers and made them a cohesive unit

“Double V” campaign

- Urged A.A. to join war effort in order to achieve “double” victory:
 - 1) victory over Hitler’s racism abroad
 - 2) victory over racism at home

Tuskegee Airmen

- A.A. fighter squadron (helped win air war in Battle of Anzio (Italy))
- Received name b/c they training in Tuskegee, AL

THE EARLY BATTLES & LIFE ON THE HOME FRONT

Standards:

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.
- 3) 4.2: Students understand how economic factors have influenced historical events.
- 4) 6.2: Students know how societies have been affected by religious and philosophical ideals.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Evaluate the Japanese strategy for victory in the Pacific.
- 2) Describe how the wartime economy created opportunities for women and minorities.
- 3) Discuss how Americans coped with shortages and rapidly rising prices.

Outline

- I. Bellwork: "Complete "*Switching to Wartime Production*" on page 738 in your textbook. Complete the two questions under the heading Graph Skills." (2-3 min)
- II. Activity: The Mobilization At Home (20 min)
- III. Lecture: The Early Battles (20 min)
- IV. Activity: The Early War in the Pacific (15 min)
- V. Reading Guide: Life on the Home Front (15 min)
- VI. Discussion: Life on the Home Front (15 min)
- VII. Exit Ticket: "Why was the battle of Midway so significant?" (2-3 min)
- VIII. Hmwk: Finish reading guide (if not completed)

Section II

Distribute the handout containing the three activities regarding mobilization. Allow students to choose one of the three activities and answer the questions that follow on a separate sheet of paper.

Section III

Allow students the opportunity to choose between either completing the Reading Guide entitled, *The Early Battles*, or taking the lecture notes over the section.

Section IV

Distribute the handout containing the three activities regarding mobilization. Allow students to choose one of the three activities and answer the questions that follow on a separate sheet of paper.

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *The War in the Pacific*. Prod. Lou Reda. Videocassette, A&E Television Networks, 1983.
- 3) Bunker, J.G. (5/4/2002). *Liberty Ships built by the United States Maritime Commission in World War II*. Retrieved December 5, 2008, from <http://www.usmm.org/libertyships.html>
- 4) Casey, G (2001). *The Battle of the Coral Sea*. Retrieved December 5, 2008, from http://www.diggerhistory.info/pages-battles/ww2/coral_sea.htm
- 5) Department of the Navy-Naval Historical Center, (5/6/2001). *Doolittle Raid on Japan, 18 April 1942*. Retrieved December 5, 2008, from <http://www.history.navy.mil/photos/events/wwii-pac/misc-42/dooltl.htm>
- 6) Rickard, J (20 January 2007), *Battle of Wake Island, 8-23 December 1941*, Retrieved March 6, 2009, from http://www.historyofwar.org/articles/battles_wake_island.html
- 7) Whatley, H. (3/2/2008). *The Tuskegee Airmen*. Retrieved December 5, 2008, from http://aviation-history.suite101.com/article.cfm/the_tuskegee_airmen
- 8) *War Production Board* (May 14, 2003). Retrieved December 12, 2008, from <http://home.cfl.rr.com/featherweight/indust.htm>

THE MOBILIZATION AT HOME

War Production Board (GOLD)

By Executive Order, President Roosevelt established the War Production Board on January 16th, 1942 and shortly after appointed Donald M. Nelson, an executive at Sears, as its chairman. The powers of the board included general direction over war procurement and production programs including the allocation of materials and production facilities.

One of Nelson's first orders was to halt automobile production. Beginning in February of 1942, automobile manufacturers began producing diesel engines, aircraft engines, machine guns, tanks, trucks, and airplanes.

On March 8, 1942 the War Production Board issued regulation #L-85, which regulated every aspect of clothing.

The following excerpt is from Vice President Henry G. Wallace's address before the Free World Association on May 8, 1942:

"... If we really believe that we are fighting for a people's peace, all the rest becomes easy. Production, yes-it will be easy to get production without either strikes or sabotage; production with the wholehearted cooperation between willing arms and keen brains; enthusiasm, zip, energy geared to the tempo of keeping at it everlastingly day after day. Hitler knows as well as those of us who sit in on the War Production Board meetings that we here in the United States are winning the battle of production. He knows that both labor and business in the United States are doing a most remarkable job and that his only hope is to crash through to a complete victory some time during the next six months."

Singer's American factories were responsible for the development and production of anti-aircraft fire director equipment; airplane navigation equipment and gyro compasses; hydraulic and electric motor control units for airplane control; gun turret castings; aircraft engine piston rings and other internal engine parts such as rocker arms for the Merlin engines; surgical instruments; bomber gun sights; pistol, carbine, and machine gun parts; ammunition boxes; fuse assemblies; propellers, and other items. Singer also worked with many other factories to convert them to the large scale manufacture of sewn articles needed for the war effort.

Singer did produce, at their Elizabeth facility, industrial sewing machines. These machines were used for stitching tents, tarpaulins, ignition pads, clothing, parachute harnesses, etc. At least one machine, Model 31SV52, was made for the armed forces in the field for general repair work and could be dropped by parachute.

At the end of the war, President Truman released an Executive Order on Reconversion. The following excerpt is from the August 18th, 1945 issue of the New York Times:

"... The War Production Board shall move as rapidly as feasible without endangering orderly reconversion and the stabilization of the economy to free business from its controls. During the transition it shall use all of its authorized powers to expand the production of materials which are in short supply; limit the manufacture of products for which materials or facilities are insufficient; control the accumulation of inventories so as to avoid speculative hoarding and unbalanced distribution which would curtail total production, grant priority assistance to break bottlenecks which would impede the reconversion process; facilitate the fulfillment of relief and other essential export programs, and allocate scarce materials or facilities necessary for the production of low-priced items essential to the continued success of the stabilization program."

Sources: Singer in World War II - 1939 to 1945, Singer Manufacturing Company, USA, 1946; New York Times archives; Office of War Information, Washington, D.C.

Questions to Consider: (GOLD)

1. Name 4 products that were made at Singer's factories during the war.
2. What was the War Production Board issued regulation #L-85?
3. In your own words, summarize Vice President Henry G. Wallace's address before the Free World Association on May 8, 1942. What was the point he was trying to make?
4. In your own words, summarize President Truman's Executive Order on Reconversion.
5. Compose a brief editorial (**minimum** 2/3 page) that answers the following question: Did the WPB violate both the rights included in the Constitution and the principles of capitalism and a free market system? Why/why not? Explain your answer.

Liberty Ships built by the United States Maritime Commission in World War II (SILVER)

"Liberty ship" was the name given to the EC2 type ship designed for "Emergency" construction by the United States Maritime Commission in World War II. Liberty ships were nicknamed "ugly ducklings" by President Franklin Delano Roosevelt.

The first of the **2,751** Liberty ships was the **SS Patrick Henry**, launched on Sept. 27, 1941, and built to a standardized, mass produced design. The 250,000 parts were pre-fabricated throughout the country in 250-ton sections and welded together in about 70 days. One Liberty ship, the **SS Robert E. Peary** was built in four and a half days. A Liberty cost under \$2,000,000.

The Liberty was 441 feet long and 56 feet wide. Her three-cylinder, reciprocating steam engine, fed by two oil-burning boilers produced 2,500 hp and a speed of 11 knots. Her 5 holds could carry over 9,000 tons of cargo, plus airplanes, tanks, and locomotives lashed to its deck. A Liberty could carry 2,840 jeeps, 440 tanks, or 230 million rounds of rifle ammunition.

Liberty ships were named after prominent (deceased) Americans, starting with Patrick Henry and the signers of the Declaration of Independence. 18 that were named for outstanding **African-Americans**.

Any group which raised \$2 million dollars in War Bonds could suggest a name for a Liberty ship, thus, one is named for the founder of the 4-H movement in Kansas, the first Ukrainian immigrant to America, an organizer for the International Ladies Garment Union, and the woman who suggested the poppy as a symbol of American soldiers who died in World War I. The Francis J. O'Gara was named after a mariner who was presumed dead, but who in fact, was a Prisoner of War. He was the only person to visit a Liberty ship named in his honor.

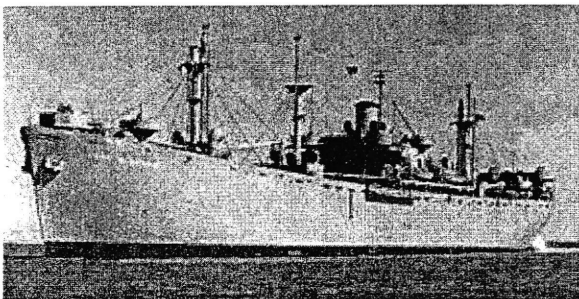


Photo of Liberty ship SS John W. Brown

Libertys carried a crew of about 44 and 12 to 25 Naval Armed Guard. Some were armed with:

- One 3 inch bow gun
- One 4or 5 inch stern gun
- Two 37 mm bow guns
- Six 20 mm machine guns

About 200 Libertys were lost to torpedoes, mines, explosions, kamikazes, etc. during WWII. Two Liberty ships, the **SS Jeremiah O'Brien in San Francisco** and the **SS John W. Brown in Baltimore**, survive as "museum ships" **open to the public** for tours and occasional cruises.

Questions to Consider: (SILVER)

1. What were liberty ships?
2. Who were liberty ships named after and why (in your opinion)?
3. In your opinion, considering how liberty ships were constructed and the time in which it took one to be built, is this an effective way to build sea-worthy ships? Why/why not?
4. View the picture of the liberty ship above. Why do you think President Roosevelt called these ships "Ugly Duckings"?
5. Compose a brief editorial (**minimum** ½ page) that answers the following question: The Liberty Ships won the war in the Atlantic for the United States. Agree/disagree, why?

The Tuskegee Airmen (BRONZE)

The first African-American fighter pilots in the US Army Air Corps.

© Harlan Whatley

They came from all parts of America - New York City, Washington, DC, Los Angeles, Chicago, Philadelphia and Detroit. Most of these brave African-American men were college educated, or in college at the time, and also met the strict physical requirements required by the U.S. military to become an aviation cadet. No standard was lowered for these patriotic men who were determined to prove themselves as competent fighter pilots. Known as the "Tuskegee Experiment," the Army Air Corps program was developed to train African Americans to fly and maintain combat aircraft. The Tuskegee Airmen included pilots, navigators, bombardiers, maintenance and support staff, instructors, and all the personnel who kept the planes in the air.

The first aviation cadet class began in July 1941 and completed training nine months later in March 1942 at the Tuskegee Air Field in Tuskegee, Alabama. Only five of the thirteen cadets in the first class completed the rigorous Army Air Corps pilot training program. One of the five men was **Captain Benjamin O. Davis, Jr.**, a West Point Academy graduate. The other four were commissioned second lieutenants.

The Tuskegee Airmen overcame segregation and prejudice to become one of the most highly respected fighter groups of World War II. They proved conclusively that African Americans could fly and maintain sophisticated combat aircraft. The Tuskegee Airmen's achievements, together with the men and women who supported them, paved the way for full integration of the U.S. military.

C. Alfred "Chief" Anderson earned his pilot's license in 1929 and became the first African - American to receive a commercial pilot's certificate in 1932, and, subsequently, to make a transcontinental flight.

Anderson is also well known as the pilot who flew Eleanor Roosevelt, wife of then-U.S. President Franklin D. Roosevelt, convincing her to encourage her husband to authorize military flight training at Tuskegee.

One of the more accomplished pilots in the squadron was Robert M. Glass, who signed up at Tuskegee Army Air Field on January 28, 1943, and attended cadet school at Tuskegee. Glass had

an engineering degree from the Carnegie Institute of Technology. "Chief" Anderson was one of his instructors at Tuskegee.

Glass served in World War II and during the Korean conflict. He was awarded the Distinguished Flying Cross, Air Medal, EAME Campaign medal, American Campaign Medal, Distinguished Unit Citation and the National Defense Service medal. His last duty station was at Wright Air Development Center, Wright-Patterson Air Force Base. At the time of his death, Captain Glass was at the Air Command Staff School, Maxwell Air Force Base.

Between 1940-1946, some 1,000 Black pilots were trained at Tuskegee Air Field, now known as the Tuskegee Institute. The 332nd Fighter Group consisted originally of four fighter squadrons, the 99th, the 100th, the 301st and the 302nd. All of the members were African-Americans. The Tuskegee Airmen's most well known success during World War II was only losing 25 bombers to enemy fire in more than 200 combat missions. This is a record unmatched by any other fighter group.

Questions to Consider: (BRONZE)

1. What was the "Tuskegee Experiment" and why was it created?
2. What finally convinced President Roosevelt to authorize the training of African American pilots?
3. Compose a brief editorial (**minimum** ½ page) that answers the following question: Based on your prior knowledge regarding African Americans in combat, should the Army have been "surprised" that African Americans could successfully fly aircraft? Why/why not?

THE EARLY BATTLES

Name: _____ Period _____ Date _____

Directions: Read pages 742-747 in your textbook. Using the information contained within these pages, answer the questions below. Use complete sentences in your response.

1. What was the Bataan Death March? What impact do you think the actions taken by the Japanese during this event had on American morale?

2. In your own words, summarize the Doolittle Raid. What was it designed to do?

3. What two strategies did Japan's naval commanders want to pursue? Which strategy was finally chosen and why?

4. Why was the Battle of Coral Sea significant?

5. Why was the Battle of Midway a turning point in the Pacific War?
6. Why did the U.S. choose to invade North Africa first rather than "Fortress Europe"? (3 possible reasons)
7. Why was July 1942 a turning point in the Battle of the Atlantic (2 reasons)?
8. In your opinion, which country was the greatest threat to the security of the United States in 1941-1942? Japan or Germany? Why? Explain your answer.

THE EARLY BATTLES

Name: _____ Period _____ Date _____

Directions: Read pages 742-747 in your textbook. Using the information contained within these pages, answer the questions below. Use complete sentences in your response.

1. What was the Bataan Death March? What impact do you think the actions taken by the Japanese during this event had on American morale?

- 78K US prisoners of war were forced to march 65 miles and denied food and water
- Result: thousands died from exhaustion, and starvation, disease.

Answers will vary

2. In your own words, summarize the Doolittle Raid. What was it designed to do?

- Plan was designed to boost American morale after Pearl Harbor
- Raid involved launching B-25 bombers from an aircraft carrier, drop bombs on Tokyo, and fly to China

3. What two strategies did Japan's naval commanders want to pursue? Which strategy was finally chosen? Why was it chosen?

- 1) Cut off Am. supply lines to Australia by capturing the S. coast of New Guinea
- 2) Attack Midway Island and lure remaining Am. Pacific Fleet (i.e. carriers) out into the open and ultimately destroy it (Yamamoto)

- Yamamoto's plan was chosen after Doolittle Raid

4. Why was the Battle of Coral Sea significant?

- Even though U.S. lost 1 carrier (*USS Lexington*) and had another badly damaged (*USS Yorktown*), battle prevented the Japanese from landing on New Guinea and threatening Australia

5. Why was the Battle of Midway a turning point in the Pacific War?

- Japan lost four of its largest carriers (the heart of the fleet) and half of their best-trained pilots

- U.S. lost 1 carrier (*Yorktown*) and stopped the Japanese advance across the Pacific
6. Why did the U.S. choose to invade North Africa first rather than “Fortress Europe”? (3 possible reasons)
- 1) Both G.B. and USA not convinced both countries ready to launch full-scale invasion of “Fortress Europe”
 - 2) Invasion of N. Africa would give army battle field experience without a large # of troops
 - 3) Once USA had invaded N. Africa, they could help G.B defeat Germany in Egypt
7. Why was July 1942 a turning point in the Battle of the Atlantic (2 reasons)?
- 1) U.S. shipyards were producing more ships than German U-boats could sink
 - 2) Am. Aircraft and warships began using new technology (i.e. sonar) to locate and sink U-boats
8. In your opinion, which country was the greatest threat to the security of the United States in 1941-1942? Japan or Germany? Why? Explain your answer.

Answers will vary

The Early Battles

Bataan Death March

- 78K US soldiers (POWs) forced to march 65 mi.
- denied food and water by Japanese along route
- Result: thousands died from starvation, exhaustion, and disease

Doolittle Raid

- Plan was to launch B-25 bombers from an aircraft carrier, drop bombs on Tokyo, and fly to China
- Plan designed to boost American morale after Pearl Harbor

2 different strategies of Japan's naval commanders

- 1) Cut off Am. supply lines to Australia by capturing S. coast of New Guinea
- 2) Attack Midway Island to lure remaining Am. Pacific Fleet out into the open and destroy it (Yamamoto)

- Yamamoto's plan was chosen after Doolittle Raid

Battle of Coral Sea- why significant?

- 1st naval battle where opposing forces did not see each other
- battle prevented Japanese from landing on New Guinea and threatening Australia

Why Battle of Midway turning point in Pacific War?

- Japan lost 4 fleet carriers (core of its fleet) and ½ of their best-trained pilots
- U.S. lost 1 fleet carrier (*Yorktown*) and stopped Japan's advance across Pacific

U.S. invaded N. Africa 1st rather than “Fortress Europe”-why?

- 1) Both G.B. and USA not convinced they're ready to launch full-scale invasion of “Fortress Europe”
- 2) Invasion of N. Africa would give army battlefield experience w/o a large # of troops
- 3) Once USA invaded N. Africa, they could help G.B. defeat Germany in Egypt

July 1942 turning point in Battle of Atlantic-why?

- 1) U.S. shipyards producing more ships than German U-boats could sink (Liberty ships)
- 2) Am. Aircraft & warships began using new technology (i.e. sonar) to locate and sink U-boats

THE EARLY WAR IN THE PACIFIC

Doolittle Raid on Japan, 18 April 1942 (GOLD)

The April 1942 air attack on Japan, launched from the aircraft carrier *Hornet* and led by Lieutenant Colonel James H. Doolittle, was the most daring operation yet undertaken by the United States in the young Pacific War. Though conceived as a diversion that would also boost American and allied morale, the raid generated strategic benefits that far outweighed its limited goals.

The raid had its roots in a chance observation that it was possible to launch Army twin-engine bombers from an aircraft carrier, making feasible an early air attack on Japan. Appraised of the idea in January 1942, U.S. Fleet commander Admiral Ernest J. King and Air Forces leader General Henry H. Arnold greeted it with enthusiasm. Arnold assigned the technically-astute Doolittle to organize and lead a suitable air group. The modern, but relatively well-tested B-25B "Mitchell" medium bomber was selected as the delivery vehicle and tests showed that it could fly off a carrier with a useful bomb load and enough fuel to hit Japan and continue on to airfields in China.

Gathering volunteer air crews for an unspecified, but admittedly dangerous mission, Doolittle embarked on a vigorous program of special training for his men and modifications to their planes. The new carrier *Hornet* was sent to the Pacific to undertake the Navy's part of the mission. So secret was the operation that her Commanding Officer, Captain Marc A. Mitscher, had no idea of his ship's upcoming employment until shortly before sixteen B-25s were loaded on her flight deck. On 2 April 1942 *Hornet* put to sea and headed west across the vast Pacific.

Joined in mid-ocean on 13 April by Vice Admiral William F. Halsey's flagship *Enterprise*, which would provide air cover during the approach, *Hornet* steamed toward a planned 18 April afternoon launching point some 400 miles from Japan. However, before dawn on 18 April, enemy picket boats were encountered much further east than expected. These were evaded or sunk, but got off radio warnings, forcing the planes to take off around 8 AM, while still more than 600 miles out.

Most of the sixteen B-25s, each with a five-man crew, attacked the Tokyo area, with a few hitting Nagoya. Damage to the intended military targets was modest, and none of the planes reached the Chinese airfields (though all but a few of their crewmen survived). However, the Japanese high command was deeply embarrassed. Three of the eight American airmen they had captured were executed. Spurred by Combined Fleet commander Admiral Isoroku Yamamoto, they also resolved to eliminate the risk of any more such raids by the early destruction of America's aircraft carriers, a decision that led them to disaster at the Battle of Midway a month and a half later.

Questions to Consider: (GOLD)

1. What was the purpose of the Doolittle Raid?
2. What “unconventional” idea was proposed by Doolittle?
3. In your own words, summarize the “Doolittle plan”.
4. Why did the B-25s have to launch early? In your opinion, would the mission have been more successful if the ships had actually reached the launch point? Why/why not?
5. Assume you are a U.S. military commander who has just been briefed on the Doolittle mission and now must decide whether or not to proceed with the mission. Compose a brief editorial (**minimum** ½ page) that answers the following question: With most of the Pacific fleet destroyed or damaged at Pearl Harbor, should the U.S. implement the Doolittle plan and put at risk the few remaining ships of the Pacific Fleet (specifically two or its four carriers) on a mission that contains high risk and little strategic importance or simply save the carriers and attack the Japanese at a later date? Explain why and provide justification/evidence to support your argument.

The Battle of the Coral Sea (SILVER)

4 - 8 May 1942

The Battle of the Coral Sea was a major air and naval engagement during World War II, fought between the Americans, Australians and Japanese on May 7-8, 1942.

It marked a major turning point in the Pacific war because it effectively stopped the Japanese advance to the south towards Australia.

In the first naval engagement of history fought without the opposing ships making contact, U.S. carrier forces stopped a Japanese attempt to land at Port Moresby by turning back the covering carrier force.

In the battle, the Japanese lost the light carrier *Shoho* and the U.S. lost the carrier, *USS Lexington* (CV 2).

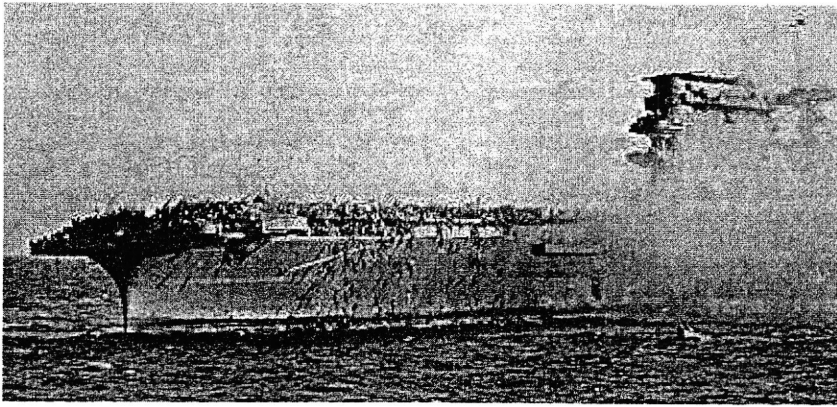
The action was precipitated by Japanese attempts to send an invasion force by sea to capture Port Moresby, the major Allied airbase in the region. This would have prevented the Allies using land based air power against Japanese forces in the island regions and allowed Japan to extend its air power over North Queensland.

To accomplish the task of securing Port Moresby Vice Admiral Shigeyoshi Inoue had at his disposal a dozen troop transports and 51 warships (including 3 carriers) to provide for their protection. Combat vessels available to the Allies numbered less than half that available to Japan, but included 2 major American carriers.

Task Force 17 (Rear Adm. Fletcher) with the carrier *USS Yorktown* (CV 5), bombed Japanese transports engaged in landing troops in Tulagi Harbor, damaging several and sinking one destroyer. They then joined the other Allied naval units, including Task Force 11 (Rear Adm. Aubrey W. Fitch) with *USS Lexington* (CV 2). On 7 May, carrier aircraft located and sank the light carrier *Shoho*.

The next day, the Japanese covering force was located and attacked by air, resulting in the damage of the carrier *Shokaku*. Simultaneously, the Japanese attacked task Force 17, scoring hits on *Yorktown*. *Lexington* was struck by a torpedo to port. Seconds later, a second torpedo hit to port directly abreast the bridge. At the same time, she took three bomb hits from enemy dive bombers, producing a 7 degree list to port and several raging fires. By 1300 her skilled damage control parties had brought the fires under control and returned the ship to even keel; making 25 knots, she was ready to recover her air group. Then suddenly *Lexington* was shaken by a tremendous explosion, caused by the ignition of gasoline vapours below, and again fire raged out of control.

At 1558 Capt. Frederick C. Sherman, fearing for the safety of men working below, secured salvage operations, and ordered all hands to the flight deck. At 1707, he ordered, "abandon ship!", and the men began going over the side into the warm water, almost immediately to be picked up by nearby cruisers and destroyers. Adm. Fitch and his staff transferred to the cruiser *USS Minneapolis* (CA 36); Capt. Sherman and his executive officer, Cmdr. M. T. Seligman insured all their men were safe, then were the last to leave their ship.



Lexington blazed on, flames shooting hundreds of feet into the air. The destroyer *USS Phelps* (DD 361) closed to 1500 yards, fired two torpedoes into the carrier's hull and, with one last heavy explosion, *USS Lexington* slid beneath the waves.

The results of the affair was probably a tactical victory for the Japanese, as they managed to sink the heavy carrier *Lexington*, heavily damage the *Yorktown*, and sink a destroyer and an oiler. For their part, the Americans managed to achieve their first substantial warship kill against the Japanese Navy by sinking the light carrier *Shoho*. They also severely damaged the *Shokaku*. From a strategic perspective, though, the Americans scored an important, multi-dimensional victory. First, the invasion of Port Moresby was thwarted, thus boosting Allied chances in the bitterly fought New Guinea campaign, and fending off a threat to the supply lines running between the US and Australia. Second, and perhaps equally important, the Japanese were denied the services of their two newest carriers on the eve of the Battle of Midway (although it is debatable whether they would have been used there). *Shokaku* was undergoing repairs for 3 months, and *Zuikaku* spent until June 12 replenishing her airwings.

Questions to Consider: (SILVER)

- 1) What was the Japanese objective that caused the Battle of the Coral Sea to occur?
- 2) Why was the Battle of the Coral Sea significant (2 reasons)?
- 3) What was the impact of the battle on the Pacific War?
- 4) Design and create a political cartoon that reflects your opinion to the following question: In your opinion, did the United States or Japan win the Battle of the Coral Sea? Include both color and detail within your cartoon.

Battle of Wake Island, 8-23 December 1941 (BRONZE)

Wake Island was an American outpost in the central Pacific. Wake is a coral atoll, made up of three islands. Wake Island itself is the largest, and forms two sides of a triangle. Peale Island and Wilkes Island extend the two arms of Wake Island. The three islands are tiny – only 2.5 square miles in area, but their location in the central Pacific gave them a strategic significance far beyond their size. The Marshal Islands to the south and most of the Marianas islands to the west had been in Japanese hands since the First World War, when they seized them from the Germans.

It had been annexed by the United States on 17 January 1899, but did not gain its first permanent settlement until 1935, when Pan American Airways built a small village and a hotel to service their flying boats. Wake Island became one link in Pan American's China Clipper route, between Midway and Guam.

As tension rose in the Pacific, the U.S. Navy decided to construct a base on Wake Island. Work started in January 1941, but was incomplete when the Japanese attacked. Despite this, the first permanent garrison, just under 400 men from the 1st Marine Defense Battalion, arrived on 19 August. The airfield was ready to take aircraft by December, and on 4 December twelve Grumman F4F-3 Wildcats from Marine Fighting Squadron VMF-211 arrived on Wake. The air base was usable but not complete. There were no revetments to protect the aircraft from bombs. The island's radar was still at Pearl Harbor. Commander W.S. Cunningham had 449 Marines (including pilots) to resist any Japanese attack.

His first problem was that Wake Island was within range of Japanese bombers based in the Marshal Islands. The Japanese plan took advantage of that, using land based bombers to support a small naval force (no battleships or carriers were involved) carrying just under 500 invasion troops. This fleet left Roi, in the Marshal islands, on 9 December, the day after the first bombing raid against the island.

That raid struck on 8 December, the same day as the attack on Pearl Harbor (Wake is on the other side of the international date line, so the date is one day ahead of that on Hawaii). The garrison of Wake Island had received a warning from Pearl Harbor at 6.50 am. Lacking radar, it was decided to keep four of the Wildcats in the air. This saved them from destruction. At noon thirty six Mitsubishi G3M medium bombers attacked the airfield. Visibility was poor, and the

four Wildcats in the air failed to spot the Japanese aircraft. Seven of the eight Wildcats on the ground were destroyed. VMF-211 lost 23 men dead and 11 wounded. No Japanese aircraft were lost. The next day a second, smaller, bombing raid met with less luck, losing two aircraft in combat with four Wildcats. The island was subjected to almost daily air raids for the rest of the battle.

The Japanese invasion fleet, under Admiral Kajioka, arrived off Wake Island early on 11 December. The attack went disastrously wrong. Despite the air raids, Wake Island still had teeth. A gun battery at Peacock Point on Wake Island scored direct hits on the *Yubari*, Admiral Kajioka's flagship, forcing it to withdraw from the bombardment. Another battery on Wilkes Island did even better, destroying a Japanese destroyer, the *Hayate*, the first Japanese warship to be sunk by the Americans. Admiral Kajioka decided to withdraw. Before his force could escape, the remaining Wildcats launched an attack on his fleet. Two cruisers were destroyed, and a second destroyer, the *Kisaragi*, destroyed by a direct hit on depth charges stored on her deck. The Japanese had lost around 700 men. The naval bombardment of Wake had only caused four American casualties, none fatal. However, two of the four airworthy Wildcats were forced to crash land. Only two were left.

Wake was not left entirely to its fate. A relief force, led Admiral "Black Jack" Fletcher on the U.S.S. *Saratoga*, had been dispatched from Hawaii. However, its progress was slow. On 22 December the force was still 515 miles from Wake Island, and then had to spend a day refuelling. The next day the second Japanese invasion fleet reached Wake. The relief force was ordered back to Pearl Harbor.

This was a much more powerful force. Admiral Kajioka had been reinforced with two fleet carriers, the *Soryu* and the *Hiryu*. This meant that the attack would have fighter cover. The invasion force was now over 1,500 men strong. Two old destroyers were to be beached on Wake to allow the troops to land.

On 22 December the last two Wildcats were lost in combat with Zeros from the carriers (one in combat, one had to crash land due to damage suffered). During the entire battle, the Wildcats had shot down at least 20 Japanese aircraft, mostly land based bombers, but including at least two Zeros.

Before dawn on 23 December, the second Japanese attack went in. The two destroyers ran aground, and although one was destroyed by gunfire, by dawn 1,000 Japanese soldiers had landed. They quickly occupied the southern wing of the island, capturing the now-useless airfield. The situation was clearly hopeless. The marine commander, Major James Devereux, was now isolated on the northern part of Wake Island, and outnumbered by at least two to one (probably by more). With no hope of victory, Cunningham was forced to surrender.

Wake Island remained in Japanese hands for the rest of the war. The garrison finally surrendered on 4 September 1945. During the war they had been subjected to frequent bombing raids, and had been blockaded since 1944.

The first Japanese attack on Wake Island was the only amphibious attack to be repulsed by shore based guns during the Second World War. Even if the Japanese had landed, they were at best equal to the Marines in numbers and may well have been repulsed. The second invasion was on a much larger scale, and demonstrated how vulnerable the isolated American islands were in the Pacific. However, the Marine garrison had offered the first sustained resistance to the Japanese whirlwind that swept through the Pacific after Pearl Harbor. They offered a rare example of success, which was a great boost to Allied morale in the dark days of early 1942.

Questions to Consider: (BRONZE)

1. Why was Wake Island strategically significant? In other words, why did the Japanese consider the island valuable enough to attack it?
2. Was the U.S. military on Wake Island prepared to repel a Japanese attack? Why/why not? Give evidence to support your opinion.
3. In your own words, summarize the first attempt by the Japanese to take Wake Island. In your opinion, why did this first attempt to take the island fail?
4. Why was the attack on Wake Island significant?
5. Compose a journal entry (**minimum** ½ page) from the perspective of an American soldier on Wake Island on the eve of the first Japanese invasion. Discuss your thoughts, feelings, and your expectations for survival.

LIFE ON THE HOME FRONT

Name: _____ Period _____ Date _____

Directions: Read pages 749-754 in your textbook. Locate the information found within to answer the questions below. Use complete sentences in your response.

1. How did mobilizing the economy help end the Great Depression?

- Mobilizing economy for war production created millions of new jobs and nearly doubled average family's income.

2. What was the purpose of the Fair Employment Practices Commission? Why was its creation so significant?

- created to end discrimination in workplace

- 1st civil rights agency est. by Fed gov't since Reconstruction

3. How was mobilization of the work force during WWII similar to mobilization during WWI?

Answers will vary but should include connections b/t women in the workforce, Demand for A.A. work in factories and Mex. migrant workers to work the fields in the SW

4. Identify and describe 3 effects the migration for jobs had on American society during the 1940s.

1) Housing Crisis

- People came for jobs, but not enough housing

- gov't forced to build housing, schools, and community centers (\$1.2 Billion worth) to resolve problems

2) Racism/race riots

- A.A. came North for jobs

- often met w/ suspicion

- Riots in Detroit reflected this

3) Zoot Suit Riots

- Racial tensions b/w whites and Mexican Americans

Mexican Americans were viewed as containing excessive fabric

- Whites, after hearing that Mexican Americans had attacked some sailors, killed Mexican Americans in retaliation

5. Why were Japanese Americans moved to internment camps? What justification did FDR use for the creation of internment camps?

- Many people thought that they would not remain loyal to U.S. if faced w/ war w/ Japan

- War Dept. could declare any part of U.S. a military zone and remove anyone they wanted from that zone (security purposes)

6. What was the ruling in *Korematsu v. the United States*? In your opinion, do you agree or disagree with this ruling? Why? If you had lived during the 1940s, would your opinion have been the same? Why/why not? Explain your answer.

- relocation was constitutional b/c it was based not on race, but on "military urgency"

Answers will vary

7. Define rationing:

- Limiting availability and use of many products to ensure there was enough available for the military

8. Identify and describe three ways the American public aided the war effort. In your opinion, how many of these ways would Americans be willing to participate in today?

1) Ration coupons: red (meats) and blue (processed foods) were used to purchase goods

- Goods and products could only be purchased if they had enough coupons

2) Victory gardens: People planted gardens to grow own food rather than buy food that could go to military

3) Scrap drives: drives to collect rubber, tin, aluminum, and steel

4) Donations: pots, pans, tires, car bumpers, etc.

5) Fat-collecting stations: donate oils and fats for explosives. Americans exchanged bacon grease and meat drippings for extra ration coupons

9. What were two ways the U.S. paid for World War II?

1) Raising taxes

2) Selling bonds (both public and private industry)

LIFE ON THE HOME FRONT

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7. Define **rationing**:

8. Identify and describe three ways the American public aided the war effort. In your opinion, how many of these ways would Americans be willing to participate in today?

9. What were two ways the U.S. paid for World War II?

PUSHING THE AXIS BACK & THE END OF WWII

Standards

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Describe the goals of the two major offensives the allies launched in Europe in 1943.
- 2) Explain the American strategy for pushing the Japanese back in the Pacific.
- 3) Explain the tactics the allies used to invade Germany and to defeat Japan.
- 4) Outline the reasons the Allies created the United Nations and held war crimes trials.

Outline

- I. Bellwork: Complete *Geography and History* on page 762-763 in textbook. Answer both questions in *Learning From History* box.” (5 min)
- II. PP Lecture: Pushing the Axis Back (20 min)
- III. Activity: Video: WWII in Color (10 min)
- IV. Reading Guide: The War Ends: Germany (#1-2) (5 min)
- V. Discussion: The War Ends: Germany (5 min)
- VI. Reading Guide: The War Ends: Napalm (#3-4) (5 min)
- VII. Discussion: The War Ends: Napalm (5 min)
- VIII. Diadem: *In your opinion, do you support or oppose the use of napalm against the Japanese homeland? Why? Explain your answer.* (2 min)
- IX. Reading Guide: The War Ends: A-Bomb (#5-8) (10 min)
- X. Discussion: The War Ends: A-Bomb (15 min)
- XI. Reading Guide: The War Ends: U.N. & Nuremburg (#10-11) (7 min)
- XII. Discussion: The War Ends: U.N. & Nuremburg (10 min)
- XIII. Exit Ticket: “What were the reasons the Allies created the U.N. and held war crime trials?” (2-3 min)
- XIV. Homework: Study for WWII Exam

Sections IV, VI, IX, XI

Reading Guide will be completed in incremental sections (students will complete reading guide in 3-4 question sections then discuss).

A student will choose from a list of five completion options (see Choice PP) for each section (this selection will be removed from the list and may not be chosen again during the completion of this reading guide).

Section X & XII

Pose the following question to students as diadem/discussion questions (all contained on the Diadem PP entitled, *Pushing the Axis Back*):

- 1) After #6: Which argument do you most closely agree with? Why? Explain your answer.
- 2) After #7: Do you agree with his decision? Why/why not?
- 3) After #10: In your opinion, was the United Nations an improvement over the League of Nations? Why/why not?

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *World War II in Color: Triumph and Despair*. Prod. Lucy Carter, Alastair Laurence. Videocassette. A&E Television Networks, 1996.

Pushing the Axis Back

decisions/agreements reached @ Tehran Conference

1. Break up Germany after war to prevent future threat to world peace
2. Stalin promised to launch full scale offensive against Germany from E. after Allies invaded France from W.
3. Stalin promised to help fight Japan once Germany was defeated
4. Creation of int'l organization to keep peace after the war

Battle of Leyte Gulf significant-why?

- Largest Naval Battle in history
- 1st time Kamikaze attacks occurred

Operation Overlord (D-Day)

- Allied plan for invasion of Europe
- Objective: invade Europe through Normandy, France.
(U.S. through Utah and Omaha beaches)

Keys to success:

- 1) Weak German defenses
- 2) Allied transport ships had to move across English channel at night
- 3) Invasion force had to arrive at target at low tide (must see beach obstacles)
- 4) Low tide had to occur in AM so gunners could see targets
- 5) Airborne troop had to drop on a moonlight night

Island-Hopping campaign (Pacific)

Definition: taking of one island and then skipping to another

Reason for campaign:

- Saved U.S. from having to take every island in Pacific
- limited war to only those of greatest strategic importance (i.e. airfields for B-29)

THE WAR ENDS

Name: _____ Period _____ Date _____

Directions: Read pages 764-772 in your textbook. Locate the information found within to answer the questions below. Use complete sentences in your response.

1. In your own words, summarize what became known as the Battle of the Bulge. What was the German's objective? What were the most important events that occurred during the battle? What was the outcome of the battle?
2. What happened to Adolf Hitler in the final days of WWII?
3. Why was Iwo Jima an important military objective in the Pacific Campaign?
4. What is napalm? Why did the United States decide to use this type of weapon? Why was the use of napalm so controversial?

5. What was the Manhattan Project?
6. Identify and describe the 3 primary arguments regarding use of the atomic bomb.
7. Why did Truman decide to use the atomic bomb?
8. On what two Japanese cities were the Atomic bombs dropped? What effects/damage did they cause?
9. What caused the Japanese to finally surrender?

10. Identify and describe the two primary elements that comprised the United Nations.

11. What were the Nuremberg Trials? What was the purpose of the trials? Why was the U.S. so committed to the Nuremberg Trials?

THE WAR ENDS

Name: _____ Period _____ Date _____

Directions: Read pages 764-772. Locate the information found in your textbook to answer the questions below. Use complete sentences in your response.

1. In your own words, summarize what became known as the Battle of the Bulge. What was the German's objective? What were the most important events that occurred during the battle? What was the outcome of the battle?

Objective: capture port of Antwerp & cut off Allied supply lines

- German tanks broke through Am. lines after snow storm
- Goal: take Bastogne (major road intersection)
- Allies (outnumbered) held Bastogne
- German assault ends w/ failure to take Bastogne and lack of fuel and supplies
- Germany lost 100K men and massive amounts of equipment
- Result: Germany had little left to stop Allied advance on W. Front

2. What happened to Adolf Hitler in the final days of WWII?

- committed suicide in a bunker in Berlin
- body was doused w/ gasoline and set on fire to prevent Soviet capture

3. Why was Iwo Jima an important military objective in the Pacific Campaign?

- ½ way b/t Marianas Is. and Japan
- Marianas still too far from Japan to make successful bombing runs
- B-29s didn't have enough fuel left to correct course or adjust for high winds when they reached Japan

- had to drop bombs wherever and leave
 - Iwa Jima would allow B-29s to have enough fuel and adjust course to spend more time over Japan and find targets
4. What is napalm? Why did the United States decide to use this type of weapon? Why was the use of napalm so controversial?

- jellied gasoline designed to not only explode, but also start fires
- used to increase effectiveness of bombing campaigns over Japan
- Even if B-29 missed target, resulting fires would spread to target
- controversial b/c it did not discriminate b/t military and civilians
- Tokyo 1945: Napalm killed 80K people and destroyed 250K buildings

5. What was the Manhattan Project?

- U.S. program to build the atomic bomb
- U.S. first tested A-bomb 7/1945 in N.M.

6. Identify and describe the 3 primary arguments regarding the use of the atomic bomb. Which argument do you most closely agree with? Why? Explain your answer.

1) A-bomb killed civilians indiscriminately

- Alternate:
An economic blockade and conventional bombing would convince Japan to surrender

2) Warn Japan about A-bomb and allow Japan to keep its Emperor if it surrendered

3) Drop the A-bomb w/o warning and shock Japan into surrendering

7. Why did Truman decide to use the atomic bomb? Do you agree with his decision? Why/why not?

- advisors told him to expect massive casualties w/ invasion of Japan

Truman decided to use the A-bomb b/c he believed it was his duty to use every weapon available to protect American lives

8. On what two Japanese cities were the Atomic bombs dropped? What effects/damage did they cause?

1) Hiroshima ("Little Boy")

2) Nagasaki ("Fat Man")

Hiroshima: destroyed 75k buildings and killed b/t 80-120K people instantly

Nagasaki: 35-74k killed instantly

Neither number included those killed by/would die from radiation

9. What caused the Japanese to finally surrender?

1) USSR declared war on Japan

2) U.S. dropped 2nd A-bomb on Nagasaki

10. Identify and describe the two primary structural elements that comprised the United Nations. In your opinion, was the United Nations an improvement over the League of Nations? Why/why not?

The U.N. would have:

1) General Assembly

- (every member nation has 1 vote)

- Member could:

1. vote on resolutions

2. choose non-permanent members of Security Council

3. vote on U.N. budget

2) Security Council (11 members + 5 permanent members: USSR, USA, France, Britain, China)

- Each S.C. member has veto power

- Responsible for int'l peace and security

- Could investigate any int'l problem and propose settlements to countries that had disputes with each other

- could vote to take action to preserve peace (including military action)

11. What were the Nuremberg Trials and what was their purpose? Why was the U.S. so committed to the Nuremberg Trials (2 reasons)?

- Held to punish German leaders for war crimes

- 22 Nazis punished: 12 by hanging (e.g. Goering, Goebbels)

- In Japan, Emperor was not tried (US afraid it would cause uprising), but 18 leaders went to prison

U.S. felt that:

- 1) Germany and Japan should be punished for WWII and The Holocaust

- 2) Their sentencing and removal from power would lead to building of a better world

The War Ends

Battle of the Bulge

German Objective: capture port of Antwerp (Belgium) to cut off Allied supply lines

- German tanks rushed through Am. lines after snow storm
- Germany had to get to Bastogne (France): important road intersection
- Allies held out @ Bastogne, delaying German advance
- German assault failed (couldn't take Bastogne and ran out of fuel and supplies)
- Germany lost 100K men and massive amts. of equipment
- Result: had little left to stop Allied advance on W. Front

What happened to Adolf Hitler?

- commits suicide in bunker in Berlin before Soviets could arrest him
- body doused w/ gasoline and set on fire
- Grand Adm. Doenitz becomes leader of Germany

Battle for Iwo Jima

Strategic Objective: half way b/t Marianas Islands and Japan

Reason for Battle:

- U.S. B-29s flying from Marianas still too far away from Japan to make successful bombing runs
- B-29s didn't have enough fuel left when they reached Japan to adjust course to hit targets (had to drop their loads and leave)
- Iwa Jima would allow B-29s to get closer to Japan and have enough fuel left to be adjust course and find targets

napalm: jellied gasoline designed to not only explode, but also start fires

- used to increase effectiveness/devastation of bombing campaigns over Japan

- impact on war: Even if bombs missed targets, resulting fires would spread and take out target anyway
- controversial b/c it did not discriminate b/t military and civilians
- Tokyo fire-bombed in 1945: 80K people killed and 250K buildings destroyed

Manhattan Project

- Code name of U.S. program to build atomic bomb
- first A-bomb 7/1945 in NM
- Germany and G.B. had A-bomb projects before U.S., but U.S. 1st to successfully build and detonate A-bomb

arguments for use of A-bomb

- 1) bomb killed civilians indiscriminately
 - Economic blockade and conventional bombing would convince Japan to surrender
- 2) Warn Japanese about A-bomb and allow Japan to keep Emperor if they surrendered
- 3) "Shock & Awe": Drop bomb w/o warning and shock Japanese into surrendering

Truman decides to drop A- bomb- why?

- advisors told him to expect massive casualties if he invaded Japan
- Truman: use bomb b/c it was his duty to use every weapon available to protect Am. lives

Atomic bombs dropped on two Japanese cities

- Hiroshima ("Little Boy")
 - destroyed 75k buildings and 80-120K people killed instantly
- Nagasaki ("Fat Man")
 - 35-74k killed

- * Neither number included those killed by exposure to/effects of radiation

What caused Japanese to finally surrender?

- 1) USSR declared war on Japan
- 2) U.S. dropped 2nd atom bomb on Nagasaki

United Nations

- reason for creation: prevent another war

2 parts:

1) General assembly

- (every member nation would have 1 vote)
- could vote on resolutions
- choose non-permanent members of Security Council
- responsibility: vote on U.N. budget

2) Security Council

- (11 members + 5 permanent members: USSR, USA, France, Britain, China)
- Each security council member had veto power over others
- Responsible for int'l peace and security
- Could investigate any int'l problem and propose settlements to countries that had disputes w/ each other
- Could take action to preserve peace (including military action)

Nuremberg Trials

- Held to punish German leaders for war crimes
- 22 Nazis were punished, 12 by hanging (i.e. Goering, Goebbels)
- In Japan, Emperor was not tried (US afraid it would cause an uprising) but 7 leaders were executed

U.S. so committed to Nuremberg Trials:

- 1) Felt Germany & Japan should be punished for WWII and Holocaust

- 2) Those sentenced and removed from power would lead to building of a better world

WWII

Review Guide

Vocabulary

Fascism
Internationalism
Appeasement
Blitzkrieg
Nuremberg Laws
Wannsee Conference
Auschwitz
Lend-Lease Act
Hemispheric defense zone
Cost-plus contracts
Liberty Ship
Tuskegee Airmen
Fair Employment Practices Commission
Rationing
Nuremberg Trials

People

Benito Mussolini
Joseph Stalin
Adolf Hitler
Winston Churchill
Henry Kaiser

Places/Events/Misc.

Reasons why European powers practiced foreign policy of appeasement toward Germany
Mistakes made by Hitler at Dunkirk & Battle of Britain
Kristallnacht
Factors that limited Jewish Immigration to U.S.
Methods used to exterminate Jews

Factors that led to holocaust

Destroyers-for-bases deal

Atlantic Charter + provisions

3 Actions taken by FDR against Japan that forced Japan to attack U.S.

“Double V” Campaign

Japanese Naval strategy in WWII

Battle of Midway (why turning point in Pacific War)

Korematsu v the United States + ruling

3 ways American public aided war effort (i.e. victory gardens, etc.)

Operation Overlord (D-Day)

Island-hopping Strategy (Pacific)

Battle of the Bulge (goal of battle, major events during, result of battle)

Battle of Iwo Jima

Manhattan Project

Factors/events leading to surrender of Japan

Napalm (+ why destructive and controversial)

2 tactical errors made by Britain and France that allowed Germany to invade and ultimately defeat France

Essays

1. *Compare and contrast the rise of anti-democratic/fascist governments in Italy, Germany, and Japan. What common factors in each country led to the rise of these types of government? What differences exist between all three countries? In your opinion, why didn't an anti-democratic/fascist government appear in the United States during this time? Explain your answer.*
2. *Evaluate the effectiveness of the United Nations. Why was it established? How was it organized? In your opinion, was the U.N. an improvement over the League of Nations? Why/ why not? In your opinion, is an organization like the United Nations an effective organization for establishing/maintaining peace in the world today? Why/why not? Explain your answer and give specific examples.*

3. *Identify and describe four actions taken by The United States to limit Japanese aggression in Asia/the Pacific. In your opinion, did these actions/policies carried out by The United States lead to the Japanese decision to attack Pearl Harbor? Why/why not? Putting the actual aggressive act itself aside, who, in your opinion, is ultimately to blame for the attack on Pearl Harbor and ultimately WWII in the Pacific: The United States or Japan?*
4. *Compare and contrast the three main arguments for/against the use of the atomic bomb against Japan. Which of the three arguments do you most closely agree with? Why? In your opinion, was the decision to drop the bomb morally and ethically justified? Why/why not?*
5. *Compare and contrast the causes of WWI with those of WWII. In your opinion, could it have been possible to resolve the causes of WWI after the war so that they did not re-appear/become causes of WWII (i.e. ultimately prevent WWII)? Why/why not?*

WORLD WAR II

Directions: Follow all the directions for each section and read each question carefully!!

Part I: Matching (20 pts)

Directions: Match the word with the correct definition. Place your answer in the space provided.

- | | |
|-----------------------------------|---|
| _____ 1. Kristallnacht | a. Policy of giving concessions in exchange for peace |
| _____ 2. Appeasement | b. German military tactic, also known as Lightning War |
| _____ 3. Auschwitz | c. jellied gasoline that was designed to not only explode but also start fires |
| _____ 4. Liberty Ship | d. Limiting availability and use of products to ensure availability for everyone |
| _____ 5. Napalm | e. Basic cargo ship built by U.S. using method of mass production |
| _____ 6. Tuskegee Airmen | f. Policy that stated that entire Western half of Atlantic was part of Western Hemisphere and therefore neutral |
| _____ 7. Internationalism | g. African American Fighter squadron who fought in Italy |
| _____ 8. Rationing | h. Night of violence against Jewish people and businesses |
| _____ 9. Hemispheric defense zone | i. Idea that trade between nations creates prosperity and helps prevent war |
| _____ 10. Blitzkrieg | j. Nazi extermination camp that killed 1.6 million Jews |

Part II: Multiple Choice (50 pts)

Directions: For each of the following, place the letter that represents the **best possible answer** in the space provided.

- _____ 1. The Nuremberg Laws
- Took citizenship away from Jewish Germans
 - Required all Jewish Germans to move to concentration camps
 - Required all Jewish Germans to leave Germany
 - Authorized German police to shoot Jewish Germans
- _____ 2. The British Royal Air Force's attempt to save Britain from a German invasion became known as the
- Operation English Channel
 - Churchill Plan
 - Lebensraum
 - Battle of Britain
- _____ 3. What is a major belief of fascism?
- That individuals and nations should work together to be great
 - That government-run collective businesses are best
 - That a nation is more important than an individual
 - That individuals should elect government officials

- _____ 4. The Nazis' "final solution" referred to their plans to
 - a. Defeat France
 - b. Conquer Britain
 - c. Exterminate Europe's Jews
 - d. Rule Europe after conquering it

- _____ 5. The Neutrality Act of 1935 made it illegal for
 - a. American citizens to join another country's military
 - b. Americans to sell arms to any country at war
 - c. Congress to declare war on any country
 - d. Americans to join the Communist or Fascist party

- _____ 6. Roosevelt sent destroyers to Britain in exchange for
 - a. Cash
 - b. A promise to pay at war's end
 - c. U.S. bases on British-held territory
 - d. Manufactured British goods

- _____ 7. In their major offensive to liberate Europe, the Allies landed their invasion force in
 - a. Calais, France
 - b. Normandy, France
 - c. Hamburg, Germany
 - d. Warsaw, Poland

- _____ 8. Japan's goal in attacking Midway Island was to
 - a. Gain a base from which to attack Hawaii
 - b. Cut American supply lines to Australia
 - c. Destroy the American fleet
 - d. Gain control of resources on Midway

- _____ 9. How did the Allies drive back the Japanese in the Pacific?
 - a. By focusing on the Japanese carrier force
 - b. By bombing the islands and never going ashore
 - c. With kamikaze pilots
 - d. With an island-hopping campaign

- _____ 10. The American program to build the atomic bomb was called
 - a. The Manhattan Project
 - b. Operation Overlord
 - c. D-Day
 - d. Operation Liberty

- _____ 11. In the case *Korematsu v. the United States*, the Supreme Court ruled that relocation of Japanese Americans to internment camps was
 - a. Constitutional, but the government had to pay them for property losses
 - b. Unconstitutional, and they had to be released at once
 - c. Constitution because it was based on military urgency
 - d. Unconstitutional because it was based on race

- _____ 12. Which of the following was **not** a factor that contributed to the Holocaust?
- Hitler's control over the German nation
 - The lack of a strong tradition of representative gov't in Germany
 - German fear of the Gestapo/SS
 - Kristalnacht
- _____ 13. _____ rose to power by offering the working class full employment and social security and promising to restore Italy to the glory of the Roman Empire.
- Adolf Hitler
 - Benito Mussolini
 - Joseph Stalin
 - Winston Churchill
- _____ 14. Many European powers conducted a foreign policy of appeasement toward Hitler and Germany because
- The shadow of WWI loomed large, making European leaders fearful of another war.
 - Some thought Hitler's demand that all German-speaking regions of Europe be united with Germany was reasonable
 - Many people assumed that the Nazis would be more interested in peace once they gained more territory
 - All of the above
- _____ 15. All of the following were provisions of the Atlantic Charter, **except**
- Freedom of the Seas
 - Non-aggression
 - Contain Communism
 - Free trade
- _____ 16. The _____ called for an end to discrimination in the workplace and was the 1st civil rights agency established by the Federal government since Reconstruction
- Public Works Administration
 - Fair Employment Practices Commission
 - Civilian Conservation Corporation
 - Fair Employment Freedom Act
- _____ 17. Which of the following was **not** a factor that limited Jewish immigration to the United States?
- There were already too many Jewish Americans in the United States
 - High unemployment due to Great Depression made immigration an unpopular issue
 - Jews could not take any more than \$4 with them when they left Germany
 - US immigration policy did not provide exceptions for refugees or victims of persecution
- _____ 18. The _____ urged African Americans to join the war effort in order to achieve a double victory: a victory over Hitler's racism abroad and a victory over racism at home
- Tuskegee Referendum
 - Great Migration Campaign
 - "Double V" Campaign
 - Both A and C

- _____ 19. All of the following were methods the Nazis used to exterminate European Jews **except**
- a. Shoot them and pile the bodies in mass graves
 - b. Use poison gas and cremate the bodies
 - c. Put them in trucks and pump exhaust fumes in to kill them
 - d. Drown them in the Baltic Sea
- _____ 20. The American public aided the war effort by all of the following **except**
- a. Using Ration coupons
 - b. Holding scrap drives
 - c. Stealing vegetables from Canada
 - d. Building fat collecting stations
- _____ 21. Which of the following was **not** a mistake made by Hitler at Dunkirk?
- a. He stopped the attack before the assault was over because he didn't want to risk his tanks
 - b. He was convinced that the Luftwaffe alone could destroy the British and French forces
 - c. He thought Britain would be more likely to surrender if he didn't humiliate them by destroying their forces
 - d. He wanted to wait and send his naval fleet to block the British retreat across the English Channel
- _____ 22. In order for D-day to be a success, the allied needed
- a. Allied transport ships had to move across English channel at night
 - b. The invasion force had to arrive at the beaches at low tide (so they could see the beach obstacles)
 - c. To encounter weak Italian defenses
 - d. Both A and B
- _____ 23. In order for U.S. B-29s to make successful bombing runs on the Japanese homeland, the U.S. decided to attack and capture
- a. The Marianas Islands
 - b. Iwo Jima
 - c. Tarawa
 - d. Ewinetok
- _____ 24. The Battle of _____ was the last battle on the Western Front in which Germany went on the offensive to try and stop the Allied advance.
- a. El Alamein
 - b. Cassino
 - c. The Bulge
 - d. Stalingrad
- _____ 25. All of the following were events/causes that led to Britain's victory over Germany in the Battle of Britain **except**
- a. The Luftwaffe accidentally bombed London, which enraged the British
 - b. Britain developed radar, which allowed it to know ahead of time when the Luftwaffe was coming
 - c. Hitler, after British planes bombed Berlin, ordered a halt on the bombing of all British military targets and ordered the Luftwaffe to bomb only London
 - d. Britain had developed jet aircraft, which were superior to the German ME-109

Part III: Short Answer

Directions: Choose 1 of the following 2 questions and compose a response. Answer the question using complete sentences (minimum 4-5 sentences per question.) **Hint:** Composing each response as a mini essay (i.e. intro & conclusion) will equal more points earned.

1. What is Napalm? Why is it so destructive? Why was the use of napalm so controversial? In your opinion, would you have supported or opposed the use of napalm against the Japanese homeland? Why? Explain your answer.
2. Identify and describe the tactical errors made by Britain and France that allowed Germany to invade and ultimately defeat France.

Part IV: Essay (30 pts)

Directions: Choose ONE of the questions below and write an essay. Write the question number you will respond to. Be sure to **EXPLAIN YOUR ANSWER AND GIVE SPECIFIC EVIDENCE**. Remember, this is an essay: you need an introduction, body, and conclusion! Be sure to write in full sentences! Good grammar and spelling are a **MUST!!**

1. *Compare and contrast the rise of anti-democratic/fascist governments in Italy, Germany, and Japan. What common factors in each country led to the rise of these types of government? What differences exist between all three countries? In your opinion, why didn't an anti-democratic/fascist government appear in the United States during this time? Explain your answer.*
2. *Evaluate the effectiveness of the United Nations. Why was it established? How was it organized? In your opinion, was the U.N. an improvement over the League of Nations? Why/why not? In your opinion, is an organization like the United Nations an effective organization for establishing/maintaining peace in the world today? Why/why not? Explain your answer and give specific examples.*
3. *Identify and describe four actions taken by The United States to limit Japanese aggression in Asia/the Pacific. In your opinion, did these actions/policies carried out by The United States lead to the Japanese decision to attack Pearl Harbor? Why/why not? Putting the actual aggressive act itself aside, who, in your opinion, is ultimately to blame for the attack on Pearl Harbor and ultimately WWII in the Pacific: The United States or Japan?*
4. *Compare and contrast the three main arguments for/against the use of the atomic bomb against Japan. Which of the three arguments do you most closely agree with? Why? In your opinion, was the decision to drop the bomb morally and ethically justified? Why/why not?*

5. *Compare and contrast the causes of WWI with those of WWII. In your opinion, could it have been possible to resolve the causes of WWI after the war so that they did not re-appear/become causes of WWII (i.e. ultimately prevent WWII)? Why/why not?*

Part V: Extra Credit (6 pts)

Directions: Give the best possible answer for each of the following questions.

1. Who or what did Adolf Hitler blame for Germany's defeat in World War I?
2. Germany, Japan, and Italy were known as what alliance?
3. Who invented and mass produced the liberty ship?
4. What was the name of the government program that paid companies whatever it cost to make a product, plus a guaranteed percentage of these costs as profits?
5. Name 1 of the 2 Japanese cities upon which the atomic bomb was dropped.
6. What was 1 of the 2 factors that caused Japan to surrender in 1945?

Appendix C

Curriculum: The Early Cold War Years

ORIGINS OF THE COLD WAR

Standards:

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 6.2: Students now how societies have been affected by religious and political philosophies.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Identify the goals of both the USSR and the United States immediately after the war.
- 2) Identify and describe the causes of the Cold War.

Outline

- I. Bellwork: "We, as the United States, must prevent the spread of political ideologies that are different from our own. Agree/disagree, why?" (5 min)
- II. Reading Guide: Origins of the Cold War (7 min)
- III. Discussion: Origins of the Cold War (10 min)
- IV. Diadem #1: *In your opinion, how did the concerns/goals of the Soviet Union and those of the United States lead to tensions between the two countries?* (3 min)
- V. Reading Guide: Origins of the Cold War (5 min)
- VI. Discussion: Origins of the Cold War (10 min)
- VII. Diadem #2: *Why do you think the Declaration of Liberated Europe was issued (i.e. what purpose was it meant to serve)?* (2 min)
- VIII. PP Lecture: Causes of the Cold War (20 min)
- IX. Activity: Sources of Discord (30 min)
- X. Exit Ticket: What was 1 cause of the growing tensions between the U.S. and the Soviet Union?" (2-3 min)
- XI. Homework: Finish Reading Guide: Origins of the Cold War

Section IV & VIII

Diadem questions contained within *Cold War: Causes* PowerPoint.

Section IX

Distribute the handouts entitled, *Sources of Discord*. Included in this packet are six primary sources; two (Activity #1 & #2) under the heading, *Plans for Post-war Europe*, two (Activity #1 & #2) under the heading, *The Breakdown of Cooperation*, and two (Activity #1 & #2) under the heading, *Why Did Cooperation Break Down?*

Inform students that they will conduct an adaptation of a learning strategy called Jigsaw using all 4 of the primary source documents and corresponding activity. Explain to students that, upon the completion of instructions, they will be placed in teams of 4 (i.e. "base camp" team). The team will then choose a number (1-4) for each member of the team. The number chosen will denote which primary source document he/she will read.

Each student will then read his/her chosen primary source and complete questions posed on the corresponding handout. Stress to students that they are to become "specialists" on their chosen primary source as they will ultimately summarize and present the major points of their primary source document to their team members.

Once all primary sources have been read and corresponding questions posed on the handout answered, each team member will present the major points of their primary source to his/her team members. Stress to those students not presenting, that they should take notes regarding the information that is presented in order to more effectively complete the final phase of the activity.

Once all "base camp" team members have presented their information, return to their desks and compose (individually) a response (minimum 1 page) to the following question:

In your opinion, can a peaceful co-existence be established and maintained between Capitalism and Communism in a post-war Europe while at the same time meeting the perceived needs of both? Why/Why not? Explain your answer and give specific evidence from the primary sources.

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) Hahn, Lori; Moser, John. *Sources of Discord 1945-1946*. 2006. Edsitement: National Endowment For the Humanities, 19 June. 2006. 2 Nov. 2008 <http://edsitement.neh.gov/view_lesson_plan.asp?id=685>.

ORIGINS OF THE COLD WAR

Name: _____ Period _____ Date _____

Directions: Read pages 778- 782 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. In your own words, define the period that became known as the Cold War

Confrontation and competition b/t USA and USSR

2. Identify and describe three Soviet security concerns/goals that emerged after World War II.

1) Keep Germany weak and make sure countries b/t USSR and Germany were under Soviet control

2) Believed communism was superior to capitalism and should be encouraged in other nations

3) Capitalist countries would eventually try to destroy communism

3. Identify and describe three American economic concerns that emerged after World War II.

1) Economic growth key to world peace (promote growth and increase trade)

- Great depression caused WWII/rise of fascism

- Being closed off economically causes countries to go to war to get resources

2) Promote democracy and free enterprise

- Democracy protects people's rights which leads to more stability and peace

3) Free enterprise, w/ private property and limited gov't intervention is best way to prosperity

4. What was the Declaration of Liberated Europe (D.O.L.E)?

- Signed by Allies

- Stated "right of all people to choose own form of government"

5. Identify and describe the 3 provisions included in the Declaration of Liberated Europe (D.O.L.E).

1) Promised that all people of Europe would be allowed to create Democratic institutions of their own choice

2) Promised to create temp. gov'ts that represented all Democratic elements

3) Promised earliest possible elections of gov'ts responsible to will of the people

6. Summarize Truman's foreign policy view toward the Soviet Union. How was his approach different from that of Roosevelt?

- Truman strongly anti-communist and suspicious of Stalin

- felt appeasement had led to WWII and he would not appease Stalin

- FDR more interested in compromise and was viewed by Truman as being more interested in appeasement

- Truman took a hardline approach to dealing w/ Stalin

7. What are satellite nations? Why were they created?

Countries not under direct control of the Parent country, but must follow the policies approved by Parent country

To create a barrier b/t Soviet homeland and the West

8. What did the phrase "*iron curtain*" refer to?

Communist takeover of E. European countries and their separation (economically, politically, socially) from the West

ORIGINS OF THE COLD WAR

Name: _____ Period _____ Date _____

Directions: Read pages 778- 782 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. In your own words, define the period that became known as the **Cold War**.
2. Identify and describe three Soviet security concerns/goals that emerged after World War II.
3. Identify and describe three American economic concerns that emerged after World War II.
4. What was the Declaration of Liberated Europe (D.O.L.E.)?

5. Identify and describe the 3 provisions included in the Declaration of Liberated Europe (D.O.L.E.)

6. Summarize Truman's foreign policy view toward the Soviet Union. How was his approach different from that of Roosevelt?

7. What are satellite nations? Why were they created?

8. What did the phrase "*iron curtain*" refer to?

Origins of the Cold War

Cold War

- Confrontation and competition b/t the U.S. and the USSR over political ideologies (1946-1990)

3 Soviet security concerns/goals that emerged after World War II

- a. Keep Germany in weakened state & make sure countries b/t USSR and Germany were under Soviet control
- b. Believed communism was superior to capitalism and s/b encouraged in other nations
- c. Capitalist countries would eventually try to destroy Communism

3 American economic concerns that emerged after World War II

- 1) Economic growth key to world peace (promote growth and increase trade)
- 2) Great depression caused WWII/rise of fascism
-view: Being closed off economically causes countries to go to war to get resources
- 3) Promote Democracy and free enterprise
Democracy protects people's rights l(eads to more stability and peace)
- 4) Free enterprise, w/ private property + limited gov't intervention is the best way to prosperity

Declaration of Liberated Europe

- Signed by Allies
- Stated "right of all people to choose own form of government"

provisions included in the Declaration of Liberated Europe

- 1) Promised that all people of Europe would be allowed to create

Democratic institutions of their own choice

- 2) Promised to create temp. gov'ts that represented all Democratic elements
- 3) Promised earliest possible elections of gov'ts responsible to will of the people

Truman's foreign policy view toward USSR

- Truman strongly anti-communist and suspicious of Stalin
- felt that appeasement had led to WWII and he would not appease Stalin.

Truman vs. Roosevelt: how to deal w/ Soviet Union

- Roosevelt was more interested in compromise
- Truman took "hard-line" approach

satellite nations

Countries that are not under direct control of the parent country, but have to follow policies approved by parent country.

Created to keep buffer zone between Soviet homeland and West

"iron curtain"

Communist takeover of E. European countries and their separation (economically, politically, socially) from the West.

THE EARLY COLD WAR YEARS

Standards:

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.2: Students understand how economic factors have influenced historical events.
- 3) 6.2: Students now how societies have been affected by religious and political philosophies.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Describe Truman's view of the Soviet Union and the policy of containment.
- 2) Evaluate the causes and effects of the Korean War.

Outline

- I. Bellwork: "What was 1 cause/issue that led to increasing tensions between the U.S. and the Soviet Union?" (5 min)
- II. Activity: Dealing With the Soviet Union (25 min)
- III. Class Composed Notes: The Early Cold War Years (15 min)
- IV. Activity: Containment in Practice (20 min)
- V. Class Composed Notes: The Early Cold War Years (20 min)
- VI. Exit Ticket: "What caused the Korean War?" (5 min)
- VII. Hmwk: Reading Guide: The Cold War and American Society

Section II

Distribute to students the activity packet entitled, *Dealing with the Soviet Union*. Included in this packet are 2 student choices: 1) two primary sources entitled, *Why Did Cooperation Break Down?*, and 2) an activity in which students must design a foreign policy plan for dealing with the Soviet Union.

****Option:** If time, instruct students to pair with another group who has completed the opposite set of primary sources and discuss their interpretations of the documents.

Section III

Students will be instructed to select a partner of his/her choosing. They will then be instructed to select a topic (found within section 2 of Chapter 26) and create a set of notes for that topic. Topics will be draw from a hat.

Each group will be allowed 10 minutes to compose their notes. Each group will then present their notes in front of the class and the instructor will type each group's notes into the computer/display them on the screen.

The instructor should guide student notes/presentations to ensure the correct information is presented.

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *United States History Video Collection: The Cold War (vol. 21)*. (1996). Schlessinger Video Productions.
- 3) Hahn, Lori; Moser, John. *Sources of Discord 1945-1946*. 2006. Edsitement: National Endowment For the Humanities, 19 June. 2006. 2 Nov. 2008
<http://edsitement.neh.gov/view_lesson_plan.asp?id=685>.

DEALING WITH THE SOVIET UNION

Scenario

The year is 1945. The war in Europe is over. Yet while the United States has eliminated Nazi Germany as a threat to peace and freedom in the World, a new threat has begun to emerge: the once trusted ally of Stalin and the Soviet Union. Newly appointed President Harry S. Truman has made it very clear that he is suspicious of Stalin. His only response when asked how to deal with the Soviets: "We must stand up to them."

Yet while Truman wants to stand up to the Soviets, he is unsure how he should do so. To help him, the President has created the *November Project*: a special task force established to create a foreign policy plan to deal with the Soviet Union and has appointed you as its chief foreign policy engineer.

Task

Choose 1 of the following 3 tasks to complete:

Task #1(GOLD)

Complete the following 2 phases:

Phase #1

Read the primary source handout (attached) entitled, *Why Did Cooperation Break Down?*

Phase #2

Compose an editorial (minimum 2/3 page) that answers the following question:

Are Keenan's conclusions/assumptions regarding the Soviet Union correct or, in your opinion, does there exist a more effective way for the United States to deal with the Soviet Union?

Explain your answer and include specific evidence.

Task #2 (SILVER)

Complete the following 2 phases:

Phase #1

Read the primary source handout entitled, *Making Decisions*.

Phase #2

Compose a brief editorial (**minimum** ½ page) that answers the following questions:

- 1) In your own words, summarize what you interpret to be Truman's plan (i.e. "doctrine") as described in this speech.
- 2) What were 3 events that led President Truman to issue this doctrine as a foundation/"guide" of U.S. foreign policy? (Explain in detail)
- 3) How do you think the Soviet Union would have responded to this speech (and the doctrine contained within)? (Explain in detail)
- 4) In your opinion, did Truman present a realistic and effective foreign policy plan in this speech or is there an alternative that would be better suited for dealing with the Soviet Union? (Explain in detail)

Task #3 (BRONZE)

Watch the video discussing the causes of the Cold War. Compose a set of video notes (**minimum** 1 page) that identifies:

- 1) Significant people, places, events
- 2) Causes of the Cold War

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Total Points: 20

Time: 25 minutes

RUBRIC: DEALING WITH THE SOVIET UNION

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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The Early Cold War Years

Long Telegram

- a long-term, patient but firm and vigilant containment of the USSR would ultimately lead to a collapse of the Soviet system and thus a freed Europe (i.e. Soviets could be beaten without going to war)

containment: Keeping communism within its present territory and not allowing it to expand through the use of diplomatic, economic, and military action

Truman Doctrine

pledged U.S. support to any country or peoples who were resisting communism (i.e. fight communism worldwide).

Marshall plan

- Offered any European nation American aid to rebuild their economies
- ultimately helped rebuild W. Europe's economy and weakened appeal of communism

3 Effects of the Berlin Airlift

- 1) airlift became symbol of American determination to stand by not only Berlin, but also Europe itself
- 2) Also to stand up to communism
- 3) Convinced many Americans that USSR bent on world conquest

NATO

- North Atlantic Treaty Organization
- mutual defense alliance (attack on 1 is attack on all)
- Soviets created Warsaw Pact (own version of NATO)

American foreign policy toward Japan

- After WWII, US thought China would help contain USSR
- Communist Revolution in China ruined USA plan
- After fall of China, U.S. now looked to Japan as key to defending Asia against communism
- U.S. adopted policies that led to rapid recovery of Japan's industrial economy

Korean War

- Both US and USSR sent troops into Korea after WWII to disarm Japanese troops
- USSR agreed to disarm N of 38th parallel and US South.
- Result: North became Communist, South Democratic.
- W/ start of Cold War, negotiations broke down to reunify Korea
- USSR quickly re-armed N. Korea
- N. Korea invaded S. Korea to reunify the country

Why did China become involved in Korean War?

- China saw advancing U.N. troops as threat
- warned U.N. to stop advance into N. Korea
- When U.N. ignored warning, Chinese forces invaded Korea and pushed U.N. back across 38th parallel

Truman fires MacArthur

- MacArthur upset China had entered war
- wanted to expand war by attacking China w/ A- bomb
- When Truman refused, MacArthur publicly criticized Truman for lack of commitment to victory

limited war: war fought to achieve a limited objective (i.e. containing communism)

Korean War an important turning point in Cold War-why?

- Prior to Korea, U.S. had preferred to use political pressure and economic aid to contain communism

- After Korea, U.S. began a major military build-up and prepared to use its military to also contain communism

3 effects Korean War had on U.S. foreign policy in Asia

- 1) Spread Cold War to Asia
- 2) U.S. b/c more militarily involved in Asia by signing defense agreements w/ Japan and Australia
- 3) U.S. aid began to flow to Allied countries and to French forces fighting communism in Vietnam

The Early Cold War Years

Long Telegram

containment:

Truman Doctrine

Marshall plan

3 Effects of the Berlin Airlift

NATO

American foreign policy toward Japan

Korean War

Why China became involved in Korean War

Truman fires MacArthur

limited war:

Korean War an important turning point in Cold War-why?

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containment:

Truman Doctrine

Marshall plan

3 Effects of the Berlin Airlift

NATO

American foreign policy toward Japan

Korean War

Why China became involved in Korean War

Truman fires MacArthur

Limited war:

Korean War an important turning point in Cold War-why?

3 effects Korean War had on U.S. foreign policy in Asia

COMBATING IDEOLOGIES: COMMUNISM VS. RADICAL ISLAM

Scenario

On September 11th, 2001, at 8:55 A.M., a Boeing 767 slammed into the South Tower of the World Trade Center. At that instance the world changed. The United States has faced many enemies; few of which have actually attacked us on our own soil. Protected by two vast oceans, the United States often viewed itself as virtually “untouchable”; immune from the threat of attack by countries abroad. Until 9/11, this view had, in virtually every instance, held true. In the past, we knew who our enemies were. They had a clear and easily identifiable face and location (i.e. home country).

However, the attack on the Twin trade Towers did not come from a “rogue” nation or enemy of the state in the traditional sense. Instead the attack was carried out by a group of men who were united by no other connection than a common ideology based on a hatred of the United States and its policies.

In response to 9/11, our President and government has embarked on a quest to purge this world of those who carry out acts of terrorism. This “War on Terror” is now entering its seventh year and while achieving some success, it has also lead to seemingly endless struggles in places like Iraq and Afghanistan. Many Americans, while initially supporting the actions of the government and the President, have begun to grow impatient at the seemingly lack of progress...

The President, along with members of Congress have begun to realize that to effectively combat global terrorism (and radical Islam), the United States cannot rely exclusively on “traditional” methods (i.e. military warfare). Instead, they must use other tactics...

Task

Choose 1 of the following 3 tasks to complete:

Task #1 (GOLD)

Compose a compare and contrast essay (**minimum** ½ page) that identifies and describes the different policies used by the United States to combat the spread of Communist ideology during the early Cold War years. Answer the following questions within your speech:

- 1) Compare and contrast Communism and Radical Islam (i.e. the view of the “West” held by each and the goals of each).
- 2) In your own words, summarize US foreign policy (include the 3 foreign policy programs) toward the Soviet Union during the early Cold War years (1946-1950).
- 3) In your opinion, which (if any) of the foreign policy programs implemented to combat the spread of Communism during the early Cold War years, would prove effective today in combating the spread of Radical Islam? Why?
- 4) Is it possible (i.e. realistic) to stop/limit the spread of an ideology (political, theological, or otherwise)? Why/why not?

Task #2 (SILVER)

Complete the following 2 phases:

Phase #1

Read the primary source handout entitled, *Containment or Liberation*. Answer the four questions posed under the heading Reader Response on a separate sheet of notebook paper.

Phase #2

Compose a brief editorial (**minimum** ½ page) that states your support for or opposition to Dulles view of containment AND whether or not his views (if incorporated into an actual policy) would work to combat the spread of Radical Islam.

Task #3(BRONZE)

Create a political cartoon that clearly and accurately depicts your opinion to the following question:

A policy of containment can and will prevent the spread of Radical Islam. Agree/disagree, why?

Include the following within your cartoon:

- 1) A clear and accurate depiction of the policy of containment
- 2) A clear and accurate depiction of your opinion as to the effectiveness of containment in preventing the spread of Radical Islam
- 3) Color
- 4) Detail

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Points: 20

Time: 20 Minutes

Rubric: Combating Ideologies

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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Rubric: Combating Ideologies: Cartoon

CATEGORY	4	3	2	1
Attractiveness & Organization	The cartoon has exceptionally attractive formatting and well-organized information.	The cartoon has attractive formatting and well-organized information.	The cartoon has well-organized information.	The cartoon's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All elements in the cartoon are accurate and easily understood.	All elements in the cartoon are accurate and understood	1 of the elements in the cartoon are accurate. Cartoon somewhat confusing	Neither element in the cartoon. Cartoon confusing.
Writing - Mechanics	Capitalization and punctuation are correct throughout the cartoon.	Capitalization and punctuation are correct throughout the cartoon after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the cartoon even after feedback from an adult.	There are several capitalization or punctuation errors in the cartoon even after feedback from an adult.
Writing - Grammar	There are no grammatical mistakes in the cartoon.	There are no grammatical mistakes in the cartoon after feedback from an adult.	There are 1-2 grammatical mistakes in the cartoon even after feedback from an adult.	There are several grammatical mistakes in the cartoon even after feedback from an adult.

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THE COLD WAR AND AMERICAN SOCIETY

Name: _____ Period _____ Date _____

Directions: Read pages 790-796 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. What caused the Red Scare in the United States during the 1950s?

2. Define **subversion**:

3. Identify and describe the Loyalty Review Program. What was it designed to do?

4. Identify and describe HUAC. What was it designed to do?

5. Who were Julius and Ethel Rosenberg?
6. What was Project Venona?
7. Who was Joseph McCarthy? Why did he achieve a prominent political position during the 1950s?
8. Define **McCarthyism**: What were the effects of McCarthyism? What happened to Joseph McCarthy?
9. Identify and describe the “duck-and-cover” technique. Why was this technique viewed as being ineffective?

10. Define **fallout**:

11. Compare and contrast American paranoia during the 1950s (Soviet Union and a nuclear attack) with American paranoia today (terrorism). How are they similar? How are they different? In your opinion, did the American public have a reason to be worried about the Soviet Union and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason to be worried about terrorism or are we just being paranoid? Why? Explain your answer.

THE COLD WAR AND AMERICAN SOCIETY

Standards

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.
- 3) 5.1: Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Evaluate the impact of the new Red Scare and McCarthyism on American Society.
- 2) Discuss how American society reflected fears of the nuclear age.

Outline

- I. Bellwork: "In a time of threats to national security, the United States government should be allowed to violate the civil rights of its citizens." Agree/disagree, why?" (2-3 min)
- II. Discussion: The Cold War and American Society (10 min)
- III. Video: *Good Night and Good Luck* (75 min)
- IV. Exit Ticket: "In what way did American Society reflect fears of the nuclear age?" (2-3 min)
- V. Hmwk: The Red Scare and Terrorism

Section II

Pose the following questions during discussion:

1. After #5: Based on what you have read, do you feel that the Rosenbergs were guilty of the charges against them? Why/why not?
2. After #11: In your opinion, did the American public have a reason to be worried about the Soviet Union and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason to be worried about terrorism or are we just being paranoid? Why? Explain your answer.

Section IV

The video segments shown include the following:

- 1) 3:25-47:27
- 2) 51:00-1:19:00

3) 1:24:31- 1:27:23

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *Good Night, and Good Luck*. Dir. George Clooney. Perfs. David Strathairn, Patricia Clarkson, George Clooney, Jeff Daniels. Warner Brothers Entertainment, Inc. 2005.

THE COLD WAR AND AMERICAN SOCIETY

Name: _____ Period _____ Date _____

Directions: Read pages 790-796 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. What caused the Red Scare in the United States during the 1950s?

- Soviet spy defected and produced documents that showed a massive effort by USSR to put spies in US gov't

- Goal: gain knowledge of the A-bomb

2. Define **subversion**:

- effort to secretly weaken a society and overthrow its gov't

3. Identify and describe the Loyalty Review Program. What was it designed to do?

- Program est. to screen all Fed. employees to identify possible Communist

- made employees sign and take oath of loyalty to U.S.

- looked at anyone as being suspicious who read certain books, traveled overseas, or even watched certain foreign films.

4. Identify and describe HUAC. What was it designed to do?

- Held public hearings on Communist subversion

- Goal: to expose communists and communists sympathizers

- Also infiltrated groups suspected of being communist and wiretapped phones

5. Who were Julius and Ethel Rosenberg? Based on what you have read, do you feel that the Rosenbergs were guilty of the charges against them? Why/why not?

- couple charged as being members of Communist party and giving A-bomb info to the USSR

6. What was Project Venona?

- A gov't project that cracked the Soviet spy code

- confirmed extensive spying by the USSR within the U.S.

7. Who was Joseph McCarthy? Why did he achieve a prominent political position during the 1950s?

- Senator from WI.

- gained political office by accusing others of being communists

- gained nat'l attention when he claimed he had list of known communists who worked in the state dept.

8. Define **McCarthyism**: What were the effects of McCarthyism? What happened to Joseph McCarthy?

- Tactic of damaging reputations w/ vague and unfounded charges

- It ruined careers, colored political life, and influenced popular culture

- popularity faded when he couldn't produce the list of communists

9. Identify and describe the "duck-and-cover" technique. Why was this technique viewed as being ineffective?

- Supposed to defend a person from A-Bomb blast

- if A-bomb went off, you were to get under your desk, turn away from the window, and cover your head w/ your hands

- Experts knew this only made people feel safe and that it would not protect them from A-bomb

- Fact: for every 1 person killed by a nuclear blast, another 4 died from radiation fallout

10. Define **fallout**:

- Radiation left over by a nuclear blast

11. Compare and contrast American paranoia during the 1950s (Soviet Union and a nuclear attack) with American paranoia today (terrorism). How are they similar? How are they different?

Similar:

- 1) Suspicion toward people that disagreed with gov't
- 2) People of certain ethnic groups
- 3) Threat of attack (A-bomb & terrorism)

Different:

- 1) Communism was about communists in gov't/conveting citizens to communism + attacks
- 2) Terrorism concern over attacks only
- 3) Ways citizens could be "safe":
 - "duck and cover"
(communism)
 - plastic covered windows
(terrorism)

THE COLD WAR AND AMERICAN SOCIETY

subversion: effort to secretly weaken a society and overthrow its gov't

Cause of Red Scare

- Soviet spy defected
- produced documents revealing a massive effort by Soviet Union to infiltrate organizations and gov't agencies in the U.S.
- Goal: gain knowledge of the atomic bomb

Loyalty Review Program

- Est. to screen all fed. employees to determine if any were Communist and made them take an oath of loyalty to the U.S.
- Suspicious if read certain books, traveled overseas, or even watched certain foreign films.

HUAC

- Held public hearings on Communist subversion.
- Goal: expose communists and Communists sympathizers.
- Also infiltrated groups suspected of being communist and wiretapped phones

Julius and Ethel Rosenberg

couple charged as being members of the Communist party and giving atomic bomb information to the Soviet Union.

Project Venona

- gov't project that cracked the Soviet spy code
- confirmed extensive spying by the Soviet Union within U.S.

Joseph McCarthy

- Senator from WI
- Gained office by accusing others of being Communists

- Gained national attention after stating he had list of known communists who worked in the State Dept

McCarthyism: Tactic of damaging reputations with vague and unfounded charges

Effects:

- It ruined careers, colored political life, and influenced popular culture
- McCarthy's popularity faded when he couldn't produce his list of Communists

"duck-and-cover" technique

- if a bomb went off, you were to get under your desk, turn away from the window, and cover your head with your hands
- this only made people feel safe; would not protect them from effects of bomb
- Discovered that for every person killed by a nuclear blast, another 4 died from radiation fallout.

Fallout: Radiation left over by a nuclear blast

How did the Cold War affect life for Americans during the 1950s?

- Prepared for a surprise attack
- People worried about Nuclear attack
- watched films and read books about Communist infiltration in the U.S.

Fear of Communism vs. terrorism

Similar:

- 1) Suspicion toward people that disagreed with gov't
- 2) People of certain ethnic groups
- 3) Threat of attack (A-bomb & terrorism)

Different:

- 1) Communism was about communists in gov't/converting citizens to communism + attacks
- 2) Terrorism concern over attacks only
- 3) Ways citizens could be "safe":
 - "duck and cover" (communism)
 - plastic covered windows (terrorism)

GOOD NIGHT AND GOOD LUCK

Name: _____ Period: _____ Date: _____

1. What does Murrow say that the problem is with America?

We as Americans don't like to deal with bad news and the tough issues. We like our comfortable lives but need to question our surroundings

2. What does the signing of a loyalty oath symbolize?

Loyalty as an American, denouncing communism

3. Why was Milo Radulovich released from the Air Force Reserve?

He had relatives that read communist newspapers

4. Why is the CBS executive concerned about running Murrow's story on Milo Radulovich?

It will draw attention to the network and could call into question their loyalty as Americans

5. What does Murrow call into question during his broadcast regarding the case of Milo Radulovich?

That no evidence has been revealed that links Radulovich with communism.

6. What is the atmosphere of the newsroom like before the broadcast?

Tense, uncertain

7. What is in the envelope that Joe receives from Don in the Senate building? Why do you think he is given this information?

Information that states that Murrow was on the Communist payroll in the 1930s.

To discredit Murrow and his story, to warn him/the network to stop calling into question the government's actions regarding searching for communists

8. Why does Fred ask all of the newsroom reporters to tell him about any and all communist links prior to running the piece on McCarthy?

He knows that McCarthy and the government will come after anyone who questions the search for communists in America

9. Why is Murrow going back through all of McCarthy's video taped testimony?

To search for any information/sound bites that may prove that McCarthy's hearings are not factual based

10. What is Murrow claiming in his news-program about the McCarthy hearings?

That the line between investigating and persecuting is a fine one; that dissent does not mean disloyalty. Accusation is not proof. Due process must be upheld

11. What does Murrow mean when he says "We cannot defend freedom abroad by deserting it at home."?

That we as a country must "practice what we preach", that we must demonstrate democracy with our own people before we can teach it to others

12. What does the reaction of Senator McClullen to the hearing proceedings suggest about the overall progress of the McCarthy hearings?

That people are getting frustrated with the lack of evidence in the proceedings

13. How does McCarthy respond to Murrow's claims that his communist hearings are not based on fact?

That Murrow is just trying to cover the identities of communists

14. What does Murrow say about his belief of the relations between people and the idea of communism?

That people can talk about communism but not be communist

15. What does Murrow say TV news should focus on?

Issues that matter to society that impact the lives of Americans

That unless TV brings light to the issues that impact the lives of Americans and ask them to question the institutions within their lives, that they will be taken advantage of and become isolated to the issues of the day

GOOD NIGHT AND GOOD LUCK

Name: _____ Period: _____ Date: _____

1. What does Murrow say that the problem is with America?

2. What does the signing of a loyalty oath symbolize?

3. Why was Milo Radulovich released from the Air Force Reserve?

4. Why is the CBS executive so concerned about running Murrow's story on Milo Radulovich?

5. What does Murrow call into question during his broadcast regarding the case of Milo Radulovich?

6. What is the atmosphere like in the Newsroom before and after Murrow's broadcast? Why?

7. What is in the envelope that Joe receives from Don in the Senate building? Why do you think he is given this information?
8. Why does Fred ask all of the newsroom reporters to tell him about any and all communist links prior to running the piece on McCarthy?
9. Why is Murrow going back through all of McCarthy's video-taped testimony?
10. What is Murrow claiming in his news-program about the McCarthy hearings?
11. What does Murrow mean when he says "We cannot defend freedom abroad by deserting it at home."?
12. What does the reaction of Senator McClullen to the hearing proceedings suggest about the overall progress of the McCarthy hearings?

13. How does McCarthy respond to Murrow's claims that his communist hearings are not based on fact?

14. What does Murrow say about his belief of the relations between people and the idea of communism?

15. What does Murrow say TV news should focus on?

EISENHOWER'S POLICIES

Standards

This lesson fulfills the following CO state History standards:

- 1) 1.1: Students know the general chronological order of events and people in history.
- 2) 4.1: Students understand the impact of scientific and technological developments on individuals and societies.
- 3) 4.2: Students understand how economic factors have influenced historical events.
- 4) 5.1: Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Objectives

At the conclusion of this lesson, students will be able to:

- 1) Evaluate Eisenhower's military and foreign policies and their impact on the Cold War.
- 2) Debate the effectiveness of Eisenhower's foreign policy in the Middle East.

Outline

- I. Bellwork: "The threat of using a nuclear bomb is enough to keep a country from becoming aggressive." Agree/disagree, why? (5 min)
- II. Activity: Red Scare and Terrorism (20 min)
- III. PP Lecture: Eisenhower's Policies (20 min)
- IV. Activity: Eisenhower and U.S Foreign Policy: An Effective Strategy for Iran? (20 min)
- V. PP Lecture: Eisenhower's Policies (20 min)
- VI. Exit Ticket: "What was Eisenhower's "New Look"? (5 min)
- VII. Hmwk: Study for Exam: Early Cold War

Sections III & V

Allow students the option of either acquiring this section of notes via independent completion of the Reading Guide entitled, *Eisenhower's Policies*, or via PowerPoint Lecture notes.

Resources:

- 1) Appleby, J., Brinkley, A., Broussard, A., McPherson, J., & Ritchie, D. (2003). *The American Vision*. Glencoe, McGraw-Hill.
- 2) *United States History Video Collection: The Middle East* (vol. 24). (1996). Schlessinger Video Productions.

THE RED SCARE AND TERRORISM: A SIMILAR STATE OF FEAR?

Task

Choose 1 of the following 3 tasks to complete

Task #1 (GOLD)

Compose a reflection essay (**minimum** 1 page) that discusses the major themes/topics contained within the film, *Good Night and Good Luck*.

Discuss the following topics within your essay:

- 1) The film's suggestion and portrayal of the acceptance of a cultural and political ideology different from our own.
- 2) The film's implication that there is justification in questioning the actions of a one's own government in times of fear and paranoia.
- 3) Compare/contrast the Red Scare of the 1950s with other periods in our nation's history in which the rights of American citizens were perceived as being violated (e.g. Red Scare of 1919, actions by gov't during WWI, WWII, etc.). **Minimum of 3 comparisons**

Task #2 (SILVER)

Compose an editorial (**minimum** 2/3 page) that clearly and accurately explains your opinion of whether the Red Scare was a legitimate reaction to the Communist threat or a reaction to a state of paranoia that allowed the government and other organizations to abuse the rights of citizens. Answer the following questions within your editorial:

- 1) What caused the Red Scare in the 1950s?
- 2) What were three programs/organizations established to combat the Communist threat in the U.S.?
- 3) In your opinion, was the threat of Communist subversion real or simply a reaction to Communist paranoia? Explain your answer.
- 4) In your opinion, were the actions taken by the programs/organizations established to combat communist

subversion justified or were they a violation of the rights of American citizens? Explain your answer.

- 5) Compare and contrast American paranoia during the 1950s (Communism and a nuclear attack) with American paranoia today (radical Islam and terrorism). How are they similar? How are they different?
- 6) In your opinion, did the American public have a reason to be worried about Communist subversion and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason to be worried about radical Islam and terrorism or are we just being paranoid? Why? Explain your answer.
- 7) As an American citizen, how can you tell the difference between a legitimate threat and simple paranoia?

Task #3 (BRONZE)

Complete the following 2 steps:

Step 1

Create a political cartoon that clearly and accurately communicates your opinion of whether the Red Scare was a legitimate reaction to the Communist threat or a reaction to a state of paranoia that allowed the government and other organizations to abuse the rights of citizens.

Include the following within your cartoon:

- 1) An illustration that accurately and appropriately communicates your opinion to the question posed above.
- 2) Color
- 3) Detail

Step 2

Compose a written mini-editorial/caption (**minimum** 1/2 page) that answers the following questions:

- 1) Compare and contrast American paranoia during the 1950s (Communism and a nuclear attack) with American paranoia today (radical Islam and terrorism). How are they similar? How are they different?
- 2) In your opinion, did the American public have a reason to be worried about Communist subversion and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason

to be worried about radical Islam and terrorism or are we just being paranoid? Why? Explain your answer.

- 3) As an American citizen, how can you tell the difference between a legitimate threat and simple paranoia? Explain.

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Points: 20

Time: 20 Minutes

Rubric: The Red Scare and Terrorism (Writing)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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Rubric: Red Scare and Terrorism (Political cartoon)

CATEGORY	4	3	2	1
Attractiveness & Organization	The cartoon has exceptionally attractive formatting and well-organized information.	The cartoon has attractive formatting and well-organized information.	The cartoon has well-organized information.	The cartoon's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content - Accuracy	All elements in the cartoon are accurate and easily understood.	All elements in the cartoon are accurate and understood	1 of the elements in the cartoon are accurate. Cartoon somewhat confusing	Neither element in the cartoon. Cartoon confusing.
Writing - Mechanics	Capitalization and punctuation are correct throughout the cartoon.	Capitalization and punctuation are correct throughout the cartoon after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the cartoon even after feedback from an adult.	There are several capitalization or punctuation errors in the cartoon even after feedback from an adult.
Writing - Grammar	There are no grammatical mistakes in the cartoon.	There are no grammatical mistakes in the cartoon after feedback from an adult.	There are 1-2 grammatical mistakes in the cartoon even after feedback from an adult.	There are several grammatical mistakes in the cartoon even after feedback from an adult.

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EISENHOWER'S POLICIES

Name: _____ Period _____ Date _____

Directions: Read pages 797-802 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. What did Eisenhower believe was the key to victory in the Cold War?

- Military alone would not win the war, but also a strong economy

U.S. had to show the world that free enterprise could produce a more prosperous society than communism

Economic prosperity would also prevent Communists from gaining support in the U.S. and protect society from subversion

2. What was Eisenhower's "More Bang for the Buck" theory?

Instead of maintaining a large and expensive army, the U.S. should be prepared to use atomic weapons in all forms

3. Identify and explain the policy of massive retaliation.

Best way to avoid fighting a war was to threaten to use nuclear weapons if a Communist state tried to seize territory by force

Eisenhower decreased size of army and increased number of nuclear weapons

4. What were three effects that the launching of the Soviet spacecraft *Sputnik* had on the United States?

a. It alarmed Americans who took it as a sign that the U.S. was falling behind in missile technology

b. It causes the creation of NASA: coordinated research in rocket science and space exploration

c. It caused the creation of the National Defense Education Act which provided funds for education and training in science, math, and foreign language

5. Define **brinkmanship**:

The willingness to go to the brink of war to force the other side to back down

6. What did the Korean War achieve for the United States?

It was not a victory, but did stop the spread of communism- the goal of containment

7. What was Eisenhower's foreign policy goal with regards to the Middle East?

He didn't want any Middle Eastern country aligning with the Soviet Union

8. How did the Suez Crisis affect U.S. relations with Middle Eastern countries? Soviet relations?

U.S. negatively affected because they supported Britain and France

USSR seen as fighting for sovereignty of Arab nations and began sending aid to Arab countries

9. What was Eisenhower's policy for dealing with Communist uprisings in other countries?

Conduct covert (hidden) operations that were to be conducted by the CIA

10. Why did most of the covert operations conducted by the CIA happen in developing nations? What were covert operations intended to do?

Developing nations blamed European and American imperialism for their problems

They looked at the USSR as a model of how to industrialize their countries

They often threatened to nationalize foreign businesses operating in their countries

They were intended to overthrow the anti-American leaders and replace them with pro-American leaders

11. In your own words, summarize the United States' covert operation in Iran in 1953.

Iran nationalized the Anglo-Iranian oil company

They also seemed ready to make an oil deal with the Soviet Union

The leader of Iran was pro-U.S. but was forced into exile by the anti-American Prime Minister

The U.S. conducted covert operations and arranged a coup that ousted the Prime Minister and put the Shah back in power.

12. Who was Nikita Khrushchev? How was his political philosophy different from Stalin's? How did it change after the Hungarian uprising?

Khrushchev became leader of the USSR 3 years after Stalin died

believed in "peaceful coexistence" with capitalism (i.e. USA) until the Hungarian uprising in 1956

After that, he was forced to reassert Soviet power and the superiority of communism

He took more of a hard-line approach to dealing with the U.S., but was also more willing to negotiate than Stalin

13. In your own words, define **military-industrial complex**. Why was this viewed by many as being a negative influence on the United States?

The United States was becoming a society and economy based on military development and arms production

This was turning America into a military economy, rather than a free market economy and this could threaten democracy

EISENHOWER'S POLICIES

Name: _____ Period _____ Date _____

Directions: Read pages 797-802 in your textbook. Use the information found within to answer the questions below. Write complete sentences for your response.

1. What did Eisenhower believe was the key to victory in the Cold War?

2. What was Eisenhower's "More Bang for the Buck" theory?

3. Identify and explain 3 provisions that were included in the policy of massive retaliation.

4. What were three effects that the launching of the Soviet spacecraft *Sputnik* had on the United States?

5. Define brinkmanship:
6. What did the Korean War achieve for the United States?
7. What was Eisenhower's foreign policy goal with regards to the Middle East?
8. How did the Suez Crisis affect U.S. relations with Middle Eastern countries?
Soviet relations?
9. What was Eisenhower's policy for dealing with Communist uprisings in other countries?
10. Why did most of the covert operations conducted by the CIA happen in developing nations? What were covert operations intended to do?

11. In your own words, summarize the United States' covert operation in Iran in 1953.

12. Who was Nikita Khrushchev? How was his political philosophy different from Stalin's? How did it change after the Hungarian uprising?

13. In your own words, define **military-industrial complex**. Why was this viewed by many as being a negative influence on the United States?

Notes: Eisenhower's Policies

Eisenhower: key to victory in the Cold War

- Military alone would not win the war, also need strong economy
- U.S. had to show world that free enterprise could produce a more prosperous society than Communism
- Economic prosperity would prevent Communists from gaining support in the U.S. and protect society from subversion

"New Look" Policy (i.e. "More Bang for the Buck")

Instead of maintaining a large and expensive army, the U.S. should be prepared to use atomic weapons in all forms

massive retaliation

- Best way to avoid fighting a war was to threaten to use nuclear weapons if a Communist state tried to seize territory by force
- Eisenhower decreased size of army and increased # of nuclear weapons

3 effects of *Sputnik*

- a. Alarmed Americans who viewed *Sputnik* as sign that U.S. was falling behind in missile technology
- b. Creation of NASA: coordinated research in rocket science and space exploration
- c. Creation of the National Defense Education Act: provided funds for education and training in science, math, and foreign language

Brinkmanship: willingness to go to the brink of war to force the other side to back down

Effects of Korean War

- not a victory, but did stop spread of communism (goal of Containment)

Eisenhower's foreign policy goal with regards to the Middle East

- keep Middle Eastern countries from aligning w/ the Soviet Union

Effects of Suez Crisis

- U.S. negatively affected because they supported Britain and France
- USSR seen as ally of Arab nations and began sending aid to Arab countries

Eisenhower's policy for dealing w/ Communist uprisings in other countries

- Conduct covert (hidden) operations conducted by CIA

Developing nations: nations w/ primarily ag economies

Most CIA operations happened in developing nations- why?

- Developing nations blamed European and American imperialism for their problems
 - They looked at USSR as a model of how to industrialize their countries.
 - Often threatened to nationalize foreign businesses operating in their countries
- Covert Ops intended to overthrow the anti-American leaders and replace them w/ pro-American leaders

United States' covert operation in Iran (1953)

- Iran nationalized the Anglo-Iranian oil company
- Seemed ready to make an oil deal with the Soviet Union.
- Shah of Iran pro-U.S. but forced into exile by anti-American P.M.
- U.S. conducted covert ops and arranged coup that ousted P.M.
- Result: Shah back in power.

- Start of strained relations w/Iran that still exists today

Nikita Khrushchev

- leader of the USSR after Stalin died
- believed in “peaceful coexistence” w/ capitalism (i.e. USA) until Hungarian uprising in 1956
- After uprising, forced to reassert Soviet power and the superiority of Communism.
- Took more forceful approach to dealing w/ U.S., but was also more willing to negotiate than Stalin

Summit: formal face-to-face meeting of leaders from different countries to discuss important issues

military-industrial complex

- U.S. becoming a society and economy based on military development and arms production (threatened Democracy)

EISENHOWER AND U.S. FOREIGN POLICY: AN EFFECTIVE STRATEGY FOR IRAN?

Scenario

You are an expert on the history of United States foreign policy. Last week, you were offered the position of Forensics Foreign Policy Analyst (FFPA) by newly elected President Barack Obama.

The president is desperate for advice on how to deal with Iran. For the past year, Iran has been enriching Uranium (a process that can lead to the creation of a nuclear bomb). Iran says it is enriching Uranium for energy purposes, but the President is convinced that Iran is trying to develop an atomic bomb. Iran has blatantly refused to stop Uranium enrichment and diplomatic relations between Iran and the United States, already strained, have gotten even worse.

Since both the President and the United Nations have made no progress in convincing Iran to stop Uranium enrichment, the President is now considering using military force to stop Iran from developing nuclear weapons. However, before he makes his final decision, he has asked you to tell him of any possible foreign policy options that the U.S. has used in the past to try to “convince” countries to back-down and stop their aggressive actions.

In particular, the President is very interested in the policies of former President Dwight D. Eisenhower. Mr. Obama knows that “Ike” often used scare tactics to further U.S. foreign policy. The only thing the President doesn’t know is whether or not these policies actually worked and if they would still work today...

Task (SILVER)

Compose a presidential briefing (**minimum** 1 page) that discusses foreign policy options used by President Eisenhower to “convince” countries to stop their aggressive actions as well as if any of them could be used today when dealing with Iran. Answer the following questions within your briefing:

- 1) What foreign policies/programs did Eisenhower implement to deal with the Soviet Union?
- 2) What foreign policies/programs did Eisenhower implement to deal with the Middle East? (Hint: What was his view on the Middle East)?
- 3) What foreign policies/programs did Eisenhower implement to deal with political uprisings/revolutions?
- 4) What effect did each policy/program have?
- 5) Based on your response to the previous question, in your opinion, were President Eisenhower's policies effective? Why/why not?
- 6) In your opinion, could any of Eisenhower's policies work today with Iran? If so which one? Why? If none, why not?
- 7) Would the use of Eisenhower's policies in Iran make a war with that country more likely, less likely, or have no effect/no impact? Why? Explain your answer.
- 8) Of all the foreign policies discussed in this unit (i.e. containment, Truman Doctrine, Brinkmanship, etc.), which would be the most effective in dealing with Iran? The least effective? Why?

Remember: This is not the 1st time the U.S. and Iran have been close to going to war. Your opinion could be the deciding factor if the United States starts another war, or if peace can be maintained.

Task #2 (GOLD)

Complete the following 2 phases:

Phase 1

Read the primary source document entitled, *Atoms for Peace*.

Phase 2

Compose an atomic energy proposal (**minimum** ½ page) that discusses not only how Eisenhower viewed atomic energy, but also the feasibility of using atomic energy as a means of removing the U.S. from a dependency on foreign oil today.

Consider the following questions in the composition of your proposal
Based from the reading:

- 1) What proposal does Eisenhower make in his speech regarding the use of atomic material?
- 2) What was the purpose of Eisenhower's proposal?
- 3) Why did Eisenhower think it was important that the Soviet Union be "principally involved" in the plan he proposed in the 1950s?

Opinion

- 4) In your opinion, is atomic energy a "safe" energy source?
- 5) Should the United States pursue an energy plan that includes the building of new nuclear power plants in this country in order to reduce our dependence on foreign oil? Why/why not?
- 6) In your opinion, would U.S. relations with Iran and the rest of the Middle East improve if the U.S. could become less dependent on foreign oil? Why/why not?

Task #3 (BRONZE)

View the video entitled, *The Middle East*, which discusses both how the United States became involved in the region as well as U.S. involvement during the Cold War.

Compose a set of video notes (**minimum** 2/3 page) that clearly identifies the major events, themes, individuals, etc., that summarize U.S. involvement in the Middle East. Be sure to include discussion of U.S. involvement in Iran during the Cold War years.

The scale below denotes the possible point bonus:

- 1) Gold: +3
- 2) Silver: +1.5
- 3) Bronze: +0

Points: 20

Time: 20 Minutes

Rubric: Eisenhower's Foreign Policy (briefing, proposal, notes)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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The Cold War Begins

Vocabulary

Cold War

Iron Curtain

Satellite Nations

Containment

Long Telegram

Berlin Airlift

NATO

Limited War

Subversion

Fallout

Brinkmanship

Military-Industrial Complex

Developing Nations

Summit

People

Joseph Stalin

Harry S. Truman

Douglas McArthur

Julius and Ethel Rosenberg

Nikita Krushchev

Places/Events/Misc.

Goals of Soviet Union after WWII

Goals of United States after WWII

Causes of increased tensions between Soviet Union and USA

Provisions of Declaration of Liberated Europe

Potsdam Conference

Causes of the Cold War

Truman Doctrine

Marshall Plan

Why Korean War important turning point in Cold War

Effects Korean War had on U.S. foreign policy in Asia

McCarthyism

“New Look”/More Bang for Buck

Massive Retaliation

3 Effects of *Sputnik* on U.S.

Why most CIA covert ops happened in developing nations

Eisenhower’s view of keys to victory in Cold War

summarize the United States’ covert operation in Iran in 1953

Essays

1. *Compare and contrast the concerns/goals of both the Soviet Union and the United States after WWII. Based upon these goals, in your opinion, was a conflict between the Soviet Union and The United States inevitable? Why/why not? Explain your answer.*
2. *Identify and describe the 3 causes/events that led to increased tensions, and ultimately a Cold War, between the Soviet Union and the United States immediately following WWII. In your opinion, which of these causes/events was the greatest contributing factor to the Cold War between the Soviet Union and the United States? The least? Why? Explain your answer.*
3. *Compare and contrast Truman and Eisenhower's foreign policies. Which foreign policy programs were a part of each? What were the benefits and drawbacks of each? In your opinion, which president's policies were more effective when dealing with the Soviet Union? Why? In your opinion, which president's policies would be more effective today when dealing with global terrorism? Why? Explain your answer.*
4. *Compare and contrast American paranoia during the 1950s (Communism and a nuclear attack) with American paranoia today (radical Islam and terrorism). Upon what evidence (i.e. events) was/is each based? In your opinion, did the American public have a reason to be worried about Communist subversion and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason to be worried about radical Islam and terrorism or are we just being paranoid? Why? As an American citizen, is it possible to tell the difference between a legitimate threat and societal paranoia? Why/why not? Explain your answer.*

THE COLD WAR BEGINS

Directions: Follow all the directions for each section and read each question carefully!!

Part I: Matching (30 pts)

Directions: Match the word with the correct definition. Place your answer in the space provided.

- | | |
|------------------------------|--|
| _____ 1. Iron Curtain | a. Wanted security for USSR and buffer zone of communist friendly countries after WWII |
| _____ 2. Satellite Nations | b. Offered any European nation American aid to rebuild their economies |
| _____ 3. Cold War | c. Country that is not under the direct control of the parent country, but must follow the policies approved by the parent |
| _____ 4. Containment | d. Effort to secretly weaken a society and overthrow its government |
| _____ 5. Limited War | e. The communist takeover of Eastern Europe and their separation from the West |
| _____ 6. Fallout | f. Keeping communism within its present territory and not allowing it to expand through the use of diplomatic, economic, and military action |
| _____ 7. Subversion | g. A war fought to achieve a limited objective |
| _____ 8. Joseph Stalin | h. Fired due to his desire to use nuclear bombs against China |
| _____ 9. Summit | i. Confrontation and competition between the U.S. and the Soviet Union |
| _____ 10. McCarthyism | j. Tactic of damaging reputations with vague and unfounded charges |
| _____ 11. Brinkmanship | k. Radiation left over by a nuclear blast |
| _____ 12. Developing Nations | l. The willingness to go to the brink of war to force the other side to back down |
| _____ 13. Douglas MacArthur | m. Nations w/ primarily ag economies |
| _____ 14. Marshall Plan | n. Strongly anti-communist and determined to stand up to Stalin |
| _____ 15. Harry S. Truman | o. Formal face-to-face meeting of leaders from different countries to discuss important issues |

Part II: Multiple Choice (30 pts)

Directions: For each of the following, place the letter that represents the **best possible answer** in the space provided.

- _____ 1. The _____ stated that a long-term, patient but firm and vigilant containment of the USSR would ultimately lead to a collapse of the Soviet system and thus a freed Europe (i.e. Soviets could be beaten without going to war)
- Truman Doctrine
 - Long Telegram
 - Marshall Plan
 - Policy of Containment

- _____ 2. An effect of the Berlin Airlift was that
- a. It became a symbol of American determination to stand by not only Berlin, but also Europe itself.
 - b. It kept West Berlin from being taken over by the Americans
 - c. It convinced many Americans that the Soviets were bent on world conquest
 - d. Both A and C
- _____ 3. Which of the following was NOT a provision included in the Declaration of a Liberated Europe?
- a. Promise that all people of Europe would be allowed to create democratic institutions of their own choice
 - b. Promised to establish a Communist government as soon as possible
 - c. Promised to create temporary gov'ts that represented all democratic elements
 - d. Promised the earliest possible elections of gov'ts responsible to will of the people
- _____ 4. The military-industrial complex resulted in
- a. The U.S. becoming a society and economy based on military development and arms production
 - b. The Soviet Union becoming a society and economy based on military development and Arms production
 - c. The U.S. decreasing its spending on arms production
 - d. None of the above
- _____ 5. All of the following were causes that led to increased tensions between the United States and the Soviet Union during the Cold War, EXCEPT
- a. Soviet control over Eastern Europe after WWII
 - b. Chinese Communists take over control in China
 - c. Communists take control in North Korea
 - d. The Soviet Union detonates their own atomic bomb
- _____ 6. The _____ stated that the best way to avoid fighting a war was to threaten to use nuclear weapons if a Communist state tried to seize territory by force.
- a. Truman Doctrine
 - b. Massive Retaliation
 - c. Brinkmanship
 - d. McCarthyism
- _____ 7. Which of the following was **NOT** an effect of *Sputnik* on the U.S.?
- a. It alarmed Americans who took it as sign that U.S. was falling behind in missile technology
 - b. Led to creation of NASA: coordinated research in rocket science and space exploration
 - c. Led to creation of the National Defense Education Act: provided funds for education and training in science, math, and foreign language
 - d. Led to the creation of the CIA whose goal was to obtain Soviet Space technology

- _____ 8. The Korean War was a turning point in the Cold War because
- Until 1950, the United States had preferred to use political pressure and economic aid to contain communism.
 - After the Korean War, the Soviet Union stopped trying to spread Communism
 - After the Korean War, the U.S. began a major military build-up and prepared to use its military to also contain Communism
 - Both A and C
- _____ 9. The Korean War affected U.S. foreign policy in Asia in all of the following way, EXCEPT
- It caused the U.S. to blockade Cuba
 - Spread the Cold War to Asia
 - U.S. became more militarily involved in Asia by signing defense agreements with Japan and Australia
 - U.S. aid also began to flow to French forces fighting Communism in Vietnam
- _____ 10. This stated that instead of maintaining a large and expensive army, the U.S. should be prepared to use atomic weapons in all forms.
- Truman Doctrine
 - Marshall Plan
 - "New Look" (i.e. more bang for buck)
 - Long Telegram
- _____ 11. The CIA conducted most covert operations in developing nations because
- Developing nations blamed European and American imperialism for their problems
 - They looked at the USSR as a model of how to industrialize their countries.
 - They often threatened to nationalize foreign businesses operating in their countries
 - All of the above
- _____ 12. The Truman Doctrine
- Offered any European nation American aid to rebuild their economies
 - Pledged U.S. support to any country or peoples where were resisting communism (i.e. fight communism worldwide).
 - Stated a willingness to go to the brink of war to force the other side to back down
 - None of the above
- _____ 13. Eisenhower believed that all of the following were keys to victory in the Cold War, EXCEPT
- Military alone would not win the war, but also a strong economy
 - U.S. had to show the world that free enterprise could produce a more prosperous society than communism.
 - The United Nations could contain the spread of Communism.
 - Economic prosperity would also prevent Communists from gaining support in the U.S. and protect society from subversion

- ____ 14. The Soviet leader who believed in “peaceful coexistence” with capitalism (i.e. USA) until the Hungarian uprising was
- a. Joseph Stalin
 - b. Mikhail Gorbachev
 - c. Sergei Federov
 - d. Nikita Krushchev
- ____ 15. Which of the following was NOT a goal of the United States after WWII?
- a. Economic growth was key to world peace (promote growth and increase trade)
 - b. Believed Communism was superior to capitalism and should be encouraged in other nations
 - c. Promote Democracy and free enterprise
 - d. Free enterprise along with private property and limited government intervention is the best way to prosperity

Part III: Short Answer (5 pts)

Directions: Answer the questions below using complete sentences (**minimum** 4-5 sentences per question.) **Hint:** Composing each response as a mini essay (i.e. intro & conclusion) will equal more points earned.

1. In your own words, summarize the United States’ covert operation in Iran in 1953. What impact did that operation have on American/Iranian relations, then and now?

Part IV: Essay (30 pts)

Directions: Choose ONE of the questions below and write an essay. Write the question numbers you will respond to. Be sure to **EXPLAIN YOUR ANSWER AND GIVE SPECIFIC EVIDENCE**. Remember, this is an essay: you need an introduction, body, and conclusion! Be sure to write in full sentences! Good grammar and spelling are a MUST!!

1. *Compare and contrast the concerns/goals of both the Soviet Union and the United States after WWII. Based upon these goals, in your opinion, was a conflict between the Soviet Union and The United States inevitable? Why/why not? Explain your answer.*
2. *Identify and describe the 3 causes/events that led to increased tensions, and ultimately a Cold War, between the Soviet Union and the United States immediately following WWII. In your opinion, which of these causes/events was the greatest contributing factor to the Cold War between the Soviet Union and the United States? The least? Why? Explain your answer.*

3. *Compare and contrast Truman and Eisenhower's foreign policies. Which foreign policy programs were a part of each? What were the benefits and drawbacks of each? In your opinion, which president's policies were more effective when dealing with the Soviet Union? Why? In your opinion, which president's policies would be more effective today when dealing with global terrorism? Why? Explain your answer.*
4. *Compare and contrast American paranoia during the 1950s (Communism and a nuclear attack) with American paranoia today (radical Islam and terrorism). Upon what evidence (i.e. events) was/is each based? In your opinion, did the American public have a reason to be worried about Communist subversion and a nuclear attack or were they just being paranoid? Do we as Americans today have a reason to be worried about radical Islam and terrorism or are we just being paranoid? Why? As an American citizen, is it possible to tell the difference between a legitimate threat and societal paranoia? Why/why not? Explain your answer.*

Part V: Extra Credit (5 pts)

Directions: Give the best possible answer for each of the following questions.

1. What does NATO stand for?
2. What was the name of the final conference held by the Allied powers during WWII to discuss the future of Germany?
3. Who was the couple found guilty of heading a Soviet spy ring in the United States?
4. What was the name of the military alliance established by the Soviet Union in response to NATO?
5. What was the name of the reporter in *Good Night and Good Luck* that publicly challenged Joseph McCarthy?

Appendix D

Curriculum Power Point: Option Choices

-
- 1) Independently
 - 2) Person @ Table
 - 3) Partner of Choice
 - 4) Gender
 - 5) Front/back of room
 - 6) Left/right side of room

Appendix E

Curriculum Power Point: Life During the Depression

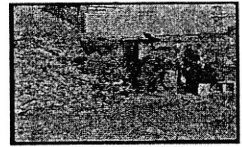
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Life During the Depression



Hooverilles:

- group of shacks put up the homeless on unused and/or public lands
- also called shantytowns

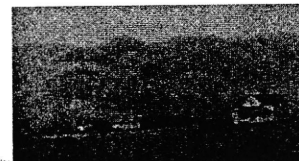


events that turned Great Plains into the "Dust Bowl":

- 1) Farmers tilled up natural prairie grass that held the soil's moisture and planted wheat
- 2) Crop prices dropped in 1920s
Result: many farmers didn't plant crops, leaving the land exposed

Events that turned Great Plains into the "Dust Bowl":

- 3) 1932: drought hit region
- rain that did fall turned soil to dust



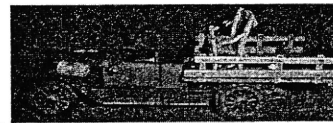
Effects of “Dust Bowl” on pop. in Midwest:

- 1) farmers: lost fields and forced to move
- 2) Many people left Midwest and went to CA in search of a better life



Discussion

- In your opinion, did those who left the Midwest find a better life in the location they moved to? Why/why not?



Hollywood Factory Fantasy

- Films made by Hollywood
- Allowed people to forget about their stress/hardships of Depression for a few hrs.
- (e.g. *Snow White*, *Gone With the Wind*, etc.)



Why Radio became popular during 1930s

- Made entertainment more personable
- Created a new type of community (strangers found common ground discussing characters' lives on the radio)

- e.g. *Adventures of Green Hornet*



**How '20s and 30s Art/media
similar:**

- Both 1920s and 1930s artists depicted real life

How '20s and '30s Different:

- 1920s focused on both glamorous as well as the tragic
- 1920s focused on the glory and disenchantment of society.
- 1930s were more negative: focused on the hardships of society only

Appendix F

Curriculum PowerPoint: Diadem: Second New Deal

(23 3)

Diadem #1

- If you had been living during the early 1930s, would you have supported Roosevelt and his New Deal? The right wing opposition? The left wing opposition? Explain your decision.

Diadem #2

- In your opinion, was Roosevelt really threatened, politically, by Long, Coughlin, and the Townsend Plan? Why/why not? Explain your answer.

Diadem #3

- Do you agree or disagree with the ruling in *Schechter v. United States*? Were the actions taken by Congress and the president justified when you consider the circumstances? Why/why not? Explain your answer.

Appendix G

Curriculum Power Point: The New Deal Coalition

(23 4)

The New Deal Coalition



gains made by A.A.:

- appointments to FDR's cabinet
- some gains in New Deal programs (PWA)



gains made by women

- Francis Perkins (1st woman appointed to a cabinet post)
- women appt. to lower-level jobs, but still seen as needing protection rather than equal treatment

FDR wins re-election in '36- why?

- Rep. opponent did support some N.D. programs (no clear, separate agenda)
- challenge from Left-wing weaker than expected (Huey Long assassinated)

court-packing plan

- called for increase in S.C. justices
- any justice who served for 10 yrs and did not retire within 6 mo. of turning 70 yrs old, Pres. could fire old and appoint new justice to S.C.

court-packing plan

- if plan passed FDR could appoint up to 6 add'l S.C. justices
- FDR proposed plan after S.C. Declared 2nd N.D. policy unconstitutional, w/ 2 more programs under review (including SS)

Diadem #1

- If you were an American citizen during the 1930s, would your opinion of FDR have changed after learning of his court packing plan? Why/why not?

impressions plan gave to general public:

- FDR violating Constitution (separation of powers)
- undermine court's ind.



effects of court packing plan

- 1) split Dem Party
 - S. Dems feared plan would put justices on court that would overturn segregation
 - Others feared future Pres. would stack court w/ justices that opposed Civil Rights

effects of court packing plan

- 2) Hurt FDR's reputation w/ public;
 - gave impression that his goal was to gain power
- 3) S.C. backed down and did not call Wagner Act nor SS unconstitutional

Diadem #2

- In your opinion, was FDR acting purely out of self-interest in order to obtain more political power, or was he simply taking steps he believed would end the Great Depression more quickly? Why? Explain your answer.

Roosevelt Recession

- early 1937: economy seemed on verge of full recovery
- Many believed that worst was over
- FDR worried about dangers of too much debt, decided to balance the budget

Roosevelt Recession

- cut spending to the WPA and PWA (result: loss of thousands of jobs)
- 1st SS payroll tax taken (\$2 Bil. removed from economy)
- caused unemployment to skyrocket
- sent economy back into recession

last New Deal reforms proposed by FDR

1. **National Housing Act:** Offered loans to builders who built low-cost housing for nation's poor
2. **Farm Security Admin:** gave loans to tenant farmers so they could purchase farms

last New Deal reforms

- 3) **Fair Labor Standards Act:** provided more protection for workers, abolished child labor, est. a 40 hr workweek
- These 3 programs different b/c they helped the poor and children.
 - The 1st New Deal didn't help these people.

3 legacies/long term effects N.D. left on US History

- 1) U.S. now Broker State: N.D. balanced competing economic interests

3 legacies/long term effects

2) Change in public attitude toward gov't:

- people now looked to gov't to:
 - 1) protect personal interests
 - 2) regulate economy
 - 3) provide relief programs to protect them from economic disaster

3 legacies/long term effects of N.D.

- 3) Cont. debate on how much gov't should intervene in economy and support the disadvantaged

Diadem #3

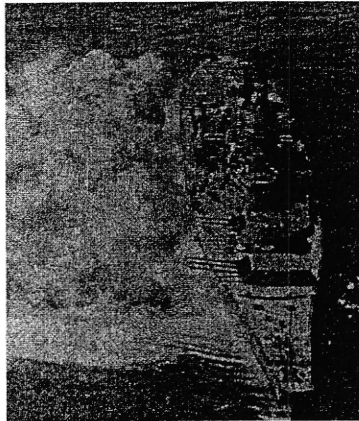
• In your opinion, why is the New Deal, even though it had only limited success, an event that is important in the history of the United States?

Appendix H

Curriculum PowerPoint: America Enters the War

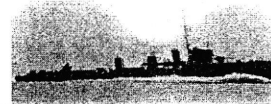
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America
Enters the
War



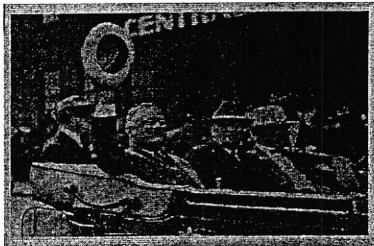
Destroyers-for-Bases deal

- G.B. wanted old WWI U.S. destroyers (U-boats sinking G.B. ships)
- FDR agreed to give G.B. 50 destroyers in exchange for right to build American bases on British controlled islands (i.e. Bermuda)



Why did FDR win a 3rd term in office?

- Americans wanted to stay w/ a Pres. they knew/felt comfortable w/ during period of unrest

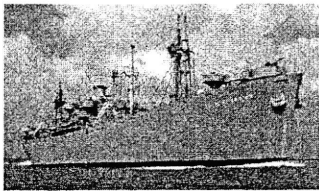


Diadem #1

- Should FDR have been allowed to run for a 3rd term or should he have declined to run again?

Lend-Lease Act

- allowed U.S. to lend/lease arms to any country considered "vital to the defense of the United States" (i.e. G.B/USSR)

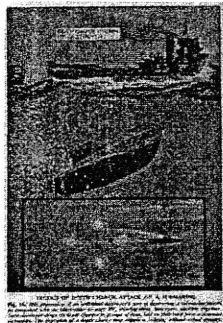


Hemispheric defense zone

- entire W. half of Atlantic part of W. Hemisphere and therefore neutral
- FDR ordered U.S. Navy to find U-boats and report them to British
- passed b/c U-boats had sunk most of G.B. cargo ships (+ British Navy didn't have enough ships left to protect them)

Diadem #2

- At this point, in your opinion, is the United States following through with its statement to remain neutral? Why/why not?



Atlantic Charter

- 1) A postwar world of democracy
- 2) Non-aggression
- 3) Free trade
- 4) Economic advancement
- 5) Freedom of the Seas

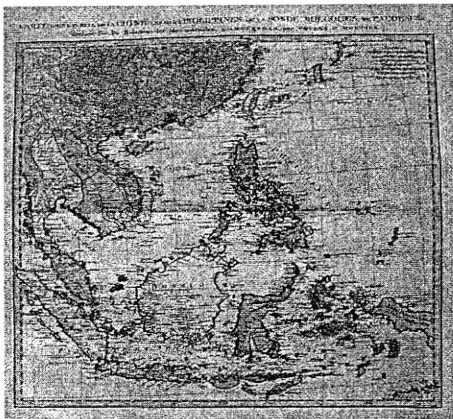


FDR's motive for putting economic pressure on Japan:

- With German U-boats sinking most of G.B. cargo ships:
- G.B. forced to move warships in Pacific back to Atlantic to protect last remaining cargo ships

FDR's motive for putting economic pressure on Japan:

- Result: left British Empire vulnerable to attack by Japan
- FDR wanted to discourage Japan from attacking British by imposing economic sanctions on Japan



actions taken by FDR against Japan

- 1) **Export Control Act**: restricted sale of strategic materials (materials needed to fight a war: steel, oil, etc.)
- - Japan depended on U.S. for oil, scrap iron, and aviation fuel.
- - Result: Japan signs military alliance w/ Germany and Italy

Diadem #3

- In your opinion, are the actions of the United States to blame for Japan signing an alliance with Germany and Italy? Why/why not?

actions taken by FDR against Japan

- 2) FDR sends lend-lease aid to China (Japan's current enemy in 1940).
- reason: keep Japan occupied in China (can't attack British)
- Result: Japan sends troops into S. China = now in a position to strike British Empire (shipping lanes)

actions taken by FDR against Japan

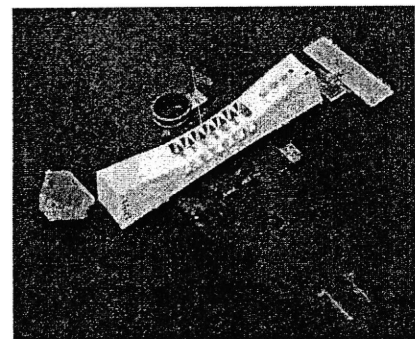
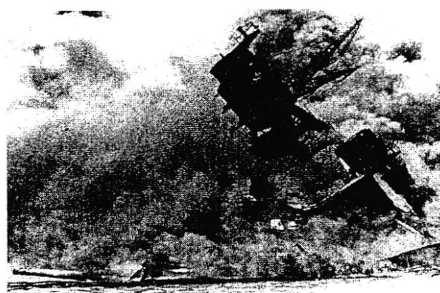
- 3) FDR freezes Japanese assets in U.S.
- 4) Reduces oil shipments to Japan
- 5) Gen. MacArthur sent to Philippines to start strengthening American defenses (prepare for possible Japanese attack)

Japan's Response

- US actions put Japan at risk of oil shortage
- Decision:
 - Attack resource-rich British and Dutch colonies in SE Asia to get oil
 - Attack Philippines (eliminate American military power in region)
 - Attack and destroy U.S. Pacific fleet at Pearl Harbor

Pearl Harbor

- December 7th, 1941 ("A day which will live in Infamy")
- Japanese surprise attack (2 waves of aircraft):
 - Sink or damage 8 battleships
 - Sink or damage 13 other ships
 - Attack 5 airfields = destruction of 188 aircraft
 - 2,403 Americans killed (most on AZ), 1,178 injured



2 failures by U.S. at Pearl Harbor

- 1) Failure to collect sufficient info about movement of Japanese fleet
- 2) Failure by branches of U.S. military to share info each gathering about Japan



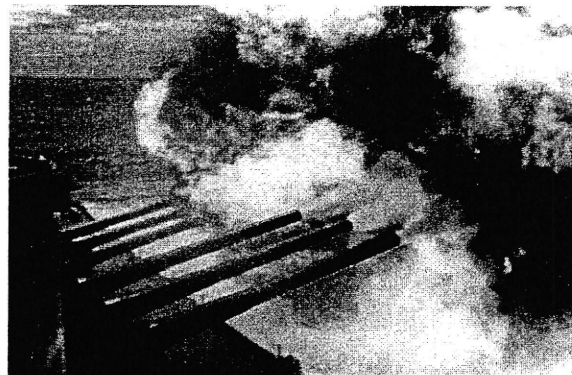
3 reasons Hitler declared war on U.S.

- 1) Hitler frustrated w/ U.S. naval interference w/ his U-boats.
- 2) Thought U.S. would be easily defeated by Japan
 - Underestimated U.S. strength (economically and militarily)

3 reasons Hitler declared war on U.S.

- 3) Thought that by helping Japan now, he could count on Japan to help defeat USSR
- Interesting:
 - Hitler didn't have to declare war on U.S.
 - treaty w/ Japan stated that Germany only had to come to Japan's aid if Japan attacked

THE END

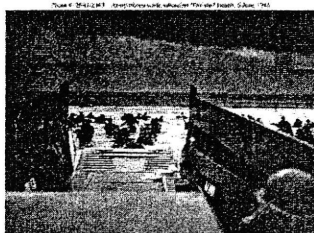


Appendix I

Curriculum Power Point: Pushing the Axis Back

(25 4)

PUSHING THE AXIS BACK



decisions/agreements reached @ Tehran Conference

- 1) Break up Germany after war to prevent future threat to world peace
- 2) Stalin promised to launch full scale offensive against Germany from E. after Allies invaded France from W.

decisions/agreements reached @ Tehran Conference

- 3) Stalin promised to help fight Japan once Germany was defeated
- 4) Creation of int'l organization to keep peace after the war



Operation Overlord (D-Day)

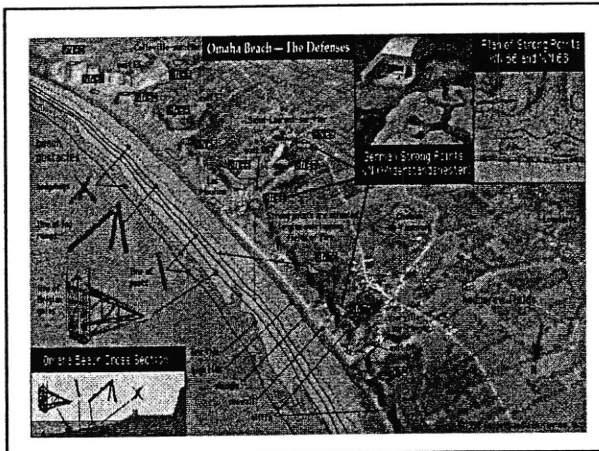
- Allied plan for invasion of Europe
- Objective: invade Europe via Normandy, France (amphibious)
- U.S. would land at Utah and Omaha beaches

Keys to success:

- 1) Weak German defenses
- 2) Allied transport ships had to move across English channel at night
- 3) Invasion force had to arrive at target at low tide (beach obstacles)

Keys to success (cont.):

- 4) Low tide had to occur in AM so naval gunners could see shore targets
- 5) Airborne troops (101st) had to drop on a moonlight night



Diadem:

In your opinion, of the 5 factors that had to exist in order for Operation Overload to be successful, which, was the most important? Why?

Island-Hopping campaign
(Pacific)

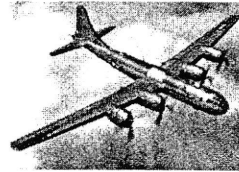
Definition: taking of one island and then skipping to another

Reasons for campaign:

- Saved U.S. from having to take every island in Pacific

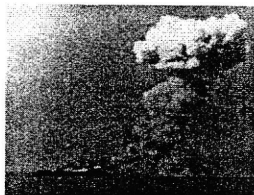
Island-Hopping campaign
(Pacific)

- ▣ limited war to only those of greatest strategic importance (i.e. airfields for B-29 bomber)



Battle of Leyte Gulf significant-why?

- Largest Naval Battle in history (# of ships & tonnage)
- 1st time Kamikaze attacks occurred



THE END



Appendix J

Curriculum Power Point: Diadem: Pushing the Axis

Back (25 4)

- Which argument do you most closely agree with? Why? Explain your answer.

Diadem #1

- Do you agree with his decision? Why/why not?

Diadem #2

- In your opinion, was the United Nations an improvement over the League of Nations? Why/why not?

Diadem #3

Appendix K

Curriculum Power Point: Diadem: Origins of the Cold War (26 1)

Diadem #1

- In your opinion, how did the concerns/goals of the Soviet Union and those of the United States lead to tensions between the two countries?

Diadem #2

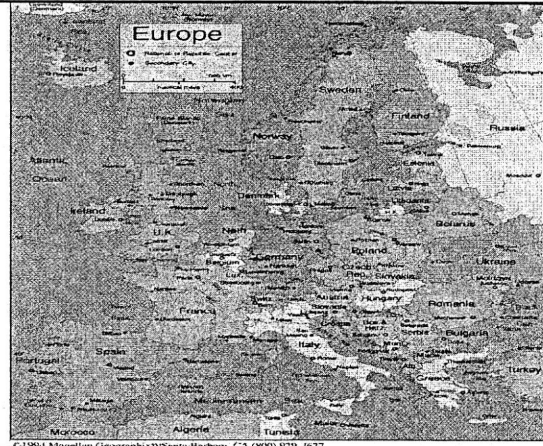
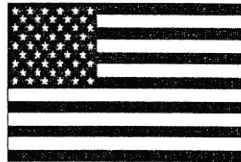
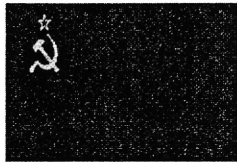
- Why do you think the Declaration of Liberated Europe was issued (i.e. what purpose was it meant to serve)?

Appendix L

Curriculum Power Point: The Cold War: Causes

(26 1)

The Cold War: Causes



1st Cause: Violation of D.O.L.E. by USSR

1) Romania:

- ▣ USSR pressures King of Romania into appointing Communist gov't

2) Poland:

- ▣ US/G.B. wanted Poland to be "free and sovereign"

Poland & D.O.L.E.

- ▣ - USSR wanted Poland to be "friendly" to USSR
- ▣ Compromise:
 - USSR would set up temporary gov't & include members of former Polish gov't
 - free elections to be held ASAP

Poland & D.O.L.E.

- ▣ But...
- ▣ USSR refused to allow more than 3 non-communist Poles to serve in 18-member Polish gov't
- ▣ USSR refused to allow free and fair elections

Diadem #2

- ▣ In your opinion was the USSR justified in its violation of the Declaration of Liberated Europe in Poland? Why/why not?

2nd Cause: Germany & War Reparations

- ▣ Yalta Conference:
- ▣ Germany divided into 4 zones (same for Berlin), each controlled by an Allied power



Germany & War Reparations (Yalta)

- ▣ USSR: Germany must pay billions in war reparations and economy must remain weak
- ▣ US & G.B.: Germany must pay war reparations, but in form of trade goods and products, not cash

Germany & War Reparations (Yalta)

Compromise:

USSR could take reparations from their zone, but rest of Allies could let their zones re-industrialize

Diadem #3

- ▣ Why do you think the USSR wanted Germany to pay so much of their war reparations in cash?
- ▣ Why do you think the USA and the other Allied powers wanted reparations to be in the form of trade goods rather than cash?

Germany and War Reparations (Potsdam)

- ▣ USSR wants more reparations

Compromise:

- ▣ USSR could take some industrial equipment from other zones in exchange for Ag. products from Soviet zone

Germany and War Reparations (Potsdam)

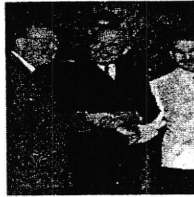
- ▣ Soviets forced to accept compromise @ Potsdam-why?

- Soviet zone mostly Ag. while Allied zones industrial



Germany and War Reparations (Potsdam)

- ▣ Since Allied forces occupied industrialized zones, Soviets had no way of getting more war reparations w/o cooperating



Germany and War Reparations (Potsdam)

After Potsdam:

- ▣ Soviets saw U.S. as “bully” & trying to keep USSR weak
- ▣ U.S./West now viewed as threat to safety and security of USSR.

3rd Cause: A-Bomb

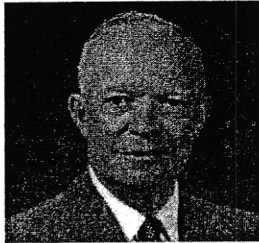
- ▣ USSR explodes 1st A-bomb in 1949
- ▣ USSR now major threat to safety and security of USA (USA no longer only country w/ A-Bomb)



Appendix M

Curriculum Power Point: Eisenhower's Policies (26 4)

Eisenhower's Policies

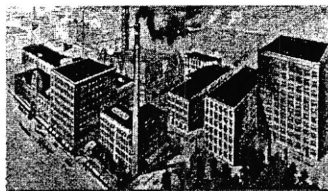


Ike: keys to victory in Cold War

- ▣ Military alone would not win the war, also need strong economy
- ▣ U.S. had to show world that free enterprise could produce a more prosperous society than Communism

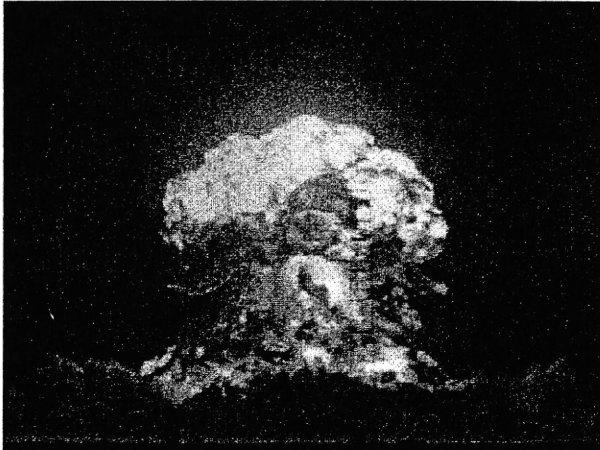
Ike: keys to victory in Cold War

- ▣ Economic prosperity would prevent Communists from gaining support in the U.S. and protect society from subversion



"New Look" Policy

- ▣ Also known as "More Bang for the Buck"
- ▣ Instead of maintaining a large and expensive army, U.S. should be prepared to use atomic weapons in all forms

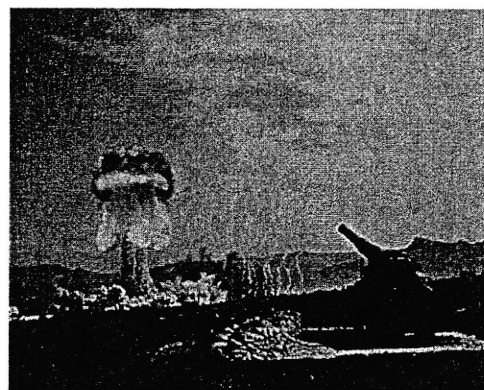


Diadem #1

- ▣ Is the New Look policy an intelligent way to organize and maintain a military? Why/why not?

Massive Retaliation

- ▣ Best way to avoid war was to threaten to use nuclear weapons if a Communist state tried to seize territory by force
- ▣ Ike decreased size of army and increased # of nuclear weapons



effects of *Sputnik*

- ▣ Soviet Satellite launched in 1957
- ▣ 1st Satellite in space



Alarmed Americans who viewed *Sputnik* as sign that U.S. was falling behind in missile technology

effects of *Sputnik*

- Creation of NASA: coordinated research in rocket science and space exploration
- Creation of the National Defense Education Act: provided funds for education and training in science, math, and foreign language

Ike's Policy

- ▣ Brinkmanship: willingness to go to the brink of war to force the other side to back down

Diadem #2

- ▣ In your opinion, is brinkmanship an effective foreign policy to follow? Why/why not?

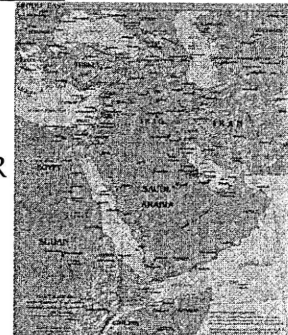
Effect of Korean War

- ▣ not a victory, but did stop spread of communism (goal of Containment)



Ike's foreign policy goal in Middle East

- ▣ keep M.E.
- ▣ Countries from aligning w/ USSR



Effects of Suez Crisis

- ▣ Britain and France invade Egypt (i.e. violate sovereignty) to re-gain control of Suez Canal
- ▣ U.S. seen negatively b/c supported Britain and France
- ▣ USSR seen as ally of Arab nations and began sending aid to Arab countries

Ike's policy for dealing w/ Communist uprisings in other countries

- ▣ Conduct covert (hidden) operations conducted by CIA
- ▣ Developing nations: nations w/ primarily ag economies

Most CIA operations happened in developing nations- why?

- ▣ Developing nations blamed European and American imperialism for their problems
- ▣ looked at USSR as model of how to industrialize their own countries

Most CIA operations happened in developing nations- why?

- ▣ Often threatened to nationalize foreign businesses operating in their countries
- ▣ Covert Ops intended to overthrow the anti-Am. leaders and replace them w/ pro-Am. leaders

United States' covert operation in Iran (1953)

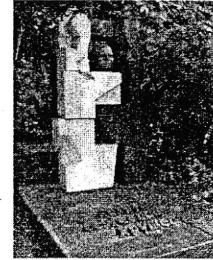
- ▣ Iran nationalized the Anglo-Iranian oil co.
- ▣ Seemed ready to make oil deal w/ USSR
- ▣ Shah of Iran pro-U.S. but forced into exile by anti-American P.M.

United States' covert operation in Iran (1953)

- ▣ U.S. conducted covert ops and arranged coup that ousted P.M.
- ▣ Result: Shah back in power
- ▣ Start of strained relations w/ Iran that still exists today

Nikita Khrushchev

- ▣ leader of USSR after Stalin died
- ▣ believed in “peaceful coexistence” w/ capitalism (i.e. USA) until Hungarian uprising in 1956



Nikita Khrushchev

- ▣ After uprising, forced to re-assert Soviet power and superiority of Communism.
- ▣ Took more forceful approach to dealing w/ U.S., but was also more willing to negotiate than Stalin

Changes in Cold War

- ▣ Summit: formal face-to-face meeting of leaders from different countries to discuss important issues
- ▣ military-industrial complex
- ▣ U.S. becoming society and economy based on military development and arms production (threatened Democracy)

The End

Appendix N

Primary Source Document

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #1: Plans for Postwar Europe

Directions (Group #1): The Yalta Conference produced a set of agreements on the nature of the postwar world. As you read through the following document, complete the worksheet below, indicating what specifically was agreed upon at Yalta. To identify the locations mentioned in the document, see the interactive map, located at <http://www.teachingamericanhistory.org/neh/interactives/coldwareuropemap/>.

Excerpts from the Yalta Conference: <http://www.yale.edu/lawweb/avalon/wwii/yalta.htm>

[For background on this conference, click on location #2 on the interactive map.]

II. DECLARATION OF LIBERATED EUROPE

[Note: While this agreement covered nearly every country in Europe, it would only break down over the fate of Central and Eastern Europe.]

The following declaration has been approved:

The Premier of the Union of Soviet Socialist Republics, the Prime Minister of the United Kingdom and the President of the United States of America have consulted with each other in the common interests of the people of their countries and those of liberated Europe. They jointly declare their mutual agreement to concert during the temporary period of instability in liberated Europe the policies of their three Governments in assisting the peoples liberated from the domination of Nazi Germany [Austria, Poland, Czechoslovakia, Yugoslavia and Greece] and the peoples of the former Axis [the alliance of Germany, Italy, and Japan] satellite states of Europe [that is, eastern European countries allied to Germany; namely Finland, Hungary, Rumania, and Bulgaria] to solve by democratic means their pressing political and economic problems.

The establishment of order in Europe and the rebuilding of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges of nazism and fascism and to create democratic institutions of their own choice.... To foster the conditions in which the liberated people may exercise these rights, the three governments will jointly assist the people in any European liberated state or former Axis state in Europe where, in their judgment conditions require,

- (a) to establish conditions of internal peace;
- (b) to carry out emergency relief measures for the relief of distressed peoples;
- (c) to form interim governmental authorities broadly representative of all democratic elements in the population and pledged to the earliest possible establishment through free elections of Governments responsive to the will of the people; and

(d) to facilitate where necessary the holding of such elections.

The three Governments will consult the other United Nations and provisional authorities or other Governments in Europe when matters of direct interest to them are under consideration.

When, in the opinion of the three Governments, conditions in any European liberated state or former Axis satellite in Europe make such action necessary, they will immediately consult together on the measure necessary to discharge the joint responsibilities set forth in this declaration....

III. DISMEMBERMENT OF GERMANY

It was agreed that Article 12 (a) of the Surrender terms for Germany should be amended to read as follows:

"The United Kingdom, the United States of America and the Union of Soviet Socialist Republics shall possess supreme authority with respect to Germany. In the exercise of such authority they will take such steps, including the complete dismemberment of Germany as they deem requisite for future peace and security."

The study of the procedure of the dismemberment of Germany was referred to a committee consisting of [British Foreign Secretary] Mr. Anthony Eden, [U.S. ambassador to Great Britain] Mr. John Winant, and [Soviet ambassador to Great Britain] Mr. Fedor T. Gusev. This body would consider the desirability of associating with it a French representative.

...V. REPARATION

The following protocol has been approved:

1. Germany must pay in kind for the losses caused by her to the Allied nations in the course of the war. Reparations are to be received in the first instance by those countries which have borne the main burden of the war, have suffered the heaviest losses and have organized victory over the enemy.

2. Reparation in kind is to be exacted from Germany in three following forms:

- (a) Removals within two years from the surrender of Germany or the cessation of organized resistance from the national wealth of Germany located on the territory of Germany herself as well as outside her territory (equipment, machine tools, ships, rolling stock, German investments abroad, shares of industrial, transport and other enterprises in Germany, etc.), these removals to be carried out chiefly for the purpose of destroying the war potential of Germany.
- (b) Annual deliveries of goods from current production for a period to be fixed.
- (c) Use of German labor.

3. For the working out on the above principles of a detailed plan for exaction of reparation from Germany an Allied reparation commission will be set up in Moscow. It will consist of three representatives - one from the Union of Soviet Socialist Republics, one from the United Kingdom and one from the United States of America.

4. With regard to the fixing of the total sum of the reparation as well as the distribution of it among the countries which suffered from the German aggression, the Soviet and American delegations agreed as follows:

"The Moscow reparation commission should take in its initial studies as a basis for discussion the suggestion of the Soviet Government that the total sum of the reparation in accordance with the points (a) and (b) of the Paragraph 2 should be 22 billion dollars and that 50 per cent should go to the Union of Soviet Socialist Republics."

...VII. POLAND

The following declaration on Poland was agreed by the conference:

[Note: For background on the Polish situation, click on location #1 on the interactive map.]

"A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government which can be more broadly based than was possible before the recent liberation of the western part of Poland. The Provisional Government which is now functioning in Poland [that is, the Communist government recognized by the Soviet Union on January 5] should therefore be reorganized on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad [namely London]. This new Government should then be called the Polish Provisional Government of National Unity.

"[Soviet foreign minister] M. [Vyacheslav] Molotov, [U.S. ambassador to the Soviet Union] Mr. [Averell] Harriman and [British ambassador to the Soviet Union] Sir A. Clark Kerr are authorized as a commission to consult in the first instance in Moscow with members of the present Provisional Government and with other Polish democratic leaders from within Poland and from abroad, with a view to the reorganization of the present Government along the above lines. This Polish Provisional Government of National Unity shall be pledged to the holding of free and unfettered elections as soon as possible on the basis of universal suffrage and secret ballot. In these elections all democratic and anti-Nazi parties shall have the right to take part and to put forward candidates.

"When a Polish Provisional of Government National Unity has been properly formed in conformity with the above, the Government of the U.S.S.R., which now maintains diplomatic relations with the present Provisional Government of Poland, and the Government of the United Kingdom and the Government of the United States of America will establish diplomatic relations with the new Polish Provisional Government National Unity, and will exchange Ambassadors by whose reports the respective Governments will be kept informed about the situation in Poland.

"The three heads of Government consider that the eastern frontier [border] of Poland should follow the Curzon Line [a line first drawn by a Soviet diplomat in 1919, but which was fairly similar to the line which German and Soviet diplomats established in 1939 as the border between German-controlled Poland and Soviet-controlled Poland. In other words, the Soviets would not have to give up what they had taken from Poland in 1939.].... They recognize that Poland must receive substantial accessions in territory in the north and west [in other words, territory taken from Germany]...."

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #1: Plans for Postwar Europe

For each of the subjects listed in the left-hand column, indicate what agreement was reached at Yalta.

Issue	Agreement Reached
The future of the liberated states (as well as Axis satellite states)	
The future of Germany	
German reparations	
Poland's government	
Poland's eastern border	

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #1: Plans for Postwar Europe

Directions (Group #2): The Potsdam Conference produced a set of agreements on the nature of the postwar world. As you read through the following document, complete the worksheet below, indicating what specifically was agreed upon at Potsdam. To identify the locations mentioned in the document, see the interactive map, located at <http://www.teachingamericanhistory.org/neh/interactives/coldwareuropemap/>.

Excerpts from the (Berlin) Potsdam Conference:
<http://www.yale.edu/lawweb/avalon/decade/decade17.htm>

[For background on this conference, click on location #4 on the interactive map.]

II. THE PRINCIPLES TO GOVERN THE TREATMENT OF GERMANY IN THE INITIAL CONTROL PERIOD

A. POLITICAL PRINCIPLES.

1. In accordance with the Agreement on Control Machinery in Germany, supreme authority in Germany is exercised, on instructions from their respective Governments, by the Commanders-in-Chief of the armed forces of the United States of America, the United Kingdom, the Union of Soviet Socialist Republics, and the French Republic, each in his own zone of occupation, and also jointly, in matters affecting Germany as a whole, in their capacity as members of the Control Council.
2. So far as is practicable, there shall be uniformity of treatment of the German population throughout Germany.
3. The purposes of the occupation of Germany by which the Control Council shall be guided are:
 - (i) The complete disarmament and demilitarization of Germany and the elimination or control of all German industry that could be used for military production. To these ends:
 - (a) All German land, naval and air forces, the SS, SA, SD, and Gestapo, with all their organizations, staffs and institutions, including the General Staff, the Officers' Corps, Reserve Corps, military schools, war veterans' organizations and all other military and semi-military organizations [in other words, all groups with any connection to the German military], together with all clubs and associations which serve to keep alive the military tradition in Germany, shall be completely and finally abolished in such manner as permanently to prevent the revival or reorganization of German militarism and Nazism;

(b) All arms, ammunition and implements of war and all specialized facilities for their production shall be held at the disposal of the Allies or destroyed. The maintenance and production of all aircraft and all arms, ammunition and implements of war shall be prevented.

(ii) To convince the German people that they have suffered a total military defeat and that they cannot escape responsibility for what they have brought upon themselves, since their own ruthless warfare and the fanatical Nazi resistance have destroyed German economy and made chaos and suffering inevitable.

(iii) To destroy the National Socialist [Nazi] Party and its affiliated and supervised organizations, to dissolve all Nazi institutions, to ensure that they are not revived in any form, and to prevent all Nazi and militarist activity or propaganda.

(iv) To prepare for the eventual reconstruction of German political life on a democratic basis and for eventual peaceful cooperation in international life by Germany.

...9. The administration in Germany should be directed towards the decentralization of the political structure and the development of local responsibility. To this end:

(i) local self-government shall be restored throughout Germany on democratic principles and in particular through elective councils as rapidly as is consistent with military security and the purposes of military occupation;

(ii) all democratic political parties with rights of assembly and of public discussion shall be allowed and encouraged throughout Germany;

(iii) representative and elective principles shall be introduced into regional, provincial and state administration as rapidly as may be justified by the successful application of these principles in local self-government;

(iv) for the time being, no central German Government shall be established. Notwithstanding this, however, certain essential central German administrative departments, headed by State Secretaries, shall be established, particularly in the fields of finance, transport, communications, foreign trade and industry. Such departments will act under the direction of the Control Council.

10. Subject to the necessity for maintaining military security, freedom of speech, press and religion shall be permitted, and religious institutions shall be respected. Subject likewise to the maintenance of military security, the formation of free trade unions shall be permitted.

...III. REPARATIONS FROM GERMANY

1. Reparation claims of the U.S.S.R. shall be met by removals from the zone of Germany occupied by the U.S.S.R., and from appropriate German external assets.

2. The U.S.S.R. undertakes to settle the reparation claims of Poland from its own share of reparations.

3. The reparation claims of the United States, the United Kingdom and other countries entitled to reparations shall be met from the Western Zones and from appropriate German external assets.

4. In addition to the reparations to be taken by the U.S.S.R. from its own zone of occupation, the U.S.S.R. shall receive additionally from the Western Zones:

(a) 15 per cent of such usable and complete industrial capital equipment, in the first place from the metallurgical, chemical and machine manufacturing industries as is unnecessary for the German peace economy and should be removed from the Western Zones of Germany, in exchange for an equivalent value of food, coal, potash, zinc, timber, clay products, petroleum products, and such other commodities as may be agreed upon.

(b) 10 per cent of such industrial capital equipment as is unnecessary for the German peace economy and should be removed from the Western Zones, to be transferred to the Soviet Government on reparations account without payment or exchange of any kind in return.

Removals of equipment as provided in (a) and (b) above shall be made simultaneously.

5. The amount of equipment to be removed from the Western Zones on account of reparations must be determined within six months from now at the latest.

6. Removals of industrial capital equipment shall begin as soon as possible and shall be completed within two years from the determination specified in paragraph 5. The delivery of products covered by 4 (a) above shall begin as soon as possible and shall be made by the U.S.S.R. in agreed installments within five years of the date hereof. The determination of the amount and character of the industrial capital equipment unnecessary for the German peace economy and therefore available for reparation shall be made by the Control Council under policies fixed by the Allied Commission on Reparations, with the participation of France, subject to the final approval of the Zone Commander in the Zone from which the equipment is to be removed.

7. Prior to the fixing of the total amount of equipment subject to removal, advance deliveries shall be made in respect to such equipment as will be determined to be eligible for delivery in accordance with the procedure set forth in the last sentence of paragraph 6.

8. The Soviet Government renounces all claims in respect of reparations to shares of German enterprises which are located in the Western Zones of Germany as well as to German foreign assets in all countries except those specified in paragraph 9 below.

9. The Governments of the U. K. and U. S. A. renounce all claims in respect of reparations to shares of German enterprises which are located in the Eastern Zone of occupation in Germany, as well as to German foreign assets in Bulgaria, Finland, Hungary, Rumania and Eastern Austria....

[....]

VIII. POLAND

A. DECLARATION

[Note: For background on the Polish situation, click on the box labeled "1" on the interactive map.]

We have taken note with pleasure of the agreement reached among representative Poles from Poland and abroad which has made possible the formation, in accordance with the decisions reached at the

Crimea [Yalta] Conference, of a Polish Provisional Government of National Unity recognized by the Three Powers. The establishment by the British and United States Governments of diplomatic relations with the Polish Provisional Government of National Unity has resulted in the withdrawal of their recognition from the former Polish Government in London, which no longer exists....

The Three Powers note that the Polish Provisional Government of National Unity, in accordance with the decisions of the Crimea Conference, has agreed to the holding of free and unfettered elections as soon as possible on the basis of universal suffrage and secret ballot in which all democratic and anti-Nazi parties shall have the right to take part and to put forward candidates, and that representatives of the Allied press shall enjoy full freedom to report to the world upon developments in Poland before and during the elections.

B. WESTERN FRONTIER OF POLAND

In conformity with the agreement on Poland reached at the Crimea [Yalta] Conference the three Heads of Government have sought the opinion of the Polish Provisional Government of National Unity in regard to the accession of territory in the north and west which Poland should receive. The President of the National Council of Poland and members of the Polish Provisional Government of National Unity have been received at the Conference and have fully presented their views....

The three Heads of Government agree that, pending the final determination of Poland's western frontier, the former German territories east of a line running from the Baltic Sea immediately west of Swinemunde [a city on the Baltic Sea], and thence along the Oder River to the confluence of the western Neisse River and along the Western Neisse to the Czechoslovak frontier...including the area of the former free city of Danzig, shall be under the administration of the Polish State and for such purposes should not be considered as part of the Soviet zone of occupation in Germany. [The border described here is the border between East Germany and Poland shown on the interactive map; it remains the border between Germany and Poland to this day.]

[....]

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #1: Plans for Postwar Europe

For each of the subjects listed in the left-hand column, indicate what agreement was reached at Potsdam.

Issue	Agreement Reached
The future of Germany	
German reparations	
Poland's government	
Poland's western border	

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #2: The Breakdown of Cooperation

Directions (Group #1): At the first two meetings of the foreign ministers of the United States, Great Britain, and the Soviet Union it became obvious that putting into practice the agreements made at Yalta and Potsdam was going to be more difficult than it had first appeared. As you read through the following documents, complete the worksheet below, indicating the differences that emerged between the West and the Soviet Union. To identify the locations mentioned in the document, see the interactive map, located at <http://www.teachingamericanhistory.org/neh/interactives/coldwareuropemap/>.

FIRST MEETING OF COUNCIL OF FOREIGN MINISTERS, LONDON, SEPTEMBER 11 TO OCTOBER 2, 1945: <http://www.yale.edu/lawweb/avalon/decade/decade18.htm>

[For more information on this meeting, click on location #5 on the interactive map.]

The first session of the Council of Foreign Ministers closed in a stalemate. But that need not, and should not, deprive us of a second and better chance to get on with the peace...

The first session of the Council, so far as the personal participation of the Foreign Ministers was concerned, was intended to provide directives for the deputies in the preparation of treaties for Italy, Rumania, Bulgaria, Hungary, and Finland.

This work was exploratory—to find out on what points we were in agreement, on what points we differed, and on what points further study and data were required. It is a little naive to suppose that when really vital differences emerge, one nation or another is likely to abandon its position on the first interchange of views.

At this stage it is as important to know and understand wherein we and our Allies differ as wherein we agree. We must understand our points of difference before we can intelligently consider means of reconciling them....

I should say a few words about the Soviet Delegation's disappointment with the failure of Great Britain and the United States to recognize the Bulgarian and Rumanian Governments.

The thought apparently exists in their mind that our government objects to these governments because they are friendly to the Soviet Union and that our unwillingness to recognize these governments is a manifestation of unfriendliness to the Soviet Union.

There could be no greater misconception of our attitude. I was at Yalta. The Yalta declaration on the liberated and ex-satellite countries was based on a proposal submitted by President Roosevelt. Under it

the Allied Powers, including the Soviet Union, assumed the responsibility of concerting their policies to assist in the establishment of interim governments broadly representative of all important democratic elements in the population and pledged to the earliest possible establishment through free elections of governments responsive to the will of the people. That pledge cannot be fulfilled in countries where freedom of speech and of assembly are denied.

That policy sponsored by President Roosevelt was America's policy and remains America's policy.

We are well aware that no government is perfect and that the representative character of any provisional government will always be subject to debate. We do not demand perfection where perfection is unobtainable.

In an effort to concert our policies with our Allies we have tried to show a spirit of conciliation. Certainly we did not make unduly exacting the requirements we set before we recognized the Provisional Polish Government or the conditions which we have proposed as a basis for the recognition of the Provisional Hungarian Government.

And I hope that as the result of efforts now being made by the Provisional Austrian Government to broaden its representation, we may soon be able to recognize that Government.

At Berlin we stated we would examine in the near future, in the light of prevailing conditions, the question of recognition of Rumania and Bulgaria. We have investigated and we shall continue to investigate. But we cannot know whether conditions justify recognition unless our political representatives are fully informed and unless our news correspondents are permitted freely to enter countries and freely to send their stories uncensored.

We do not seek to dictate the internal affairs of any people. We only reserve for ourselves the right to refuse to recognize governments if after investigation we conclude they have not given to the people the rights pledged to them in the Yalta agreement....

The peace of Europe depends upon the existence of friendly relations between the Soviet Union and its European neighbors, and two wars in one generation have convinced the American people that they have a very vital interest in the maintenance of peace in Europe.

The American Government shares the desire of the Soviet Union to have governments friendly to the Soviet Union in eastern and central Europe.

But lasting peace depends not only upon friendship between governments but upon friendship between peoples....

Undeterred by temporary set-backs and ever willing to accord to others that tolerant understanding that we wish others to accord to us, we must not relax in our efforts to achieve a just and lasting peace for ourselves and all nations. "With firmness in the right as God gives us to see the right, let us strive on to finish the work we are in."

INTERIM MEETING OF FOREIGN MINISTERS OF THE UNITED STATES, THE UNITED KINGDOM, AND THE UNION OF SOVIET SOCIALIST REPUBLICS, MOSCOW, DECEMBER 16-26, 1945: <http://www.yale.edu/lawweb/avalon/decade/decade19.htm>

[For more information on this meeting, click on location #5 on the interactive map.]

(b) Report by Secretary Byrnes, December 30, 1945, on Moscow Meeting

The question of the recognition of the ex-satellite states was discussed. Since the London conference, we have found it possible to recognize Austria and Hungary where free elections have occurred. There is still a wide divergence in our viewpoints on the Governments of Rumania and Bulgaria. That divergence is accentuated by the fact that in those countries democratic institutions have not functioned in accordance with traditions familiar to us.

The Soviet Union contends that the governments of those countries are satisfactory and conditions do not warrant concerted action under the Yalta Agreement. And concerted action is possible only by common agreement.

Our objections to the Rumanian and Bulgarian Governments have been not only to the exclusion of important democratic groups from those governments, but to the oppressive way in which those governments exercise their powers. Until now our objections have been little heeded by those governments or by the Soviet Government.

It must be recognized that the Soviet Government has a very real interest in the character of the governments of these states. These countries are neighbors of the Soviet Union and were involved in the war against the Soviet Union. It is therefore to be expected that the withdrawal of Soviet troops from these countries may depend upon the Soviet Government's confidence in the peaceful character of these governments.

I urged upon Generalissimo Stalin and Foreign Minister Molotov that it was in their interest as well as ours, that the peoples of these countries, as well as their governments, should be peacefully disposed toward the Soviet Union. I stressed the fact that it was our desire to work with the Soviet Government and not against it in making these governments more representative. And for the first time since Yalta the Soviet Government has agreed to cooperate with us to this end.

A tripartite commission is to proceed immediately to Rumania to advise the King, who has sought the advice of the three Allied governments, on broadening representation in the Rumanian Government. At London we asked this but were unable to secure agreement.

The British and American Governments have agreed that they will recognize the Rumanian Government as soon as they are satisfied that the Government has been broadened to include two truly representative members of two important political parties not now represented in the Government and assurances have been given regarding free elections, freedom of speech, press, religion, and association. These are the terms under which we will recognize this government. It is for us to say whether the terms have been complied with.

The situation in Bulgaria is complicated by the fact that an election has already occurred there which the Soviet Government regards as a free election and we do not. Nevertheless, the Soviet Government has undertaken to advise the new Bulgarian Government to include in the government two members truly

representative of important political parties not now included. The British Government and the American Government have stated that as soon as they are satisfied that this has been done they will recognize the new Bulgarian Government.

The agreements regarding Rumania and Bulgaria do not go as far as I should have liked, but I am hopeful that they will result in a substantial improvement in the democratic character of these governments...

...In international affairs, as in national affairs, conflicting interests can be reconciled only by frank discussion and better understanding. The meeting in Moscow did serve to bring about better understanding. We must not slacken in our efforts. With patience, good will, and tolerance we must strive to build and maintain a just and enduring peace.

Indicate below which of the agreements mentioned at Yalta and Potsdam are addressed in these documents, and the difficulties that have arisen in carrying out those agreements.

Agreement	Difficulty

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #2: The Breakdown of Cooperation

Directions (Group #2): During the second meeting of the foreign ministers of the United States, Great Britain, and the Soviet Union it became obvious that putting into practice the agreements made at Yalta and Potsdam was going to be more difficult than it had first appeared. As you read through the following document, complete the worksheet below, indicating the differences that emerged between the West and the Soviet Union. To identify the locations mentioned in the document, see the interactive map, located at <http://www.teachingamericanhistory.org/neh/interactives/coldwareuropemap/>.

SECOND MEETING OF THE COUNCIL OF FOREIGN MINISTERS, PARIS:
<http://www.yale.edu/lawweb/avalon/decade/decade20.htm>

Report by Secretary Byrnes, May 20, 1946

The progress made towards peace at the Paris meeting of the Council of Foreign Ministers was disappointingly small in light of the expectations we had when it was agreed at Moscow last December that the Council should resume the work which had been interrupted by our inability to agree at London last September....

Security is the concern of every nation. But the effort of one nation to increase its security may threaten the security of other nations and cause them in turn to try to increase their own security. The quest for security may lead to less rather than more security in the world.

It is in truth extremely difficult to know to what extent the action of any nation may be ascribed to its quest for security or to its desire to expand. But some so-called security moves on the diplomatic checkerboard have not contributed to a general sense of security.

Many of these moves are said to originate in the fear of the revival of German military might....

At the London meeting of the Council of Foreign Ministers when the Soviet Foreign Secretary seemed greatly concerned about the Soviet security requirements in the Balkans, I suggested a twenty-five year four-power treaty, to keep Germany disarmed as a means of preventing any real threat to Soviet security. I explained that we contemplated a similar joint guaranty of the disarmament of Japan....

In February I sent a working draft of the proposed treaty for German disarmament to the Soviet, British and the French Governments and the proposed treaty for Japanese disarmament to the Soviet, British and Chinese Governments. I invited their suggestions as to the draft....

The Soviet Minister agreed to discuss it informally but stated without specification that there were serious objections to the draft....

It is our sincere hope that after the Soviet Union studies our proposal and comes to appreciate our earnest desire to see Germany disarmed and kept disarmed, the Soviet Union will support it wholeheartedly.

While the making of the German peace settlement may take some time, we took the initiative at Paris to propose the immediate appointment of special deputies to prepare a peace settlement which could be considered at a general Allied conference, the date of which should be fixed by the Council at its next session.

While there is no German government yet which could accept the settlement, agreement among the Allies on the nature of the settlement is necessary to enable the Allies to know the goal towards which the Allied occupation and administration should be directed and the kind of German government which should be created to accept the settlement.

I also asked that the Special Deputies on Germany be instructed to report on several pressing problems, including boundary and economic questions. We cannot, for example, continue to carry out the reparation program if Germany is not to be administered as an economic unit [that is, as a single entity that included all of the zones of occupation] as agreed upon at Potsdam. Whatever boundaries are agreed upon for Germany, she must be able to subsist without external assistance. We cannot subsidize Germany to enable her to pay reparations to other nations.

I regret that the Soviet Representative was not prepared to act upon my proposal for the appointment of Special Deputies without further study. I shall renew my proposal when the Council reconvenes. Important as the German questions are and eager as we are to press for their speedy solution, we must not and cannot delay the peace settlements with other countries. At Potsdam it was agreed that the start should be made with Italy, Bulgaria, Hungary, Rumania and Finland. While Germany must remain under occupation for some time, we cannot fail to do our part to rid the rest of Europe of the burden of the forces of occupation. There can be no recovery in Europe until we do....

It is American policy to press unremittingly for the conclusion of peace settlements to make possible the withdrawal of troops from countries where they do not belong and where they impose justified economic and social difficulties upon the people. And even without waiting for the conclusion of peace treaties it is American policy to press for the reduction of occupation troops in all countries....

Our problems are serious, but I am not discouraged. Our offensive to secure peace has only begun. We are determined to work for political and economic peace in Europe, in the Near East and in the rest of the world. We shall work for it in the peace conferences and in the councils of the United Nations. The objective of our offensive is not territory or reparations for the United States. The objective is peace—not a peace founded upon vengeance or greed, but a just peace, the only peace that can endure.

Report by Secretary Byrnes, July 15, 1946

...While the Council made real progress toward peace with Italy and the ex-satellite states it made no progress at all on the German and Austrian questions. Perhaps the time taken in discussion was not wholly lost, because our experience suggests that understandings, particularly with our Soviet friends,

cannot be reached until we have gone through rounds of verbal combat, in which old complaints are repeated, past positions reaffirmed, differences accentuated, and crises provoked.

I am ready to believe it is difficult for them to understand us, just as it is difficult for us to understand them. But I sometimes think our Soviet friends fear we would think them weak and soft if they agreed without a struggle on anything we wanted, even though they wanted it too. Constant struggle, however, is not always helpful in a world longing for peace.

The Soviets started the German discussion with a prepared statement on the draft treaty we had proposed to guarantee the continued demilitarization and disarmament of Germany for at least a quarter of a century. The Soviet statement reveals how hard-pressed the Soviets were to find real objection to a treaty which gives them the assurance that Germany should never again become a threat to their security or to the security of Europe....

The Soviets stated that our proposed treaty was inadequate; that it did not assure the de-Nazification [that is, the elimination of Nazism] and democratization of Germany; that it did not assure them reparations. But these are political matters which are already dealt with in the Potsdam Agreement.

Our military agreement of June 5, 1945 provided for the prompt disarmament of armed forces and demilitarization of war plants. By our 25-year treaty we propose that when Germany is once disarmed we shall see that she stays disarmed. We cannot understand Soviet opposition, especially as Generalissimo Stalin on last December 24th agreed with me in principle on this subject.

The Soviet representative stated he had reports that in the British zone the disarming of military forces was not being carried out. The British representative stated he had reports that in the Soviet zone German war plants were being operated.

We asked that the Control Commission investigate the accuracy of both reports. The British and the French agreed. But the Soviet Government would not agree to the investigation unless we limited it to the disarmament of armed forces.

I certainly made clear in our earlier meeting in Paris that the proposed guaranty of German demilitarization was only a part of the German settlement. I proposed then and I proposed again at our recent meeting that deputies be appointed to start work on the whole settlement which the Allies expect the Germans to accept. The British and French accepted the proposal. The Soviets rejected it....

It is no secret that the four-power control of Germany on a zonal basis is not working well from the point of view of any of the four powers. Under the Potsdam Agreement Germany was to be administered as an economic unit and central administrative departments were to be established for this purpose. But in fact Germany is being administered in four closed compartments with the movement of people, trade, and ideas between the zones more narrowly restricted than between most independent countries. In consequence none of the zones is self-supporting. Our zone costs our taxpayers \$200,000,000 a year. And despite the heavy financial burden being borne by ourselves and other occupying powers, the country is threatened with inflation and economic paralysis.

This condition must not continue. At Paris we proposed that the Control Commission be instructed to establish the central administrative agencies necessary to administer Germany as an economic unit, and to arrange for the exchange of products between the zones and for a balanced program of imports and exports....

I made clear that we were unwilling to share responsibility for the economic paralysis and suffering we felt certain would follow [if] present conditions in Germany [were to continue].

I then announced that as a last resort we were prepared to administer our zone in conjunction with any one or more of the other zones as an economic unit. I indicated that recently we had secured cooperation with the Soviet zone in one matter and with the British in another. I explained that our offer was made not in an effort to divide Germany but to bring it together.

I stated that whatever arrangements were made with one government would be open on equal terms to the governments of the other zones at any time they were prepared to participate....

Our military representative in Germany will this week be instructed to cooperate with any one or all of the three governments [the other three occupying Germany—that is, Britain, France, and the Soviet Union] in essential administrative matters like finance, transportation, communication, trade, and industry. We will either secure economic cooperation between the zones or place the responsibility for the violation of the Potsdam Agreement [on the Soviets]....

We do not believe in a peace based on a desire for vengeance. We believe in justice, charity, and mercy. If we act with charity and mercy, those we fear as enemies may become our friends. We must trust to the healing processes of peace and pray that God in His mercy will give peace to the world.

Indicate below which of the agreements mentioned at Yalta and Potsdam are addressed in this document, and the difficulties that have arisen in carrying out those agreements.

Agreement	Difficulty

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #3: Why did Cooperation Break Down?

Directions (Group #1): As you read the following document, answer the questions on the worksheet. After you are finished you may be called upon to advise President Truman on U.S. relations with the Soviet Union.

Excerpts from Telegram from George Kennan to Secretary of State George Marshall, February 22, 1946 (the "Long Telegram"):

http://www.trumanlibrary.org/whistlestop/study_collections/coldwar/documents/index.php?documentdate=1946-02-22&documentid=6-6&studycollectionid=&pagenumber=1

[A native of Milwaukee, Wisconsin, George F. Kennan (1904-2005) graduated from Princeton University in 1925 and soon thereafter went to work for the U.S. State Department as an expert on Russia. He spent much of the 1930s attached to the U.S. embassy in Moscow, where he witnessed firsthand the internal workings of the Soviet Union, including the show trials in which Stalin condemned thousands of suspected political opponents to death. This experience convinced Kennan that there was little hope for lasting cooperation between the Soviet Union and the West. In May 1944 he was appointed deputy chief of the U.S. mission in Moscow. Having spent years studying the history of Russia and the Soviet Union, he sent this telegram to Washington, offering his views on why the Soviets were behaving as they were.]

At the bottom of the Kremlin's neurotic view of world affairs is [the] traditional and instinctive Russian sense of insecurity. Originally, this was [the] insecurity of a peaceful agricultural people trying to live on [a] vast exposed plain in [the] neighborhood of fierce nomadic peoples. To this was added, as Russia came into contact with [an] economically advanced West, fear of [the] more competent, more powerful, more highly organized societies in that area. But this latter type of insecurity was one which afflicted rather Russian rulers than [the] Russian people; for Russian rulers have invariably sensed that their rule was relatively archaic in form, ...unable to stand comparison for contact with political systems of Western countries. For this reason they have always feared foreign penetration, feared direct contact between [the] Western world and their own, feared what would happen if [the] Russians learned [the] truth about [the] world without [that is, the world outside Russia] or if foreigners learned the truth about the world within [Russia]. And they have learned to seek security only in patient but deadly struggle for total destruction [of] rival power, never in compacts and compromises with it....

We have now seen nature and background of the Soviet program. What may we expect of its practical implementations? [....]

A. Internal policy devoted to increasing in every way strength and prestige of Soviet state; intensive military-industrialization; maximum development of armed forces; great displays to impress outsiders;

continued secretiveness about internal matters, designed to conceal weaknesses and to keep opponents in [the] dark.

B. Wherever it is considered timely and promising, efforts will be made to advance [the] official limits of Soviet power. For the moment, these efforts are restricted to certain neighboring points conceived of here as being of immediate strategic necessity, such as northern Iran, Turkey, possibly Bornholm [a Danish island in the Baltic Sea]. However, other points may at any time come into question, if...Soviet political power is extended to new areas....

It may be expected that the component parts of this far-flung apparatus will be utilized, in accordance with their individual suitability, as follows:

1. To undermine [the] general political and strategic potential of major Western powers. Efforts will be made in such countries to disrupt national self-confidence, to hamstring measures of national defense, to increase social and industrial unrest, to stimulate all forms of disunity. All persons with grievances, whether economic or racial, will be urged to seek redress not in mediation and compromise, but in defiant violent struggle for destruction of other elements of society. Here poor will be set against rich, black against white, young against old, newcomers against established residents, etc. [...]

3. Where individual governments stand in [the] path of Soviet purposes pressure will be brought for their removal from office. This can happen where governments directly oppose Soviet foreign policy aims (Turkey, Iran), where they seal their territories off against Communist penetration (Switzerland, Portugal), or where they compete too strongly, like Labor government [that is, government run by the Labor Party] in England, for moral domination among elements which it is important for Communists to dominate....

4. In foreign countries Communists will, as a rule, work toward [the] destruction of all forms of personal independence, economic, political, or moral. Their system can handle only individuals who have been brought into complete dependence on higher power [that is, the power of the Soviet state]. Thus persons who are financially independent - such as individual businessmen, estate owners, successful farmers, artisans, and all those who exercise local leadership or have local prestige, such as popular local clergymen or political figures, are anathema....

5. Everything possible will be done to set major Western powers against each other. Anti-British talk will be plugged among Americans, anti-American talk among British. Continentals [Europeans], including Germans, will be taught to abhor both Anglo-Saxon powers [that is, the United States and Great Britain]. Where suspicions exist, they will be fanned; where not, ignited. No effort will be spared to discredit and combat all efforts which threaten to lead to any sort of unity or cohesion among others from which Russia might be excluded....

6. In general, all Soviet efforts on [the] unofficial international plane will be negative and destructive in character, designed to tear down sources of strength beyond [the] reach of Soviet control. This is only in line with [the] basic Soviet instinct that there can be no compromise with rival power and that constructive work can start only when Communist power is dominant. But behind all this will be applied insistent, unceasing pressure for penetration and command of key positions in [the] administration and especially in [the] police apparatus of foreign countries. The Soviet regime is a police regime par excellence [that is, the ultimate police state]...accustomed to think primarily in terms of police power. This should never be lost sight of in gauging Soviet motives....

This is admittedly not a pleasant picture. [The p]roblem of how to cope with this force is undoubtedly [the] greatest task our diplomacy has ever faced and probably the greatest it will ever have to face. It should be the point of departure from which our political general staff work at the present juncture should proceed. It should be approached with [the] same thoroughness and care as [the] solution of major strategic problem in war, and if necessary, with no smaller outlay in [the] planning effort. I cannot attempt to suggest all the answers here. But I would like to record my conviction that the problem is within our power to solve...without recourse to any general military conflict. And in support of this conviction there are certain observations of a more encouraging nature I should like to make:

(One) Soviet power, unlike that of Hitlerite [Nazi] Germany, is neither schematic nor adventuristic. It does not work by fixed plans. It does not take unnecessary risks. [It is] impervious to logic of reason, and it is highly sensitive to [the] logic of force. For this reason it can easily withdraw — and usually does — when strong resistance is encountered at any point. Thus, if the adversary has sufficient force and makes clear his readiness to use it, he rarely has to do so. If situations are properly handled there need be no prestige-engaging showdowns.

(Two) Gauged against Western world as a whole, [the] Soviets are still by far the weaker force. Thus, their success will really depend on [the] degree of cohesion, firmness, and vigor which [the] Western world can muster. And this is [one] factor which it is within our power to influence.

(Three) Success of Soviet system, as [a] form of internal power, is not yet finally proven. It has yet to be demonstrated that it can survive [the] supreme test of [the] successive transfer of power from one individual or group to another. [Vladimir] Lenin's [first leader of the Soviet Union] death [in 1924] was [the] first such transfer, and its effects wracked [the] Soviet state for fifteen years after. Stalin's death or retirement will be second. But even this will not be [the] final test. [The] Soviet internal system will now be subjected, by virtue of recent territorial expansions, to a series of additional strains.... In Russia, [the Communist] party has now become a great and — for the moment — highly successful apparatus of dictatorial administration, but it has ceased to be a source of emotional inspiration. Thus, internal soundness and permanence of movement need not yet be regarded as assured. [In other words, the Soviet Union might collapse from within.]

(Four) All Soviet propaganda beyond [the] Soviet security sphere [that is, the Soviet Union and its satellite states] is basically negative and destructive. It should therefore be relatively easy to combat it by any intelligent and really constructive program.

For these reasons I think we may approach calmly and with good heart the problem of how to deal with Russia. As to how this approach should be made, I only wish to advance, by way of conclusion, the following comments:

1. Our first step must be to apprehend, and recognize for what it is, the nature of the movement with which we are dealing. We must study it with the same courage, detachment, objectivity, and the same determination not to be emotionally provoked or unseated by it, with which a doctor studies unruly and unreasonable individuals.

2. We must see that our public is educated to [the] realities of Russian situation. I cannot overemphasize the importance of this. [The p]ress cannot do this alone. It must be done mainly by government, which is necessarily more experienced and better informed on [the] practical problems involved. In this we need not be deterred by [the] ugliness of the picture. I am convinced that there would be far less hysterical anti-Sovietism in our country today if the realities of this situation were better understood by our people. There is nothing as dangerous or as terrifying as the unknown....

3. Much depends on [the] health and vigor of our own society. World communism is like [a] malignant parasite which feeds only on diseased tissue. This is the point at which domestic and foreign policies meet. Every courageous and incisive measure to solve [the] internal problems of our own society, to improve [the] self-confidence, discipline, morale, and community spirit of our own people, is a diplomatic victory over Moscow worth a thousand diplomatic notes and joint communiqués....

4. We must formulate and put forward for other nations a much more positive and constructive picture of the sort of world we would like to see than we have put forward in the past. It is not enough to urge the people to develop political processes similar to our own [that is, democracy]. Many foreign peoples, in Europe at least, are tired and frightened by [the] experiences of the past, and are less interested in abstract freedom than in security. They are seeking guidance rather than responsibilities. We should be better able than the Russians to give them this. And unless we do, the Russians certainly will.

5. Finally, we must have courage and self-confidence to cling to our own methods and conceptions of human society. After all, the greatest danger that can befall us in coping with this problem of Soviet communism is that we shall allow ourselves to become like those with whom we are coping.

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #3: Why did Cooperation Break Down?

Directions (Group #2): As you read the following document, answer the questions on the worksheet. After you are finished you may be called upon to advise President Truman on U.S. relations with the Soviet Union.

“Achieving an Atmosphere of Mutual Trust and Confidence”: Henry A. Wallace offers an Alternative to Cold War Containment: <http://historymatters.gmu.edu/d/6906>

[Henry A. Wallace (1888-1965) grew up on a farm in Iowa, and graduated from Iowa State College in 1910. In 1915 he founded a business that remains to this day one of the most profitable agricultural corporations in the United States. In 1933 Franklin D. Roosevelt named him Secretary of Agriculture, a position which Wallace held until FDR selected him as his running mate for the 1940 presidential election. As vice president he became increasingly outspoken in his liberal views, leading FDR to drop him from the ticket in 1944 in favor of Harry Truman. However, he remained in the cabinet as Secretary of Commerce, and he remained in this post after Truman became president in May 1945. In July 1946 he sent this letter to President Truman, expressing his concern about the growing tensions between the United States and the Soviet Union.]

I have been increasingly disturbed about the trend of international affairs since the end of the war, and I am even more troubled by the apparently growing feeling among the American people that another war is coming and the only way that we can head it off is to arm ourselves to the teeth. Yet all of past history indicates that an armaments race does not lead to peace but to war. The months just ahead may well be the crucial period which will decide whether the civilized world will go down in destruction after the five or ten years needed for several nations to arm themselves with atomic bombs. Therefore, I want to give you my views on how the present trend toward conflict might be averted....

How do American actions since V-J Day [Victory over Japan Day, that is, the end of World War II] appear to other nations? I mean by actions the concrete things like \$13 billion for the War and Navy Departments, the Bikini [an island in the Pacific] tests of the atomic bomb and continued production of bombs, the plan to arm Latin America with our weapons, production of B-29s [a type of heavy bomber] and planned production of B-36s [another type of bomber], and the effort to secure air bases spread over half the globe from which the other half of the globe can be bombed. I cannot but feel that these actions must make it look to the rest of the world as if we were only paying lip service to peace at the conference table.

These facts rather make it appear either (1) that we are preparing ourselves to win the war which we regard as inevitable or (2) that we are trying to build up a predominance of force to intimidate the rest of

mankind. How would it look to us if Russia had the atomic bomb and we did not, if Russia had 10,000-mile bombers and air bases within a thousand miles of our coastlines, and we did not?

Some of the military men and self-styled “realists” are saying: “What’s wrong with trying to build up a predominance of force? The only way to preserve peace is for this country to be so well armed that no one will dare attack us. We know that America will never start a war.”

The flaw in this policy is simply that it will not work. In a world of atomic bombs and other revolutionary new weapons, such as radioactive poison gases and biological warfare, a peace maintained by a predominance of force is no longer possible.

Why is this so? The reasons are clear:

FIRST. Atomic warfare is cheap and easy compared with old-fashioned war. Within a very few years several countries can have atomic bombs and other atomic weapons. Compared with the cost of large armies and the manufacture of old-fashioned weapons, atomic bombs cost very little and require only a relatively small part of a nation’s production plant and labor force.

SECOND. So far as winning a war is concerned, having more bombs—even many more bombs—than the other fellow is no longer a decisive advantage. If another nation had enough bombs to eliminate all of our principal cities and our heavy industry, it wouldn’t help us very much if we had ten times as many bombs as we needed to do the same to them.

THIRD. And most important, the very fact that several nations have atomic bombs will inevitably result in a neurotic, fear-ridden, itching-trigger psychology in all the peoples of the world, and because of our wealth and vulnerability we would be among the most seriously affected. Atomic war will not require vast and time-consuming preparations, the mobilization of large armies, the conversion of a large proportion of a country’s industrial plants to the manufacture of weapons. In a world armed with atomic weapons, some incident will lead to the use of those weapons....

In general there are two overall points of view which can be taken in approaching the problem of the United States-Russian relations. The first is that it is not possible to get along with the Russians and therefore war is inevitable. The second is that war with Russia would bring catastrophe to all mankind, and therefore we must find a way of living in peace. It is clear that our own welfare as well as that of the entire world requires that we maintain the latter point of view....

We should try to get an honest answer to the question of what the factors are which cause Russia to distrust us, in addition to the question of what factors lead us to distrust Russia. I am not sure that we have as a nation or an Administration found an adequate answer to either question, although we have recognized that both questions are of critical importance.

FACTORS IN AMERICAN DISTRUST OF RUSSIA

Our basic distrust of the Russians, which has been greatly intensified in recent months by the playing up of conflict in the press, stems from differences in political and economic organization. For the first time in our history defeatists among us have raised the fear of another system as a successful rival to democracy and free enterprise in other countries and perhaps even our own. I am convinced that we can meet that challenge as we have in the past by demonstrating that economic abundance can be achieved

without sacrificing personal, political and religious liberties. We cannot meet it as Hitler tried to by an anti-Comintern alliance [that is, an alliance directed against the Soviet Union].

It is perhaps too easy to forget that despite the deep-seated differences in our cultures and intensive anti-Russian propaganda of some twenty-five years standing, the American people reversed their attitudes during the crisis of war. Today, under the pressure of seemingly insoluble international problems and continuing deadlocks, the tide of American public opinion is again turning against Russia. In this reaction lies one of the dangers to which this letter is addressed.

FACTORS IN RUSSIAN DISTRUST OF THE WESTERN WORLD

I should list the factors which make for Russian distrust of the United States and of the Western world as follows: The first is Russian history, which we must take into account because it is the setting in which Russians see all actions and policies of the rest of the world. Russian history for over a thousand years has been a succession of attempts, often unsuccessful, to resist invasion and conquest—by the Mongols, the Turks, the Swedes, the Germans and the Poles. The scant thirty years of the existence of the Soviet Government has in Russian eyes been a continuation of their historical struggle for national existence. The first four years of the new regime, from 1917 through 1921, were spent in resisting attempts at destruction by the Japanese, British and French, with some American assistance, and by the several White Russian armies [anti-communist forces in the Russian Civil War, 1917-1921] encouraged and financed by the Western powers. Then, in 1941, the Soviet State was almost conquered by the Germans after a period during which the Western European powers had apparently acquiesced in the rearming of Germany in the belief that the Nazis would seek to expand eastward rather than westward. The Russians, therefore, obviously see themselves as fighting for their existence in a hostile world.

Second, it follows that to the Russians all of the defense and security measures of the Western powers seem to have an aggressive intent. Our actions to expand our military security system...appear to them as going far beyond the requirements of defense. I think we might feel the same if the United States were the only capitalistic country in the world, and the principal socialistic countries were creating a level of armed strength far exceeding anything in their previous history....

Finally, our resistance to her attempts to obtain warm water ports and her own security system in the form of "friendly" neighboring states seems, from the Russian point of view, to clinch the case. After twenty-five years of isolation and after having achieved the status of a major power, Russia believes that she is entitled to recognition of her new status. Our interest in establishing democracy in Eastern Europe, where democracy by and large has never existed, seems to her an attempt to reestablish the encirclement of unfriendly neighbors which was created after the last war and which might serve as a springboard of still another effort to destroy her.

WHAT WE SHOULD DO

If this analysis is correct, and there is ample evidence to support it, the action to improve the situation is clearly indicated. The fundamental objective of such action should be to allay any reasonable Russian grounds for fear, suspicion and distrust. We must recognize that the world has changed and that today there can be no "one world" unless the United States and Russia can find some way of living together....

We should ascertain from a fresh point of view what Russia believes to be essential to her own security as a prerequisite to the writing of the peace and to cooperation in the construction of a world order. We should be prepared to judge her requirements against the background of what we ourselves and the

British have insisted upon as essential to our respective security. We should be prepared, even at the expense of risking epithets of appeasement, to agree to reasonable Russian guarantees of security... We should be prepared to negotiate a treaty which will establish a definite sequence of events for the establishment of international control and development of atomic energy. This, I believe, is the most important single question, and the one on which the present trend is definitely toward deadlock rather than ultimate agreement.

We should make an effort to counteract the irrational fear of Russia which is being systematically built up in the American people by certain individuals and publications. The slogan that communism and capitalism, regimentation and democracy, cannot continue to exist in the same world is, from a historical point of view, pure propaganda. Several religious doctrines, all claiming to be the only true gospel and salvation, have existed side by side with a reasonable degree of tolerance for centuries. This country was for the first half of its national life a democratic island in a world dominated by absolutist governments [that is, absolute monarchies, in which the king's word was law].

We should not act as if we too felt that we were threatened in today's world. We are by far the most powerful nation in the world, the only Allied nation which came out of the war without devastation and much stronger than before the war. Any talk on our part about the need for strengthening our defenses further is bound to appear hypocritical to other nations.

SUMMARY

This proposal admittedly calls for a shift in some of our thinking about international matters. It is imperative that we make this shift. We have little time to lose. Our postwar actions have not yet been adjusted to the lessons to be gained from experience of Allied cooperation during the war and the facts of the atomic age.

It is certainly desirable that, as far as possible, we achieve unity on the home front with respect to our international relations; but unity on the basis of building up conflict abroad would prove to be not only unsound but disastrous. I think there is some reason to fear that in our earnest efforts to achieve bi-partisan unity in this country we may have given way too much to isolationism [that is, retreat from world affairs] masquerading as tough realism in international affairs.

The real test lies in the achievement of international unity. It will be fruitless to continue to seek solutions for the many specific problems that face us in the making of the peace and in the establishment of an enduring international order without first achieving an atmosphere of mutual trust and confidence. The task admittedly is not an easy one. There is no question, as the Secretary of State has indicated, that negotiations with the Russians are difficult because of cultural differences, their traditional isolationism, and their insistence on a visible quid pro quo [that is, they must receive something in return for everything that they offer] in all agreements. But the task is not an insuperable one if we take into account that to other nations our foreign policy consists not only of the principles that we advocate but of the actions we take. Fundamentally, this comes down to the point discussed earlier in this letter, that even our own security, in the sense that we have known it in the past, cannot be preserved by military means in a world armed with atomic weapons. The only type of security which can be maintained by our own military force is...a security against invasion after all our cities and perhaps 40 million of our city population have been destroyed by atomic weapons. That is the best that "security" on the basis of armaments has to offer us. It is not the kind of security that our people and the people of the other United Nations are striving for.

I think that progressive leadership along the lines suggested above would represent and best serve the interests of the large majority of our people, would reassert the forward looking position of the Democratic Party in international affairs, and, finally, would arrest the new trend towards isolationism and a disastrous atomic world war.

Sources of Discord, 1945-1946

Student Name _____ Date _____

Activity #3: Why did Cooperation Break Down?

Directions: As you read the document that your group has been assigned (either Kennan's "Long Telegram" or Wallace's letter to Truman), answer the following questions:

Question	Answer
Why, according to the author, had relations deteriorated between the United States and the Soviet Union?	
Why, according to the author, did Americans distrust the Soviet Union?	
Why, according to the author, did the Soviet Union distrust the United States?	
What was the author's greatest fear regarding Soviet-American relations?	
What were the author's recommendations for how U.S. policy toward the Soviet Union ought to be conducted?	

Appendix O

Curriculum Evaluation Feedback Documents

CURRICULUM EVALUATION FEEDBACK RESPONSE

Directions:

Utilizing this evaluation feedback response form, please evaluate all components of the project curriculum. Any and all constructive feedback is welcomed, as well as any recommendations/suggestions for improvement/revision. All feedback received will be reviewed, considered, and implemented, when and where appropriate, within the curriculum.

1. What are potential sources of strength contained within this curriculum?
2. What are potential sources of failure (i.e. weaknesses) contained within this curriculum?
3. Does this curriculum reflect practical and usefulness strategies that may be readily implemented in the classroom? Why/why not?
4. Overall, does this curriculum reflect and incorporate, to the best of your knowledge and understanding of the subject, procedural choice? Why/why not?

STUDENT CURRICULUM EVALUATION FEEDBACK QUESTIONS

1. Which of the following, if any, did you find interesting during the last 3 units and why?
 - 1) Option of Reading Guide or Lecture Notes for Section
 - 2) Activities: Choice of 1 of 3-4 primary source options + Gold, Silver, Bronze levels
 - 3) Activities: Contained Scenario and choice of 3 different tasks (e.g. editorial, political cartoon, Wildcard) + Gold, Silver, Bronze Levels
 - 4) Class composed notes(outline on screen, class chose info to include)
 - 5) Group Notes (composed within group and presented to class)
 - 6) Other (list and describe)

2. Did the presence of choice within the last 3 units (contained within the activities, method of acquiring the information/notes, etc.) cause you to feel more in control of your learning? Of your academic success in this class? Why/why not?

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