

Home Instruction Packet for US HISTORY II

Mr. Dawson Periods 1,2,5

In this packet are materials and directions for practicing and reviewing important Social Studies Concepts. The materials consist of various worksheets that are based on the history of World War II. Also, you will find specific directions for accessing the Online Assessments within the online textbook.

This work will be collected by way of email. Make sure you follow all directions. This work will be graded and counted towards the third marking period grade.

I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.

You contact me at: gdawson@rpsd.org

	Assignment Directions
Week 1- Lesson 1: The War Effort on the Homefront, To explain how the American people mobilized for the war. ##### Lesson 2: The War for Europe and North Africa, To describe the main events of the conflicts in Europe and Africa ##### Week 2- Lesson 3: The War in the Pacific, To explain the strategy that helped the US succeed in the Pacific region	Lesson 1: Use Module 20, Lesson 4. Read the text and complete the worksheets A, B, C, D. To complete these worksheets you must simply list your answers in an email to me. For example: Worksheet A 1) your answer 2) your answer Etc. DUE: 3/18/20 ##### Lesson 2: A) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 4 B) Use Module 20, Lesson 5. Read the text and complete the worksheets E, F, G. Follow the directions for Lesson 1 and email your answers to me. DUE: 3/20/20 ##### Lesson 3: A) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 5. B) Use Module 20, Lesson 6. Read the text and complete the worksheet H. Follow the directions for Lesson 1 and email your

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<p>#####</p> <p>Lesson 4: The End of World War II, To explain the defeat of the Axis and the plans for the post war years</p> <p>#####</p>	<p>answers to me.</p> <p>DUE: 3/24/20</p> <p>#####</p> <p>Lesson 4: A) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 6.</p> <p>B) Use Module 20, Lesson 7. Read the text and complete the Worksheets I, J Follow the directions for Lesson 1 and email your answers to me.</p> <p>DUE: 3/26/20</p> <p>#####</p>
<p>WEEK 3-</p> <p>Lesson 5: Module Review part 1: Use Critical Thinking to demonstrate understanding.</p> <p>#####</p>	<p>Lesson 5: A) Go to the online textbook, click on ASSIGNMENTS and complete the assessment for Lesson 7.</p> <p>B) Use Module 20, Lessons 4, 5, 6, 7 and answer each of the following questions. Email your answers to me.</p> <p>1) Briefly explain the Obstacles and the Opportunities that WOMEN and ETHNIC AND RACIAL MINORITIES faced during World War II.</p> <p>2) How were GEOGRAPHY and EVENTS in Europe and the Pacific region similar? How were they different?</p> <p>DUE: 3/30/20</p> <p>#####</p>
<p>Lesson 6: Module Review part 2: Use Critical Thinking to demonstrate understanding.</p>	<p>Lesson 6: Use Module 20, Lessons 4,5,6,7 and answer each of the following questions. Email your answers to me.</p> <p>1) Explain whether or not, the MEDIA helped to mobilize the country for war.</p> <p>2) How were the Nuremberg trials an example of the humanitarian effects of World War II?</p> <p>3) How did the Allies win control of the Atlantic Ocean between 1941-1943?</p>

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	4) Do you think the United States was justified in using atomic bombs against the Japanese?
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Name _____

WORKSHEET

A

Date _____



GUIDED READING

Mobilization on the Home Front

Section 1

A. As you read about how the United States mobilized for war, note how each of the following contributed to that effort.

1. Selective Service System	6. Office of Scientific Research and Development (OSRD)
2. Women	7. Entertainment industry
3. Minorities	8. Office of Price Administration (OPA)
4. Manufacturers	9. War Production Board (WPB)
5. A. Philip Randolph	10. Rationing

B. On the back of this paper, briefly describe **George Marshall's** position on how women could contribute to the war effort. Then, explain who the **Nisei** were and what happened to them.



Section 1

RETEACHING ACTIVITY *Mobilizing for Defense*

Completion

A. Complete each sentence with the appropriate term or name.

- | | |
|-----------------|-------------------|
| atomic bomb | inflation |
| women | African Americans |
| unemployment | rationing |
| Asian Americans | Mexican Americans |

1. While segregated and limited largely to noncombat roles, about one million _____ served in the U.S. military during the war.
2. By 1944, _____ made up about a third of all workers laboring in war-related industries.
3. The Office of Price Administration tried to fight _____ by freezing prices on most goods.
4. The most significant development of the Office of Scientific Research and Development was the _____.
5. Many average Americans contributed to the war effort by engaging in _____.

Main Ideas

B. Answer the following questions in the space provided.

1. In what ways did members of the Women's Auxiliary Corps contribute to the war effort?

2. In what way did American industries contribute to the war?

3. In what ways did the federal government take control of the economy during the war?

Worksheet C



Section 1

PRIMARY SOURCE *from Farewell to Manzanar*

During World War II, seven-year-old Jeanne Wakatsuki was sent to Manzanar, a Japanese-American internment camp in Owens Valley, California. As you read this excerpt from her memoir, think about her first impressions of the camp.

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well, a billowing flurry of dust and sand churned up by the wind through Owens Valley.

We drove past a barbed-wire fence, through a gate, and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks, and beyond them blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up, and some moved toward us expectantly. But inside the bus no one stirred. No one waved or spoke. They just stared out of the windows, ominously silent. I didn't understand this. Hadn't we finally arrived, our whole family intact? I opened a window, leaned out, and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside, the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been cooked too long, and on top of the rice a serving of canned apricots. The Caucasian servers were thinking that the fruit poured over rice would make a good dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture.

But at this point no one dared protest. It would have been impolite. I was horrified when I saw the apricot syrup seeping through my little mound of rice. I opened my mouth to complain. My mother jabbed me in the back to keep quiet. We moved on through the line and joined the others squatting in the lee of half-raised walls, dabbing courteously at what was, for almost everyone there, an inedible concoction.

After dinner we were taken to Block 16, a cluster of fifteen barracks that had just been finished a day or so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper. They sat on concrete footings, with about two feet of open space between the floorboards and the ground. Gaps showed between the planks, and as the weeks passed and the green wood dried out, the gaps widened. Knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. We were assigned two of these for the twelve people in our family group; and our official family "number" was enlarged by three digits—16 plus the number of this barracks. We were issued steel army cots, two brown army blankets each, and some mattress covers, which my brothers stuffed with straw.

from Jeanne Wakatsuki Houston and James D. Houston, Farewell to Manzanar (New York: Bantam Books, 1973), 14–15.

Discussion Questions

1. What were living accommodations like in the camp?
2. Why do you think the accommodations at Manzanar were so stark and crowded?
3. What incident from this excerpt demonstrates a lack of cultural awareness on the part of those running the camp?

WORKSHEET



Section 1

AMERICAN LIVES **Oveta Culp Hobby** *Skilled Administrator*

"Mrs. Hobby has proved that a competent, efficient woman who works longer days than the sun does not need to look like the popular idea of a competent, efficient woman."—quoted in the Washington Times Herald (1942)

Oveta Culp Hobby's abilities helped her establish the place of women in the military and the government. During the first months of World War II, when the government decided to create an organization for women within the U.S. Army, she was picked as its director. Eleven years later, she was named head of the new Department of Health, Education, and Welfare.

Born the daughter of a Texas lawyer in 1905, Oveta Culp developed an interest in the law. After attending college, she took classes at the University of Texas Law School. At age 20, she was named parliamentarian for the Texas state legislature. Later she wrote a book on correct parliamentary procedure that became a standard text. In 1931, she married William Hobby, the publisher of the *Houston Post*, and began working for the paper. She introduced features that appealed to women readers. As her husband became involved in other businesses, she began to run the paper.

It was in government work, though, that Hobby made her most important contributions. In 1941 she joined the War Department as head of the Office of Public Relations. There she met General George C. Marshall, the army's chief of staff. The next year, Congress created the Women's Auxiliary Army Corps (WAAC). The goal was to train women to perform office work and other vital duties, freeing male soldiers for combat. Marshall tapped Hobby as the first head of the WAACs. In 1943, the unit's name was changed to the Women's Army Corps (WAC), and Hobby was promoted from major to colonel.

The WACs met some hostility both within and outside the military. Not everyone believed that women should serve in the armed forces. Hobby overcame the opposition, however, and built a strong organization. She dismissed reporters' questions about uniforms and other trivial matters. "This is a serious job for serious women," she said. By war's end, 100,000 women served in the unit. They handled a range of duties from office work to communications and supply. Some WACs even

joined the Manhattan Project, the secret effort to develop an atomic weapon. For her service, Hobby was given the Distinguished Service Medal, only the seventh woman so honored.

After resigning in 1945, Hobby returned to the Post and pursued business and charitable interests. She also remained active in politics, working in the successful campaign of Dwight Eisenhower for president in 1952.

Once in office, Eisenhower named Hobby to head the Federal Security Administration. That agency oversaw federal programs in education and social security. In 1953, the FSA was changed to the Department of Health, Education, and Welfare (HEW) and given Cabinet status. Hobby became the first secretary of HEW—only the second woman ever to hold a Cabinet post. In education, she worked to overcome a growing shortage of teachers and classrooms and to move toward the desegregation of schools.

In health administration, the department's main activity involved administering the distribution of polio vaccine. Polio was a serious infectious disease that caused paralysis and sometimes death in the most extreme cases. Parents feared for their children. In 1954, a new vaccine against polio was found to be successful. The federal government led a program to vaccinate millions of people—children first.

Hobby retired from HEW and public life in 1955. She returned to Houston and became president and editor of the *Post* and pursued broadcasting businesses. She also remained active in charity work, dying in 1995 at age 90.

Questions

1. Why did Hobby have to defend the WAC as a place for "serious women"?
2. How does the attitude toward the Women's Army Corps contrast with the view of women in the army today?
3. How does the article support the assertion that Oveta Culp Hobby was a skilled administrator?



Section 2

GUIDED READING *The War for Europe and North Africa*

A. As you read about the Allied war effort, take notes to explain what made each event a critical moment or turning point in the war.

February 1943	End of Battle of Stalingrad	→	1.
May 1943	End of Operation Torch	→	2.
Mid- 1943	Victory in Battle of the Atlantic	→	3.
June 1944	D-Day	→	4.
July 1944	Liberation of Majdanek	→	5.
August 1944	Liberation of France	→	6.
October 1944	Capture of Aachen	→	7.
January 1945	End of Battle of the Bulge	→	8.
Spring 1945	End of Italian campaign	→	9.
May 1945	V-E Day	→	10.

B. On the back of this paper, note the official title of each of the following and describe the roles they played during the war.

Dwight D. Eisenhower

George Patton

Harry S. Truman



GEOGRAPHY APPLICATION: PLACE *Thunderclap*

Section 2

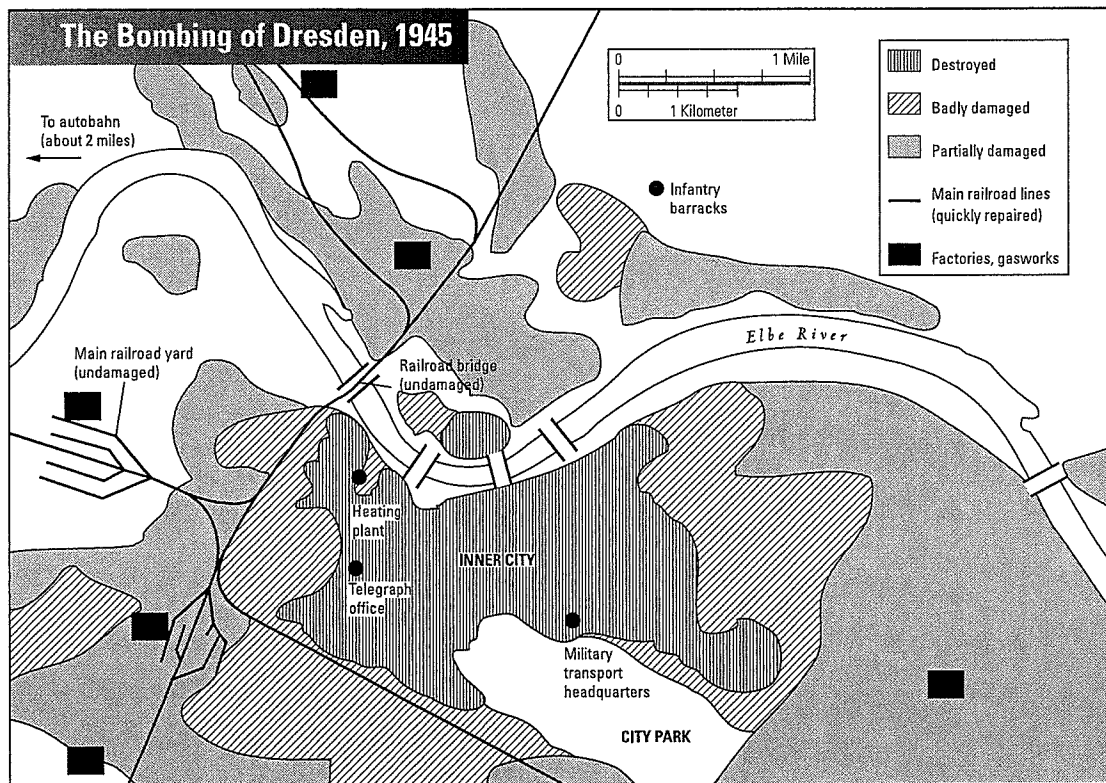
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

One of the most controversial incidents of World War II was the Allied aerial bombing of Dresden late in the war. Located in eastern Germany near the Polish and Czech borders, Dresden was, according to writer Alexander McKee, a city with “fantastic architecture,” with a town center “housing world-class collections of paintings, statues, and art objects of all kinds.”

By means of a plan code-named Thunderclap, the Allies sought to deliver to Germany a “mighty blow”—the destruction of a major city to hasten Germany’s surrender in a war it had no chance of winning. Eventually, Dresden was selected. The city’s numerous military targets included an infantry barracks, an autobahn (expressway) skirting the city to the west and leading to the German front, a railway network, bridges, and a number of factories.

During massive night and day bombings by Allied aircraft between February 13 and 15, 1945, the heart of Dresden was almost completely destroyed. The bombing was so intense during one raid that the explosions created a firestorm in which thousands of people were suffocated as the fires consumed all the oxygen for blocks around. Estimates of the number of people killed in the raids range from 25,000 to 135,000. The exact figure will never be known, because at the time Dresden was teeming with thousands of refugees from other German cities.

Although some targets such as the autobahn were left intact, the physical damage was staggering. Out of 220,000 living units—houses and apartments—more than 90,000 were destroyed or made uninhabitable by the bombing.



Interpreting Text and Visuals

1. What is the purpose of the map? _____

2. What part of Dresden was most heavily damaged? _____

3. What places in and around Dresden might the Allies have considered targets of military significance? _____

4. Which of these targets was completely destroyed? _____

5. In what parts of Dresden were most of these targets located? _____

6. On the basis of the map, what might you conclude about the purpose of Thunderclap? _____

7. Sir Arthur Harris, British commander of the Allied raids, wrote after the raids that "Dresden was a mass of munitions [guns and ammunition] works, an intact government center, and a key transportation center to the East. It is now none of those things." To what extent do you agree or disagree with the statement? Why? _____

8. Why do you think the bombing of Dresden is controversial? _____



AMERICAN LIVES George S. Patton

Bold Leader, Undisciplined Follower

Section 2

"This man would be invaluable in time of war, but is a disturbing element in time of peace."—General W. R. Smith on George S. Patton (1927)

George S. Patton was ideally suited to command an army. He was a bold strategist and a good administrator who knew how to motivate his troops. However, his boldness also led him to words and actions that caused political difficulties.

Patton (1885–1945) was born to a family with an army tradition; his grandfather had been killed in a Civil War battle. After graduating from West Point in 1909, Patton immediately entered the army. During World War I, he watched the British use the first tanks in combat. He quickly saw the advantages of the new weapon and helped organize an American tank force. When the United States entered the war, he led his unit into combat and fought well. By staying in the field despite a serious wound, he earned two medals.

Between the two world wars, Patton held various posts while pursuing his hobbies—riding and hunting, boating, and military history. In 1940, as war raged in Europe, Patton was given command of part of an armored division at a base in Georgia, which included tanks in its equipment. He got an ill-trained, ill-equipped unit into shape.

After the United States entered World War II, Patton played a vital role—and repeatedly got in trouble. He was given command of one of the Allied armies invading North Africa. There they faced troops of a fascist French government that—after the fall of France—had joined itself with Nazi Germany. Patton's armored force moved quickly through their defenses. Afterward, though, Patton's reputation was hurt by charges that he had entertained people with pro-Nazi sentiments at his North African villa. Patton was saved when General Dwight Eisenhower removed him and put him in charge of another combat unit.

The American soldiers had just lost their first North African battle with the Germans. British commanders complained that the U.S. II Armored Corps was unfit to fight. Patton took charge, removing officers who were not aggressive and using discipline and colorful speeches to raise morale. His corps won a number of battles, helping force the Germans to leave North Africa.

Next Patton was given command of the American troops invading Sicily. He landed and moved his force quickly around the western edge of the island—against orders. The American troops pushed the Germans off Sicily, gaining cheers from the Italians and headlines for Patton. His popularity fell almost as quickly, though. News reports revealed that he had slapped two soldiers who were suffering combat fatigue, believing that they were faking their condition. Many called for Patton's dismissal. Eisenhower did remove him from command, but refused to send him back to America. His new job now was to prepare to follow up the invasion of France planned for 1944.

Patton's Third Army reached France shortly after the Normandy invasion. It quickly drove the Germans out of northern France. Effectively using air support, ground troops, and tanks, Patton pushed across the north of France to the German border. Lack of supplies stalled the drive, and combat settled into a stalemate. In December of 1944, the Germans launched their last offensive, pushing deeply into the Allies' lines north of Patton. With remarkable speed, he changed his army's direction to counterattack and force a withdrawal. Experts call it one of the most brilliant moves in the war.

When the war in Europe ended, Patton got in trouble again. He greatly feared the power of the Soviet Union and proposed that U.S. forces join with the remaining German troops to drive the Russian army in Germany back to its national boundaries. After he made these statements publicly, he was assigned to a desk job. He died later that year in a car accident in Germany.

Questions

1. What details show Patton's skill as a commander?
2. Why do you think Eisenhower never removed Patton from command despite the problems he caused?
3. Why did Patton's comments on the Soviet Union cause difficulty?

WORKSHEET H



GUIDED READING *The War in the Pacific*

Section 3

A. As you read about the defeat of Japan and the end of the war, write notes to describe important wartime and war-related events. (Leave the shaded box blank.)

The War in the Pacific		
Date and Place	Leaders Involved	What happened?
1. April 1942, Bataan		
2. June 1942, Midway		
3. August 1942, Guadalcanal		
4. October 1944, Leyte Gulf		
5. March 1945, Iwo Jima		
6. June 1945, Okinawa		
7. September 1945, Tokyo Bay		

The Science of War		
Date and Place	Leaders Involved	What happened?
8. July 1945, Los Alamos		
9. August 1945, Hiroshima, Nagasaki		

Planning and Rebuilding for Peace		
Date and Place	Leaders Involved	What happened?
10. February 1945, Yalta		
11. April 1945, San Francisco		
12. 1945–1949, Nuremberg		

B. On the back of this paper, explain or define **kamikaze** and **Manhattan Project**.

Name _____

WORKSHEET I

Date _____



Section 4

GUIDED READING *The Impact of the War*

A. As you read this section, write notes to answer questions about the impact of the war on various segments of American society.

How did the war and its immediate aftermath affect the following?	
1. Labor	2. Agriculture
3. Population centers	4. Family life
5. Returning GIs	

How did these groups react to discrimination and racism during and after the war?
6. African Americans
7. Mexican Americans
8. Japanese Americans

B. On the back of this paper, briefly explain why **James Farmer** is an important historical figure.



RETEACHING ACTIVITY *The Home Front*

Section 4

Finding Main Ideas

The following questions deal with events on the home front during World War II. Answer them in the space provided.

1. What significant population shifts occurred during the war?

2. How did the GI Bill of Rights help war veterans?

3. What was the goal of the Congress of Racial Equality?

4. What were the zoot-suit riots?

5. What discrimination did Japanese Americans face during the war?

6. What did the Supreme Court decide in *Korematsu v. United States*?
