



Adolf Hitler on his 50th birthday,
April 20, 1939

Poster encouraging Americans
to buy war bonds

Hitler's Lightning War

MAIN IDEA

EMPIRE BUILDING Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa.

WHY IT MATTERS NOW

Hitler's actions set off World War II. The results of the war still affect the politics and economics of today's world.

TERMS & NAMES

- nonaggression pact
- blitzkrieg
- Charles de Gaulle
- Winston Churchill
- Battle of Britain
- Erwin Rommel
- Atlantic Charter

CALIFORNIA STANDARDS

10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

TAKING NOTES

Recognizing Effects

Use a chart to identify the effects of some of the early events of World War II.

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
Lend-Lease Act	

World War II 491

SETTING THE STAGE During the 1930s, Hitler played on the hopes and fears of the Western democracies. Each time the Nazi dictator grabbed new territory, he would declare an end to his demands. Peace seemed guaranteed—until Hitler moved again. After his moves into the Rhineland, Austria, and Czechoslovakia, Hitler turned his eyes to Poland. After World War I, the Allies had cut out the Polish Corridor from German territory to give Poland access to the sea. In 1939, Hitler demanded that the Polish Corridor be returned to Germany.

Germany Sparks a New War in Europe

At this point, as you recall from Chapter 15, Soviet dictator Joseph Stalin signed a ten-year **nonaggression pact** with Hitler. After being excluded from the Munich Conference, Stalin was not eager to join with the West. Also, Hitler had promised him territory. In a secret part of the pact, Germany and the Soviet Union agreed to divide Poland between them. They also agreed that the USSR could take over Finland and the Baltic countries of Lithuania, Latvia, and Estonia.

Germany's Lightning Attack After signing this nonaggression pact, Hitler quickly moved ahead with plans to conquer Poland. His surprise attack took place at dawn on September 1, 1939. German tanks and troop trucks rumbled across the Polish border. At the same time, German aircraft and artillery began a merciless bombing of Poland's capital, Warsaw.

France and Great Britain declared war on Germany on September 3. But Poland fell some time before those nations could make any military response. After his victory, Hitler annexed the western half of Poland. That region had a large German population.

The German invasion of Poland was the first test of Germany's newest military strategy—the **blitzkrieg** (BLIHTS•kreeg), or “lightning war.” It involved using fast-moving airplanes and tanks, followed by massive infantry forces, to take enemy defenders by surprise and quickly overwhelm them. In the case of Poland, the strategy worked.

The Soviets Make Their Move On September 17, Stalin sent Soviet troops to occupy the eastern half of Poland. Stalin then moved to annex countries to the north of Poland. Lithuania, Latvia, and Estonia fell without a struggle, but Finland resisted. In November, Stalin sent nearly one million Soviet troops into

LESSON PLAN

OBJECTIVES

- Summarize the events that led to war.
- Describe the fall of France and the Battle of Britain.
- Explain the conflicts in the Mediterranean and on the Eastern Front.
- Describe U.S. aid to the Allies.

1 FOCUS & MOTIVATE

The Nazis attacked rapidly with massive force. Discuss whether recent wars have involved the use of this technique.

(Possible Answer: Air assaults early in the second Gulf War were designed to produce “shock and awe” in the Iraqi ranks.)

2 INSTRUCT

Germany Sparks a New War in Europe

10.7.3; 10.8.3; 10.8.4

Critical Thinking

- What suggested that the West would not aid the Soviets? (*The West had abandoned an ally, the Czechs, and the Soviets were communists.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L70
California Modified Lesson Plans for English Learners, p. 135
California Daily Standards Practice Transparencies, TT62
California Standards Enrichment Workbook, pp. 77–78, 83–84, 85–86, 89–90
California Standards Planner and Lesson Plans, p. L131
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 69
- History Makers: Charles de Gaulle, p. 85; Winston Churchill, p. 86

Formal Assessment

- Section Quiz, p. 277

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 124

Reading Study Guide (Spanish), p. 167

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 69
- Building Vocabulary, p. 74
- Reteaching Activity, p. 88

Reading Study Guide, p. 167

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from *Berlin Diary*, p. 78

Electronic Library of Primary Sources

- from “Blood, Toil, Tears, and Sweat”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Geography Transparencies

- GT32 The Battle of Britain, 1940–1941

Electronic Library of Primary Sources

- from “Blood, Toil, Tears, and Sweat”

classzone.com

The Fall of France

10.8.3; 10.8.4; 10.8.6

Critical Thinking

- How did the retreat at Dunkirk affect Britain's ability to fight Hitler? (*saved troops to fight later*)
- Do you think that de Gaulle's speech applied to the British who had evacuated at Dunkirk? (*Yes—He resented any refusal to fight Hitler. No—He was speaking only to the French.*)

History from Visuals

Interpreting the Map

Which countries did Germany have to cross water to seize? (*Norway, Finland, Algeria, Tunisia*)

Extension Use the political map of Europe in the textbook atlas to measure Germany's expansion. About how far is Berlin from Leningrad? (*1,000 miles*) from the Spanish border? (*950 miles*) from the Greek coast? (*1,000 miles*)

SKILLBUILDER Answers

- Region** France, Belgium, the Netherlands, Denmark, Norway, Czechoslovakia, Austria, Hungary, Yugoslavia, Albania, Greece, Bulgaria, Romania, Poland, Lithuania, Latvia, Estonia, Finland, the Soviet Union
- Location** It was centrally located in Europe and could attack in all directions.

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition.

Finland. The Soviets expected to win a quick victory, so they were not prepared for winter fighting. This was a crucial mistake.

The Finns were outnumbered and outgunned, but they fiercely defended their country. In the freezing winter weather, soldiers on skis swiftly attacked Soviet positions. In contrast, the Soviets struggled to make progress through the deep snow. The Soviets suffered heavy losses, but they finally won through sheer force of numbers. By March 1940, Stalin had forced the Finns to accept his surrender terms.

The Phony War After they declared war on Germany, the French and British had mobilized their armies. They stationed their troops along the Maginot (MAZH•uh•NOH) Line, a system of fortifications along France's border with Germany. There they waited for the Germans to attack—but nothing happened. With little to do, the bored Allied soldiers stared eastward toward the enemy. Equally bored, German soldiers stared back from their Siegfried Line a few miles away. Germans jokingly called it the *sitzkrieg*, or "sitting war." Some newspapers referred to it simply as "the phony war."

Suddenly, on April 9, 1940, the calm ended. Hitler launched a surprise invasion of Denmark and Norway. In just four hours after the attack, Denmark fell. Two months later, Norway surrendered as well. The Germans then began to build bases along the Norwegian and Danish coasts from which they could launch strikes on Great Britain.

The Fall of France

In May of 1940, Hitler began a dramatic sweep through the Netherlands, Belgium, and Luxembourg. This was part of a strategy to strike at France. Keeping the Allies' attention on those countries, Hitler then sent an even larger force of tanks



MAIN IDEA

Analyzing Motives

What were Stalin's goals in Europe at the beginning of World War II?

A. Possible Answer Stalin aimed at expanding the Soviet Union's territory and power, while keeping his country out of the war.

SKILLBUILDER: Interpreting Maps

- Region** Which countries did Germany invade?
- Location** In what way was Germany's geographic location an advantage when it was on the offensive in the war?

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DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Recognizing the Value of War Technology

Class Time 30 minutes

Task Researching and reporting on military technology developed during World War II

Purpose To understand how war stimulates technological advances

Instructions Discuss historical examples of new technology that gave a country a military advantage over its rivals. For example, in the 800s B.C., the Assyrians had better iron weapons than their rivals, in the 1300s the Ottoman Turks started using cannon, and in the early 1900s the British pioneered the use of the tank.

Divide students into four groups to research one of the following technologies:

- radar
- jet propulsion
- decoding devices
- rockets

Groups should trace the development, use, and effectiveness of each technology, and then present reports to the class. Discuss whether each technology had an impact on the outcome of a war and whether it affected the ethics of war.

More About . . .

Charles de Gaulle

At 6 feet 4 inches, de Gaulle was an imposing figure, and his manner was often arrogant. “I am France,” he declared. De Gaulle’s arrogance irritated Allied leaders. But he prevailed, and when France was liberated, his resistance movement was recognized as the legitimate government of France.

In-Depth Resources: Unit 4

- History Makers: Charles de Gaulle, p. 85

History Makers

Winston Churchill

When Buckingham Palace was bombed in September 1940, some officials wanted to keep the news quiet. “Stupid fools,” Churchill barked. “Spread the news at once! Let the humble people of London know . . . that the King and Queen are sharing their perils with them!”

Electronic Library of Primary Sources

- from “Blood, Toil, Tears, and Sweat”

The Battle of Britain

10.8.3; 10.8.4; 10.8.6

Critical Thinking

- What advantage did the Luftwaffe have over the RAF? (*more planes*)
- How might the German attacks on Britain have strengthened Britain’s resistance? (*Attacks on cities inspired the British to fight.*)

Geography Transparencies

- GT32 The Battle of Britain, 1940–1941

and troops to slice through the Ardennes (ahr•DEHN). This was a heavily wooded area in northern France, Luxembourg, and Belgium. Moving through the forest, the Germans “squeezed between” the Maginot Line. From there, they moved across France and reached the country’s northern coast in ten days.

Rescue at Dunkirk After reaching the French coast, the German forces swung north again and joined with German troops in Belgium. By the end of May 1940, the Germans had trapped the Allied forces around the northern French city of Lille (leel). Outnumbered, outgunned, and pounded from the air, the Allies retreated to the beaches of Dunkirk, a French port city near the Belgian border. They were trapped with their backs to the sea.

In one of the most heroic acts of the war, Great Britain set out to rescue the army. It sent a fleet of about 850 ships across the English Channel to Dunkirk. Along with Royal Navy ships, civilian craft—yachts, lifeboats, motorboats, paddle steamers, and fishing boats—joined the rescue effort. From May 26 to June 4, this amateur armada, under heavy fire from German bombers, sailed back and forth from Britain to Dunkirk. The boats carried some 338,000 battle-weary soldiers to safety.

France Falls Following Dunkirk, resistance in France began to crumble. By June 14, the Germans had taken Paris. Accepting the inevitable, French leaders surrendered on June 22, 1940. The Germans took control of the northern part of the country. They left the southern part to a puppet government headed by Marshal Philippe Pétain (pay•TAN), a French hero from World War I. The headquarters of this government was in the city of Vichy (VEESH•ee).

After France fell, **Charles de Gaulle** (duh GOHL), a French general, set up a government-in-exile in London. He committed all his energy to reconquering France. In a radio broadcast from England, de Gaulle called on the people of France to join him in resisting the Germans:

PRIMARY SOURCE

It is the bounden [obligatory] duty of all Frenchmen who still bear arms to continue the struggle. For them to lay down their arms, to evacuate any position of military importance, or agree to hand over any part of French territory, however small, to enemy control would be a crime against our country.

GENERAL CHARLES DE GAULLE, quoted in
Charles de Gaulle: A Biography

De Gaulle went on to organize the Free French military forces that battled the Nazis until France was liberated in 1944.

The Battle of Britain

With the fall of France, Great Britain stood alone against the Nazis. **Winston Churchill**, the new British prime minister, had already declared that his nation would never give in. In a rousing speech, he proclaimed, “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets . . . we shall never surrender.”

Hitler now turned his mind to an invasion of Great Britain. His plan was first to knock out the Royal Air Force (RAF) and then to land more than 250,000 soldiers on England’s shores.

History Makers



Winston Churchill
1874–1965

Possibly the most powerful weapon the British had as they stood alone against Hitler’s Germany was the nation’s prime minister—Winston Churchill. “Big Winnie,” Londoners boasted, “was the lad for us.”

Although Churchill had a speech defect as a youngster, he grew to become one of the greatest orators of all time. He used all his gifts as a speaker to rally the people behind the effort to crush Germany. In one famous speech he promised that Britain would

. . . wage war, by sea, land and air,
with all our might and with all the
strength that God can give us . . .
against a monstrous tyranny.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Winston Churchill, go to classzone.com

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DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Reporting on the Rescue at Dunkirk

Class Time 40 minutes

Task Writing a radio or newspaper report about events at Dunkirk

Purpose To improve writing skills and understanding of text

Instructions Divide students into small groups. Have each group reread the subsection entitled “Rescue at Dunkirk.” Write definitions or synonyms for difficult words on the board. (outnumbered = *having too many enemies*; civilian = *not part of an army, navy, or air force*; armada = *a large group of warships*)

Then have groups write a short radio or newspaper report that describes the events at Dunkirk. Encourage students to use strong verbs and vivid, descriptive language.

Groups should select one member to read the report aloud to the class. Discuss why Dunkirk is considered an example of bravery. (*People who weren’t soldiers risked death to rescue threatened troops.*)

Students who need more help should complete the Reading Study Guide activity for this section (also available in Spanish).

Spanish version of the Reading Study Guide for Chapter 16, Section 1, titled "Hitler's Lightning War". It includes sections for "ANTES DE LEER" (Before Reading), "AL LEER" (While Reading), and "DESPUÉS DE LEER" (After Reading). The "ANTES DE LEER" section contains a timeline of events from 1939 to 1941. The "AL LEER" section contains a list of key terms and concepts. The "DESPUÉS DE LEER" section contains a list of questions and activities for students to complete.

Reading Study Guide: Spanish Translation

Tip for Struggling Readers

“Enigma,” the name of the German code, means a statement, situation, or person that is baffling, like a puzzle or a mystery.

More About . . .

The Battle of Britain

During the bombings, a police officer reported on a group he found in an old railway tunnel: “The first thing I heard was a great hollow hubbub, a sort of sougning [sighing] and wailing, as if there were animals down there moaning and crying. And then this terrible stench hit me. It was worse than dead bodies. . . . I stopped. Ahead of me I could see faces peering towards me lit by candles and lanterns. It was like a painting of hell.”

The Mediterranean and the Eastern Front

10.8.3

Critical Thinking

- How long had the German-Soviet pact existed when Hitler began planning to invade his ally? (*less than one year*)
- Compare the losses of the Germans and the Soviets at Leningrad and Moscow. (*The Soviets lost more people, especially civilians, but Germany could afford its losses less.*)



▲ A London bus is submerged in a bomb crater after a German air raid.

gathered by these devices, RAF fliers could quickly launch attacks on the enemy.

To avoid the RAF’s attacks, the Germans gave up daylight raids in October 1940 in favor of night bombing. At sunset, the wail of sirens filled the air as Londoners flocked to the subways, which served as air-raid shelters. Some rode out the bombing raids at home in smaller air-raid shelters or basements. This [Battle of Britain](#) continued until May 10, 1941. Stunned by British resistance, Hitler decided to call off his attacks. Instead, he focused on the Mediterranean and Eastern Europe. The Battle of Britain taught the Allies a crucial lesson. Hitler’s attacks could be blocked. 🇬🇧

The Mediterranean and the Eastern Front

The stubborn resistance of the British in the Battle of Britain caused a shift in Hitler’s strategy in Europe. He decided to deal with Great Britain later. He then turned his attention east to the Mediterranean area and the Balkans—and to the ultimate prize, the Soviet Union.

Axis Forces Attack North Africa Germany’s first objective in the Mediterranean region was North Africa, mainly because of Hitler’s partner, Mussolini. Despite its alliance with Germany, Italy had remained neutral at the beginning of the war. With Hitler’s conquest of France, however, Mussolini knew he had to take action. After declaring war on France and Great Britain, Mussolini moved into France.

Mussolini took his next step in North Africa in September 1940. While the Battle of Britain was raging, he ordered his army to attack British-controlled Egypt. Egypt’s Suez Canal was key to reaching the oil fields of the Middle East. Within a week, Italian troops had pushed 60 miles inside Egypt, forcing British units back. Then both sides dug in and waited.

Britain Strikes Back Finally, in December, the British struck back. The result was a disaster for the Italians. By February 1941, the British had swept 500 miles across North Africa and had taken 130,000 Italian prisoners. Hitler had to step in to save his Axis partner. To reinforce the Italians, Hitler sent a crack German tank force, the Afrika Korps, under the command of General [Erwin Rommel](#). In late March 1941, Rommel’s Afrika Korps attacked. Caught by surprise, British forces retreated east to Tobruk, Libya. (See the map on page 489.)

Vocabulary
Luftwaffe is the German word for “air weapon.”

MAIN IDEA

Recognizing Effects

🇬🇧 Why was the outcome of the Battle of Britain important for the Allies?

B. Answer because it taught them that Hitler’s attacks could be stopped and turned back

Vocabulary
The *Middle East* includes the countries of Southwest Asia and northeast Africa.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

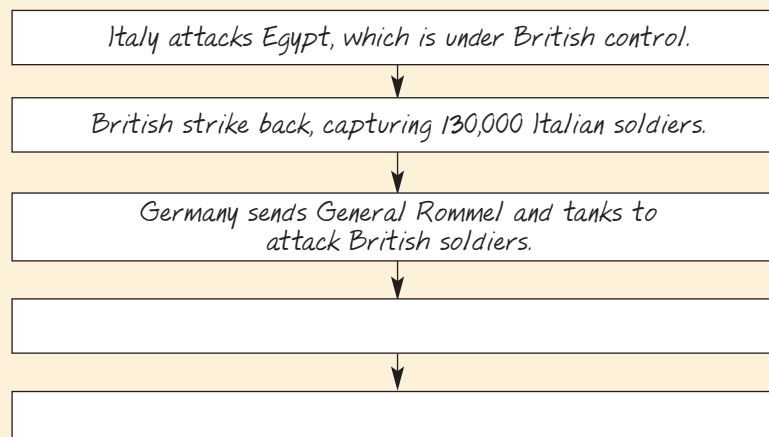
Charting the War on the Eastern Front

Class Time 30 minutes

Task Creating a chart of events leading to the siege of Moscow

Purpose To understand the relationships among key events in the war

Instructions Divide students into pairs. Each pair should create a flow chart tracing events in the Mediterranean and on the Eastern Front leading to the siege of Moscow. Have students display their charts in the classroom. Discuss how students approached the assignment differently. A sample chart is shown here.



CHAPTER 16 • Section 1

More About . . .

The Siege of Leningrad

During the siege, as composer Dmitri Shostakovich worked on his Seventh, or "Leningrad," Symphony, he also broadcast appeals to the people to resist the invaders. "When I walk through the city," he said, "a feeling of deep conviction grows within me that Leningrad will always stand, grand and beautiful, on the banks of the Neva . . ." Authorities moved Shostakovich to a safer city, where he finished the symphony. The score was put on microfilm and flown out of the Soviet Union to the West. Years later, the composer wrote that the work was not about the German siege of the city but about the suffering of Leningrad under the terrible Stalinist purges of the 1930s.

▼ Russian soldiers prepare to attack German lines outside Leningrad.

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COOPERATIVE LEARNING

Comparing and Contrasting Two Leaders

Instructions Divide the class into small groups. Have each group read the History Makers activities on Charles de Gaulle and Winston Churchill from the In-Depth Resources book. Then display Critical Thinking transparency CT74, the Compare and

- de Gaulle's and Churchill's family backgrounds
- their successes or failures as students
- their military and political careers
- their personality and character

[illegible]

The United States Aids Its Allies

10.8.3; 10.8.4

Critical Thinking

- Under what conditions do you think the United States should remain neutral when other countries are fighting? *(Possible Answer: when the conflict does not threaten the United States)*
- Do you think Germany was justified in attacking cargo ships? *(Yes—The ships carried arms for killing Germans. No—The United States was neutral.)*
- The Atlantic Charter upheld the right of people to choose their own government. What was occurred when people tried to do this? *(Possible Answers: American Revolution, American Civil War, Nigerian Civil War, ongoing conflict in Chechnya)*

3 ASSESS

SECTION 1 ASSESSMENT

Have students work in pairs to answer the questions. Then have them exchange answers and compare their responses.

Formal Assessment

- Section Quiz, p. 277

4 RETEACH

Have students work in small groups to create a time line of major events from 1939 through 1941. Have students compare their time lines and discuss the differences.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 88

Impatient with the progress in Leningrad, Hitler looked to Moscow, the capital and heart of the Soviet Union. A Nazi drive on the capital began on October 2, 1941. By December, the Germans had advanced to the outskirts of Moscow. Soviet General Georgi Zhukov (ZHOO•kuhf) counterattacked. As temperatures fell, the Germans, in summer uniforms, retreated. Ignoring Napoleon's winter defeat 130 years before, Hitler sent his generals a stunning order: "No retreat!" German troops dug in about 125 miles west of Moscow. They held the line against the Soviets until March 1943. Hitler's advance on the Soviet Union gained nothing but cost the Germans 500,000 lives.

The United States Aids Its Allies

Most Americans felt that the United States should not get involved in the war. Between 1935 and 1937, Congress passed a series of Neutrality Acts. The laws made it illegal to sell arms or lend money to nations at war. But President Roosevelt knew that if the Allies fell, the United States would be drawn into the war. In September 1939, he asked Congress to allow the Allies to buy American arms. The Allies would pay cash and then carry the goods on their own ships.

Under the Lend-Lease Act, passed in March 1941, the president could lend or lease arms and other supplies to any country vital to the United States. By the summer of 1941, the U.S. Navy was escorting British ships carrying U.S. arms. In response, Hitler ordered his submarines to sink any cargo ships they met.

Although the United States had not yet entered the war, Roosevelt and Churchill met secretly and issued a joint declaration called the **Atlantic Charter**. It upheld free trade among nations and the right of people to choose their own government. The charter later served as the Allies' peace plan at the end of World War II.

On September 4, a German U-boat fired on a U.S. destroyer in the Atlantic. In response, Roosevelt ordered navy commanders to shoot German submarines on sight. The United States was now involved in an undeclared naval war with Hitler. To almost everyone's surprise, however, the attack that actually drew the United States into the war did not come from Germany. It came from Japan.

MAIN IDEA

Making Inferences

What does the fact that German armies were not prepared for the Russian winter indicate about Hitler's expectations for the Soviet campaign?

C. Possible Answer

Hitler expected a quick victory in the Soviet Union and did not think that his army would still be in combat by the time winter set in.

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- nonaggression pact • blitzkrieg • Charles de Gaulle • Winston Churchill • Battle of Britain • Erwin Rommel • Atlantic Charter

USING YOUR NOTES

2. Which of the listed events might be considered a turning point for the Allies? Why? (10.8.3)

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
Lend-Lease Act	

MAIN IDEAS

3. Why were the early months of World War II referred to as the "phony war"? (10.8.3)
4. Why was Egypt of strategic importance in World War II? (10.8.3)
5. Why did President Franklin Roosevelt want to offer help to the Allies? (10.8.4)

CRITICAL THINKING & WRITING

6. **CLARIFYING** What do you think is meant by the statement that Winston Churchill possibly was Britain's most powerful weapon against Hitler's Germany? (10.8.4)
7. **MAKING INFERENCES** What factors do you think a country's leaders consider when deciding whether to surrender or fight? (10.8.3)
8. **COMPARING** How were Napoleon's invasion of Russia and Hitler's invasion of the Soviet Union similar? (10.8.6)
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **magazine article** on German conquests in Europe through 1942. (Writing 2.3.b)

CONNECT TO TODAY PREPARING AN ORAL REPORT

Conduct research into "stealth" technology, which is designed to evade radar. Use your findings to prepare a brief **oral report** titled "How Stealth Technology Works." (Writing 2.2.f)

ANSWERS

1. nonaggression pact, p. 491 • blitzkrieg, p. 491 • Charles de Gaulle, p. 493 • Winston Churchill, p. 493 • Battle of Britain, p. 494 • Erwin Rommel, p. 494 • Atlantic Charter, p. 496

2. **Sample Answer:** Blitzkrieg—Fall of Poland. Dunkirk—338,000 soldiers saved. Lend-Lease—War goods to Allies. Turning point—Battle of Britain showed that Hitler could be halted.
3. Both sides made preparations for war, but very little action took place.
4. The Suez Canal was the route to the oil of southwest Asia.
5. He feared an Allied defeat would pull the United States into the war.

6. His powerful speeches boosted the morale of the British people.
7. **Possible Answers:** the country's ability to fight, its willingness to accept casualties, the costs of foreign control
8. underestimated the defending army, the problems created by a scorched-earth policy, and the dangers of a Russian winter; ended in disaster

9. **Rubric** Magazine articles should
- describe early German advances.
 - analyze reasons for Germany's success.
 - be written in a journalistic style.

CONNECT TO TODAY

Rubric Oral reports should

- explain how stealth technology is used to evade radar.
- be clear and succinct.



Adolf Hitler on his 50th birthday, April 20, 1939

Poster encouraging Americans to buy war bonds

2

Japan's Pacific Campaign

MAIN IDEA

EMPIRE BUILDING Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.

WHY IT MATTERS NOW

World War II established the United States as a leading player in international affairs.

TERMS & NAMES

- Isoroku Yamamoto
- Pearl Harbor
- Battle of Midway
- Douglas MacArthur
- Battle of Guadalcanal

SETTING THE STAGE Like Hitler, Japan's military leaders also had dreams of empire. Japan's expansion had begun in 1931. That year, Japanese troops took over Manchuria in northeastern China. Six years later, Japanese armies swept into the heartland of China. They expected quick victory. Chinese resistance, however, caused the war to drag on. This placed a strain on Japan's economy. To increase their resources, Japanese leaders looked toward the rich European colonies of Southeast Asia.

Surprise Attack on Pearl Harbor

By October 1940, Americans had cracked one of the codes that the Japanese used in sending secret messages. Therefore, they were well aware of Japanese plans for Southeast Asia. If Japan conquered European colonies there, it could also threaten the American-controlled Philippine Islands and Guam. To stop the Japanese advance, the U.S. government sent aid to strengthen Chinese resistance. And when the Japanese overran French Indochina—Vietnam, Cambodia, and Laos—in July 1941, Roosevelt cut off oil shipments to Japan.

Despite an oil shortage, the Japanese continued their conquests. They hoped to catch the European colonial powers and the United States by surprise. So they planned massive attacks on British and Dutch colonies in Southeast Asia and on American outposts in the Pacific—at the same time. Admiral **Isoroku Yamamoto** (ih•soh•ROO•koo YAH•muh•MOH•toh), Japan's greatest naval strategist, also called for an attack on the U.S. fleet in Hawaii. It was, he said, “a dagger pointed at [Japan's] throat” and must be destroyed.

Day of Infamy Early in the morning of December 7, 1941, American sailors at **Pearl Harbor** in Hawaii awoke to the roar of explosives. A Japanese attack was underway! U.S. military leaders had known from a coded Japanese message that an attack might come. But they did not know when or where it would occur. Within two hours, the Japanese had sunk or damaged 19 ships, including 8 battleships, moored in Pearl Harbor. More than 2,300 Americans were killed—with over 1,100 wounded. News of the attack stunned the American people. The next day, President Roosevelt addressed Congress. December 7, 1941, he declared, was “a date which will live in infamy.” Congress quickly accepted his request for a declaration of war on Japan and its allies.

CALIFORNIA STANDARDS

10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

TAKING NOTES

Recognizing Effects

Use a chart to identify the effects of four major events of the war in the Pacific between 1941 and 1943.

Event	Effect

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LESSON PLAN

OBJECTIVES

- Explain how Japanese expansionism led to war with the Allies in Asia.
- Describe Japan's early battle successes.
- Explain how the Allies were able to stop Japanese expansion.
- Summarize Allied battle strategy.

1 FOCUS & MOTIVATE

Discuss how countries justify starting wars. Consider whether surprise attacks are ever completely unforeseen.

2 INSTRUCT

Surprise Attack on Pearl Harbor

10.8.3; 10.8.4; 10.8.6

Critical Thinking

- How did Yamamoto justify a preemptive strike on the United States? How might American actions have justified his concern? (*He argued that the United States had threatened Japan. Roosevelt had cut off oil shipments.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L71
California Modified Lesson Plans for English Learners, p. 137
California Daily Standards Practice Transparencies, TT63
California Standards Enrichment Workbook, pp. 83–84, 85–86, 89–90
California Standards Planner and Lesson Plans, p. L133
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 70
- Geography Application: The Fall of Singapore, p. 76

Formal Assessment

- Section Quiz, p. 278

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 125
- Geography Application: The Fall of Singapore, p. 130

Reading Study Guide (Spanish), p. 169

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 70
- Geography Application: The Fall of Singapore, p. 76
- Building Vocabulary, p. 74
- Reteaching Activity, p. 89

Reading Study Guide, p. 169

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

Electronic Library of Primary Sources

- from “Japanese Attack Sinks HMS *Repulse*”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Electronic Library of Primary Sources

- from “Japanese Attack Sinks HMS *Repulse*”
- classzone.com

Japanese Victories

10.8.6

Critical Thinking

- What can you infer about the attitude of many Asians toward colonization from the effort by the Japanese to win their support? (*European and American colonial rulers were unpopular.*)
- Summarize the fighting in the Pacific between December 1941 and April 1942. (*Possible Answer: Japan had a series of victories, some easy and some hard-fought.*)

Electronic Library of Primary Sources

- from “Japanese Attack Sinks HMS Repulse”



▲ The U.S.S. *West Virginia* is engulfed by flames after taking a direct hit during the Japanese attack on Pearl Harbor.

Almost at the same time of the Pearl Harbor attack, the Japanese launched bombing raids on the British colony of Hong Kong and American-controlled Guam and Wake Island. (See the map on the opposite page.) They also landed an invasion force in Thailand. The Japanese drive for a Pacific empire was under way.

Japanese Victories

Lightly defended, Guam and Wake Island quickly fell to Japanese forces. The Japanese then turned their attention to the Philippines. In January 1942, they marched into the Philippine capital of Manila. American and Filipino forces took up a defensive position on the Bataan (buh•TAN) Peninsula on the

northwestern edge of Manila Bay. At the same time, the Philippine government moved to the island of Corregidor just to the south of Bataan. After about three months of tough fighting, the Japanese took the Bataan Peninsula in April. Corregidor fell the following month.

The Japanese also continued their strikes against British possessions in Asia. After seizing Hong Kong, they invaded Malaya from the sea and overland from Thailand. By February 1942, the Japanese had reached Singapore, strategically located at the southern tip of the Malay Peninsula. After a fierce pounding, the colony surrendered. Within a month, the Japanese had conquered the resource-rich Dutch East Indies (now Indonesia), including the islands of Java, Sumatra, Borneo, and Celebes (SEHL•uh•BEEZ). The Japanese also moved westward, taking Burma. From there, they planned to launch a strike against India, the largest of Great Britain’s colonies.

By the time Burma fell, Japan had taken control of more than 1 million square miles of Asian land. About 150 million people lived in this vast area. Before these conquests, the Japanese had tried to win the support of Asians with the anticolonialist idea of “East Asia for the Asiatics.” After victory, however, the Japanese quickly made it clear that they had come as conquerors. They often treated the people of their new colonies with extreme cruelty.

However, the Japanese reserved the most brutal treatment for Allied prisoners of war. The Japanese considered it dishonorable to surrender, and they had contempt for the prisoners of war in their charge. On the Bataan Death March—a forced march of more than 50 miles up the peninsula—the Japanese subjected their captives to terrible cruelties. One Allied prisoner of war reported:

PRIMARY SOURCE

I was questioned by a Japanese officer, who found out that I had been in a Philippine Scout Battalion. The [Japanese] hated the Scouts. . . . Anyway, they took me outside and I was forced to watch as they buried six of my Scouts alive. They made the men dig their own graves, and then had them kneel down in a pit. The guards hit them over the head with shovels to stun them and piled earth on top.

LIEUTENANT JOHN SPAINHOWER, quoted in *War Diary 1939–1945*

Of the approximately 70,000 prisoners who started the Bataan Death March, only 54,000 survived.

More About . . .

Corregidor

Known as The Rock, the island fortress of Corregidor in Manila Bay was the last U.S. position in the Philippines to surrender. For a month after the fall of Bataan, 13,000 American and Filipino troops held out in a concrete cave called Malinta Tunnel. Bombarded night and day by Japanese guns and suffering from hunger and exhaustion, the defenders finally surrendered on May 6 when Japanese troops swarmed over the rock. The last message sent from Corregidor said: “Everyone is bawling like a baby. They are piling dead and wounded in our tunnel . . . The jig is up.” The commander, Lieutenant General Jonathan Wainwright, and other survivors joined the Bataan Death March.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Comparing Reactions to Japanese Expansion

Class Time 15 minutes

Task Researching how other countries responded to news of Japanese imperialism in eastern Asia

Purpose To place Japanese expansion in a global context by understanding how other countries viewed it

Instructions Divide students into five groups. Have each pair research the response of one country to the spread of the Japanese empire in 1941 and 1942. For sources, students could use books and Web sites on the general history of World War II and on the history of individual countries.

Each group of students should focus on the reaction to Japan among countries or territories in one category:

- territories conquered by Japan before 1941, such as Korea and Manchuria
- territories conquered by Japan in 1941 and 1942, such as Burma, Thailand, French Indochina, and the Philippines
- countries threatened by Japan, such as India and Australia
- countries supportive of Japan’s expansion, such as Germany and Italy
- countries opposed to Japan’s expansion, such as Great Britain and the Soviet Union

Have students report to the class what they have learned.

History from Visuals

Interpreting the Map

From the location of battles, what was the Allied strategy in the Pacific? (*to move closer to Japan until they reached it*)

Extension Compare this map with the political map of Asia in the textbook atlas. Which islands are now a U.S. territory? (*the Marianas*)

SKILLBUILDER Answers

- Location** Attu Island in May 1943
- Movement** east and south

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. Students can examine parts of the map in detail.

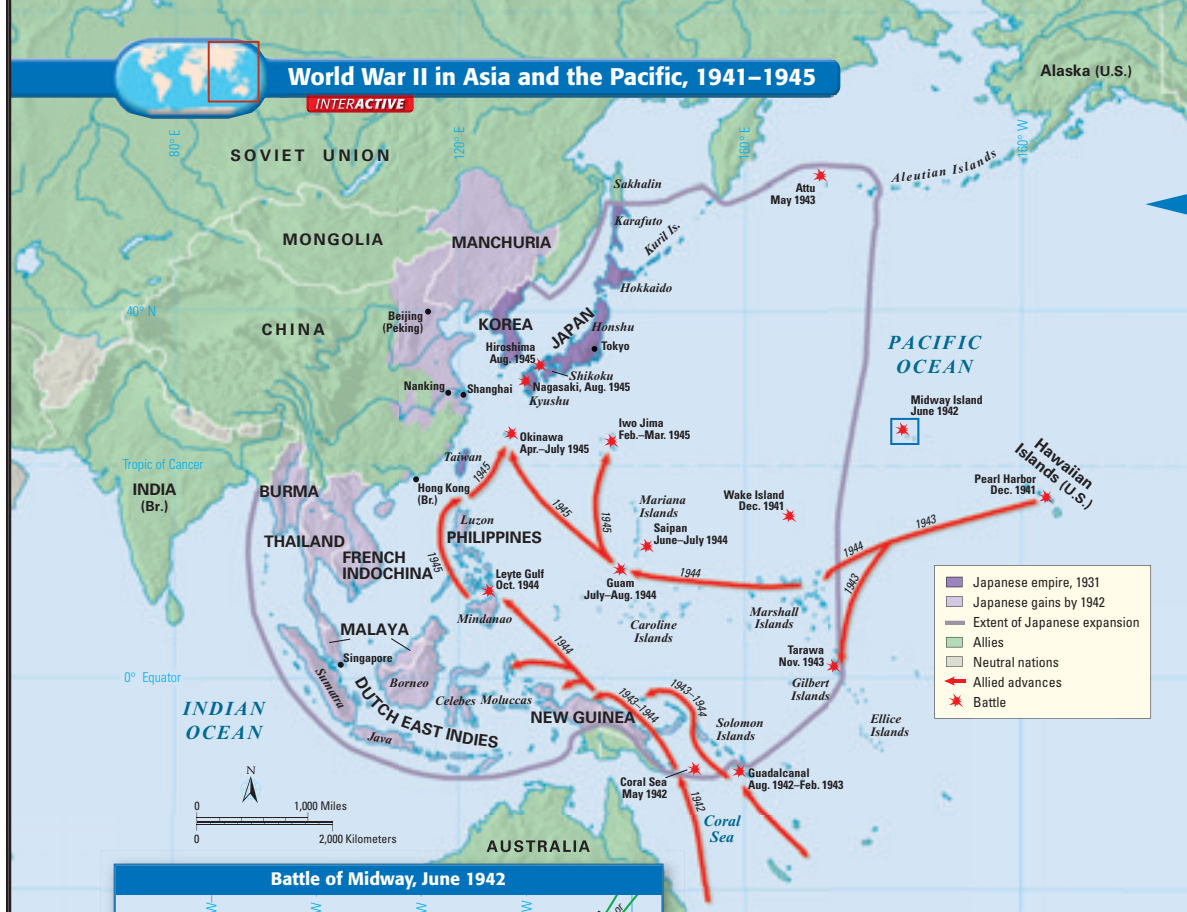
In-Depth Resources: Unit 4

- Geography Application: The Fall of Singapore, p. 76

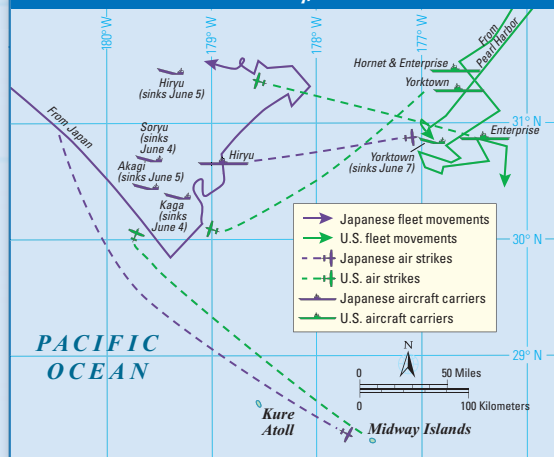
More About . . .

Admiral Yamamoto

From serving as a naval attaché in Washington, D.C., Yamamoto recognized America's industrial might. In 1940 he said that Japan could not defeat the United States. Later, he supported—with some concerns—the strike on Pearl Harbor: "In the first six to twelve months of a war with the United States and Britain, I will run wild and win victory after victory. After that, I have no expectation of success."

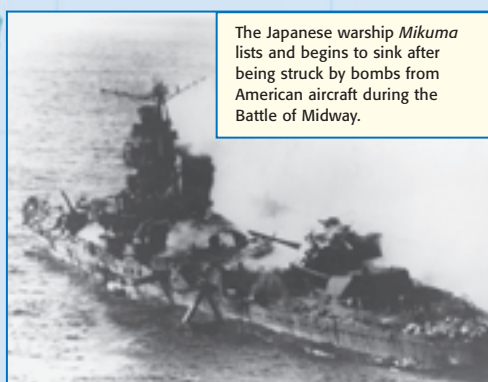


Battle of Midway, June 1942



Some Japanese search aircraft were late getting into the air. As a result, the Japanese were completely unaware that U.S. ships were nearby.

The Japanese warship *Mikuma* lists and begins to sink after being struck by bombs from American aircraft during the Battle of Midway.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which battle was fought in the most northern region?
- Movement** From what two general directions did Allied forces move in on Japan?

World War II 499

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding Geography in the Battle for Singapore

Class Time 40 minutes

Task Analyzing Japan's conquest of Singapore and other battles

Purpose To understand the roles of geography and surprise in military attacks

Instructions Distribute the Geography Application activity found in In-Depth Resources: Unit 4 (also available in Spanish). Pair a struggling reader with a more adept reader. Have each pair read the text and take notes on it. Some sample notes are shown at right. After students have completed the activity, discuss other examples

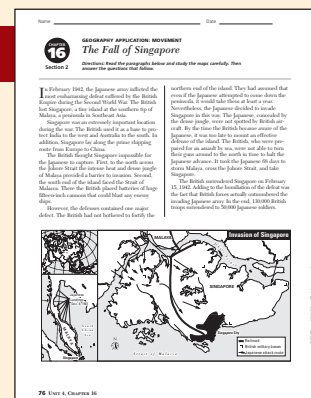
of where geography contributed to an effective surprise attack. (*Possible Answer: Japan against the United States in December 1941*)

Feb. 1942—Japan took Singapore from Britain

Singapore important because of location—defense and trading

British protected south end of island but not north end

Japanese surprised British, attacked from north



In-Depth Resources: Unit 4

The Allies Strike Back

10.8.3; 10.8.4

Critical Thinking

- What did the Battle of the Coral Sea imply about the importance of air power in the Pacific? (*It was important: it even determined naval battles.*)
- How did Midway show the value of military intelligence? (*Breaking a Japanese code aided the victory.*)

History Makers

Douglas MacArthur

What makes MacArthur's declaration "I shall return" memorable? (*It is short, personal, and confident.*) Flamboyant and self-assured, MacArthur skillfully publicized himself, which is partly why Generals George Marshall and Dwight Eisenhower did not like him. Have interested students research and identify qualities that gained MacArthur loyal supporters and fierce critics.

An Allied Offensive

10.8.3

Critical Thinking

- What were potential disadvantages of the "island-hop" plan? (*Possible Answer: difficult to supply faraway troops*)
- Do you think the Allies progressed quickly against the Japanese? (*Yes—The Allies covered vast distances and hundreds of islands. No—Success took years of bloodshed.*)

The Allies Strike Back

After a string of victories, the Japanese seemed unbeatable. Nonetheless, the Allies—mainly Americans and Australians—were anxious to strike back in the Pacific. The United States in particular wanted revenge for Pearl Harbor. In April 1942, 16 B-25 bombers under the command of Lieutenant Colonel James H. Doolittle bombed Tokyo and several other Japanese cities. The bombs did little damage. The raid, however, made an important psychological point to both Americans and Japanese: Japan was vulnerable to attack.

The Allies Turn the Tide Doolittle's raid on Japan raised American morale and shook the confidence of some in Japan. As one Japanese citizen noted, "We started to doubt that we were invincible." In addition, some Japanese worried that defending and controlling a vast empire had caused them to spread their resources too thin.

Slowly, the Allies began to turn the tide of war. Early in May 1942, an American fleet with Australian support intercepted a Japanese strike force headed for Port Moresby in New Guinea. This city housed a critical Allied air base. Control of the air base would put the Japanese in easy striking distance of Australia.

In the battle that followed—the Battle of the Coral Sea—both sides used a new kind of naval warfare. The opposing ships did not fire a single shot. In fact, they often could not see one another. Instead, airplanes taking off from huge aircraft carriers attacked the ships. The Allies suffered more losses in ships and troops than did the Japanese. However, the Battle of the Coral Sea was something of a victory, for the Allies had stopped Japan's southward advance.

The Allies suffered more losses in ships and troops than did the Japanese. However, the Battle of the Coral Sea was something of a victory, for the Allies had stopped Japan's southward advance.

The Battle of Midway Japan next targeted Midway Island, some 1,500 miles west of Hawaii, the location of a key American airfield. Thanks to Allied code breakers, Admiral Chester Nimitz, commander in chief of the U.S. Pacific Fleet, knew that a huge Japanese force was heading toward Midway. Admiral Yamamoto himself was in command of the Japanese fleet. He hoped that the attack on Midway would draw the whole of the U.S. Pacific Fleet from Pearl Harbor to defend the island.

On June 4, with American forces hidden beyond the horizon, Nimitz allowed the Japanese to begin their assault on the island. As the first Japanese planes got into the air, American planes swooped in to attack the Japanese fleet. Many Japanese planes were still on the decks of the aircraft carriers. The strategy was a success. American pilots destroyed 332 Japanese planes, all four aircraft carriers, and one support ship. Yamamoto ordered his crippled fleet to withdraw. By June 7, 1942, the battle was over. The **Battle of Midway** turned the tide of war in the Pacific. (See the inset map on page 499.)

An Allied Offensive

With morale high after their victory at Midway, the Allies took the offensive. The war in the Pacific involved vast distances. Japanese troops had dug in on hundreds of islands across the ocean. General **Douglas MacArthur**, the commander of the Allied land forces in the Pacific, developed a plan to handle this problem.

Vocabulary
invincible:
unconquerable

MAIN IDEA

Analyzing Motives

Why might the Americans send their entire Pacific Fleet to defend Midway Island?

A. Possible Answer Midway was located just west of Hawaii, so the Americans would want to keep the Japanese away from this important American territory.

History Makers



General Douglas MacArthur
1880–1964

Douglas MacArthur's qualities as a leader and a fighting soldier emerged in France during World War I. Showing incredible dash and courage on the battlefield, he received several decorations for bravery. And he won promotion from the rank of major to brigadier general.

After serving in several positions in the United States, MacArthur received a posting to the Philippines in 1935. He remained there until shortly before the islands fell in 1941. But he left very reluctantly. In a message to the troops who remained behind, he vowed, "I shall return." As you will read later in the chapter, MacArthur kept his promise.

500 Chapter 16

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Key Events

Class Time 40 minutes

Task Completing a chart

Purpose To understand the significance of key events in the section

Instructions Divide students into pairs. Distribute copies of the Guided Reading activity for this section. Have each pair search the chapter and write in their own words what happened at each event and why it was important to world history.

Explain that this section contains some sophisticated military and political terms that may be a challenge for

students. Encourage students to use the textbook glossary or a dictionary to look up difficult words. You may wish to list the following terms on the board to help students' comprehension.

infamy = being evil or terrible

strike = military attack

anticolonialism = being against colonial powers, such as Britain and France

turn the tide = to make a change

16 GUIDED READING Japan's Pacific Campaign
Section 2

A. Analyzing Connections As you read this section, answer the questions about the world's history.

1. What is the significance of the battle or event?

1. Bombing of Pearl Harbor	A:	
2. Fall of Southeast Asian colonies	A:	
3. Doolittle's raid on Japan	A:	
4. Battle of the Coral Sea	A:	
5. Battle of Midway	A:	
6. Battle of Guadalcanal	A:	

B. Summarizing On the back of this page, identify Yamamoto and Douglas MacArthur.

70 Unit 4, Chapter 16

In-Depth Resources: Unit 4

MAIN IDEA

Identifying Problems

■ If the vast distances of the Pacific caused problems for the Allies, how might they have also caused problems for the Japanese?

B. Possible Answer Supplying their outposts and keeping the Allies out of thousands of square miles of ocean would be problems for the Japanese.

MacArthur believed that storming each island would be a long, costly effort. Instead, he wanted to “island-hop” past Japanese strongholds. He would then seize islands that were not well defended but were closer to Japan. ■

MacArthur’s first target soon presented itself. U.S. military leaders had learned that the Japanese were building a huge air base on the island of Guadalcanal in the Solomon Islands. The Allies had to strike fast before the base was completed and became another Japanese stronghold. At dawn on August 7, 1942, several thousand U.S. Marines, with Australian support, landed on Guadalcanal and the neighboring island of Tulagi.

The marines had little trouble seizing Guadalcanal’s airfield. But the battle for control of the island turned into a savage struggle as both sides poured in fresh troops. In February 1943, after six months of fighting on land and at sea, the **Battle of Guadalcanal** finally ended. After losing more than 24,000 of a force of 36,000 soldiers, the Japanese abandoned what they came to call “the Island of Death.”

To American war correspondent Ralph Martin and the U.S. soldiers who fought there, Guadalcanal was simply “hell”:

PRIMARY SOURCE

Hell was red furry spiders as big as your fist, . . . enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours. . . . Hell was an enemy . . . so fanatic that it used its own dead as booby traps.

RALPH G. MARTIN, *The GI War*

As Japan worked to establish a new order in Southeast Asia and the Pacific, the Nazis moved ahead with Hitler’s design for a new order in Europe. This design included plans for dealing with those Hitler considered unfit for the Third Reich. You will learn about these plans in Section 3.



▲ U.S. Marines storm ashore at Guadalcanal.

SECTION 2 ASSESSMENT

TERMS & NAMES

1. For each term or name, write a sentence explaining its significance.

- Isoroku Yamamoto
- Pearl Harbor
- Battle of Midway
- Douglas MacArthur
- Battle of Guadalcanal

USING YOUR NOTES

2. Which event was most important in turning the tide of the war in the Pacific against the Japanese? Why? (10.8.3)

Event	Effect

MAIN IDEAS

3. How did the Japanese plan to catch the European colonial powers and the United States by surprise? (10.8.3)
4. In what way was the Battle of the Coral Sea a new kind of naval warfare? (10.8.3)
5. What was General Douglas MacArthur’s island-hopping strategy? (10.8.4)

CRITICAL THINKING & WRITING

6. **EVALUATING DECISIONS** Did Admiral Yamamoto make a wise decision in bombing Pearl Harbor? Explain. (10.8.6)
7. **ANALYZING MOTIVES** Why do you think the Japanese changed their approach from trying to win the support of the colonized peoples to acting as conquerors? (10.8.3)
8. **IDENTIFYING PROBLEMS** What problems did Japan face in building an empire in the Pacific? (10.8.3)
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Imagine you are a foreign diplomat living in Asia during World War II. Write **journal entries** describing the Japanese advance across Asia and the Pacific during 1941 and 1942. (Writing 2.1.e)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the Pearl Harbor Memorial in Hawaii. Create a **Web page** that describes the memorial and provides background information on the attack. (Writing 2.3.b)

INTERNET KEYWORD
Pearl Harbor

World War II 501

Inclusion Tip

Students who have difficulty focusing on written material may better understand the island-hopping strategy by using a model. Have students make a model of a string of islands using a chess set. They should place the pieces of one color across the board, with the powerful pieces spread out. Discuss how MacArthur planned to leave the strong pieces in place and attack the weaker ones at first.

3 ASSESS

SECTION 2 ASSESSMENT

As a class, discuss answers to question 2.

Formal Assessment

- Section Quiz, p. 278

4 RETEACH

Have two students play the roles of Yamamoto and Nimitz and stage a conversation between the two as they explain their goals and strategy at the Battle of Midway. Have the other students in the class act as newspaper reporters and ask questions.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 89

ANSWERS

1. Isoroku Yamamoto, p. 497 • Pearl Harbor, p. 497 • Battle of Midway, p. 500 • Douglas MacArthur, p. 500 • Battle of Guadalcanal, p. 501

2. **Sample Answer:** Attack on Pearl Harbor—U.S. enters the war. Attack on Tokyo—Japan shows vulnerability. Battle of Midway—Strong Allied victory. Battle of Guadalcanal—Long and bloody struggle. Turning point—Midway severely damaged the Japanese navy.
3. attacking several places at once
4. Planes from aircraft carriers dominated.

5. seize weakly held islands first
6. Unwise—It drew Americans away from Europe. Wise—It weakened a likely foe.
7. **Possible Answer:** no longer needed local support after conquest
8. **Possible Answers:** controlling a vast empire, opposition from colonial interests, fear of vulnerability at home

9. **Rubric** Journal entries should
 - list Japanese conquests.
 - include precise and relevant details.
 - state opinions and feelings.

INTEGRATED TECHNOLOGY

- Rubric** Web pages should
- offer information on the memorial.
 - include relevant visuals.
 - be well organized and accurate.

LESSON PLAN

OBJECTIVES

- Trace the course of the persecution of Jews by the Nazis.
- Describe the results of the "Final Solution."

1 FOCUS & MOTIVATE

Ask students what they know about the Holocaust. Note that the Nazis focused on Jews but viewed many groups as inferior.

2 INSTRUCT

The Holocaust Begins

10.8.4; 10.8.5; 10.8.6

Critical Thinking

- What were the immediate and the underlying causes of *Kristallnacht*?
(Immediate—A Jew shot a German. Underlying—Many Europeans blamed Jews for social and political problems.)
- How did anti-Semitism outside of Germany contribute to the problems of Jews in Germany? (Countries refused to accept Jewish refugees.)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L72
California Modified Lesson Plans for English Learners, p. 139
California Daily Standards Practice Transparencies, TT64
California Standards Enrichment Workbook, pp. 85–86, 87–88, 89–90
California Standards Planner and Lesson Plans, p. L135
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Adolf Hitler on his 50th birthday, April 20, 1939

Poster encouraging Americans to buy war bonds

3

The Holocaust

MAIN IDEA

EMPIRE BUILDING During the Holocaust, Hitler's Nazis killed six million Jews and five million other "non-Aryans."

WHY IT MATTERS NOW

The violence against Jews during the Holocaust led to the founding of Israel after World War II.

TERMS & NAMES

- Aryan
- Holocaust
- *Kristallnacht*
- ghetto
- "Final Solution"
- genocide

CALIFORNIA STANDARDS

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SETTING THE STAGE As part of their vision for Europe, the Nazis proposed a new racial order. They proclaimed that the Germanic peoples, or **Aryans**, were a "master race." (This was a misuse of the term *Aryan*. The term actually refers to the Indo-European peoples who began to migrate into the Indian subcontinent around 1500 B.C.) The Nazis claimed that all non-Aryan peoples, particularly Jewish people, were inferior. This racist message would eventually lead to the **Holocaust**, the systematic mass slaughter of Jews and other groups judged inferior by the Nazis.

The Holocaust Begins

To gain support for his racist ideas, Hitler knowingly tapped into a hatred for Jews that had deep roots in European history. For generations, many Germans, along with other Europeans, had targeted Jews as the cause of their failures. Some Germans even blamed Jews for their country's defeat in World War I and for its economic problems after that war.

In time, the Nazis made the targeting of Jews a government policy. The Nuremberg Laws, passed in 1935, deprived Jews of their rights to German citizenship and forbade marriages between Jews and non-Jews. Laws passed later also limited the kinds of work that Jews could do.

"Night of Broken Glass" Worse was yet to come. Early in November 1938, 17-year-old Herschel Grynszpan (GRIHN•shpahn), a Jewish youth from Germany, was visiting an uncle in Paris. While Grynszpan was there, he received a postcard. It said that after living in Germany for 27 years, his father had been deported to Poland. On November 7, wishing to avenge his father's deportation, Grynszpan shot a German diplomat living in Paris.

When Nazi leaders heard the news, they launched a violent attack on the Jewish community. On November 9, Nazi storm troopers attacked Jewish homes, businesses, and synagogues across Germany and murdered close to 100 Jews. An American in Leipzig wrote, "Jewish shop windows by the hundreds were systematically . . . smashed. . . . The main streets of the city were a positive litter of shattered plate glass." It is for this reason that the night of November 9 became known as ***Kristallnacht*** (krih•STAHL•NAHKT), or "Night of Broken Glass." A 14-year-old boy described his memory of that awful night:

TAKING NOTES

Analyzing Bias Use a web diagram to identify examples of Nazi persecution.



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SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 71

Formal Assessment

- Section Quiz, p. 279

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading (Spanish), p. 126

Reading Study Guide (Spanish), p. 171

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 71
- Building Vocabulary, p. 74
- Reteaching Activity, p. 90

Reading Study Guide, p. 171

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from *The Diary of a Young Girl*, p. 80
- Literature: from *Night*, p. 82

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT70 German and American propaganda posters
- classzone.com

PRIMARY SOURCE

All the things for which my parents had worked for eighteen long years were destroyed in less than ten minutes. Piles of valuable glasses, expensive furniture, linens—in short, everything was destroyed. . . . The Nazis left us, yelling, “Don’t try to leave this house! We’ll soon be back again and take you to a concentration camp to be shot.”

M. I. LIBAU, quoted in *Never to Forget: The Jews of the Holocaust*

Kristallnacht marked a major step-up in the Nazi policy of Jewish persecution. The future for Jews in Germany looked truly grim.

A Flood of Refugees After *Kristallnacht*, some Jews realized that violence against them was bound to increase. By the end of 1939, a number of German Jews had fled to other countries. Many however, remained in Germany. Later, Hitler conquered territories in which millions more Jews lived.

At first, Hitler favored emigration as a solution to what he called “the Jewish problem.” Getting other countries to continue admitting Germany’s Jews became an issue, however. After admitting tens of thousands of Jewish refugees, such countries as France, Britain, and the United States abruptly closed their doors to further immigration. Germany’s foreign minister observed, “We all want to get rid of our Jews. The difficulty is that no country wishes to receive them.”

Isolating the Jews When Hitler found that he could not get rid of Jews through emigration, he put another plan into effect. He ordered Jews in all countries under his control to be moved to designated cities. In those cities, the Nazis herded the Jews into dismal, overcrowded **ghettos**, or segregated Jewish areas. The Nazis then sealed off the ghettos with barbed wire and stone walls. They hoped that the Jews inside would starve to death or die from disease. 🗑️

Even under these horrible conditions, the Jews hung on. Some formed resistance organizations within the ghettos. They also struggled to keep their traditions. Ghetto theaters produced plays and concerts. Teachers taught lessons in secret schools. Scholars kept records so that one day people would find out the truth.

The “Final Solution”

Hitler soon grew impatient waiting for Jews to die from starvation or disease. He decided to take more direct action. His plan was called the “**Final Solution**.” It was actually a program of **genocide**, the systematic killing of an entire people.



▲ After 1941, all Jews in German-controlled areas had to wear a yellow Star of David patch.

▼ German soldiers round up Jews in the Warsaw ghetto.



More About . . .

Jews in France

The Vichy government helped the Nazis persecute French Jews. When Marshal Henri Pétain was questioned about persecutions, he replied, “As for free-masons, I hate them, as for communists I am afraid of them, as for the Jews it is not my fault.” Most Jews detained in Vichy France were housed in windowless barracks surrounded by barbed wire. In 1941, one reporter wrote: “These people have been detained for reasons they, in many instances, do not understand and . . . they are without the slightest information about what is to be their future.” After 1942, Nazis began transporting Jews to work or be killed in camps in Eastern Europe.

The “Final Solution”

10.8.5

Critical Thinking

- Why did Hitler begin mass killings of Jews? (*Starvation and disease were not killing them fast enough.*)
- What was the difference between a concentration camp and an extermination camp? (*Concentration camps were slave-labor prisons. Extermination camps were for mass murder.*)
- What is the theme of the quotation from Elie Wiesel on page 505? (*He will never forget those who died in the Holocaust.*)

MAIN IDEA

Recognizing Effects

🗑️ What steps did Hitler take to rid Germany of Jews?
A. Answer He tried to force them to emigrate. When this plan failed, he ordered all Jews moved into ghettos, where he hoped they would die of starvation or disease.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Analyzing German and American Propaganda

Class Time 20 minutes

Task Comparing propaganda posters

Purpose To understand propaganda

Instructions Explain that propaganda is information that is spread to make a cause more popular or to damage the cause of an enemy. Display Transparency AT70. (Note that information and discussion questions on the transparency are at the back of the transparency book.)

Tell students that the text on the first poster is French for “Abandoned People, Have Faith in the German Soldier.” Ask:

- Why are these posters examples of propaganda? (*Possible Answer: They are designed to provoke intense feelings about a political matter.*)
- For what audience was the first poster created? (*French people; poster is in French*)
- How are Nazis portrayed in the first poster? (*Possible Answers: handsome, gentle, noble, caring, cheerful*) in the second poster? (*Possible Answer: as cold-eyed murderers*)



World Art and Cultures
Transparencies

More About . . .

The “Final Solution”

Reinhard Heydrich, head of the SS intelligence service, spelled out the “Final Solution” in January 1942 at a conference of Nazi leaders. “The Reichführer SS has forbidden any further emigration of Jews. The Jews remaining in the Reich and all European Jews in our present and future spheres of influence will be evacuated to the East for the final solution.”

In-Depth Resources: Unit 4

- Primary Source: from *The Diary of a Young Girl*, p. 80
- Literature: from *Night*, p. 82

History in Depth

Jewish Resistance

In the ghetto of Kovno in Lithuania, Jews took an oath to resist Nazis. “I promise to fight with all my powers against the Nazi occupation; to endanger their encampments; disrupt their transport; burn and blow up bridges; destroy railroads; organize and help carry through acts of sabotage at every opportunity and under all circumstances, without sparing myself—and when necessary, to offer up my life.” Ask students to research how Jews in ghettos and camps conducted sabotage.

Hitler believed that his plan of conquest depended on the purity of the Aryan race. To protect racial purity, the Nazis had to eliminate other races, nationalities, or groups they viewed as inferior—as “subhumans.” They included Roma (gypsies), Poles, Russians, homosexuals, the insane, the disabled, and the incurably ill. But the Nazis focused especially on the Jews.

The Killings Begin As Nazi troops swept across Eastern Europe and the Soviet Union, the killings began. Units from the SS (Hitler’s elite security force) moved from town to town to hunt down Jews. The SS and their collaborators rounded up men, women, children, and even babies and took them to isolated spots. They then shot their prisoners in pits that became the prisoners’ graves.

Jews in communities not reached by the killing squads were rounded up and taken to concentration camps, or slave-labor prisons. These camps were located mainly in Germany and Poland. Hitler hoped that the horrible conditions in the camps would speed the total elimination of the Jews.

The prisoners worked seven days a week as slaves for the SS or for German businesses. Guards severely beat or killed their prisoners for not working fast enough. With meals of thin soup, a scrap of bread, and potato peelings, most prisoners lost 50 pounds in the first few months. Hunger was so intense, recalled one survivor, “that if a bit of soup spilled over, prisoners would . . . dig their spoons into the mud and stuff the mess in their mouths.”

The Final Stage The “Final Solution” reached its last stage in 1942. At that time, the Nazis built extermination camps equipped with huge gas chambers that could kill as many as 6,000 human beings in a day. (See the map on page 519.)

When prisoners arrived at Auschwitz (OUSH•vihts), the largest of the extermination camps, they paraded before a committee of SS doctors. With a wave of the hand, these doctors separated the strong—mostly men—from the weak—mostly women, young children, the elderly, and the sick. Those labeled as weak would die that day. They were told to undress for a shower and then led into a chamber with

MAIN IDEA

Analyzing Bias

How was the “Final Solution” a natural outcome of Nazi racial theory? **B. Possible Answer** To remain a super race, the Aryans had to remain pure. Therefore, all the inferior races, especially the Jews, had to be eliminated.

History in Depth

Jewish Resistance

Even in the extermination camps, Jews rose up and fought against the Nazis. At Treblinka in August 1943, and at Sobibor in October 1943, small groups of Jews revolted. They killed guards, stormed the camp armories and stole guns and grenades, and then broke out. In both uprisings, about 300 prisoners escaped. Most were killed soon after. Of those who survived, many joined up with partisan groups and continued to fight until the end of the war.

Late in 1944, prisoners at Auschwitz revolted, too. Like the escapees at Treblinka and Sobibor, most were caught and killed. Young women like Ella Gartner and Roza Robota made the Auschwitz uprising possible. Gartner smuggled gunpowder into the camp from the munitions factory where she worked. Robota helped organize resistance in the camp. Gartner and Robota were executed on January 6, 1945. Less than a month later, Auschwitz was liberated.



▲ Ella Gartner



► Roza Robota

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

A Chronology of the Holocaust

Class Time 20 minutes

Task Creating a time line

Purpose To understand the different events that made up the Holocaust

Instructions Explain that creating a time line can be an effective way of taking notes. Pair a struggling reader with a more proficient reader. Have pairs review the content of this section and create a time line that summarizes major events in students’ own words. A sample time line is shown here. Encourage students to use their time lines to help them review the material before a quiz or test.

- Nov. 1938—Kristallnacht—Naz-i soldiers murder Jews.
- 1939—Other countries stop letting Jews in.
- Early 1940s—Naz-is first isolate Jews in ghettos, then send them to prisons or labor camps.
- Early 1942—Naz-is build death camps.

Students who need more help with the text should complete the Reading Study Guide activity for this section.

CHAPTER 16 Section 3 (pages 500–507)

The Holocaust

BEFORE YOU READ

In this section, you will read about the history of the Holocaust.

AS YOU READ

Use the text to record important information about the Holocaust.

TERMS AND NAMES

Aryans German people

antisemitism prejudice against Jews and other groups considered inferior to Aryans

Final Solution Hitler’s plan to destroy the Jewish people

ghettos neighborhoods in which Jews were forced to live

“Final Solution” Hitler’s plan to kill Jewish people

antisemitism prejudice against Jewish people

The Holocaust Begins (pages 500–502)

What was the Holocaust?

Part of Hitler’s plan for Europe included getting rid of “inferior” people. Hitler believed that the Jews, as German people, were a “contaminant.” He had a long-term plan to get rid of them. He wanted to get rid of all Jewish people in Europe. He wanted to get rid of all Jewish people in Europe. He wanted to get rid of all Jewish people in Europe.

Hitler ordered all Jews in Germany and his occupied lands to wear a yellow patch of cloth called a **star of David**. The Nazis then moved all the ghettoes with Jewish people and sent them to the gas chambers. They destroyed Jewish people and sent them to the gas chambers. They destroyed Jewish people and sent them to the gas chambers.

Jews Killed Under Nazi Rule*			
	Original Jewish Population	Jews Killed	Percent Surviving
Poland	3,300,000	2,800,000	15%
Soviet Union (area occupied by Germans)	2,100,000	1,500,000	29%
Hungary	404,000	200,000	49%
Romania	850,000	425,000	50%
Germany/Austria	270,000	210,000	22%
*Estimates		Source: Hannah Vogt, <i>The Burden of Guilt</i>	

fake showerheads. After the doors were closed, cyanide gas poured from the showerheads. All inside were killed in a matter of minutes. Later, the Nazis installed crematoriums, or ovens, to burn the bodies.

The Survivors Some six million European Jews died in these death camps and in Nazi massacres. Fewer than four million survived. Some escaped the horrors of the death camps with help from non-Jewish people. These rescuers, at great risk to their own lives, hid Jews in their homes or helped them escape to neutral countries.

Those who survived the camps were changed forever by what they had experienced. As Elie Wiesel, nearly 15 years old when he entered Auschwitz, noted:

PRIMARY SOURCE

Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky. Never shall I forget those flames which consumed my faith forever. . . . Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. . . . Never.

ELIE WIESEL, quoted in *Night*

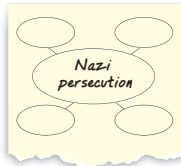
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Aryan
- Holocaust
- *Kristallnacht*
- ghetto
- "Final Solution"
- genocide

USING YOUR NOTES

2. What Nazi actions were part of the "Final Solution"? (10.8.5)



MAIN IDEAS

3. What was the new racial order proposed by the Nazis? (10.8.5)
4. What Nazi action marked the final stage of the "Final Solution"? (10.8.5)
5. How did some non-Jews oppose Hitler's "Final Solution"? (10.8.6)

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why might people want to blame a minority group for most of their country's problems? (10.8.5)
7. **MAKING INFERENCES** Why do you think the German people went along with the Nazi policy of persecution of the Jews? (10.8.5)
8. **RECOGNIZING EFFECTS** What impact did the Holocaust have on the Jewish population of Europe? (10.8.6)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **persuasive essay** discussing how German scientists, engineers, and doctors asked to participate in the Holocaust might have opposed Hitler's policy. (Writing 2.4.a)

CONNECT TO TODAY CREATING A MAP

Find information on instances of genocide and ethnic cleansing in the last 20 years. Use the information to create an **annotated map** titled "Genocide in the Late 20th Century." (Writing 2.3.d)

World War II 505

More About . . .

Nazi Medicine

German doctors used Jews for medical experiments that often resulted in great suffering or death. For example, doctors infected prisoners with typhus and other diseases to see how long they could survive. To practice surgery, student doctors would operate on prisoners without anesthesia. Many of these experiments had no medical value.

3 ASSESS

SECTION 3 ASSESSMENT

Divide the questions among student groups and have them present their responses orally to the class.

Formal Assessment

- Section Quiz, p. 279

4 RETEACH

As a class, create a chart on the board listing the acts against Jews by Nazis and the impact of each.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 90

ANSWERS

1. Aryan, p. 502 • Holocaust, p. 502 • *Kristallnacht*, p. 502 • ghetto, p. 503 • "Final Solution," p. 503 • genocide, p. 503

2. **Sample Answer:** Nuremberg Laws, *Kristallnacht*, ghettos, concentration camps. "Final Solution"—program designed to kill Jews by starving, shooting, or gassing them, or by working them to death.
3. The Aryans were a "master race" and all others were inferior.
4. extermination camps

5. They hid Jews in their homes or helped them escape Germany.
6. **Possible Answer:** Blaming a minority takes responsibility away from a country and its leaders.
7. **Possible Answers:** out of fear or out of agreement
8. It reduced the Jewish population by about two-thirds and left the survivors devastated.

9. **Rubric** Persuasive essays should
- appeal to moral values.
 - identify options for opposing the Nazis.
 - consider consequences of various actions.

CONNECT TO TODAY

Rubric Annotated maps should

- identify countries where genocide or ethnic cleansing has occurred.
- include explanatory captions.
- cite sources.

LESSON PLAN

OBJECTIVES

- Describe the Allied strategy in Europe.
- List efforts made on the home front.
- Summarize events that led to the surrender of Germany and of Japan.

1 FOCUS & MOTIVATE

Discuss what students already know about World War II battles. (*Students may mention films such as Saving Private Ryan or television series such as Band of Brothers.*)

2 INSTRUCT

The Tide Turns on Two Fronts 10.8.3; 10.8.4

Critical Thinking

- What did the debate about a second front imply about relationships among the Allies? (*Britain and the United States were closer to each other than to the Soviet Union.*)
- How would you compare Midway and Stalingrad? (*Both halted expansion, but Stalingrad was longer, bloodier, and on land.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L73
California Modified Lesson Plans for English Learners, p. L41
California Daily Standards Practice Transparencies, TT65
California Standards Enrichment Workbook, pp. 83–84, 85–86, 91–92
California Standards Planner and Lesson Plans, p. L137
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Adolf Hitler on his 50th birthday,
April 20, 1939

Poster encouraging Americans
to buy war bonds

4

The Allied Victory

MAIN IDEA

EMPIRE BUILDING Led by the United States, Great Britain, and the Soviet Union, the Allies scored key victories and won the war.

WHY IT MATTERS NOW

The Allies' victory in World War II set up conditions for both the Cold War and today's post-Cold War world.

TERMS & NAMES

- Dwight D. Eisenhower
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- kamikaze

CALIFORNIA STANDARDS

10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

SETTING THE STAGE On December 22, 1941, just after Pearl Harbor, Winston Churchill and President Roosevelt met at the White House to develop a joint war policy. Stalin had asked his allies to relieve German pressure on his armies in the east. He wanted them to open a second front in the west. This would split the Germans' strength by forcing them to fight major battles in two regions instead of one. Churchill agreed with Stalin's strategy. The Allies would weaken Germany on two fronts before dealing a deathblow. At first, Roosevelt was torn, but ultimately he agreed.

The Tide Turns on Two Fronts

Churchill wanted Britain and the United States to strike first at North Africa and southern Europe. The strategy angered Stalin. He wanted the Allies to open the second front in France. The Soviet Union, therefore, had to hold out on its own against the Germans. All Britain and the United States could offer in the way of help was supplies. Nevertheless, late in 1942, the Allies began to turn the tide of war both in the Mediterranean and on the Eastern Front.

The North African Campaign As you recall from Section 1, General Erwin Rommel took the key Libyan port city of Tobruk in June 1942. With Tobruk's fall, London sent General Bernard Montgomery—"Monty" to his troops—to take control of British forces in North Africa. By the time Montgomery arrived, however, the Germans had advanced to an Egyptian village called El Alamein (AL•uh•MAYN), west of Alexandria. (See the map on page 508.) They were dug in so well that British forces could not go around them. The only way to dislodge them, Montgomery decided, was with a massive frontal attack. The Battle of El Alamein began on the night of October 23. The roar of about 1,000 British guns took the Axis soldiers totally by surprise. They fought back fiercely and held their ground for several days. By November 4, however, Rommel's army had been beaten. He and his forces fell back.

As Rommel retreated west, the Allies launched Operation Torch. On November 8, an Allied force of more than 100,000 troops—mostly Americans—landed in Morocco and Algeria. American general **Dwight D. Eisenhower** led this force. Caught between Montgomery's and Eisenhower's armies, Rommel's Afrika Korps was finally crushed in May 1943.

TAKING NOTES

Recognizing Effects
Use a chart to identify the outcomes of several major World War II battles.

Battle	Outcome
Battle of El Alamein	
Battle of Stalingrad	
D-Day Invasion	

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SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 72
- Skillbuilder Practice, p. 75

Formal Assessment

- Section Quiz, p. 280

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 127
- Skillbuilder Practice, p. 129

Reading Study Guide (Spanish), p. 173

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 72
- Building Vocabulary, p. 74
- Skillbuilder Practice, p. 75
- Reteaching Activity, p. 91

Reading Study Guide, p. 173

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Sources: from *Farewell to Manzanar*, p. 79; from *Hiroshima*, p. 81

Electronic Library of Primary Sources

- from Testimony Before the Special Senate Committee on Atomic Energy

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Patterns of Interaction Video Series

- Arming for War: Modern and Medieval Weapons
classzone.com

The Battle for Stalingrad As Rommel suffered defeats in North Africa, German armies also met their match in the Soviet Union. The German advance had stalled at Leningrad and Moscow late in 1941. And the bitter winter made the situation worse. When the summer of 1942 arrived, however, Hitler sent his Sixth Army, under the command of General Friedrich Paulus, to seize the oil fields in the Caucasus Mountains. The army was also to capture Stalingrad (now Volgograd), a major industrial center on the Volga River. (See the map on page 508.)

The **Battle of Stalingrad** began on August 23, 1942. The Luftwaffe went on nightly bombing raids that set much of the city ablaze and reduced the rest to rubble. The situation looked desperate. Nonetheless, Stalin had already told his commanders to defend the city named after him to the death.

By early November 1942, Germans controlled 90 percent of the ruined city. Then another Russian winter set in. On November 19, Soviet troops outside the city launched a counterattack. Closing in around Stalingrad, they trapped the Germans inside and cut off their supplies. General Paulus begged Hitler to order a retreat. But Hitler refused, saying the city was “to be held at all costs.”

On February 2, 1943, some 90,000 frostbitten, half-starved German troops surrendered to the Soviets. These pitiful survivors were all that remained of an army of 330,000. Stalingrad’s defense had cost the Soviets over one million soldiers. The city was 99 percent destroyed. However, the Germans were now on the defensive, with the Soviets pushing them steadily westward.

The Invasion of Italy As the Battle of Stalingrad raged, Stalin continued to urge the British and Americans to invade France. However, Roosevelt and Churchill decided to attack Italy first. On July 10, 1943, Allied forces landed on Sicily and captured it from Italian and German troops about a month later.

The conquest of Sicily toppled Mussolini from power. On July 25, King Victor Emmanuel III had the dictator arrested. On September 3, Italy surrendered. But the Germans seized control of northern Italy and put Mussolini back in charge. Finally, the Germans retreated northward, and the victorious Allies entered Rome on June 4, 1944. Fighting in Italy, however, continued until Germany fell in May 1945. On April 27, 1945, Italian resistance fighters ambushed some German trucks near the northern Italian city of Milan. Inside one of the trucks, they found Mussolini disguised as a German soldier. They shot him the next day and later hung his body in downtown Milan for all to see.

The Allied Home Fronts

Wherever Allied forces fought, people on the home fronts rallied to support them. In war-torn countries like the Soviet Union and Great Britain, civilians endured extreme hardships. Many lost their lives. Except for a few of its territories, such as Hawaii, the United States did not suffer invasion or bombing. Nonetheless, Americans at home made a crucial contribution to the Allied war effort. Americans produced the weapons and equipment that would help win the war.



▲ Soviet troops launch an attack during the battle for Stalingrad.

More About . . .

The Battle of Stalingrad

With most of the city in rubble from bombing and shelling, the Soviets defended Stalingrad street by street and house by house in one of the fiercest of all battles of the war. As German soldiers advanced, the Soviets moved back, setting mines and booby traps everywhere they could. In one instance, a sailor armed with only a Molotov cocktail died throwing himself under an advancing tank, which exploded. In another instance, a Soviet soldier died beside a German tank upon which he had written a message in his own blood: “I will die, but my country and the Party will win.”

The Allied Home Fronts

10.8.6

Critical Thinking

- How would you summarize the difference between the home fronts of the United States and its major allies? (*Possible Answer: Life was harder for Soviet and British civilians than for Americans.*)
- Why were so many women needed to work in war industries? (*Millions of men were serving as soldiers.*)
- How would you contrast the way Japanese Americans were treated with how they acted during World War II? (*The government treated them as security risks, but many volunteered for the military.*)

MAIN IDEA

Making Inferences

What advantages might a weaker army fighting on its home soil have over a stronger invading army?

A. Possible Answers would know the territory better than the invading army; would have the support of the local population; would have the additional passion that comes with defending one's own home

World War II 507

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

News Report from Stalingrad

Class Time 35 minutes

Task Writing a “you are there” newscast about the Battle of Stalingrad

Purpose To understand what happened at Stalingrad and why it was important; to improve writing skills

Instructions Divide students into small groups. Have each group reread the information on this page about the Battle of Stalingrad. Encourage groups to use glossaries or dictionaries to help them understand challenging words. Then have each group write a radio news broadcast from the point of view of an American reporter witnessing the

battle. News reports should be from 30 to 90 seconds long and may include notations of sound effects. Reports should explain who is fighting, why the battle is important, and what the outcome of the battle could mean. Encourage students to include facts, details, and quotations from the textbook and to use vivid, descriptive language. Have each group elect a member to perform the report for the class.

Students who need more help may complete the Reading Study Guide activity for this lesson (also available in Spanish).

CHAPTER 16 • Section 4

The Allied Home Fronts

ANTES DE LEER

En la sección anterior, viste cómo el Holocausto en Europa.

En esta sección, aprenderás la forma en que se peleó en la guerra y cómo terminó en el mundo.

AL LEER

Lee la lista de palabras para formar ideas sobre acontecimientos clave en los últimos tres años de la guerra.

EXERCICIOS Y ACTIVIDADES

Describe y Explica ¿Cómo crees que los alemanes de la Wehrmacht se sintieron al perder la batalla de Stalingrad? ¿Por qué?

Describe y Explica ¿Cómo crees que los británicos se sintieron al perder la batalla de Stalingrad? ¿Por qué?

Describe y Explica ¿Cómo crees que los estadounidenses se sintieron al perder la batalla de Stalingrad? ¿Por qué?

El Tiro de la Batalla

En 1942, Stalingrad fue una de las batallas más importantes de la guerra. Los alemanes intentaron tomar la ciudad, pero los soviéticos la defendieron valientemente. La batalla terminó en enero de 1943, cuando los alemanes se rindieron.

El Tiro de la Batalla

En 1942, Stalingrad fue una de las batallas más importantes de la guerra. Los alemanes intentaron tomar la ciudad, pero los soviéticos la defendieron valientemente. La batalla terminó en enero de 1943, cuando los alemanes se rindieron.

Reading Study Guide: Spanish Translation

History from Visuals

Interpreting the Map

Study the map key. Why do you think the cartographer selected the colors used on this map? (*Axis and Axis-controlled are related colors, with the controlled nations lighter to indicate they are not the core of the alliance. The color for the Allies contrasts with these colors. Neutral nations are a neutral color, gray.*)

SKILLBUILDER Answers

- Region** Ireland, Spain, Portugal, Sweden, Switzerland
- Movement** Germany

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. Students can examine parts of the map in detail.

More About . . .

Attack on Dresden

On February 13, 1945, Allied bombers launched a massive attack on Dresden, a city southeast of Berlin with little military value. The assault created raging firestorms that killed up to 135,000 people, mostly civilians. One author described the city as a “furnace fueled by people.” Dresden is now a symbol of “total war”: massive attacks to break a country’s fighting spirit.



508 Chapter 16

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Creating Posters for the Home Front

Class Time 40 minutes

Task Creating posters about war-related themes

Purpose To understand one method governments used to increase public support for World War II

Instructions Tell students that posters were one of the ways that governments encouraged people to rally around the war effort. Point out the poster on page 509, which was designed to appeal to children and teenagers.

Pair a struggling reader with a more proficient reader. Have pairs reread “The Allied Home Fronts” subsection. Then have the pairs use information

from this subsection to create a poster of their own. Posters might have one or more of these themes:

- encouraging civilians to specific efforts, such as recycling, working in a munitions factory, or buying war stamps and bonds
- describing hardships faced in other Allied nations
- calling for support of government leaders, soldiers, or the war effort

If time permits, have students use library resources or the Internet to research World War II posters. Show these posters in class and compare them with the posters students made. Discuss whether the World War II-era posters would be effective today.

History from Visuals

Interpreting the Map

How wide was the Allied invasion front? (around 45 miles) Discuss the impact of invading along such a broad front. (It spread the defense but required extensive coordination.)

SKILLBUILDER Answers

- Human-Environment Interaction**
flooding
- Movement** to move quickly into the interior

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition.

History Makers

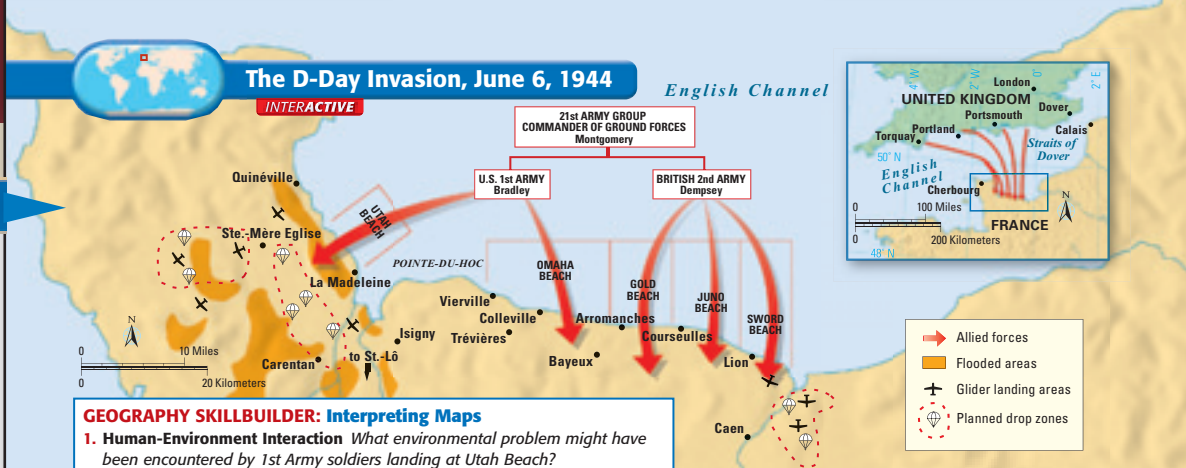
General Dwight D. Eisenhower

Discuss the traits of Eisenhower that inspired loyalty. (Possible Answers: *intelligence, ability to work closely with others*) Eisenhower once said, "When they [soldiers] called me Uncle Ike or . . . just plain Ike, I knew everything was going well."

INTEGRATED TECHNOLOGY

Rubric Illustrated reports should

- identify landmarks in Eisenhower's career.
- describe his personality and character.
- use visuals to emphasize key points.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** What environmental problem might have been encountered by 1st Army soldiers landing at Utah Beach?
- Movement** Looking at the map, what might have been the Allied strategy behind parachuting troops into France?

History Makers



General Dwight D. Eisenhower
1890–1969

In his career, U.S. General Dwight Eisenhower had shown an uncommon ability to work with all kinds of people—even competitive Allies. His chief of staff said of Eisenhower, "The sun rises and sets on him for me." He was also wildly popular with the troops, who affectionately called him "Uncle Ike."

So it was not a surprise when, in December 1943, U.S. Army Chief of Staff George Marshall named Eisenhower as supreme commander of the Allied forces in Europe. The new commander's "people skills" enabled him to join American and British forces together to put a permanent end to Nazi aggression.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create an illustrated report on Eisenhower's military career. Go to classzone.com for your research.

Code-named Operation Overlord, the invasion of Normandy was the largest land and sea attack in history. The invasion began on June 6, 1944—known as **D-Day**. At dawn on that day, British, American, French, and Canadian troops fought their way onto a 60-mile stretch of beach in Normandy. (See the map on this page.) The Germans had dug in with machine guns, rocket launchers, and cannons. They sheltered behind concrete walls three feet thick. Not surprisingly, the Allies took heavy casualties. Among the American forces alone, more than 2,700 men died on the beaches that day.

Despite heavy losses, the Allies held the beachheads. Within a month of D-Day, more than one million additional troops had landed. Then, on July 25, the Allies punched a hole in the German defenses near Saint-Lô (san•LOH), and the United States Third Army, led by General George Patton, broke out. A month later, the Allies marched triumphantly into Paris. By September, they had liberated France, Belgium, and Luxembourg. They then set their sights on Germany.

The Battle of the Bulge As Allied forces moved toward Germany from the west, the Soviet army was advancing toward Germany from the east. Hitler now faced a war on two fronts. In a desperate gamble, he decided to counter-attack in the west. Hitler hoped a victory would split American and British forces and break up Allied supply lines. Explaining the reasoning behind his plan, Hitler said, "This battle is to decide whether we shall live or die. . . . All resistance must be broken in a wave of terror."

On December 16, German tanks broke through weak American defenses along a 75-mile front in the Ardennes. The push into Allied lines gave the campaign its name—the **Battle of the Bulge**. Although caught off guard, the Allies eventually pushed the Germans back. The Germans had little choice but to retreat, since there were no reinforcements available.

Vocabulary

beachheads: enemy shoreline captured just before invading forces move inland

SKILLBUILDER PRACTICE: FOLLOWING CHRONOLOGICAL ORDER

Putting Events in Sequence

Class Time 35 minutes

Task Ordering events in the sequence in which they occurred

Purpose To develop skill at using chronological order

Instructions Explain that chronological thinking is an important part of our lives. Putting events in the order they occurred is often a key to understanding relationships between events, particularly between causes and effects and between problems and solutions. Dates in a

text and words such as *after*, *next*, and *as* often provide clues to the order of events.

Divide students into small groups. Have each group work together to put the events described under the head "Victory in Europe" (pages 509–511) in chronological order.

For more practice following chronological order, have students complete the Skillbuilder Practice activity for this lesson.

16 SKILLBUILDER PRACTICE Following Chronological Order

Put the events in order from the first event to the last event. Write the date of each event in the space provided. Use the clues in the text to help you.

1. The American fleet sailed from Pearl Harbor on December 7, 1941. The fleet was headed for the Philippines. The Japanese fleet was also headed for the Philippines. The Japanese fleet was defeated by the American fleet on December 7, 1941. The Japanese fleet was defeated by the American fleet on December 7, 1941. The Japanese fleet was defeated by the American fleet on December 7, 1941.

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In-Depth Resources: Unit 4

Germany's Unconditional Surrender After the Battle of the Bulge, the war in Europe rapidly drew to a close. In late March 1945, the Allies rolled across the Rhine River into Germany. By the middle of April, a noose was closing around Berlin. About three million Allied soldiers approached Berlin from the southwest. Another six million Soviet troops approached from the east. By April 25, 1945, the Soviets had surrounded the capital and were pounding the city with artillery fire.

While Soviet shells burst over Berlin, Hitler prepared for his end in an underground headquarters beneath the crumbling city. On April 29, he married his long-time companion, Eva Braun. The next day, Hitler and Eva Braun committed suicide. Their bodies were then carried outside and burned.

On May 7, 1945, General Eisenhower accepted the unconditional surrender of the Third Reich from the German military. President Roosevelt, however, did not live to witness the long-awaited victory. He had died suddenly on April 12, as Allied armies were advancing toward Berlin. Roosevelt's successor, Harry Truman, received the news of the Nazi surrender. On May 9, the surrender was officially signed in Berlin. The United States and other Allied powers celebrated V-E Day—Victory in Europe Day. After nearly six years of fighting, the war in Europe had ended.

Victory in the Pacific

Although the war in Europe was over, the Allies were still fighting the Japanese in the Pacific. With the Allied victory at Guadalcanal, however, the Japanese advances in the Pacific had been stopped. For the rest of the war, the Japanese retreated before the counterattack of the Allied powers.

The Japanese in Retreat By the fall of 1944, the Allies were moving in on Japan. In October, Allied forces landed on the island of Leyte (LAY•tee) in the Philippines. General Douglas MacArthur, who had been ordered to leave the islands before their surrender in May 1942, waded ashore at Leyte with his troops. On reaching the beach, he declared, “People of the Philippines, I have returned.”

Actually, the takeover would not be quite that easy. The Japanese had devised a bold plan to halt the Allied advance. They would destroy the American fleet, thus preventing the Allies from resupplying their ground troops. This plan, however, required risking almost the entire Japanese fleet. They took this gamble on October 23, in the Battle of Leyte Gulf. Within four days, the Japanese navy had lost disastrously—eliminating it as a fighting force in the war. Now, only the Japanese army and the feared kamikaze stood between the Allies and Japan. The **kamikazes** were Japanese suicide pilots. They would sink Allied ships by crash-diving their bomb-filled planes into them.

In March 1945, after a month of bitter fighting and heavy losses, American Marines took Iwo Jima (EE•wuh JEE•muh), an island 760 miles from Tokyo. On April 1, U.S. troops moved onto the island of Okinawa, only about 350 miles from southern Japan. The Japanese put up a desperate fight. Nevertheless, on June 21, one of the bloodiest land battles of the war ended. The Japanese lost over 100,000 troops, and the Americans 12,000.

▼ U.S. marines raise the Stars and Stripes after their victory at Iwo Jima.



World War II 511

Vocabulary

These pilots took their name from the *kamikaze*, or “divine wind,” that saved Japan from a Mongol invasion in 1281.

Victory in the Pacific

10.8.4; 10.9.1

Critical Thinking

- How was the Battle of Leyte Gulf similar to the Battle of the Bulge? (*Both were last, desperate efforts that failed.*)
- What does the use of kamikazes indicate about the strength of the Japanese navy? (*It was so weak they had to hope that suicidal missions would halt the American advance.*)
- What alternatives did the United States have to making a full-scale invasion of Japan or to using atomic bombs there? (*Possible Answers: using conventional weapons, seizing selected targets, blockading Japan, supporting leaders who saw defeat coming, negotiating a treaty*)

More About . . .

The Kamikaze

The word *kamikaze* means “divine wind.” It refers to a typhoon that in 1281 saved Japan by destroying the Mongol navy. The Japanese hoped that the kamikaze pilots would be able to save Japan from an Allied invasion.

CONNECTIONS ACROSS TIME AND CULTURES

Modern and Medieval Weapons

Class Time 45 minutes

Task Watching and responding to a video

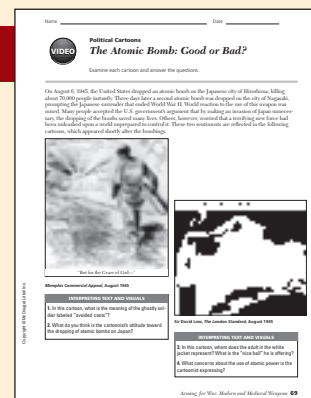
Purpose To understand how new weapons affected battles in medieval times, during World War II, and in recent years

Instructions Show students the video *Arming for War: Modern and Medieval Weapons*. When students have watched the video, use the following questions to begin a discussion.

- What pattern do you see repeating in this video? (*New developments in weapons can change the outcomes of wars and cause arms races.*)

- What are advantages and disadvantages of developing new weapons? (*Advantages—Opponents lack similar weapons; may end conflicts sooner. Disadvantages—Expensive, destructive, leads to arms races.*)
- What recent developments have there been in weapons technology? (*Possible Answers: Stealth bombers, night-vision goggles, “smart bombs”*)

To explore this issue further, have students complete the political cartoons activity in the Teacher’s Resource Book.



Patterns of Interaction Teacher’s Resource Book

Global Impact

OBJECTIVE

- Understand key events in the development and use of the first atomic bomb.

INSTRUCT

Point out that the first atomic bombs, though incredibly powerful for 1945, are small by today's standards. Ask students how confident they are in humans' ability to control such potent weapons. (*Possible Answers: confident, because nobody wants to risk world destruction; not confident, because several countries have access to such weapons*)

Show *Arming for War: Modern and Medieval Weapons* to demonstrate that arms races have existed throughout history.

- The first segment of the video chronicles nations' quests for new weapons during World War I and World War II.
- The second segment shows students that arms races took place in medieval times as well, when the longbow and other weapons changed military history.

Patterns of Interaction

- *Arming for War: Modern and Medieval Weapons*

Electronic Library of Primary Sources

- from Testimony Before the Special Senate Committee on Atomic Energy

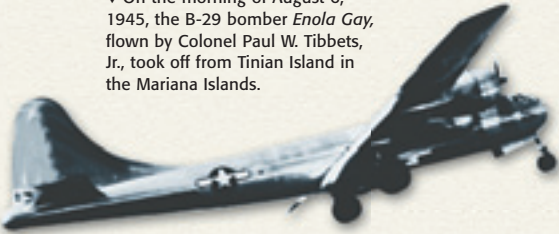
Global Impact: Arming for War

The Atomic Bomb

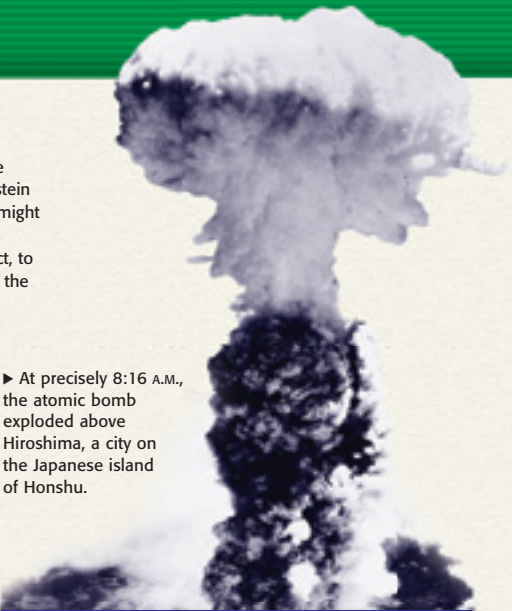
On the eve of World War II, scientists in Germany succeeded in splitting the nucleus of a uranium atom, releasing a huge amount of energy. Albert Einstein wrote to President Franklin Roosevelt and warned him that Nazi Germany might be working to develop atomic weapons. Roosevelt responded by giving his approval for an American program, later code-named the Manhattan Project, to develop an atomic bomb. Roosevelt's decision set off a race to ensure that the United States would be the first to develop the bomb.

CALIFORNIA STANDARDS
10.8.6, HI 3

- ▼ On the morning of August 6, 1945, the B-29 bomber *Enola Gay*, flown by Colonel Paul W. Tibbets, Jr., took off from Tinian Island in the Mariana Islands.



- At precisely 8:16 A.M., the atomic bomb exploded above Hiroshima, a city on the Japanese island of Honshu.



Hiroshima: Day of Fire

Impact of the Bombing

Ground temperatures	7,000°F
Hurricane force winds	980 miles per hour
Energy released	20,000 tons of TNT
Buildings destroyed	62,000 buildings
Killed immediately	70,000 people
Dead by the end of 1945	140,000 people
Total deaths related to A-bomb	210,000 people

The overwhelming destructive power of the Hiroshima bomb, and of the bomb dropped on Nagasaki three days later, changed the nature of war forever. Nuclear destruction also led to questions about the ethics of scientists and politicians who chose to develop and use the bomb.



Patterns of Interaction


Arming for War: Modern and Medieval Weapons

Just as in World War I, the conflicts of World War II spurred the development of ever more powerful weapons. Mightier tanks, more elusive submarines, faster fighter planes—all emerged from this period. From ancient times to the present day, the pattern remains the same: Every new weapon causes other countries to develop weapons of similar or greater force. This pattern results in a deadly race for an ultimate weapon: for example, the atomic bomb.

- ▼ Nagasaki citizens trudge through the still smoldering ruins of their city in this photograph by Yosuke Yamahata.



Connect to Today

- 1. Making Inferences** What advantages did the United States have over Germany in the race to develop the atomic bomb?
 See Skillbuilder Handbook, page R10.
- 2. Comparing and Contrasting** If you were to design a memorial to the victims of the Hiroshima and Nagasaki bombings, what symbol would you use? Make a sketch of your memorial.

CONNECT TO TODAY: ANSWERS

1. Making Inferences

Possible Answer: The U.S. mainland was insulated from the war. Scientists and technicians were able to pursue their research with less disruption than the Germans had. Also, scientists such as Albert Einstein had fled Germany to work in the United States.

2. Comparing and Contrasting

Possible Answers: A diagram of an atom splitting would highlight the source of the power. A peace symbol might emphasize the hope that such a terrible weapon would never be used again. A mushroom cloud would focus attention on the explosion. A Japanese flag with an American flag would remind viewers of the nations that participated in the conflict.

The Japanese Surrender After Okinawa, the next stop for the Allies had to be Japan. President Truman's advisers had informed him that an invasion of the Japanese homeland might cost the Allies half a million lives. Truman had to make a decision whether to use a powerful new weapon called the atomic bomb, or A-bomb. Most of his advisers felt that using it would bring the war to the quickest possible end. The bomb had been developed by the top-secret Manhattan Project, headed by General Leslie Groves and chief scientist J. Robert Oppenheimer. Truman first learned of the new bomb's existence when he became president.

The first atomic bomb was exploded in a desert in New Mexico on July 16, 1945. President Truman then warned the Japanese. He told them that unless they surrendered, they could expect a "rain of ruin from the air." The Japanese did not reply. So, on August 6, 1945, the United States dropped an atomic bomb on Hiroshima, a Japanese city of nearly 350,000 people. Between 70,000 and 80,000 people died in the attack. Three days later, on August 9, a second bomb was dropped on Nagasaki, a city of 270,000. More than 70,000 people were killed immediately. Radiation fallout from the two explosions killed many more.

The Japanese finally surrendered to General Douglas MacArthur on September 2. The ceremony took place aboard the United States battleship *Missouri* in Tokyo Bay. With Japan's surrender, the war had ended. Now, countries faced the task of rebuilding a war-torn world.



▲ J. Robert Oppenheimer (left) and General Leslie Groves inspect the site of the first atomic bomb test near Alamogordo, New Mexico.

More About . . .

Colonel Tibbets

The plane that dropped the atom bomb on Hiroshima was called the *Enola Gay* and was piloted by Colonel Paul W. Tibbets, Jr. He described what he saw after releasing the bomb: "Down below the thing [the mushroom cloud] reminded me more of a boiling pot of tar than any other description I can give it. It was black and boiling underneath with a steam haze on top of it . . . We had seen the city when we went in, and there was nothing to see when we came back. It was covered by this boiling, black-looking mass."

In-Depth Resources: Unit 4

- Primary Source: from *Hiroshima*, p. 81

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Dwight D. Eisenhower
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- kamikaze

USING YOUR NOTES

2. Which battle do you think was most important in turning the war in favor of the Allies? Why? (10.8.3)

Battle	Outcome
Battle of El Alamein	
Battle of Stalingrad	
D-Day Invasion	

MAIN IDEAS

3. Why did Stalin want the United States and Britain to launch a second front in the west? (10.8.4)
4. How did the Allies try to conceal the true location for the D-Day landings? (10.8.3)
5. What brought about the Japanese surrender? (10.8.3)

CRITICAL THINKING & WRITING

6. **CLARIFYING** How do governments gather support for a war effort on the home front? (10.8.3)
7. **ANALYZING ISSUES** Should governments have the power to limit the rights of their citizens during wartime? Explain your answer. (10.8.3)
8. **FORMING AND SUPPORTING OPINIONS** Did President Truman make the correct decision in using the atomic bomb? Why or why not? (10.9.1)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **research report** on the work of the Manhattan Project in developing the atomic bomb. (Writing 2.3.b)

CONNECT TO TODAY CREATING A POSTER

During World War II, the U.S. government used propaganda posters to encourage citizens to support the war effort. Create a similar kind of **poster** to encourage support for a war on litter in your neighborhood. (Writing 2.4.b)

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3 ASSESS

SECTION 4 ASSESSMENT

As a class, discuss students' answers to question 7.

Formal Assessment

- Section Quiz, p. 280

4 RETEACH

Use the Reteaching Activity to review this section.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 91

ANSWERS

1. Dwight D. Eisenhower, p. 506 • Battle of Stalingrad, p. 507 • D-Day, p. 510 • Battle of the Bulge, p. 510 • kamikaze, p. 511

2. **Sample Answer:** El Alamein—Rommel defeated. Stalingrad—Victory on the eastern front. D-Day—The recapture of Western Europe began. Most important—Stalingrad, because it put Hitler on the defensive.
3. to relieve pressure on the Soviets
4. prepared a dummy army to attack Calais

5. the use of atomic weapons
6. **Possible Answers:** rationing materials that are essential to the war effort; raising money; using propaganda
7. No—Rights must still be protected. Yes—Short-term restrictions may provide long-term protection.
8. Yes—It ended the war quickly. No—It killed many innocent people.

9. **Rubric** Research reports should
- identify leading scientists involved in the Manhattan Project.
 - describe the goal of the project.
 - cite sources.

CONNECT TO TODAY

- Rubric** Posters should
- clearly illustrate the goal.
 - explain the problems with litter.
 - employ propaganda techniques.

LESSON PLAN

OBJECTIVES

- Describe conditions in Europe in 1945.
- Identify the political consequences of the Allied victory in postwar Europe.
- Summarize how defeat and occupation affected political and civic life in Japan.
- Describe Japan's postwar constitution.

1 FOCUS & MOTIVATE

Discuss whether military aggression achieves goals. (Possible Answer: did not for Germany and Japan in World War II)

2 INSTRUCT

Devastation in Europe

10.8.6

Critical Thinking

- Compare the devastation in Europe after World War I and World War II. (World War II resulted in far more deaths and dislocated many more people.)

World Art and Cultures Transparencies

- AT71 Liberation

CALIFORNIA RESOURCES

California Reading Toolkit, p. L74
California Modified Lesson Plans for English Learners, p. 143
California Daily Standards Practice Transparencies, TT66
California Standards Enrichment Workbook, pp. 85–86, 89–90
California Standards Planner and Lesson Plans, p. L139
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Adolf Hitler on his 50th birthday, April 20, 1939

Poster encouraging Americans to buy war bonds

5

Europe and Japan in Ruins

MAIN IDEA

ECONOMICS World War II cost millions of human lives and billions of dollars in damages. It left Europe and Japan in ruins.

WHY IT MATTERS NOW

The United States survived World War II undamaged, allowing it to become a world leader.

TERMS & NAMES

- Nuremberg Trials
- demilitarization
- democratization

CALIFORNIA STANDARDS

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

SETTING THE STAGE After six long years of war, the Allies finally were victorious. However, their victory had been achieved at a very high price. World War II had caused more death and destruction than any other conflict in history. It left 60 million dead. About one-third of these deaths occurred in one country, the Soviet Union. Another 50 million people had been uprooted from their homes and wandered the countryside in search of somewhere to live. Property damage ran into billions of U.S. dollars.

Devastation in Europe

By the end of World War II, Europe lay in ruins. Close to 40 million Europeans had died, two-thirds of them civilians. Constant bombing and shelling had reduced hundreds of cities to rubble. The ground war had destroyed much of the countryside. Displaced persons from many nations were left homeless.

A Harvest of Destruction A few of the great cities of Europe—Paris, Rome, and Brussels—remained largely undamaged by war. Many, however, had suffered terrible destruction. The Battle of Britain left huge areas of London little more than blackened ruins. Warsaw, the capital of Poland, was almost completely destroyed. In 1939, Warsaw had a population of nearly 1.3 million. When Soviet soldiers entered the city in January 1945, only 153,000 people remained. Thousands of tons of Allied bombs had demolished 95 percent of the central area of Berlin. One U.S. officer stationed in the German capital reported, “Wherever we looked we saw desolation. It was like a city of the dead.”

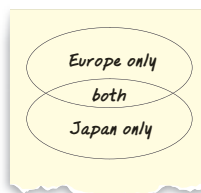
After the bombings, many civilians stayed where they were and tried to get on with their lives. Some lived in partially destroyed homes or apartments. Others huddled in cellars or caves made from rubble. They had no water, no electricity, and very little food.

A large number of people did not stay where they were. Rather, they took to the roads. These displaced persons included the survivors of concentration camps, prisoners of war, and refugees who found themselves in the wrong country when postwar treaties changed national borders. They wandered across Europe, hoping to find their families or to find a safe place to live.

Simon Weisenthal, a prisoner at Auschwitz, described the search made by Holocaust survivors:

TAKING NOTES

Comparing and Contrasting Use a Venn diagram to compare and contrast the aftermath of World War II in Europe and Japan.



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SECTION 5 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 73

Formal Assessment

- Section Quiz, p. 281

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 128

Reading Study Guide (Spanish), p. 175

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 73
- Building Vocabulary, p. 74
- Reteaching Activity, p. 92

Reading Study Guide, p. 175

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Connections Across Time and Cultures, p. 87

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT32 Causes and Effects of World War II
- CT68 Chapter 32 Visual Summary

World Art and Cultures Transparencies

- AT71 Liberation

Electric Library of Primary Sources

- from Affidavit Given at Nuremberg, 1946.

classzone.com

Costs of World War II: Allies and Axis			
	Direct War Costs	Military Killed/Missing	Civilians Killed
United States	\$288.0 billion*	292,131**	—
Great Britain	\$117.0 billion	272,311	60,595
France	\$111.3 billion	205,707***	173,260†
USSR	\$93.0 billion	13,600,000	7,720,000
Germany	\$212.3 billion	3,300,000	2,893,000††
Japan	\$41.3 billion	1,140,429	953,000
<div><div><div>* In 1994 dollars.</div><div>** An additional 115,187 servicemen died from non-battle causes.</div><div>*** Before surrender to Nazis.</div><div>† Includes 65,000 murdered Jews.</div><div>†† Includes about 170,000 murdered Jews and 56,000 foreign civilians in Germany.</div></div><div>SKILLBUILDER: Interpreting Charts 1. Drawing Conclusions Which of the nations listed in the chart suffered the greatest human costs? 2. Comparing How does U.S. spending on the war compare with the spending of Germany and Japan?</div></div>			

PRIMARY SOURCE

Across Europe a wild tide of frantic survivors was flowing. . . . Many of them didn't really know where to go. . . . And yet the survivors continued their pilgrimage of despair. . . . "Perhaps someone is still alive. . . ." Someone might tell where to find a wife, a mother, children, a brother—or whether they were dead. . . . The desire to find one's people was stronger than hunger, thirst, fatigue.

SIMON WEISENTHAL, quoted in *Never to Forget: The Jews of the Holocaust*

Misery Continues After the War The misery in Europe continued for years after the war. The fighting had ravaged Europe's countryside, and agriculture had been completely disrupted. Most able-bodied men had served in the military, and the women had worked in war production. Few remained to plant the fields. With the transportation system destroyed, the meager harvests often did not reach the cities. Thousands died as famine and disease spread through the bombed-out cities. The first postwar winter brought more suffering as people went without shoes and coats.

Postwar Governments and Politics

Despairing Europeans often blamed their leaders for the war and its aftermath. Once the Germans had lost, some prewar governments—like those in Belgium, Holland, Denmark, and Norway—returned quickly. In countries like Germany, Italy, and France, however, a return to the old leadership was not desirable. Hitler's Nazi government had brought Germany to ruins. Mussolini had led Italy to defeat. The Vichy government had collaborated with the Nazis. Much of the old leadership was in disgrace. Also, in Italy and France, many resistance fighters were communists.

After the war, the Communist Party promised change, and millions were ready to listen. In both France and Italy, Communist Party membership skyrocketed. The communists made huge gains in the first postwar elections. Anxious to speed up a political takeover, the communists staged a series of violent strikes. Alarmed French and Italians reacted by voting for anticommunist parties. Communist Party membership and influence began to decline. And they declined even more as the economies of France and Italy began to recover.

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History from Visuals

Interpreting the Chart

Discuss why the figures for the military combine killed and missing. (*Those missing were probably dead.*)

SKILLBUILDER Answers

- 1. **Drawing Conclusions** the USSR and Germany
- 2. **Comparing** The United States spent more than Germany and Japan combined.

More About . . .

Displaced Persons

To help them cross European borders on their way to Palestine, Jews donned uniforms with the insignia CAJR and carried papers stamped with an authentic-looking seal. Few questioned the insignia, which stood for Committee for Assistance to Jewish Refugees.

Postwar Governments and Politics

10.8.4; 10.8.6

Critical Thinking

- What evidence indicates that the people of Belgium, Holland, Denmark, and Norway did not blame their leaders for the war's aftermath? (*Prewar governments returned to power.*)
- Under what conditions should leaders be charged with waging a war of aggression? (*Possible Answer: when world opinion is strongly united*)

A. Possible Answer Since Germany's entire leadership had been Nazi for 12 years, no real democratic leadership had been allowed to develop.

MAIN IDEA

Identifying Problems

Why might it have been difficult to find democratic government leaders in post-Nazi Germany?

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Persuading Americans to Help Displaced Persons

Class Time 35 minutes

Task Creating a brochure

Purpose To explain the effects of World War II on soldiers and civilians in Europe; to practice persuasive writing skills

Instructions Divide students into small groups. Have each group create a brochure that urges Americans to help displaced persons in Europe. Group members should reread the "Devastation in Europe" subsection, searching for information useful to the brochures, such as

- facts and statistics about the number of refugees
- who the refugees are and why they are homeless
- what their living conditions are like
- what or whom they are seeking

Encourage students to use descriptive, persuasive language. Students may illustrate the brochures with drawings or designs.

If students need more help with this section, assign the Reading Study Guide activity (available in English and Spanish).



CHAPTER 16 • Section 5 Pages 514-515

Europe and Japan in Ruins

BEFORE YOU READ
In the end of the section, you will learn about the war's effects on Europe and Japan.
AS YOU READ
Use the chart below to take notes on the effects of the war on Europe and Japan.

Effects of World War II

humanities

physical

social

Devastation in Europe
How did the war change Europe?
The war had left Europe in ruins. About 40 million people were dead. Hundreds of cities were reduced to rubble by constant bombing and shelling. The ground was laid desolate, much of the countryside. Displaced persons from many nations were trying to get back home. Other than war, no other activity, and little food. Hunger was common.
Agriculture had been disrupted. Most jobs had been lost. Millions of soldiers and the women had needed to grow food. Few had remained to plant the fields. With factories destroyed or damaged, most people had no money to buy the food that was available. Also the small harvests did not reach the cities because the transportation system had been destroyed. Suffering continued for many years in Europe.
Who did the Europeans blame for the war?
Europeans often blamed their leaders for the war and its aftermath. Many Germans were displaced, some prewar governments—the Nazis in Belgium.

Postwar Governments and Politics
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Europeans often blamed their leaders for the war and its aftermath. Many Germans were displaced, some prewar governments—the Nazis in Belgium.

Reading Study Guide

Teacher's Edition 515

Connect to Today

A New War Crimes Tribunal

Have students start a file on the progress of investigations into genocide, war crimes, or other acts prosecuted by international tribunals.

Electronic Library of Primary Sources

- from Affidavit Given at Nuremberg, 1946.

Postwar Japan

10.8.6

Critical Thinking

- Japan continues to have a small military. How might this help its economy? (*A larger military would absorb more money that could be used for other investments.*)
- How were labor unions to help Japan? (*Possible Answers: by aiding democracy and prosperity; by giving Japanese workers rights they had not had previously; by breaking down the old social order*)

Tip for English Learners

Explain that the prefix *de-*, as in *demilitarization* or *decode*, often means to undo an action.

More About . . .

Demilitarization

MacArthur dismissed all Japanese senior military officials actively involved in promoting aggression since 1931. In Japan, just under 0.5 percent of the population were barred from public office. In Germany, 2.5 percent were.

Connect to Today



A New War Crimes Tribunal

In 1993, the UN established the International Criminal Tribunal for the Former Yugoslavia (ICTY) to prosecute war crimes committed in the Balkan conflicts of the 1990s. (See Chapter 19.) This was the first international war crimes court since those held in Nuremberg and Tokyo after World War II.

The ICTY issued its first indictment in 1994 and began trial proceedings in 1996. By mid-2003, more than 30 defendants had been tried and found guilty. They received sentences of 5 to 48 years in jail. Another 25 were on trial or awaiting trial. The most prominent of these defendants was Slobadan Milosevic, the former president of Yugoslavia. He was charged with 66 counts of genocide, crimes against humanity, and other war crimes.

The Nuremberg Trials While nations were struggling to recover politically and economically, they also tried to deal with the issue of war crimes. During 1945 and 1946, an International Military Tribunal representing 23 nations put Nazi war criminals on trial in Nuremberg, Germany. In the first of these **Nuremberg Trials**, 22 Nazi leaders were charged with waging a war of aggression. They were also accused of committing “crimes against humanity”—the murder of 11 million people.

Adolf Hitler, SS chief Heinrich Himmler, and Minister of Propaganda Joseph Goebbels had committed suicide long before the trials began. However, Hermann Göring, the commander of the Luftwaffe; Rudolf Hess, Hitler’s former deputy; and other high-ranking Nazi leaders remained to face the charges.

Hess was found guilty and was sentenced to life in prison. Göring received a death sentence, but cheated the executioner by committing suicide. Ten other Nazi leaders were hanged on October 16, 1946. Hans Frank, the “Slayer of Poles,” was the only convicted Nazi to express remorse: “A thousand years will pass,” he said, “and still this guilt of Germany will not have been erased.” The bodies of those executed were burned at the concentration camp of Dachau (DAHK•ow). They were cremated in the same ovens that had burned so many of their victims.

Postwar Japan

The defeat suffered by Japan in World War II left the country in ruins. Two million lives had been lost. The country’s major cities, including the capital, Tokyo, had been largely destroyed by bombing raids. The atomic bomb had turned Hiroshima and Nagasaki into blackened wastelands. The Allies had stripped Japan of its colonial empire.

Occupied Japan General Douglas MacArthur, who had accepted the Japanese surrender, took charge of the U.S. occupation of Japan. MacArthur was determined to be fair and not to plant the seeds of a future war. Nevertheless, to ensure that peace would prevail, he began a process of **demilitarization**, or disbanding the Japanese armed forces. He achieved this quickly, leaving the Japanese with only a small police force. MacArthur also began bringing war criminals to trial. Out of 25 surviving defendants, former Premier Hideki Tojo and six others were condemned to hang.

MacArthur then turned his attention to **democratization**, the process of creating a government elected by the people. In February 1946, he and his American political advisers drew up a new constitution. It changed the empire into a constitutional monarchy like that of Great Britain. The Japanese accepted the constitution. It went into effect on May 3, 1947.

MacArthur was not told to revive the Japanese economy. However, he was instructed to broaden land ownership and increase the participation of workers and farmers in the new democracy. To this end, MacArthur put forward a plan that required absentee landlords with huge estates to sell land to the government. The government then sold the land to tenant farmers at reasonable prices. Other reforms pushed by MacArthur gave workers the right to create independent labor unions.

B. Possible Answer
The reduced influence of military leaders and increased economic power of the Japanese people might result in a wider sharing of power in Japan.

MAIN IDEA

Making Inferences

How would demilitarization and a revived economy help Japan achieve democracy?

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Comparing the World Wars

Class Time 45 minutes

Task Comparing and contrasting World War I and World War II

Purpose To understand patterns in history

Instructions Pair students. Distribute the Connections Across Time and Cultures activity for this section, which can be found in In-Depth Resources: Unit 4. Have students work together to complete the questions that compare and contrast the two world wars. Remind students to review Chapter 13 as well as Chapter 16 as they work on the items.

You may wish to use the following Critical Thinking Transparencies to help students complete the activity: CT13, The Human and Financial Costs of World War I; and CT16, Causes and Effects of World War II.

Ask students to make a generalization about how the two wars were similar and how they differed. (*Possible Answers: Similarities—Massive loss of life, new technologies invented, effects lasted for generations. Differences—Conscious attempt after World War II not to plant the seeds of a future war; World War II led to the creation of atomic and nuclear weapons*)

NAME _____ DATE _____

16 CONNECTIONS ACROSS TIME AND CULTURES

Two World Wars

In 1914 and again in 1939, war engulfed Europe and spread rapidly across the globe. Both wars were caused by a desire for power and control and resulted in suffering for Germany and its allies, their enemies, and innocent civilians. In what other ways were the two wars similar? How did they differ? Write your answers to the questions that follow.

1. How did governments set the stage for both world wars?
a. WWI _____
b. WWII _____
2. International treaties led to the creation of military alliances among the great world powers. What military alliances pushed European nations into war?
a. WWI _____
b. WWII _____
3. In both wars, Germany faced the danger of fighting one war on the Western Front and a second on the Eastern Front. What was Germany's military plan for fighting a two-front war? What was the outcome?
a. WWI _____
b. WWII _____
4. Developments in science and technology made possible new types of warfare. What new weapons and military strategies were introduced in each war?
a. WWI _____
b. WWII _____
5. In both wars, governments sought total war. How did governments engage civilian activity on the home front?
a. WWI _____
b. WWII _____
6. In what other ways were the Great War and World War II similar? Name at least two similarities.
a. WWI _____
b. WWII _____

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In-Depth Resources: Unit 4

C. Possible Answer
The Japanese wanted to keep their emperor—a monarch. The American system had no place for monarchs.

MAIN IDEA

Analyzing Causes

Why did the Americans choose the British system of government for the Japanese, instead of the American system?

Occupation Brings Deep Changes

The new constitution was the most important achievement of the occupation. It brought deep changes to Japanese society. A long Japanese tradition had viewed the emperor as divine. He was also an absolute ruler whose will was law. The emperor now had to declare that he was not divine. That admission was as shocking to the Japanese as defeat. His power was also dramatically reduced. Like the ruler of Great Britain, the emperor became largely a figurehead—a symbol of Japan.

The new constitution guaranteed that real political power in Japan rested with the people. The people elected a two-house parliament, called the Diet. All citizens over the age of 20, including women, had the right to vote. The government was led by a prime minister chosen by a majority of the Diet. A constitutional bill of rights protected basic freedoms. One more key provision of the constitution—Article 9—stated that the Japanese could no longer make war. They could fight only if attacked.

In September 1951, the United States and 47 other nations signed a formal peace treaty with Japan. The treaty officially ended the war. Some six months later, the U.S. occupation of Japan was over. However, with no armed forces, the Japanese agreed to a continuing U.S. military presence to protect their country. The United States and Japan, once bitter enemies, were now allies.

In the postwar world, enemies not only became allies. Sometimes, allies became enemies. World War II had changed the political landscape of Europe. The Soviet Union and the United States emerged from the war as the world's two major powers. They also ended the war as allies. However, it soon became clear that their postwar goals were very different. This difference stirred up conflicts that would shape the modern world for decades.



▲ Emperor Hirohito and U.S. General Douglas MacArthur look distant and uncomfortable as they pose here.

Occupation Brings Deep Changes

10.8.4; 10.8.6

Critical Thinking

- How did Japan's postwar constitution compare to the U.S. Constitution? *(Both had an elected legislature, voting rights for men and women, and a bill of rights. Japan's had a prime minister and lacked power to make war.)*
- How did changes in the emperor's postwar role symbolize the changes in Japan? *(It marked the end of some of the traditions that had led Japan into war and the beginning of a new and more democratic era.)*

SECTION

5

ASSESSMENT

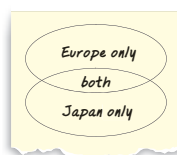
TERMS & NAMES

1. For each term or name, write a sentence explaining its significance.

- Nuremberg Trials
- demilitarization
- democratization

USING YOUR NOTES

2. How did the aftermath of the war in Europe differ from the aftermath of the war in Japan? (10.8.6)



MAIN IDEAS

3. Why did so many Europeans take to the roads and wander the countryside after the war? (10.8.6)
4. How did the Allies deal with the issue of war crimes in Europe? (10.8.6)
5. What three programs did General Douglas MacArthur introduce during the U.S. occupation of Japan? (10.8.4)

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Why do you think that many Europeans favored communism after World War II? (10.8.6)
7. **FORMING AND SUPPORTING OPINIONS** Do you think it was right for the Allies to try only Nazi and Japanese leaders for war crimes? Why or why not? (10.8.6)
8. **MAKING INFERENCES** Why was demilitarization such an important part of the postwar program for Japan? (10.8.6)
9. **WRITING ACTIVITY** **ECONOMICS** As an observer for the U.S. government, write a **report** on the economic situation in Europe after World War II. Illustrate your report with charts and graphs. (Writing 2.3.d)

CONNECT TO TODAY CREATING A RADIO NEWS REPORT

Conduct research on a recent trial at the International War Crimes Tribunal in The Hague. Use your findings to create a two-minute radio **news report** on the trial. (Writing 2.1.a)

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3 ASSESS

SECTION 5 ASSESSMENT

Have students answer the questions individually and then meet in small groups to discuss their answers.

Formal Assessment

- Section Quiz, p. 281

4 RETEACH

Use the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT68 Chapter 32 Visual Summary

In-Depth Resources: Unit 4

- Reteaching Activity, p. 92

ANSWERS

1. Nuremberg Trials, p. 516 • demilitarization, p. 516 • democratization, p. 516

2. **Sample Answer:** Europe—More displaced persons, famine, communism. Japan—New constitution, radiation from atomic weapons. Both—Death and destruction.
3. People were looking for family members and trying to return home.
4. established International Military Tribunal to try Nazi leaders
5. demilitarization, democratization, economic recovery

6. **Possible Answers:** People lost faith in leaders of the past who had started or conducted the war; communism promised change for people who were suffering.
7. Yes—The acts were horrendous and people deserved punishment. No—Bloodshed and destruction are always a part of war.
8. **Possible Answer:** Militarism had fueled Japanese aggression in World War II and could do so again.

9. **Rubric** Reports should
- explain Europe's economic difficulties.
 - use visuals effectively.
 - present information fairly.

CONNECT TO TODAY

- Rubric** News reports should
- explain how the tribunal works.
 - identify the defendant and the charges.
 - explain the verdict.