

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**UNIT 7:**  
**World War II**  
**Chapter 12; Pages 437-478**

**Assignment**

Key Terms	___/15
Historic Figures	___/15
MAP: German Expansion	___/10
Primary Sources: Nazi-Soviet non-Aggression Pact	___/20
GR: World War II Begins (pgs. 440-446)	___/20
Geography & History: Japanese Expansion	___/20
Visual Literacy: Nazi-Soviet non-Aggression Cartoon	___/20
GR: World War II (pgs. 447-453)	___/20
MAP: WWII In Europe & North Africa 1939-1941	___/10
VIDEO: U-Boats	___/10
Economics of History: Rationing During WWII	___/10
MAP: WWII in Europe & North Africa 1941-1945	___/10
GR: The New Order & The Holocaust (pgs. 463-468)	___/20
VIDEO: Auschwitz	___/10
Primary Sources: Jewish Resistance to Nazi Germany	___/20
Visual Literacy: The Battle of Stalingrad	___/20
MAP: WWII in Asia & The Pacific	___/10
GR: World War II Ends (pgs. 469-475)	___/20
Geography & History: D-Day: The Normandy Invasion	___/20
VIDEO: The Atomic Bomb	___/10
NOTES (8 total * 5pts each)	___/40
<b>TOTAL POINTS</b>	<b>___/350</b>

**DUE DATE:** \_\_\_\_\_

## Unit 7: World War II

### Key Terms

**Directions:** Write the definition of each Key Term in the space provided. Write a sentence describing the significance or importance of each Key Term to that particular time period.

1. demilitarized	Definition
	Significance or importance
2. expansionism	Definition
	Significance or Importance
3. appeasement	Definition
	Significance or Importance
4. isolationist	Definition
	Significance or Importance
5. sanctions	Definition
	Significance or Importance
6. isolationism	Definition
	Significance or Importance

<b>7. blitzkrieg</b>	Definition
	Significance or Importance
<b>8. neutrality acts</b>	Definition
	Significance or Importance
<b>9. kamikaze</b>	Definition
	Significance or Importance
<b>10. genocide</b>	Definition
	Significance or Importance
<b>11. collaborator</b>	Definition
	Significance or Importance
<b>12. concentration camp</b>	Definition
	Significance or Importance

**13. death camp**

Definition

Significance or importance

Unit 7	World War II	
	Historical Figures	

**Directions:** Using colored pencils and ink, draw two pictures using two colors and two sets of key words, to illustrate what best describes each person (do not draw a picture of the person). Write **TWO BULLETS IN YOUR OWN WORDS** explaining each person's **ROLE AND SIGNIFICANCE** to the unit.

1. Winston Churchill	
	1.
	2.

2. Franklin Delano Roosevelt	
	1.
	2.

3. Harry S. Truman	
	1.
	2.

4. Dwight D. Eisenhower	
	1.
	2.

Unit 7	World War II	
	Historical Figures	

**Directions:** Using colored pencils and ink, draw two pictures using two colors and two sets of key words, to illustrate what best describes each person (do not draw a picture of the person). Write **TWO BULLETS IN YOUR OWN WORDS** explaining each person's **ROLE AND SIGNIFICANCE** to the unit.

<b>5. Douglas MacArthur</b>	
	1.
	2.

<b>6. Benito Mussolini</b>	
	1.
	2.

<b>7. Adolph Hitler</b>	
	1.
	2.

<b>8. Heinrich Himmler</b>	
	1.
	2.

Unit 7	World War II	
	Historical Figures	

**Directions:** Using colored pencils and ink, draw two pictures using two colors and two sets of key words, to illustrate what best describes each person (do not draw a picture of the person). Write **TWO BULLETS IN YOUR OWN WORDS** explaining each person's **ROLE AND SIGNIFICANCE** to the unit.

<b>9. Hideki Tojo</b>	
	1.
	2.

<b>10. Emperor Hirohito</b>	
	1.
	2.

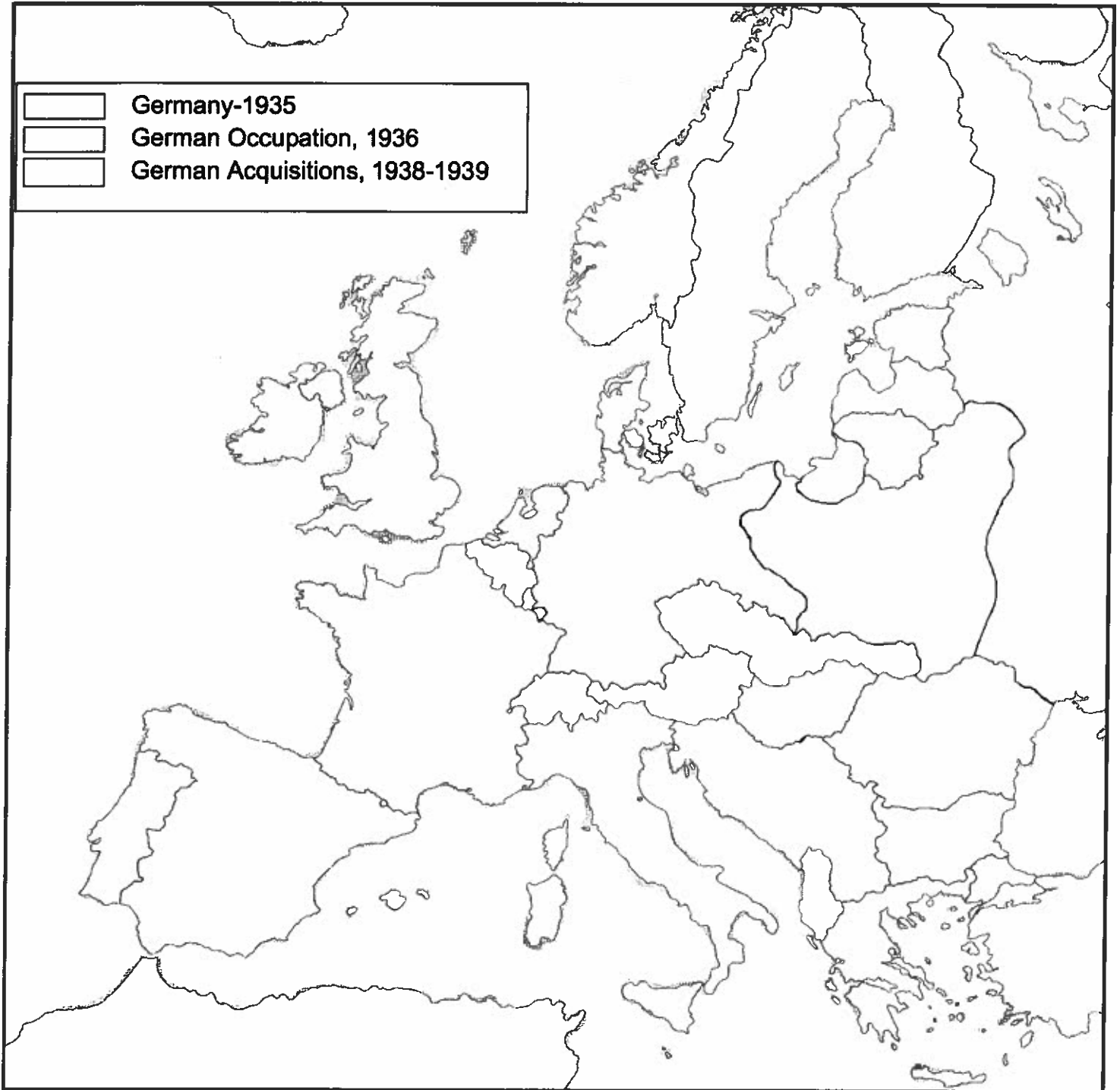
<b>11. Joseph Stalin</b>	
	1.
	2.

<b>Unit 7</b>	<b>German Expansion, 1935-1939</b>	Date:
	<b>Map 1</b>	Page:
<b>Directions:</b>	<ul style="list-style-type: none"> <li>• Recreate the map that details the <i>German Expansion, 1935-1939</i> map that appears in your World History textbook on <b>page 442</b>.</li> <li>• Correctly <u>label</u> the map using black or dark blue ink (no pencil) with the details listed below.</li> <li>• Correctly <u>color</u> the map using colored pencils (no markers) with the colors indicated below.</li> </ul>	

1. Label the following **countries**:
  - a. Austria
  - b. Belgium
  - c. Czechoslovakia
  - d. Denmark
  - e. East Prussia
  - f. France
  - g. Germany
  - h. Great Britain (United Kingdom)
  - i. Hungary
  - j. Italy
  - k. Latvia
  - l. Lithuania
  - m. Luxembourg (Lux.)
  - n. Netherlands
  - o. Poland
  - p. Romania
  - q. Soviet Union
  - r. Spain
  - s. Sweden
  - t. Switzerland (Switz.)
  - u. Yugoslavia
2. **Color** the countries according to the period of German acquisition (the green shaded nations)
3. **Color** all other landforms a distinct color different from the German territories
4. Label the **oceans** and **seas** and color blue:
  - a. Baltic Sea
  - b. North Sea
5. Complete the **Key**



<b>Unit 7</b>	<b>German Expansion 1935-1939</b>	Date:
	<b>Map 1</b>	Page:



# Guided Reading Activity

## World War II and the Holocaust

### Lesson 1 *World War II Begins*

#### Review Questions

**Directions:** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**A. Main Idea:** The German path to World War II emerged from Adolf Hitler's conviction that a superior "Aryan" race of Germans must conquer other nations to build a great civilization.

1. When Hitler violated the \_\_\_\_\_ by expanding the military and militarizing the \_\_\_\_\_, Great Britain employed a policy of \_\_\_\_\_.
2. Mussolini allied with Hitler in the Rome-Berlin \_\_\_\_\_, while Japan and Germany signed the \_\_\_\_\_ Pact, promising a united front against communism.
3. Hitler pursued \_\_\_\_\_ with \_\_\_\_\_ by forcing the chancellor to put Austrian \_\_\_\_\_ in control. Hitler then annexed the country to Germany.
4. At the \_\_\_\_\_, an agreement was reached that allowed German troops to occupy the \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ declared war on Germany after the nation signed a nonaggression pact with the Soviet Union and invaded \_\_\_\_\_.

**B. Main Idea:** Japan became committed to an expansionist policy in an effort ensure access to resources it needed.

1. Worldwide protests against the Japanese seizure of \_\_\_\_\_ in the 1930s led the \_\_\_\_\_ to send in investigators.
2. Japanese \_\_\_\_\_ against China included a massacre known as the \_\_\_\_\_, but \_\_\_\_\_ refused to surrender.

## Guided Reading Activity *cont.*

### World War II and the Holocaust

3. Japan had hoped to seize Soviet \_\_\_\_\_ in order to use its resources to fuel the Japanese economy. When Hitler and \_\_\_\_\_ signed their pact, however, Japan’s goal was abandoned.
4. Japan now had to look to \_\_\_\_\_ for natural resources, but risked angering the \_\_\_\_\_, which threatened Japan with \_\_\_\_\_ on oil and scrap iron.
5. Japan decided to launch a surprise attack on \_\_\_\_\_ and \_\_\_\_\_ colonies in Southeast Asia.

### Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below.

How did expansionism pave the way for World War II?

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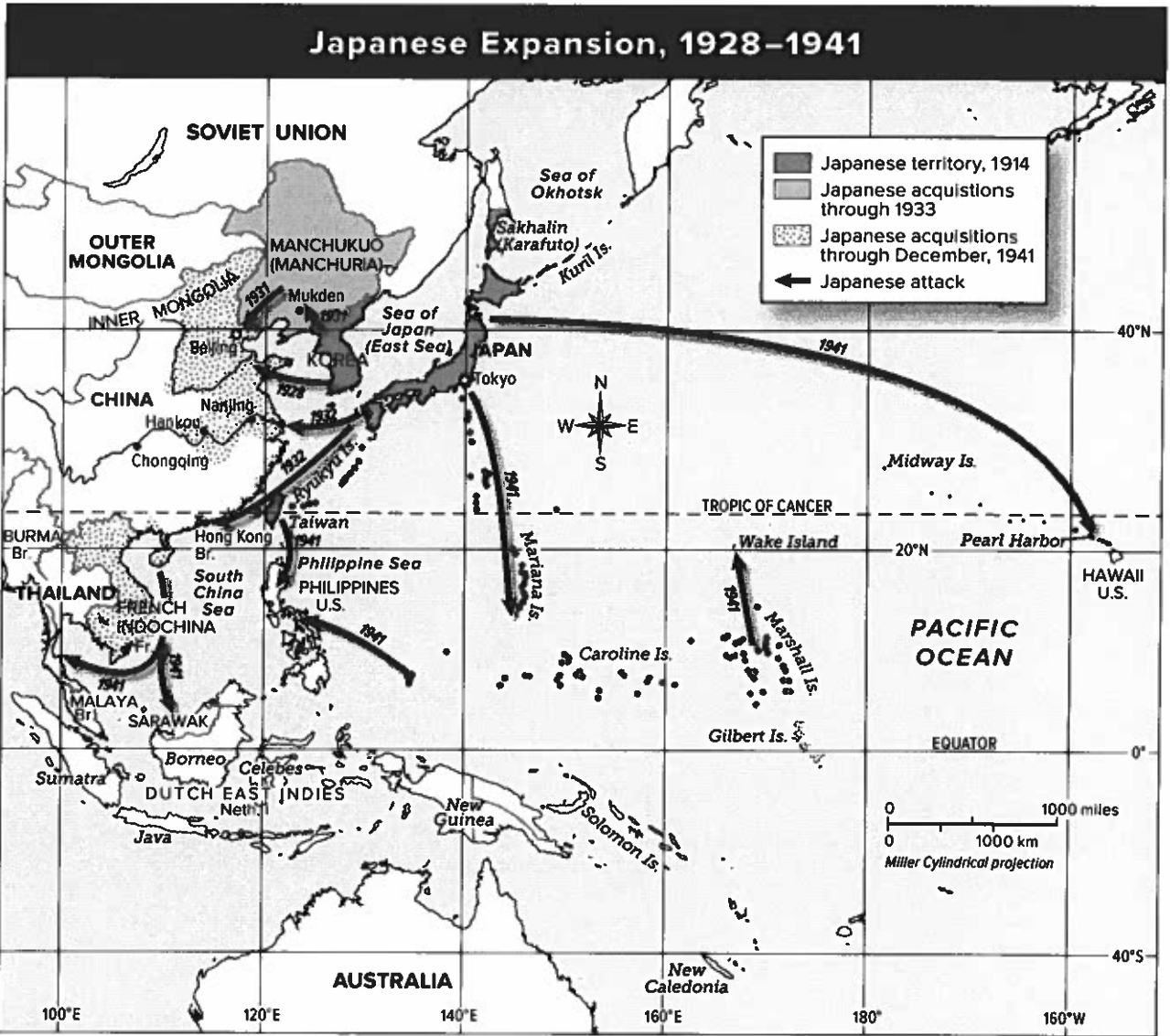
# Geography and History Activity

## World War II and the Holocaust

### Japanese Expansion Before World War II

**Resources** are the available means by which a country can develop economically and politically. Access to **natural resources**—including minerals, soil, fossil fuels, and fresh water—is critical to a country’s economic growth, especially to the expansion of industrialization.

In the 1930s, Japan’s economy was becoming increasingly industrialized and the Japanese population was booming. However, as a small island nation, Japan’s access to natural resources was too limited to sustain this growth. Japan’s **mountainous** terrain, characterized by poor soil, rugged mountains, and swift-flowing rivers, was not suited for agriculture, and the amount of land that could be used to cultivate food for the growing population was limited. In addition, Japan lacked the natural deposits of minerals and fossil fuels that were necessary to support an industrial economy.



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After World War I ended, Japan used military force to expand its national territory into Manchuria, China, and Southeast Asia.

# Geography and History Activity *cont.*

## World War II and the Holocaust

The Japanese believed that the solution to their economic problems was to use military force to gain control of lands that were rich in resources. Through a series of military conquests, they gained economic and political control over territories that were rich in natural resources. Coal is abundant in Northeast and North Central China; Northeast China is also rich in petroleum. Fertile soil is found in the floodplain of the Yangtze River. By 1941, the Japanese had expanded throughout much of East and Southeast Asia.

**Directions:** Answer the questions below in the space provided.

### Understanding Concepts

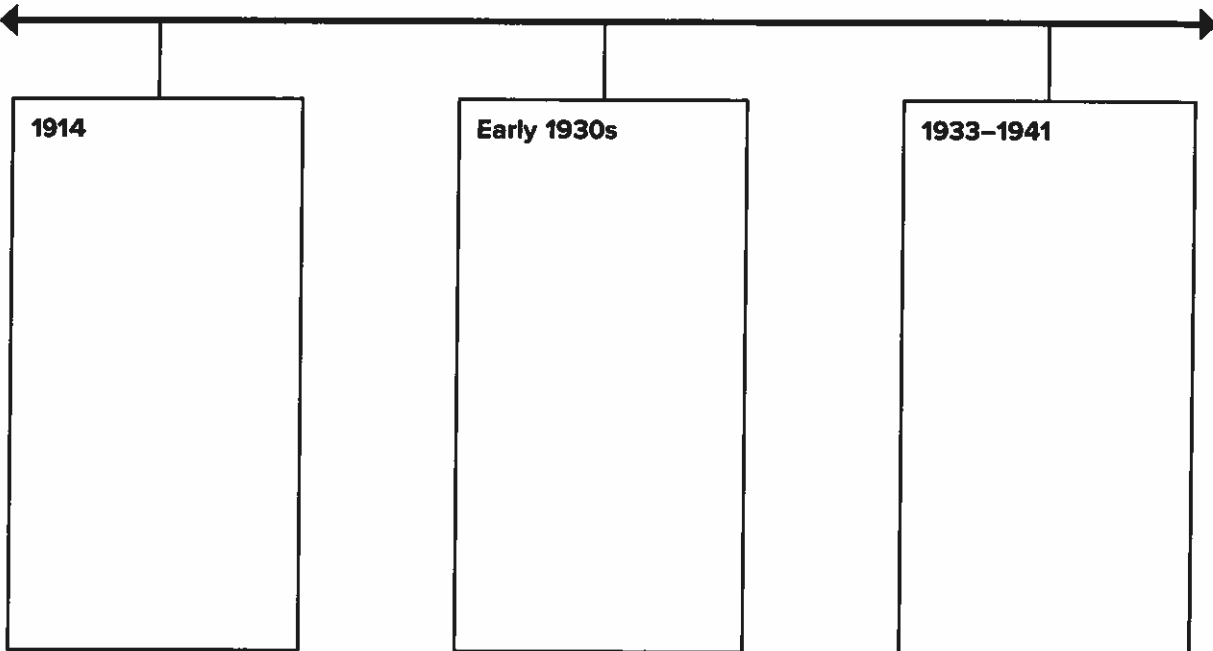
- 1. Location** Look at the map. What territories did Japan control in 1914? Why would having control of territory on the mainland be useful to the Japanese military in the 1930s?

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- 2. Time, Chronology, and Sequencing** The Japanese expanded their territory on the mainland over the course of more than 20 years. Complete the timeline below to summarize the progress of Japanese expansion from 1914 to 1941.



# Geography and History Activity *cont.*

## World War II and the Holocaust

- 3. Drawing Conclusions** What are natural resources? Why did the Japanese want access to additional natural resources? What does this indicate about Japanese political and economic goals in the 1930s?

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## Applying Concepts

- 4. Movement** Throughout the map, arrows are used to show the progress of the Japanese military as it invaded neighboring Asian countries. What does the direction of expansion suggest about Japan?

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- 5. Making Connections** Why did the Japanese risk more serious consequences by invading Southeast Asia than they did by invading Manchuria and north China?

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# Visual Literacy Activity

## World War II and the Holocaust

### Analyzing a Political Cartoon

Political cartoons sometimes seem to forecast the future by suggesting current looming dangers or concealed motivations. Although presented humorously or satirically, these visual commentaries often have an unsettling truth at their core: a truth that many in the audience may already suspect. When you analyze political cartoons, observe the details that are directly presented, but also think about what is implied, or suggested. What message is the cartoonist trying to send? What methods—exaggeration, satire, figurative comparisons, ridicule, irony—does he or she use to create that message?

**Directions:** The political cartoon depicts one cartoonist's ideas about the Nazi-Soviet Nonaggression Pact. Look closely at the cartoon, analyze it, and answer the questions that follow.



**WONDER HOW LONG THE HONEYMOON WILL LAST?**

*Wonder How Long the Honeymoon Will Last?, Clifford Kennedy Berryman, c. 1939.*

### Background

The Nazi-Soviet Nonaggression Pact was signed enacted by Germany and the Soviet Union on August 23, 1939. On the surface, the pact was a 10-year peace treaty in which the two nations promised not to attack—or support any enemy powers in attacking—each other. What the rest of the world did not know, but perhaps suspected, was that there was more to the pact than what was seen on the surface. In order for each side to get what it really wanted from the treaty, the Germans and Soviets had reached an “under the table” agreement, a secret provision that allowed the two powers to split eastern Europe into spheres of influence: specific territories over which they would hold political sway and exercise their national interest. Eastern Poland and several other countries fell under the Soviet Union’s sphere of influence; western Poland was left to Germany. Hitler wasted no time; on September 1, his forces, unopposed by the Soviet Union, invaded western Poland, officially beginning World War II.

# Visual Literacy Activity *cont.*

## World War II and the Holocaust

It is doubtful that Hitler and Stalin ever truly trusted each other. The two leaders were each obsessed with their own self-interest and goals for domination. According to a high-ranking Soviet leader, Stalin was convinced that the pact would enable him to manipulate or completely control Hitler. For his part, Hitler had always viewed the treaty as a convenient tactic that served his needs. On May 5, 1941, Stalin publicly threatened a future war against Germany, and on June 22, 1941, Hitler began Operation Barbarossa, the German invasion of the Soviet Union that had as its goal nothing less than the total destruction of Stalin's Communist state.

The 1939 political cartoon *Wonder How Long the Honeymoon Will Last?* suggests the underlying deception of the Nonaggression Pact in its depiction of a marriage scene of Adolf Hitler and Joseph Stalin. Clifford Kennedy Berryman (1869–1949), who was born in Kentucky, was a Pulitzer Prize–winning cartoonist who worked for the *Washington Post* from about 1889 to 1907 and for the *Washington Evening Star* from 1907 until his death in 1949. *Wonder How Long the Honeymoon Will Last?* was probably printed in the *Evening Star* on October 9, 1939.

### Practicing the Skill

1. **Interpreting** What does Berryman's portrayal of Hitler and Stalin tell you about how he viewed these two figures?

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2. **Drawing Conclusions** What is a honeymoon phase? How does the title of the cartoon apply to the Nonaggression Pact?

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# Visual Literacy Activity *cont.*

## World War II and the Holocaust

3. **Predicting Consequences** Based on what you know about how the Nazi-Soviet Nonaggression Pact ended, in what ways is this cartoon prophetic, or predictive of the future?

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### Go a Step Further

4. **Synthesizing** Over the years political cartoonists have often satirized world leaders, making them targets of ridicule. What do you think cartoonists achieve by mocking such figures?

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# Guided Reading Activity

## World War II and the Holocaust

### Lesson 2 *World War II*

#### Review Questions

**Directions:** Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

#### I. Europe at War

A. How did Hitler win his early victories?

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B. Why did Germany postpone its invasion of Britain?

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C. What factors hindered Germany's invasion of the Soviet Union?

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#### II. Japan at War

A. How did Japan bring the United States into World War II?

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B. Who led Japan in its attack on the Pacific?

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#### III. The Allies Advance

A. What victories lent optimism to German troops in early 1942?

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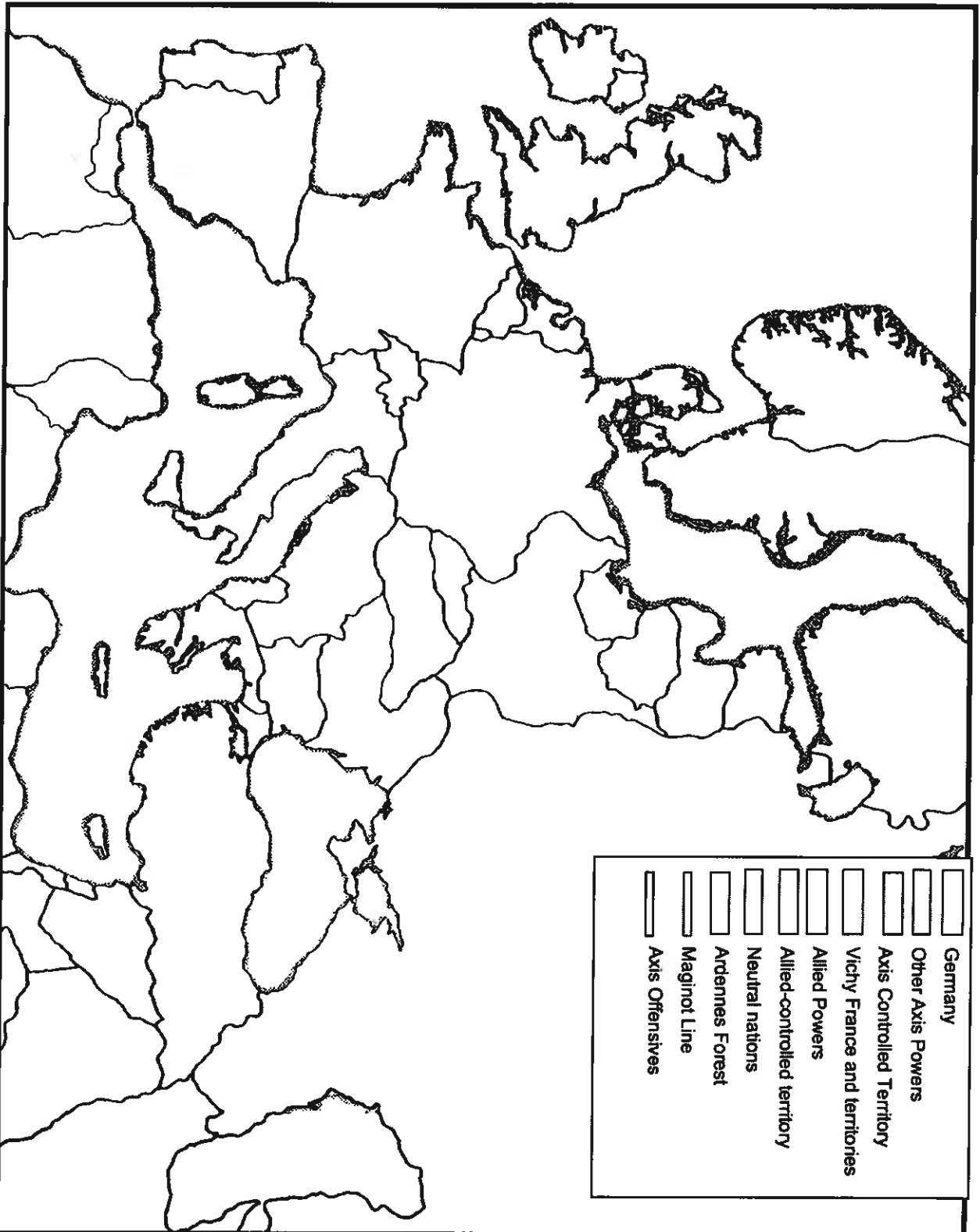


Unit 7	<b>WWII in Europe and North Africa, 1939 - 1945</b>		Date:
	<b>Map 2</b>		Page:
<b>Directions:</b>	<ul style="list-style-type: none"> <li>• Recreate the map that details the <i>WWII in Europe and North Africa, 1939 – 1941</i> map that appears in your World History textbook on <u>page 450</u>.</li> <li>• Correctly <u>label</u> and <u>color</u> the map. Correctly <u>label</u> the map using black or dark blue ink (no pencil) with the details listed below.</li> <li>• Correctly <u>color</u> the map using colored pencils (no markers) with the colors indicated below.</li> </ul>		

**Label the countries**

1. **Color the countries** as depicted on page 544:
  - a. Germany (**Dark Blue**)
  - b. Other Axis Powers (**Dark Green**)
  - c. Axis Controlled Territory (**Light Green**)
  - d. Vichy France and Territory (**Purple**)
  - e. Allied Powers (**Dark Orange**)
  - f. Allied-controlled territory (**Light Orange**)
  - g. Neutral nations (**Yellow**)
  
2. Draw in the **red** line for the **Magnot Line**
  
3. Draw in **purple** lines for the **Axis Offensives**
  
4. Label the **oceans** and **seas**:
  - a. Atlantic Ocean
  - b. Baltic Sea
  - c. Black Sea
  - d. Caspian Sea
  - e. Mediterranean Sea
  - f. North Sea
  
5. Fill in the **key**

Map 2



# Video Worksheet

## World War II and the Holocaust

### Lesson 3 *The Home Front and Civilians*

#### U-Boats

**Directions:** Review the questions below and think about these questions as you watch the video. Take notes that answer these questions as the video plays.

1. How many crewmen were on U155? How many torpedoes was it armed with?

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2. How many miles could U155 cover in each mission?

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3. What did Churchill say about the U-Boat campaign?

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# Economics of History Activity

## World War II and the Holocaust

### The Home Front: Rationing During World War II

*World War II caused economic hardship for many people around the world. Manufacturing and raw materials were almost exclusively used for the war effort. Meanwhile, agricultural production was disrupted as fields were destroyed in battle and laborers joined the armed forces. As a result, both Allied and Axis powers experienced shortages in food and consumer goods. These conditions caused most countries to implement some form of rationing during the war.*

**Rationing** served two important functions during wartime. First, rationing ensured that most civilians would have relatively equal access to food and consumer goods. Second, rationing civilian consumption of products like rubber and gasoline made it easier for governments to dedicate those resources to the war effort. In most countries, the ration system was organized using **ration coupons**. In Great Britain, for example, each person was given a book of coupons that could be exchanged for products like milk, eggs, sugar, or meat. The number of coupons for each product represented that person's **quota**, or limit.

Most Allied nations relied on rationing for the duration of the war. In 1940 Great Britain issued ration coupons for essential food products, such as flour and milk. By 1941 the British also rationed consumer products like silk stockings, soap, and cloth. Like Britain, the United States began rationing a variety of foods starting in 1942. The United States also limited civilian use of rubber and gasoline soon after the attack on Pearl Harbor. In the Soviet Union, bread rations were given only to civilians in urban areas; farmers in rural areas were expected to grow their own food. The Axis powers also implemented rationing to support the war effort, such as Italy's rationing of meat in 1939. Germany, however, did not fully restrict civilian rations until 1944 because Hitler believed that strict rationing would hurt morale on the home front.

Using ration coupons helped governments make sure that all civilians had access to their fair share of limited resources. However, some people tried to get around the regulations by buying products illegally on the **black market**. The price of products on the black market was usually much higher than the legal ration price. In Italy, for example, wheat flour and pasta on the black market sold for 8 to 10 times more than their value. Hard-to-find items like fruit could often be found on England's black market, but many people considered buying them to be unpatriotic and harmful to the war effort.

#### Economics Terms to Know

**rationing** a system of allocating goods and services without prices

**ration coupon** a permit allowing the holder to receive a given amount of a rationed product

**quota** limit on the amount of a good that one individual can obtain under a rationing system

**black market** a market in which economic products are sold illegally

# Economics of History Activity *cont.*

## World War II and the Holocaust

### Applying Economics to History

1. **Explaining** Why was rationing necessary during World War II?

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2. **Comparing and Contrasting** Compare and contrast the way rationing was implemented in different countries.

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3. **Drawing Conclusions** Why were goods more expensive on the black market?

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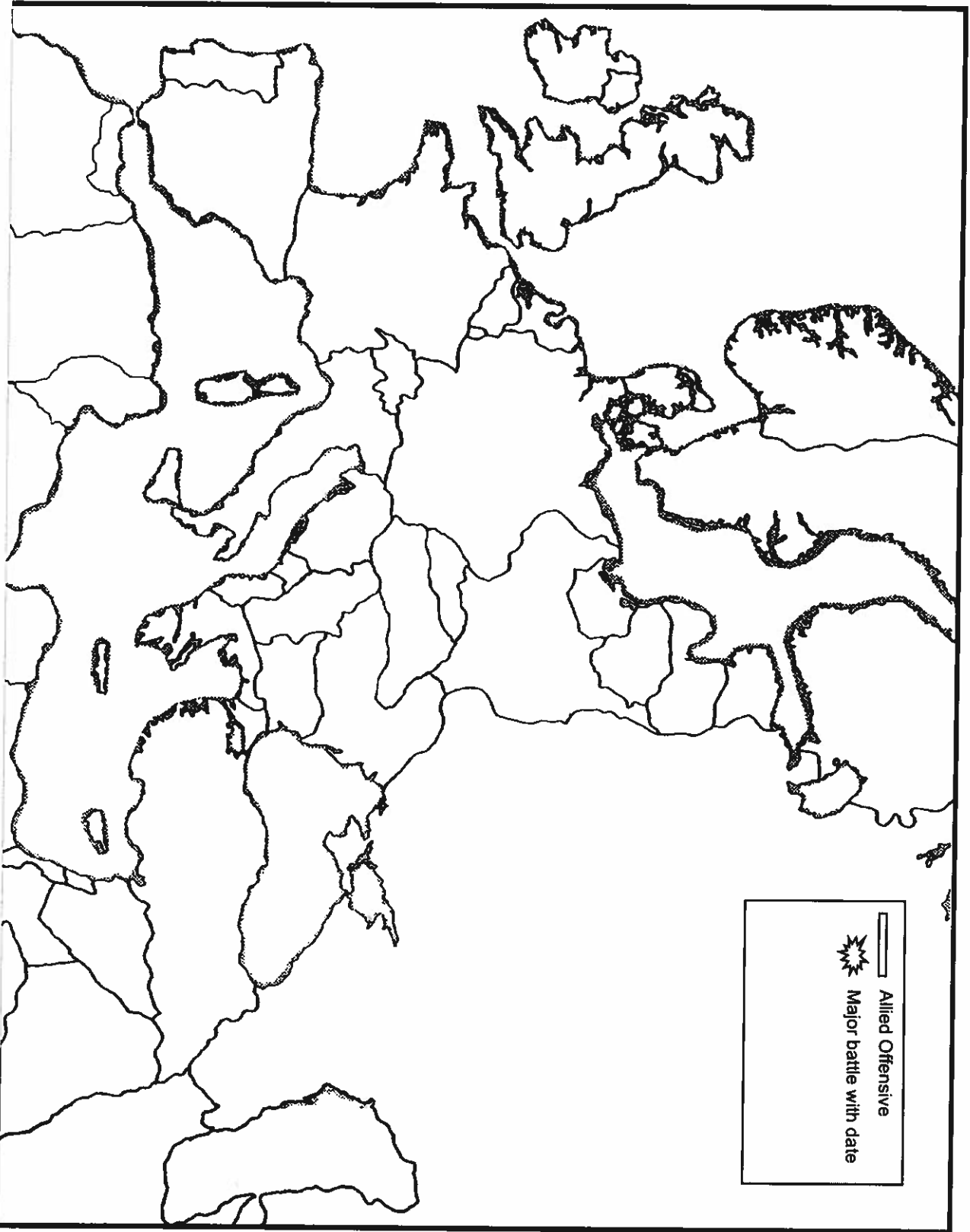
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Unit 7	<b>WWII in Europe and North Africa, 1941 - 1945</b>		Date:
		<b>Map 3</b>	Page:
<b>Directions:</b>	<ul style="list-style-type: none"> <li>• Recreate the map that details the <i>WWII in Europe and North Africa, 1941 - 1945</i> map that appears in your World History textbook on <u>page 471</u>.</li> <li>• Correctly <u>label</u> and <u>color</u> the map. Correctly <u>label</u> the map using black or dark blue ink (no pencil) with the details listed below.</li> <li>• Correctly <u>color</u> the map using colored pencils (no markers) with the colors indicated below.</li> </ul>		

1. Label the countries as depicted on page 471:
  - a. Albania
  - b. Austria
  - c. Belgium (Belg.)
  - d. Bulgaria
  - e. Croatia
  - f. Denmark (Den.)
  - g. Egypt
  - h. Estonia
  - i. Finland
  - j. France
  - k. Germany
  - l. Great Britain (United Kingdom)
  - m. Greece
  - n. Hungary
  - o. Iran
  - p. Ireland
  - q. Italy
  - r. Latvia
  - s. Lithuania (Lith.)
  - t. Netherlands
  - u. Norway
  - v. Poland
  - w. Portugal
  - x. Romania
  - y. Serbia
  - z. Slovakia
  - aa. Soviet Union
  - bb. Spain
  - cc. Sweden
  - dd. Switzerland (Switz.)
  - ee. Turkey
  - ff. Vichy France
2. Label the oceans and seas and color them blue
  - a. Atlantic Ocean
  - b. Baltic Sea
  - c. Black Sea
  - d. Caspian Sea
  - e. Mediterranean Sea
  - f. North Sea
3. Draw in a red line for allied offensives.

4. Draw in a red starburst and the city name and date for major battles.
5. Color the landforms a single light color



# Guided Reading Activity

## World War II and the Holocaust

### Lesson 4 *The New Order and the Holocaust*

#### Review Questions

**Directions:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

#### I. The New Order in Europe

- A. \_\_\_\_\_ implemented Hitler's \_\_\_\_\_ plan to uproot eastern Europeans and send German peasants to colonize their land.
- B. Germany's use of \_\_\_\_\_ laborers disrupted production in conquered countries and increased resistance to the Nazi \_\_\_\_\_ forces.

#### II. The Holocaust

- A. Hitler's outlook on race involved a conflict with two sides: \_\_\_\_\_, whom Hitler believed were responsible for all of human cultural development, and \_\_\_\_\_, whom Hitler blamed for the outcome of World War I and the Depression.
- B. The \_\_\_\_\_ implemented Hitler's \_\_\_\_\_, first by rounding up Jews and forcing them to live in \_\_\_\_\_, and then by following the army and serving as mobile killing units.
- C. At Auschwitz and five other \_\_\_\_\_ in \_\_\_\_\_, the Nazis subjected Jewish prisoners to hard labor, cruel medical experiments, and \_\_\_\_\_.
- D. The Nazis killed approximately \_\_\_\_\_ Jews and \_\_\_\_\_ non-Jewish people, including the \_\_\_\_\_, political dissidents, and prisoners of war.
- E. The Holocaust, known as the \_\_\_\_\_ in Hebrew, means "\_\_\_\_\_."

## Guided Reading Activity *cont.*

### World War II and the Holocaust

#### III. The New Order in Asia

- A. Japan conquered Southeast Asia using the slogan \_\_\_\_\_, but its severe policies caused \_\_\_\_\_ to sabotage its administration.
- B. Japan exploited conquered territories such as \_\_\_\_\_, where more than 1 million people starved because Japan stole their \_\_\_\_\_ to sell abroad.

#### Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below.

By what methods did Germany and Japan seek to impose a new world order?

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# Video Worksheet

## World War II and the Holocaust

### Lesson 4 *The New Order & the Holocaust*

#### Auschwitz

**Directions:** Review the questions below and think about these questions as you watch the video. Take notes that answer these questions as the video plays.

1. Hana Právda describes the sky at Auschwitz as “orangey.” Why was it this color?

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2. What happened to children, the elderly, and the ill when they arrived at Auschwitz?

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3. What happened after the men and women were separated?

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# Primary and Secondary Sources Activity

## World War II and the Holocaust

### Jewish Resistance to Nazi Germany

#### Background

As part of the Nazi New Order, Hitler implemented his racial agenda, which eventually took form as his Final Solution. Although the full extent of Hitler's plans was unknown to many throughout Europe, native anti-Semitic populations often complied with Nazi policies toward the Jewish people. For this reason, the Jewish population often stood alone in their resistance to the Nazi's Final Solution. Despite having little access to weapons, resistance fighters continued to struggle against Nazi forces.

The Warsaw Ghetto Uprising is one example of Jewish resistance. In late 1940, German authorities isolated the Jewish population of Warsaw within the walled Jewish quarter of the city. By late 1942, close to 100,000 Jews in the ghetto had died, either from malnutrition, disease, or execution. An additional 300,000 had been deported, most of them to death camps. Eventually, leaders of the Jewish underground decided to fight back. Two separate resistance organizations were created: the Jewish Fighting Organization (ZOB) and the Jewish Fighting Union (ZZW). In January of 1943, the Germans attempted another round of deportations. A small group of resistance fighters hurried to block the Germans' efforts. Over a four-day period, most of the resistance fighters were killed, but their courage energized the ghetto. The ZOB and ZZW regrouped and ghetto residents built a massive network of underground hiding places (bunkers) beneath buildings. When the next round of deportations came in April, the battle that ensued lasted for about a month. The Germans attacked with tanks, artillery, and air support, burning down buildings and demolishing the ghetto. Resistance fighters responded with sporadic surprise attacks, using guns, grenades, and Molotov cocktails. In the end, almost all the Jews died, but their determined effort to defy the Germans inspired other uprisings throughout Poland.

**Directions:** The selections below are from accounts during the Warsaw Ghetto Uprising. Read the selections. Then answer the questions.

One of our battle groups, still unarmed, was caught by the Germans and was taken to the "Umschlag" [deportation facility]. Shortly before they were to enter the railroad cars, B. Pelc addressed the group with a few words. It was only a short address, but it was so effective, that not a single one of the sixty people moved to enter the car. Van Oeppen (the chief of Treblinka) shot all sixty himself on the spot. . . .

Of all the prepared battle groups only five took part in the January activities [resistance efforts that took place over four days]. . . .

Once again, as was the case in the first stage of the Z.O.B.'s activities, four-fifths of the Battle Organization's members perished. . . . Public opinion, Jewish as well as Polish, reacted immediately to the Ghetto battles. For now, for the first time, German plans were frustrated. . . . For the first time the Jew in the street realized that it was possible to do something against the Germans' will and power. . . . The mere fact that because of the unexpected resistance, weak as it was, the Germans were forced to interrupt their "deportation" schedule was of great value.

—Marek Edelman, a leader in the Jewish Fighting Organization, 1945

# Primary and Secondary Sources Activity *cont.*

## World War II and the Holocaust

What we have experienced cannot be described in words. We are aware of one thing only: what has happened has exceeded our dreams. The Germans ran twice from the ghetto . . . I have the feeling that great things are happening, that we have dared is of great importance . . .

Keep well, my dear. Perhaps we shall meet again. But what really matters is that the dream of my life has become true. Jewish self-defense in the Warsaw ghetto has become a fact. Jewish armed resistance and the retaliation have become a reality. I have been witness to the magnificent heroic struggle of the Jewish fighters.

—Mordacai Anielewicz, a leader in the Warsaw Ghetto Uprising,  
in a letter, 1943

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.; TEXT: Anielewicz, Mordacai. 1943. Quoted 1994 by Israel Gutman. Resistance: The Warsaw Ghetto Uprising. New York: Houghton Mifflin Company.

**1. Analyzing Information** What shared motivation did Jews in the Warsaw ghetto have for defending themselves against the Germans?

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**2. Comparing and Contrasting** How do the two passages describe the Warsaw Ghetto Uprising? How are their descriptions similar? How are they different?

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**3. Drawing Conclusions** Why do you think the Warsaw Uprising was inspirational for other fighters in the Jewish resistance? Use examples from the passages to support your answer.

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# Primary and Secondary Sources Activity *cont.*

## World War II and the Holocaust

- 4. Making Connections** What other examples of organized opposition or resistance to political or social violations of human rights can you identify throughout history?

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# Visual Literacy Activity

## World War II and the Holocaust

### Analyzing Historical Photographs: The Battle of Stalingrad

World War II was the most devastating war in history, but the Battle of Stalingrad (July 17, 1942–February 2, 1943) stands out as one of its most terrible confrontations. The hardships of the Russian winter combined with the Red Army's surprising tenacity and Adolf Hitler's poor decisions led to a catastrophic defeat for the German army. It marked a moment at which the war finally turned in the Allies' favor. Photographs might allow you to better visualize these hardships or to relate to events in ways that words might not.

**Directions:** The two photographs document conditions experienced by both the Soviet and the German armies during the Battle of Stalingrad during World War II. Look closely at the two photographs, analyze them, and answer the questions that follow.



Russian troops marching through snow in the Stalingrad area.

### Background

Hitler was confident that the Battle of Stalingrad, which began in the summer of 1942, would be over long before the treacherous Russian winter set in. He believed in his armies and did not take into account the unpredictability of Russian weather or dedication of the Soviet army. Despite the harsh winter, the Soviet army refused to give up the defense of its burned cities and caused the brutal, hand-to-hand fighting of the war to drag on into winter. The German troops were not equipped with winter clothing. Sub-zero temperatures, icy conditions, high winds, and lack of visibility from snowstorms often made the use of aircraft, tanks, and even machine guns impossible.

On November 19 and 20, 1942, the Red Army managed to completely surround the German troops outside Stalingrad and cut off their supply lines. German soldiers began to starve; to survive, they ate their horses. Many lived in trenches and dugouts,

# Visual Literacy Activity *cont.*

## World War II and the Holocaust



German prisoners of war in Russia struggling to survive the cold.

exposed to sub-zero temperatures and typhus spread by lice-carrying mice. Their bodies were often found frozen in the positions they had been in at the moment of death. Yet the weather was no less deadly for Soviet troops. As they surrounded the Germans, some of the Red Army troops had not yet received their winter uniforms, gloves, hats, or foot wraps. Both horses and soldiers froze to death.

In spite of the urgings of the German high command and the advice of General Paulus, leader of the Sixth Army, Hitler would not allow his armies to retreat or surrender. Finally, on January 31, 1943, General Paulus and 24 other German generals disregarded Hitler and surrendered to the Soviets. Out of over 330,000 soldiers, only about 91,000 survivors—starving, frostbitten, and ill—remained to be taken as prisoners of war. The Russian soldiers, warm in their gloves, boots, and coats, were not inclined to compassion. Many of the German POWs had high fevers from typhus; the soldiers had never been inoculated against the disease. Ultimately, about 50,000 German prisoners of war died from typhus. Most of the others died in labor camps. Only 5,000 survivors of the Sixth Army survived to return to Germany.

### Practicing the Skill

- Analyzing** Based on the photograph of the Soviet soldiers walking through the snow, what advantages did they have over the German soldiers?

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# Visual Literacy Activity *cont.*

## World War II and the Holocaust

**2. Making Inferences** Look at the photograph of the German prisoners of war. In addition to the cold, what other hardships did these prisoners of war face?

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**3. Drawing Conclusions** What defeated the Germans: the harsh Russian winter, the skill and dedication of the Soviet Red army, or Hitler's incorrect assumptions and decisions? Support your answer with evidence.

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### Go a Step Further

**4. Speculating** The Germans lost almost 300,000 soldiers in the Battle of Stalingrad. The Soviets lost over a million Red Army members and at least 40,000 city inhabitants. Although the German army had massive casualties and lost the battle, Soviet loss of life was even greater. Can a nation sustain such losses and still be considered victorious? Explain.

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<b>Unit 7</b>	<b>WWII in Asia and the Pacific, 1941 - 1945</b>	Date:
	<b>Map 4</b>	Page:
<b>Directions:</b>	<ul style="list-style-type: none"> <li>• Recreate the map that details the <i>WWII in Asia and the Pacific, 1943 – 1945</i> map that appears in your World History textbook on <u>page 472</u>.</li> <li>• Correctly <u>label</u> the map using black or dark blue ink (no pencil) with the details listed below.</li> <li>• Correctly <u>color</u> the map using colored pencils (no markers) with the colors indicated below.</li> </ul>	

1. **Label** the **countries** and **areas** as shown on

**page 472:**

- a. Australia
- b. Borneo
- c. Burma
- d. Celebes
- e. China
- f. Dutch East Indies
- g. French Indochina
- h. Hawaii
- i. Hiroshima
- j. Hong Kong
- k. India
- l. Japan
- m. Java
- n. Korea
- o. Malaya
- p. Manchukuo
- q. Nagasaki
- r. New Guinea
- s. Outer Mongolia
- t. Philippines
- u. Sarawak
- v. Solomon Islands
- w. Soviet Union
- x. Sumatra
- y. Thailand
- z. Tokyo

2. **Label the oceans and color water blue:**

- a. Coral Sea
- b. Philippine Sea
- c. Indian Ocean
- d. Pacific Ocean

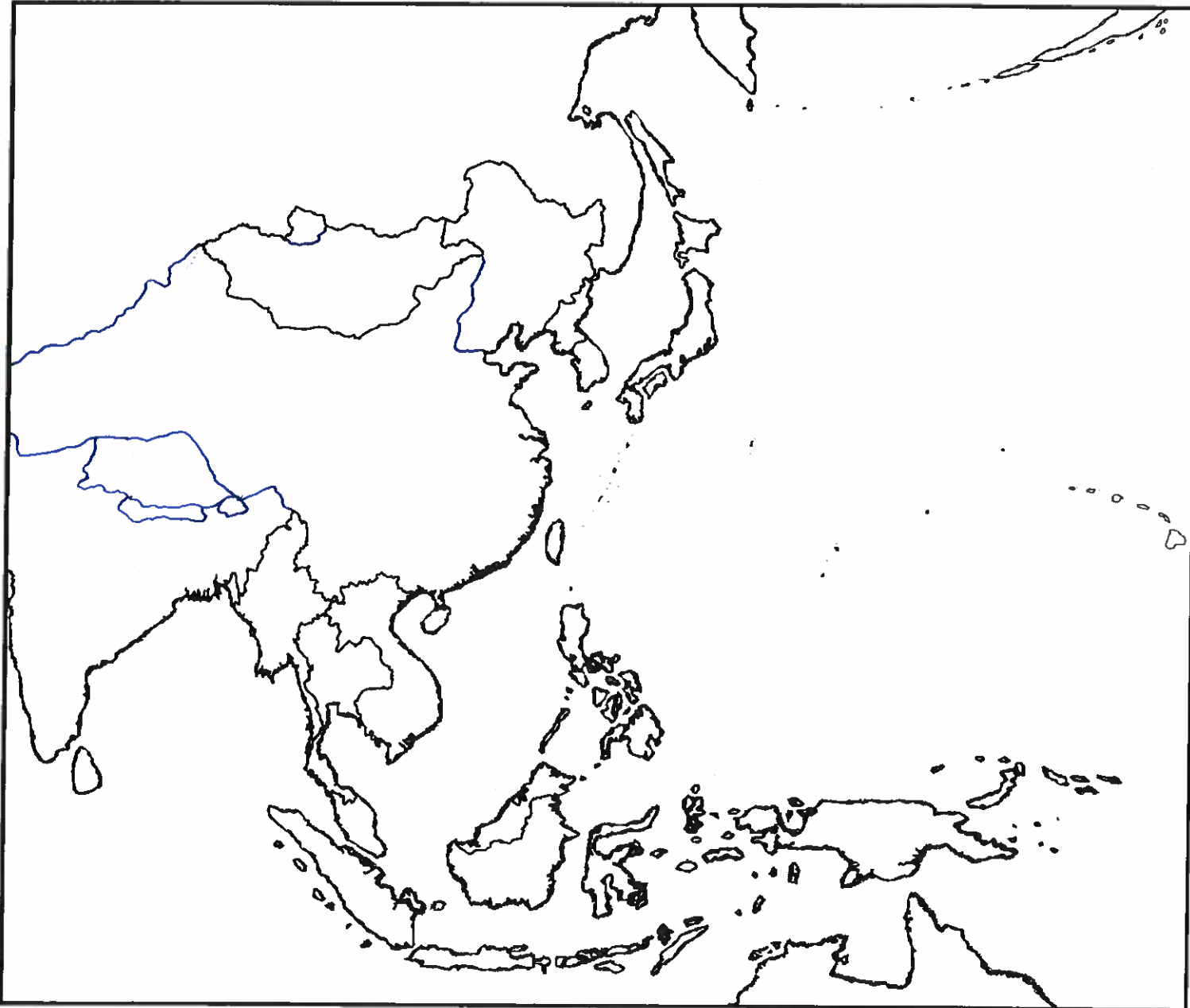
3. Draw a **red** line for all Allied offensives





4. Draw in a **green** line and a **green** ✈ for all major Allied air operation.

5. Draw in a **red/yellow** starburst for major battle or attack. Label the battle and date.

6. Draw in a **blue** starburst for the locations of an atomic bomb. Label the date.

Unit 7	WWII in Asia and the Pacific, 1943 - 1945	Date:
	Map 4	Page:



	Allied offensive
	Major Allied air operation
	Major battle or attack
	Atomic bombing

# Guided Reading Activity

## World War II and the Holocaust

### Lesson 5 *World War II Ends*

#### Review Questions

**Directions:** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**A. Main Idea:** By the beginning of 1943, the tide of battle had turned against Germany, Italy, and Japan.

1. On June 6, 1944, known as \_\_\_\_\_, Allied forces under U.S. general \_\_\_\_\_ landed on the Normandy beaches in history's greatest naval invasion.
2. By August \_\_\_\_\_, Allied troops had liberated \_\_\_\_\_, France.
3. In 1943, the \_\_\_\_\_ defeated German forces in the Battle of \_\_\_\_\_, the greatest tank battle of World War II.
4. The island of \_\_\_\_\_ was essential to the air war against Japan, and the island of \_\_\_\_\_ provided the Allies with a base near the mainland.
5. On April 30, 1945, \_\_\_\_\_ committed suicide, and shortly after on \_\_\_\_\_, Germany surrendered.
6. The war in the Pacific finally ended on \_\_\_\_\_, shortly after the United States dropped atomic bombs on \_\_\_\_\_ and \_\_\_\_\_.

**B. Main Idea:** No real peace but a period of political and ideological tensions followed the total victory of the Allies in World War II.

1. The \_\_\_\_\_ wanted to create Soviet-friendly governments as a buffer-zone between the \_\_\_\_\_ and the \_\_\_\_\_.
2. Germany was divided into four zones, controlled by \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# Guided Reading Activity *cont.*

## World War II and the Holocaust

3. The Grand Alliance agreed to hold the \_\_\_\_\_ trials and establish the \_\_\_\_\_ but disagreed on the establishment of free elections in Eastern Europe.
4. Churchill claimed that an \_\_\_\_\_ had descended across Europe, and many Westerners suspected a \_\_\_\_\_ conspiracy.

### Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below.

How did World War II end and the Cold War begin?

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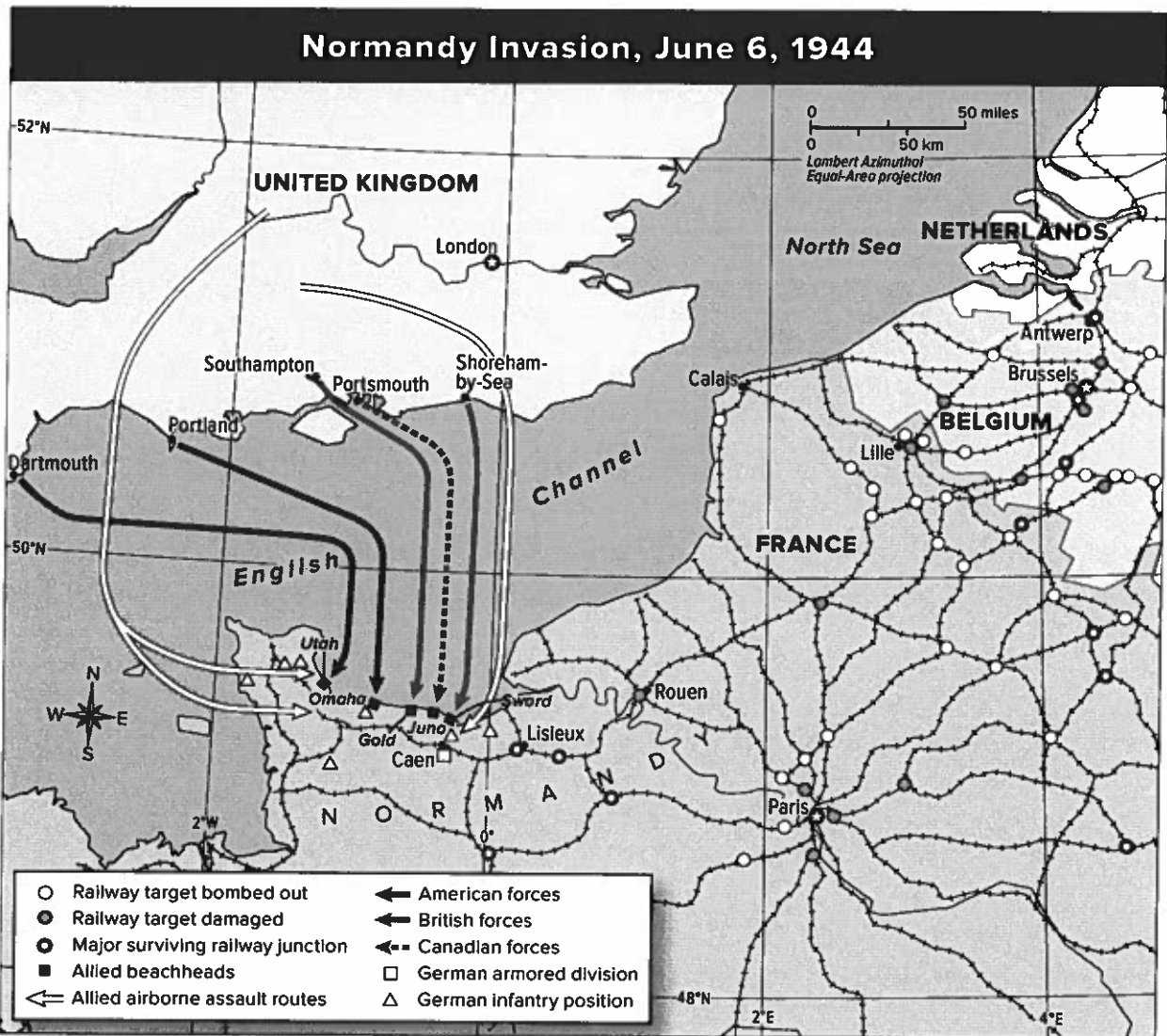
# Geography and History Activity

## World War II and the Holocaust

### D-Day: The Normandy Invasion

By 1943, Allied leaders realized that they would need to open a second front in western Europe if they wanted to break Hitler's power on the European continent. They developed a plan to invade Normandy, the northern region of France, under the direction of U.S. general Dwight D. Eisenhower. The Allies knew that Hitler suspected an invasion, so they would need careful development and preparation to be successful. In the months leading up to D-Day, British and U.S. air forces began bombing French railroads and bridges. Allied intelligence officers also planted false information to confuse the Germans about the true location of the invasion, including that the assault would take place at Calais.

The invasion finally took place on June 6, 1944. Led by both U.S. and British commanders, more than 156,000 Allied troops landed on the beaches of Normandy. Five infantry divisions crossed the English Channel in armored vessels, each landing on a different beach—codenamed Utah, Omaha, Gold, Juno, and Sword. Meanwhile, three airborne divisions landed to the east and west of the assault area.



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On June 6, 1944, Allied forces opened a second front in the European Theater by landing on the beaches of Normandy in northern France.



# Geography and History Activity *cont.*

## World War II and the Holocaust

Although they caught the German forces largely off-guard, the Allies had to overcome serious obstacles before they could advance. Bad weather had made the waters of the English Channel rough and dangerous; hundreds of vessels sank and many soldiers drowned before they could even reach the shore. In addition, the Germans had fortified the coast with mines, barbed wire, and defensive walls, which slowed the Allies' progress. Perhaps most deadly of all, the Germans had heavy artillery and machine guns positioned on the cliffs that overlooked the coast; thousands of Allied troops were shot before they were able to cross the exposed beaches. Although the landing was successful, by the end of D-Day, more than 10,000 Allied troops had been killed, wounded, or were missing.

### Understanding Concepts

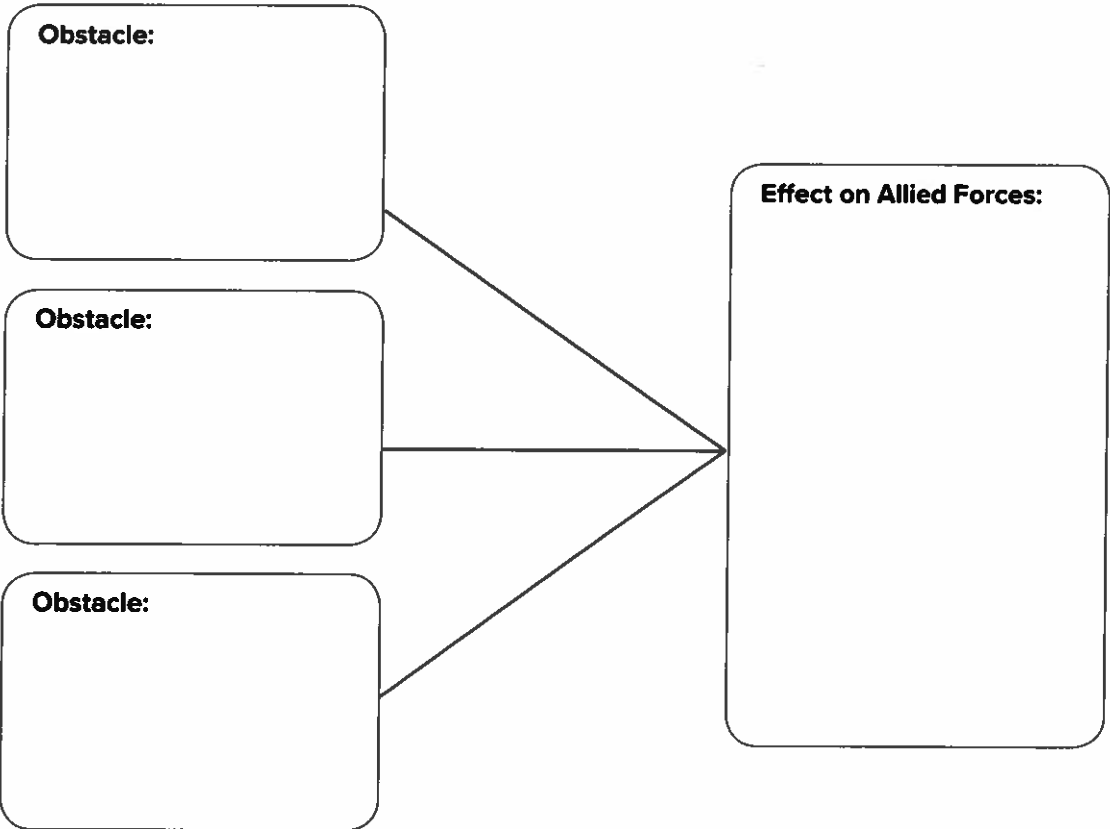
- 1. **Location** British intelligence agents planted false information to convince the Germans that the Allied invasion would take place at Calais. Look at the map. Why did the location of Calais make the possibility of invasion there believable?

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- 2. **Human-Environment Interaction** The Allied forces faced many obstacles during the invasion of Normandy, many of which were due to the coastal location chosen for the invasion. Other obstacles were created by the Germans. Complete the following diagram to outline these obstacles and how they affected the Allied forces on D-Day.



# Geography and History Activity *cont.*

## World War II and the Holocaust

### Applying Concepts

- 3. Drawing Conclusions** What advantages would the Allies gain by utilizing both airborne and seaborne divisions during the invasion? How was this dual strategy possible?

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- 4. Analyzing Information** On the map, small circles represent areas where railways had been damaged or destroyed. Where was the most damage done to the railways? Why was bombing railways an important part of the Allies' strategy?

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- 5. Making Connections** Why is the Normandy invasion considered one of the turning points of World War II?

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# Video Worksheet

## World War II and the Holocaust

### Lesson 5 *World War II Ends*

#### The Atomic Bomb

**Directions:** Review the questions below and think about these questions as you watch the video. Take notes that answer these questions as the video plays.

1. When did the first atomic bomb drop on Hiroshima?

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2. What fell from the sky after the bomb was dropped?

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3. Why were men afraid to marry atomic bomb survivors?

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