The Nazi Blitzkrieg: The OUTBREAK OF WWII!

Poland

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

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

The Soviet Union Strikes!

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

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

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

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

Read “The Evacuation at Dunkirk, 1940” and then complete this!
On June 22, 1940 France signed an armistice with Germany, agreeing to German occupation of northern France and the coast.

- The French military was demobilized, and the French government, now located at Vichy, would collaborate with the German authorities in occupied France.
- Refusing to recognize defeat, General Charles de Gaulle escaped to London and organized the Free French forces.
- Britain, now headed by Winston Churchill, stood alone against Germany.
Assignment: France Surrenders!

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

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

The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, ‘This was their finest hour’.
(18th June 1940)

Never in the field of human conflict was so much owed by so many to so few.
(20th August 1940)

We shall fight them on the beaches, we shall fight them on the landing grounds, we shall fight them in the field and in the street, we shall fight them in the hills. We shall never surrender.
(3rd June 1940)

Battle of Britain Video Clip:
July-September, 1940 Battle of Britain

Who really won/lost the Battle of Britain?

<table>
<thead>
<tr>
<th>Source E: RAF aircraft losses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spitfires</td>
</tr>
<tr>
<td>Hurricanes</td>
</tr>
<tr>
<td>Blenheims</td>
</tr>
<tr>
<td>Other</td>
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</table>

<table>
<thead>
<tr>
<th>Source F: Luftwaffe aircraft losses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messerschmitt Bf 109</td>
</tr>
<tr>
<td>Messerschmitt Bf 110</td>
</tr>
<tr>
<td>Heinkel He 111</td>
</tr>
<tr>
<td>Junkers Ju 88</td>
</tr>
<tr>
<td>Dornier Do 17</td>
</tr>
<tr>
<td>Junkers Ju 87</td>
</tr>
<tr>
<td>Dornier Do 215</td>
</tr>
<tr>
<td>Heinkel He 115</td>
</tr>
<tr>
<td>Henschel Hs 126</td>
</tr>
<tr>
<td>Heinkel He 59</td>
</tr>
<tr>
<td>Other</td>
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</table>

RAF — Great Britain’s Royal Airforce
Who really won/lost the Battle of Britain?

Source G: RAF casualties in 1940.

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<thead>
<tr>
<th>Total</th>
<th>Origin</th>
<th>Killed</th>
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<tbody>
<tr>
<td>1822</td>
<td>RAF</td>
<td>339</td>
</tr>
<tr>
<td>56</td>
<td>Fleet AIR ARM</td>
<td>9</td>
</tr>
<tr>
<td>21</td>
<td>Australian</td>
<td>14</td>
</tr>
<tr>
<td>73</td>
<td>New Zealander</td>
<td>11</td>
</tr>
<tr>
<td>88</td>
<td>Canadian</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>South African</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Southern Rhodes</td>
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<tr>
<td>8</td>
<td>Irish</td>
<td>0</td>
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<tr>
<td>7</td>
<td>American</td>
<td>1</td>
</tr>
<tr>
<td>141</td>
<td>Polish</td>
<td>29</td>
</tr>
<tr>
<td>86</td>
<td>Czech</td>
<td>8</td>
</tr>
<tr>
<td>26</td>
<td>Belgian</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Free French</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>Israeli</td>
<td>0</td>
</tr>
</tbody>
</table>

Source H:

German Aircraft Pilots
Killed in action.

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

October 28, 1940 - Greece rejects Italy's demands for the use of Greek bases. Italy invades Greece.

December 1940 - Hitler battles Greece.
- The Greeks break through the Italian defenses and overrun ¼ of Albania. The Greeks take 28,000 Italian prisoners.
- Hitler has to come to Mussolini’s aid and send troops to Greece. Hungary, Rumania, Bulgaria, and Yugoslavia agree to let German troops pass through their countries.
- A revolution in Yugoslavia forces Hitler to invade Yugoslavia in order to get to Greece, which is eventually conquered.
Is Hitler Unstoppable?

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

**NEWSREPORT: Why is Hitler winning?**

- Read the following from Eyewitnesshistory.com: “The Nazi Occupation of Poland 1939-1940,” “France Surrenders, 1940,” “Hitler Tours Paris, 1940,” “The Battle of Britain,” and “The London Blitz.” Acting as an eyewitness news reporter for the London Times, use historical details from these sources to explain why the war is going badly for the Allies in a two-page skit! No need to film! Just perform it!
DECISION TIME: THE CLASS WILL CHOOSE ONE OF THE FOLLOWING TWO PROJECTS TO COMPLETE!

- 1) Model Airplane Project
- 2) WWII Board Game Project

World War II: Model Airplane Project!

- PURPOSE: To provide a crosscurricular approach by fusing history, mathematics and physics to create a successful flight of a model airplane!

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

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

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

Please sign below, indicating that you are giving your approval for this project:

Parents Signature: ___________________________ Date: ________________
Design Your Own World War II Board Game!

INTRODUCTION AND OBJECTIVES: For our culminating unit project on World War II, you will design a board game (for up to six players) which focuses on a political conflict of past or present! Unlike traditional tests with their emphasis on recall, this project challenges you to analyze higher-level thinking skills—comprehension, application, analysis, evaluation, and most important, synthesis—to complete complex problem-solving tasks. The project focuses on the key questions, difficult issues, essential understandings, and important concepts of the unit. The overall purpose of this project is to teach others about significant people and events of World War II as well as explain why Germany and the Axis Powers lost the war.

Because your board game will be only one part of your larger instructional environment, you have more freedom than is usual in instructional design and more opportunity to be creative! Anything that is not taught or reinforced by your game will be taken care of by some other medium and format.

The maximum points you can earn on this project is 50 (20 points from rubric + 10 points for your bibliography of 3-5 sources featuring proper citation) . YOUR DUE DATE IS:

TOPICS:
2. Events leading up to World War II, 1933-1939—“Can the War be prevented?”
3. The Western Front, 1939-1945—Britain, France, and U.S. vs. Germany, Italy, and the Axis*
4. The Eastern Front, 1941-1945, Russia vs. Germany and the Axis*
5. The Pacific War, 1941-1945, U.S. vs. Japan (Pearl Harbor to the A-Bomb!)
6. The North Africa Campaign, 1941-1942*
7. The Italian Campaign, 1943-1944*
8. The Holocaust, 1938-1945, “The Night of Broken Glass” to the Allied liberation of the concentration camps*

COMMON MATERIALS NEEDED FOR YOUR BOARD GAME: As you develop this concept for your board game, you will develop a better idea of the materials that you will need. Common materials include:
1. dice or spinning wheel
2. color note-cards
3. stiff material for the board that’s easy to cut (a “customized” board from another game, construction paper, cardboard, or foamcore board), thin construction paper
4. access to computer technology to create and print the board design or markers to draw your own design by hand
5. game pieces (Your choice! You may borrow pieces from other games)
6. sturdy tape and spray glue
7. other?

**WWII BOARD GAME PROJECT SIGN UP**

CLASS PERIOD:

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

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Topics and textbook pages for trivia questions:
Western Front and Italian campaign—pages 688-693, 726-727, 736—740, 746-747
The Holocaust—pages 694-701
The Pacific War—pages 705-707, 722-725, 741-745, 748-752
North Africa—pages 725—726,
Eastern Front (Russia)—pages 726-727
Cold war—758 and on.

• What is the meaning of this cartoon by Dr. Seuss?
Warm Up: What’s the meaning of this cartoon? Who’s the cartoonist? Does this surprise you?

Japanese Aggression, 1931 - 1945
Japan Displays Imperialistic Intentions!

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

**September 1931** - Japan invades Manchuria, northern China

Japan Invades China

1937
The Japanese Attack!

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

Japanese Atrocities in China

- “Rape of Nanjing” - Japanese slaughtered at least 100,000 civilians and raped thousands of women in the Chinese capital between Dec. 1937 and Feb. 1938.
Japanese Soldiers March into Nanking, China—December 9, 1937

Victims of the Japanese bombing of Shanghai.
The Japanese Invasion, 1937

Japanese Bayonet Practice
Beheadings Took Place in Public!

UNIT 731: Bio-Chemical Warfare
Why did Japan want to form a Pacific Empire?

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

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

- The American public was strongly opposed to getting involved in World War II.

Task: Why do you think America was so opposed to entering the war?

Amalgamated Neutral

Task: Explain the significance of this cartoon.

- Americans didn’t want to involve themselves in another overseas war that did not involve America.

To be neutral...or not to be neutral

Cash & Carry -
- The Allies were losing against the forces of the Axis powers.
- Roosevelt knew he needed to help, but America was strongly isolationist.

“50 tin cans” aka “Destroyers for Bases” -

Task: Why did he call them “tin cans”?

Lend-Lease Plan –
- Britain ran out of cash to pay for American war materials.
- It’s like lending your hose to a neighbor if his house were on fire.
U.S. Foreign Policy in Response to Japanese and German Aggression

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

Tensions between Japan and U.S. Increase!

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

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

Would You Have Been Able to Prevent the Japanese Attack?

President Roosevelt

Emperor Hirohito

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

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

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

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

---

**Japanese Attack on Pearl Harbor--December 7, 1941**

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

The battleships moored along "Battleship Row" are the primary target of the attack's first wave. Ten minutes after the beginning of the attack a bomb crashes through the Arizona's two armored decks igniting its magazine. The explosion rips the ship's sides open like a tin can starting a fire that engulfs the entire ship. Within minutes she sinks to the bottom taking 1,300 lives with her. The sunken ship remains as a memorial to those who sacrificed their lives during the attack.
The harbor was ablaze due to massive oil spills. After jumping off their ships, many soldiers were burned alive.
The explosion of the USS Shaw DD-373

Pearl Harbor in Color!
What can we learn from the stories of survivors?

Ford Island, the USS Shaw DD-373 explosion can be seen in the background
**Pearl Harbor Losses**

**Personnel Killed**

<table>
<thead>
<tr>
<th></th>
<th>U.S.</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy</td>
<td>2,001</td>
<td>64</td>
</tr>
<tr>
<td>Marine Corps</td>
<td>105</td>
<td>0</td>
</tr>
<tr>
<td>Army</td>
<td>240</td>
<td>0</td>
</tr>
<tr>
<td>Civilians</td>
<td>58</td>
<td>0</td>
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**Personnel Wounded**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>unknown</th>
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<td></td>
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<tr>
<td>Marine Corps</td>
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<td>Army</td>
<td>364</td>
<td></td>
</tr>
<tr>
<td>Civilians</td>
<td>35</td>
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</tr>
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**Ships**

<p>| | |</p>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Sunk or beached</td>
<td>12</td>
</tr>
<tr>
<td>Damaged</td>
<td>9</td>
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</tbody>
</table>

**Aircraft**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroyed</td>
<td>164</td>
<td>29</td>
</tr>
<tr>
<td>Damaged</td>
<td>159</td>
<td>74</td>
</tr>
</tbody>
</table>

**Critical Mistakes by the Japanese**

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

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"December 7, 1941 - A Date Which Will Live In Infamy"

The Japanese used planes to attack the U.S.'s largest naval base.

- 200 planes were destroyed
- 19 ships were sunk
- 2,400 Americans were killed.

Task: How does Pearl Harbor compare to the events of September 11th, 2001?
President Roosevelt's Response to the Attack

“December 7, 1941 - A Date Which Will Live In Infamy”

December 8th, 1941
President Franklin Delano Roosevelt asks Congress for a Declaration of War against Japan. Congress overwhelmingly approves it.

December 11th, 1941
Germany and Italy declare war on the United States.

America was fighting a two ocean war -
1. Germany and Italy across the Atlantic
2. Japan across the Pacific
The American Response to Japanese Attack

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

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

Continued…
Contrasting Perspectives on the Pearl Harbor Attack

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

Mr. Cegielski

The World at War: 1939-1945

Understanding Goal:
War has consequences.

Investigative Question:
Was WWII a "just" war?

Explore: Was the bombing of Pearl Harbor justification for the internment of Japanese Americans on the West Coast?

Connect: How might U.S. actions during WWII serve as a lesson for future conflicts?
Japanese Internment

- **Japanese American internment** was the forced removal and internment (imprisonment) of 120,000 Japanese and Japanese Americans (about 62% were citizens!) from the West Coast of the U.S. during World War II.
- About 110,000 men, women and children – were sent to "War Relocation Centers" in remote portions of the nation's interior.
Figure 1.2. Sites in the western U.S. associated with the relocation of Japanese Americans during World War II.

Japanese Internment Camps in the US

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

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

© www.historyonthenet.com
OPTION #1

THE EVACUATION OF THE JAPANESE FOLLOWING PEARL HARBOR
A Documentary Source Problem

You are a historian writing a textbook about the American "home front" during World War II. You have allowed yourself only three typewritten, double-spaced pages to explain why the Japanese internment occurred. After reading the documents, recount the sequence of events and explain their cause and effect by answering the following questions. Do not consult any other books until you have written your history.

1. How was the relocation justified? What were the prevailing feelings of the time? How did the popular stereotypes of the Japanese feed white insecurity on the west coast following Pearl Harbor?
2. What was the significance of Executive Order 9066? What did it authorize and what were its effects?
3. What economic effects did the evacuation have? Did white California farmers play a role in the evacuation?
4. How did the Japanese Americans react to the bombing of Pearl Harbor? How were their reactions perceived by American society? Were these perceptions valid?
5. Was the evacuation militarily justified? What role, if any, did General DeWitt's racist perception of the Japanese play in his analysis of the military situation on the west coast?
6. What roles did California state officials such as Governor Olson play in the evacuation? What effect did public sentiment have on their policies? To what degree was the relocation politically motivated?

OPTION #2

Guidelines for Student Newspaper

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

Requirements for rough draft (in pencil) and final copy (ink):
1. Name for newspaper
2. Date (from the period)
3. Your name as editor
4. Each article or editorial must have a title
5. One original cartoon or related illustration
6. One editorial: Not required
7. At least one article
8. At least two letters to the editor (differing viewpoints)

* Articles and editorials should be factual, informative, and interesting.
* Spelling and neatness count!

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

The final copy must be completed in ink or computer typed.
Mobilization in the U.S.

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

I WANT YOU

for the U.S. ARMY

UNITED STATES ARMY RECRUITING SERVICE

Marine Corps Motor Pool
Servicing U. S. Bombers

USO Canteen
Fighting the Enemy on the Battlefield & on the Home Front

Working on the Assembly Line
Do Your Bit!

BACK'EM UP
BUY EXTRA BONDS

Buy, Buy, Buy, Buy a Bond: It Will Lead to VICTORY!
Restoration of U.S. Prosperity

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

Get Your Ration Cards
Q. List and explain several ways America mobilized for War.

**Raising Money and Support Via Animated Features**

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

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

Did Disney go too far?

- Topping the charts of historical cartoon propaganda is without a doubt Disney's Education For Death, which graphically details the life and times of Hitler youth. The narrator solemnly intones the distorted text of Gregor Ziemer's The Making of The Nazi.
- German adults are portrayed in classic Disney "sinister bulldog" style: barrel chest, small rear end, bowed legs, and no neck. The bellowing, red-faced instructor's jowls flop around like coattails as he berates a kindergarten classroom full of Bambi-eyed waifs in lederhosen, whose pluckish heads are delightfully oversized. The military professor's singular goal: get these scatterbrained kids to appreciate Hitler's way of thinking.
- The lesson plan is presented at the blackboard. Chalk drawings of a fox eating a rabbit illustrate nature's intended course: the weaker species (i.e. Jews and bunnies) are justly but inevitably devoured without mercy by superior forces.
Superman cartoon #1: Superman fights Japanese Saboteurs in America!

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

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

Watch the cartoon. Then, do the following: 1) Write down three reasons why this should be considered propaganda and 2) Write down three reasons why this cartoon should be considered racist.
A Very Strange Cartoon Featuring a Daffy Duck-Like Character Playing Hitler!

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

Today’s Essential Questions

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

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

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

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

Additional Contributions of Minorities

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

**Video: Minorities in WWII (29 minutes)**

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

• **Directions:** Using the secondary source documents (A--I) and accompanying pictures from “World War II, Segregation Abroad and at Home,” (handout) complete the following:

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

Women and World War II

- What is the purpose of this poster?
- What does it suggest about women and the war effort?
"Rosie The Riveter"

- From 1940 to 1945, the number of female workers rose by 50 percent, from 12 million to 18 million. By 1945, this number increased to 75 percent.

- During the war years, women became:
  - streetcar conductors
  - taxicab drivers
  - business managers
  - commercial airline checkers
  - aerodynamic engineers
  - railroad workers.

- Women operated:
  - machinery
  - streetcars
  - buses
  - cranes
  - tractors.

The Andrew Sisters Singing "Boogie Woogie Bugle Boy"
Betty Grable: Allied Pinup Girl

She Reminded Men
What They Were Fighting For

“Rosie, the Riveter”
Fix that Engine!

Join the Women’s Army Corps

WOMAN’S PLACE IN WAR
The Army of the United States has 229 kinds of jobs for women
THE WOMEN’S ARMY CORPS
Women’s Army Air Corps Pilots

We Need Nurses Badly
Female War Photographer

S..t..r..e..t..c..h That Food!

Pitch in and Help!

Join the Women’s Land Army

OF COURSE I CAN!

Im patriotic as can be—
And ration points won’t worry me!
No New Dresses for a While