



WORLD WAR II—THE ROAD TO WAR

Teacher's Guide

Written By:
Melissa McMeen

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Materials in the Unit

- The video program World War II—The Road to War
- Teachers Guide

This teacher's guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains suggested instructional procedures for the lesson, answer keys for the activity sheets, and follow-up activities and projects for the lesson.

- Blackline Masters

Included in this program are ten blackline masters for duplication and distribution. They consist of, classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the text to the Video Quiz.

The blackline masters are provided as the follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson.

The blackline masters have a three-fold purpose: to reinforce the program; to provide an opportunity for the students to apply and analyze what they have learned from the program; for use as diagnostic tools to assess areas in which individual students need help.

Introduction and Summary of Series

America in the 20th Century is a comprehensive series designed to provide a clear overview of the people and events that distinguished the 20th century. Rare archival footage and photographs, authentic recordings, and other primary source documents, bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject.

The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into chapters, with each volume functioning well as a full-length program or as focused support for specific study areas.

Introduction and Summary of Program

World War II—The Road to War is the seventh volume in the award-winning series, America in the 20th Century. The program provides a powerful overview of the confluence of events and circumstances that led to the worldwide conflict.

The first video “chapter,” “The Rise of Nationalism” chronicles the rise of nationalism in Europe and Japan. Students will learn about dictators, Adolph Hitler, Benito Mussolini and Josef Stalin as well as the military leaders of Japan.

Chapter Two, “The Clouds of War” details the rising tide of conflict, with an overview of Italy’s invasion of Ethiopia, the Spanish civil war, Germany’s re-militarization and subsequent take-over of Austria, and Czechoslovakia; Britain’s policy of appeasement and the German-Soviet non-aggression pact.

Chapter Three, “American Isolationism” documents America’s post World War I period of isolation; the Kellogg-Briand pact; and Roosevelt’s support of China during Japan’s invasion.

Chapter Four, “War Comes to Europe” is a powerful accounting of Germany’s pursuit of domination of the continent. Students will see first hand footage of the bombing of Poland and learn about the German “Blitzkrieg.” Also covered are the German invasion of France; the Battle of Britain; the Lend-Lease Act; the Atlantic Charter; and American anti-war voices.

Chapter Five, “A Path to Infamy” discusses the escalation of Japanese aggression in the Pacific, the breakdown of American/Japanese peace negotiations and the resulting declarations of war.

Standards

Era 8: World War II—The Road to War and World War II (1929-1945)

STANDARD 3:

The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Standard 3A

The student understands the international background of World War II.

Benchmarks:

Grade level: 7-12

Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. [Analyze multiple causation]

Grade level: 7-12

Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. [Challenge arguments of historical inevitability]

Grade level: 9-12

Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. [Draw upon data in historical maps]

Grade level: 5-12

Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. [Analyze cause-and-effect relationships]

Grade level: 5-12

Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. [Formulate a position or course of action on an issue]

Grade level: 7-12

Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. [Marshal evidence of antecedent circumstances]

Instructional Notes

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

Read the descriptions of the Blackline Masters and duplicate any of those you intend to use.

Suggested Instructional Procedures

To maximize the learning experience, teacher's should:

- Preview the video [World War II—The Road to War](#)
- Read the descriptions of the blackline masters.
- Duplicate any blackline masters you intend to use.

Students should be supplied with the necessary copies of blackline masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

Student Objectives

After viewing the program [World War II—The Road to War](#) and participating in the follow-up activities, students will be able to:

- Identify the cause and effect of the breakdown of the Treaty of Versailles.
- Define and state specific examples of the rise of communism, fascism, national socialism, and militarism.
- Describe the role of the League of Nations as World War II developed.
- Explain the alliances and outbreak of World War II in Europe.

- Compare and contrast the United States' isolation from the beginning of World War II to their final involvement in the war.
- Identify the significance of the bombing of Pearl Harbor with the United States.

Follow-Up Activities

Blackline Master #1: Pre-Test is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of World War II—The Road to War lesson, which includes the video and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

Blackline Master #2: Video Quiz is a printed copy of the questions that appear at the end of the video presentation. The Video Quiz is intended to reinforce the salient points of the video immediately following its completion and may be used for assessment or as a catalyst for discussion.

Blackline Master #3a-d: Post-Test is an assessment tool to be administered after the lesson (Pre-Test, video and follow-up activities) has been completed.

Blackline Master #4: Discussion Questions offers questions to spur conversation and to identify student comprehension and misunderstanding.

Blackline Master #5: Vocabulary Terms is a list of pertinent terms and definitions

Blackline Master #6: Rise of Dictators is an activity for students to outline the different forms of government during the war, as well as each leader's beliefs, tactics and outcome.

Blackline Master #7: December 7, 1941 places students in the role of President Roosevelt, challenged to compose a speech to the American public after the attack on Pearl Harbor.

Blackline Master #8: To Leave or Not to Leave is a research and writing activity that encourages students to learn about the bombing raids in Europe and, put in this situation, whether or not they would leave their homes.

Blackline Master #9: Nuremburg Law is an activity for students to explore the articles of the Nuremburg Law created by the Third Reich and consider how they would have affected their family.

Blackline Master #10: World Invasions is an activity for students to complete a web of the invasions between countries before and during World War II.

Internet Resources

For Teachers

<http://history.acusd.edu/gen/WW2Timeline/start.html>

World War II Timeline

<http://panther.chs.chico.k12.ca.us/~mrummens/marg/WW2/WorldWar2.htm>

ABC Links to World War II

<http://www.bbc.co.uk/education/modern/roadwar/roadwhtm.htm>

Road To War

<http://www.ibiscom.com/pearl.htm>

Pearl Harbor

<http://www.ibiscom.com/blitz.htm>

London Blitz Warfare

For Students

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

<http://home.freeuk.net/elloughton13/wwar.htm>

Life in Britain during WWII

<http://www.pbs.org/holocaust/schindler/biography.html>

Public Broadcasting Station

<http://www.pbs.org/perilousfight/>

Public Broadcasting Station

Answer Key

Blackline Master #1: Pre-Test

1. true
2. false
3. true
4. true
5. false
6. false
7. false
8. true
9. false
10. true

Blackline Master #2: Video Quiz

1. true
2. false
3. true
4. true
5. false
6. false
7. true
8. true
9. false
10. true

Blackline Master #3: Post-Test

1. C
2. D
3. B
4. A
5. C
6. C
7. D
8. B
9. D
10. D

The following answers may vary.

11. Germans felt the treaty stripped them of territories; Soviets resented lost territories; new democratic governments emerged; countries could not deal with debt, hunger, and unemployment; many democracies failed, enabling dictators to take charge.
12. A civil war broke out between those supporting the democratic party and the fascist party; Soviets and U.S. supported the Loyalists; Italy, Germany aided the fascists; the fascists won.
13. The League condemned Japan, ordered many economic sanctions; the League did nothing to stop Hitler; its efforts were considered a slap on the wrist; the League failed.
14. The lightning war; bombing was concentrated on London; civilians used subway stations, “the underground,” for air raid shelters; children were sent to the countryside for safety.
15. U.S. Congress passed the “Lend-Lease” program, lending Britain arms and war supplies to be returned after the war; Lend-Lease was eventually extended to the Soviet Union.
16. Rise of dictators; acts of aggression over territories; Germany invaded Poland; Britain and France declared war on Germany; Germans took over Denmark, Norway, Netherlands,

Belgium, France; Japan continued aggression in Asia; United States joined after bombing of Pearl Harbor.

17. Hitler believed in superiority of Germans - blond-haired, blue-eyed “Aryans;” “inferior races” were to serve his master race; Hitler blamed Jews for Germany’s economic condition and passed anti-Semitic laws ousting Jews from business and government positions; Jews were rounded up and sent to concentration camps where many met their deaths; over six million Jews, five million others were murdered.
18. While Japan and the U.S. were holding peace negotiations in Washington, Japanese leaders were planning a secret attack on the U.S.; the attack occurred suddenly, early on a Sunday morning, killing over 2,000 and crippling the Pacific fleet.

Essays should contain the following main points along with an explanation.

19. Answers will contain one of the following countries. Soviet Union – communism, Joseph Stalin, collectivization, transformed country into an agriculture and industrial power; created police state in which anyone who disagreed could be exiled to Siberian prison camps or executed; 8-13 million were killed; totalitarian government; regain territories lost in Versailles Treaty;

Italy – fascism; Benito Mussolini; war veterans were ruining Italy; nationalist political movement; anti-communist; established totalitarian government; economy in private-hands, but controlled by government; invaded Ethiopia;

Germany – Adolph Hitler; National Socialist German Workers’ Party, became Nazi party; superiority of Germans; inferior races were to serve master race; Germans needed “lebensraum” living space in territories; totalitarian regime called “Third Reich”; Hitler blamed Jews for economic conditions and sent them to concentration camps; 6 millions Jews and 5 million others considered “sub-humans” killed;

Japan – Baron Tanaka; militarism; nationalistic military leaders wanted “living space”; invaded Chinese province of Manchuria, French Indochina; desired to conquer the world; attacked the United States.

20. Since 1920s, U.S. “isolationists,” concentrated on domestic problems; investigations of profits made during WWI, felt dragged into WWI, strong antiwar sentiment; Congress passed several neutrality acts; Britain asked for war assistance; in response, Congress passed “Lend-Lease” program to allow Britain to use U.S. supplies and return them after the war; Lend-Lease extended to the Soviets; attack on Pearl Harbor, over 2,000 Americans killed, the United States enters WWII.

Blackline Master #4: Discussion Questions

Answers will vary. Possible answers follow.

1. Germans felt the treaty stripped them of territories, Soviets resented lost territories, new democratic governments emerged, countries could not deal with debt, hunger, and unemployment, and many democracies failed and dictators took charge.
2. Soviet Union – communism, collectivization, transformed country into an agriculture and industrial power; created police state in which anyone who disagreed could be exiled to Siberian prison camps or executed; 8-13 million were killed; totalitarian government; regain territories lost in Versailles Treaty;
3. Italy – fascism; war veterans were ruining Italy; nationalist political movement; anti-communist; established totalitarian government; economy in private-hands, but controlled by government; invaded Ethiopia;
4. Germany – National Socialist German Workers’ Party, became Nazi party; superiority of Germans; inferior races were to serve master race; Germans needed “lebensraum” living space in territories; totalitarian regime called “Third Reich”; Hitler blamed Jews for economic conditions and sent them to concentration camps; 6 million Jews and 5 million others considered “sub-humans” killed;
5. Japan – militarism; nationalistic military leaders wanted “living space”; invaded Chinese province of Manchuria, French Indochina; desired to conquer the world; attacked the United States.
6. The League condemned Japan, ordered many economic sanctions; did nothing to stop Hitler, efforts were considered a slap on the wrist; ultimately the League failed.
7. Since 1920s, U.S. in complete isolation, concentrated on domestic problems, investigations of profits made during WWI, felt dragged into WWI, strong antiwar sentiment, did have a Good Neighbor Policy with Latin America, Congress passed several neutrality acts; Britain asked for assistance as the only left fighting the Axis powers, Congress passed “Lend-Lease” program to allow Britain to use U.S. supplies and return them after the war, Lend-Lease extended to the Soviets; Attack on Pearl Harbor, 2,400 Americans killed, the United States enters WWII.
8. In 1935 Congress passed several neutrality acts to prevent the U.S. from taking sides in conflict, helped to ease a nation that was antiwar.
9. Congress passed “Lend-Lease” program to allow Britain to use U.S. supplies and return them after the war, Lend-Lease extended to the Soviets. The U.S. was not willing to send troops, but did want to help “neighbor.”

10. Japan was continuing acts of aggression in Asia. The U.S. declared embargo on exports to Japan and demanded Japan leave Axis powers. Japan and the U.S. were holding negotiations in Washington while Japanese leaders were planning a secret attack on the U.S.
11. A civil war broke out between those supporting the Democratic Party and the Fascist Party; Soviets and U.S. supported the Loyalist, Italy, Germany aided the Fascists – a preview of the factions that would align during World War II.
12. The Axis powers were trying to establish a totalitarian government and expand “living space” in an attempt to control the world. Territories were taken with many acts of aggression. The Allied powers were trying to support the rights of all people to choose their own government, and would eventually fight the Axis powers.

Blackline Master #6: Rise of Dictators

Answers will vary. Outline can be evaluated on execution, accuracy, and content.

Blackline Master #7: December 7, 1941

Answers will vary. Speeches can be assessed on execution, creativity, accuracy, and content.

Blackline Master #8: To Leave or Not to Leave

Explanations will vary and can be assessed on execution, creativity, accuracy, and content.

Blackline Master #9: Nuremburg Law

Answers will vary and can be assessed on execution, creativity, and content.

Blackline Master #10: World Invasions

1. Ethiopia, 7. Italy, 8. Germany, 9. Poland, 10. France, 11. Manchuria, 12. Japan, 13. Soviet Union, 14. Great Britain, 17. Finland

*2-6 (answers will vary) Sudetenland, Norway, Denmark, Austria, Czechoslovakia

*15 & 16 (answers will vary) French Indochina, United States

WORLD WAR II

The Road to War

written by Harlan Hogan & Richard Hawksworth

INTRODUCTION

Worldwide economic hardships in the 1920's and 30's took a terrible toll.

After World War One, discontent among the poor and unemployed in Europe allowed compelling rulers like Adolph Hitler and Benito Mussolini to gain enormous power. These dictators promised their people better lives and that their country would have more prominence on the world stage. All the citizens had to do—was obey.

Similarly, the nationalistic military leaders of Japan convinced their citizens that Japan should expand her territories and ultimately, rule over the entire Far East.

The resulting war would not mean better lives for the people of Europe or Asia. Instead, millions were killed and injured in battle, while millions more perished due to hunger, torture and racial and ethnic prejudice.

Initially Americans were not willing to get involved in the conflict overseas but ultimately, the United States would have to play a deciding role in ending, World War Two.

CHAPTER 1 – THE RISE OF NATIONALISM

The signing of the peace treaty at Versailles signaled the official end of World War One -- optimistically called, "The War to End All Wars."

But even during World War One President Woodrow Wilson had feared the war was more about power and territory than peace...

WOODROW WILSON:

"...Is the present war a struggle for a just and secure peace or only for a new balance of powers..."

One of the goals of the treaty was to break up the four Empires of Europe. Nine countries were given new boundaries and independence.

As a result of the re-mapping, Germany lost territory to its surrounding countries. The treaty demanded Germany accept full blame for World War One and pay huge sums of money, called reparations, to the victorious nations.

Germany was also stripped of much of its military power and forced to demilitarize the area near the border of France known as the Rhineland.

The intention of the treaty of Versailles was largely to punish Germany for World War One but also to create new democracies and self-determination in Europe.

But huge war debts, hunger and unemployment made it difficult for some democracies to flourish.

In the end the treaty that was meant to secure a lasting peace for Europe had in effect laid the groundwork for war.

In Russian, Stalin means "Man of steel." The Soviet Union's communist leader, Josef Stalin, certainly lived up to his name.

During his rule the Soviet Union achieved unprecedented power... but at the cost of freedom for its people.

He launched a brutal transformation of Soviet agriculture through collectivization—forcibly taking over privately owned land creating a system of state-owned farms. He also took control of manufacturing and production creating huge government controlled industries.

Stalin created a police state in which anyone who disagreed with the government's policies could be arrested and sent to labor camps in Siberia.

In 1930 Stalin began the "Big Purge." So-called "enemies of the people" were arrested and executed. Historians estimate between eight to thirteen million people were killed.

By 1939 Stalin had firmly established a totalitarian, communist government, with complete control over its citizens... all opposition was crushed.

In Italy, similar events unfolded shortly after World War One.

In 1919, Dictator Benito Mussolini, Il Dulce, or "The Chief" as he was called, began his rise to power.

Mussolini became popular because he promised Italians he would rebuild Italy and create a new Roman Empire.

Mussolini created a political movement called Fascism and in 1921 he became a member of the Italian parliament.

In 1922, he and thousands of his Fascist supporters, known as the Blackshirts, marched into Rome demanding the Italian King give him power to lead the government. Not wanting to start a civil war, the King conceded. Mussolini was sworn in as Prime Minister in October 1922.

Like Stalin, Mussolini crushed any and all opposition to his totalitarian regime.

At the end of World War One, Adolph Hitler was just another jobless soldier wandering around Germany. In 1919 He joined a small political party called, The National Socialist German Worker – The NAZI party.

Like Communists in the Soviet Union and Fascists in Italy, the Nazis practiced an extreme form of Nationalism – believing that the interests of their country were more important than any others – even more important than personal rights and freedoms.

Hitler quickly rose to power to become the NAZI party's leader, or "Führer."

In his two-volume book, Mein Kampf, "My Struggle" in English, Hitler spelled out his Nazi beliefs. He sought to unite all German-speaking people into a national state. He also maintained that the German, or "Aryan" race, was superior to all others.

Hitler thought his "Master Race" deserved more land, even if it meant taking it by force.

The economic hardships in Germany in the early nineteen thirties helped Hitler and the Nazi party gain power. In 1932 roughly six million Germans were jobless, and Hitler's promise to restore German pride and stature in the world appealed to them. As head of the NAZI Party, Hitler was appointed German chancellor in January 1933.

He quickly put an end to the faltering Weimer democracy and established his "Third Reich," a totalitarian regime with himself as dictator.

Hitler capitalized on hate and racism, blaming Jews for the economic problems plaguing Germany.

Jews were ousted from government positions and certain professions and barred from the use of public facilities.

They were isolated and forced to wear a Yellow Star of David.

The discrimination escalated in November of 1938. Rampaging mobs attacked Jews in the street, in their homes and at their places of work and worship. Nearly 100 Jews were killed, more than 1,000 synagogues burned and over 7000 Jewish businesses were destroyed. This came to be called Kristallnacht - or "night of broken glass"

Jewish property was seized and Jews, Gypsies, and other groups considered unfit for Hitler's master race were sent to concentration camps - over the course of the war, six-million Jews and five-million others were murdered by the Nazis. This became known as the Holocaust.

The extent of the horrors of the Nazi concentration camps would not be fully realized until the war ended in 1945.

Though the young Emperor Hirohito led Japan, the true power during the 1930's was in the hands of the Japanese military. The country was gripped in a frenzy of nationalism, and like Germany and Italy, desired more land and resources for its growing population.

In a surprise attack, September 1931, Japan invaded the Chinese province of Manchuria. Japan saw Manchuria as the first step in its desire for domination of China.

The League of Nations, established to help keep peace after World War One, condemned Japan's invasion but did nothing to stop it. In turn, Japan simply quit the league.

By 1936 the clouds of war encircled the globe. Germany and Italy formed an alliance they described as an "Axis" around which Europe would revolve. Four years later Japan would join the axis powers and together, the three countries pledged to aid each other in the event of attack.

The extreme political philosophies that emerged during these troubled times appealed to many people worn down by economic hardship.

But the overly patriotic beliefs of nationalism...the acceptance of authoritarian control in totalitarianism... the militant and racist fascist beliefs of the Nazis... and the Communist doctrines of state-controlled property and government all contributed to a worldwide war.

CHAPTER 2 - THE CLOUDS OF WAR

In 1935 Benito Mussolini sought to distract the Italian people from their troubles at home by creating a war abroad.

Claiming Ethiopia as their territory, the Italian military invaded the African country, easily defeating the poorly equipped nation.

The following year, Civil war erupted in the democracy of Spain between forces loyal to the government and those supporting Fascist dictator Francisco Franco.

The United States and the Soviet Union supported the loyalists while Germany and Italy aided the fascists.

These alliances were a preview of the coalitions that would form during World War Two.

Meanwhile, in defiance of the Treaty of Versailles, Adolph Hitler began to re-build the German military. He re-militarized the Rhineland with a series of defenses along the border of France.

The League of Nations did nothing to respond to Hitler's enormous build up of military might.

Emboldened, on March 12, 1938 Hitler annexed Austria, marching over the border and occupying the country with a full-scale invasion.

He then demanded Czechoslovakia surrender control of the Sudetenland. Once part of Germany, the Sudetenland was remapped as a territory in Czechoslovakia after World War I. Hitler believed it was the right of the Germans to take this land back.

Britain and France had to respond to Hitler's aggression, but they faced a difficult decision; rather than risk another war with Germany, they signed the Munich Agreement, forcing Czechoslovakia to relinquish the Sudetenland to the Germans. In return, Hitler promised that this would be his last territorial demand.

Britain's prime minister, Neville Chamberlain felt appeasement of Hitler was a victory, and received a hero's welcome when he arrived home

NEVILLE CHAMBERLAIN:

"I had another talk with the German Chancellor Herr Hitler... We regard the agreement signed last night, the Anglo-German Naval Agreement as symbolic of the desire of our two peoples, never to go to war with one another again."

Not all Englishmen agreed that appeasement was a victory. Winston Churchill, Chamberlain's eloquent political rival, and later Prime Minister, chastised Chamberlain and the French Prime Minister.

The policy of appeasement failed. Germany soon took over the rest of Czechoslovakia.

In August of 1939, the Nazis and the Soviets signed a non-aggression pact, vowing they would never attack each other. The pact between these two powers shocked the rest of the world.

Stalin, though he hated the Nazis signed to avoid war. But the non-aggression pact also contained a secret agreement, which allowed the Soviet Union territorial control of the eastern half of Poland and the Baltic States in the event of a war.

Later, Stalin would learn a bitter lesson. Treaty or not, Hitler could not be trusted.

Despite the troubling hostilities across the Atlantic, most Americans remained staunchly against involvement in any overseas struggles.

Since the nineteen-twenties America had steered a course of isolationism, staying out of foreign affairs. The Great Depression and the economic, social and political turmoil it caused domestically, contributed to the belief that Americans should concentrate on solving America's problems.

In 1928, the US signed the Kellogg-Briand Pact and were eventually joined by 61 other nations in a pledge to never make war again.

By 1930, rumors spread claiming that bankers and munitions dealers anxious to turn a quick profit had dragged the United States into World War One.

Congressional hearings ensued. They found that huge amounts of money had, in fact, been made by these so-called Merchants of Death.

The American public's outrage only added to the anti-war sentiment. Clearly, Americans had no taste for another war.

MAN ON STREET#1

"In the event of war in Europe, I think we should stay out of it entirely."

MAN ON STREET#2

"All our efforts should be made to keep out of the fight."

MAN ON STREET#3

"Let Europe fight their own battles, they mean nothing to us."

MAN ON STREET#4

"This time America should keep out and I know I will!"

President Franklin Delano Roosevelt was well aware of the country's feelings. In 1935 Congress passed the Neutrality Acts, stopping the sale of arms or loans of money to nations at war.

But by 1937 Roosevelt found it increasingly difficult to support isolationism.

When Japan again invaded China in July of 1937, FDR ignored the neutrality acts, sending arms to aid China.

FRANKLIN ROOSEVELT:

"I have been compelled to contrast our peace with very different scenes that are being enacted in other parts of the world."

Flooded with protests accusing him of leading America into war FDR backed off, while tensions mounted in Europe and Asia.

In contrast to the turbulent events occurring overseas, America was at peace.

The country was climbing out of the Great Depression and people were beginning to again enjoy the fruits of a prosperous society.

CHAPTER 3 – WAR COMES TO EUROPE

On September 1, 1939, Hitler ordered his troops into Poland. The German Air force, the Luftwaffe, dropped a torrent of bombs on Poland's cities, while German tanks rolled across the countryside.

It was the first use of the Germany military strategy called "Blitzkrieg" or lightning war – a new and devastating offensive that exploited new advances in tanks, artillery and air power.

Two days later, both Britain and France declared war on Germany.

Two weeks later, the Soviet Union invaded eastern Poland.

World War Two had begun.

Despite the declarations of war, the next few months saw only an ominous calm settle over the Maginot line - a labyrinth of defense fortifications along the eastern border of France. French, British and German troops waited for something to happen. Many began to call this the "Phony War." As the months passed however, the Nazis were planning their next acts of aggression.

Beginning in April of 1940 the Nazis began their conquest of Western Europe. In a massive demonstration of "Blitzkrieg" they invaded Norway, Denmark, Belgium, Holland and Luxembourg. The Germans ultimately set their sights on the conquest of France.

French British and Belgian troops were stationed along the entire border of France including the Maginot line, though they left one area vulnerable, the Ardennes Forest. The French military believed that the heavily wooded area would be impenetrable to German forces. They were wrong. Hitler sent his tanks smashing through the Ardennes Forest into France, effectively cutting-off opposition forces.

British and French troops were overwhelmed by the German military offensive into France and retreated to the French coastal town of Dunkirk.

Pinned to the sea, hundreds of thousands of troops were trapped. Surrounded by the Nazis, the soldiers seemed doomed.

British Prime Minister Winston Churchill appealed for help.

Soon British navy and civilian boats of all sizes and shapes emerged to form a makeshift flotilla. In less than a week fishermen, grocers, tugboat captains - anyone with a seaworthy vessel - ferried roughly 340,000 troops to safety across the English Channel.

Their heroics saved the soldiers, but they couldn't save Paris...

On June twenty-first, 1940, the French capitol fell to the Nazis. Hitler dictated his terms of surrender to the French government. Germany had succeeded in conquering Western Europe. Only Great Britain remained.

The British people led by Prime Minister Winston Churchill were defiant.

WINSTON CHURCHILL:

"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the streets, we shall fight in the hills, we shall never surrender."

Undeterred by Churchill's rhetoric, Hitler pressed on. In the Battle of Britain the German Luftwaffe was ordered to bomb England.

Between June and September of 1940, German planes pounded British targets.

On just one evening alone in mid-August over one thousand Luftwaffe bombers invaded the skies over England. Germany soon began concentrating her air-fury on the city of London. Londoners found refuge from the blitz in air raid shelters and underground train stations. Frightened parents sent children out of the city to friends and relatives, in the countryside.

The attacks were relentless; but despite the overwhelming number of German planes, Great Britain's Royal Air Force, the "RAF" fought back courageously.

Using newly developed RADAR technology, the British were able to detect Luftwaffe planes coming over the English Channel. Early warning stations were set up along the English coast to detect the enemy and pin point German planes in the night sky.

On September 15, 1940 the RAF shot down the most German planes in a single day of battle. Defeated, Hitler called off his invasion, for the time being. Addressing the British people, Winston Churchill gave thanks.

WINSTON CHURCHILL:

"Never before in the field of human conflict, was so much owed by so many, to so few."

But bravery alone could not win the war. Britain was crippled with no more resources to build the planes and ships needed to withstand Germany's next attacks. Winston Churchill turned to America, and FDR, for help.

In 1940, Franklin Roosevelt was reelected to a third term as President – the only American president ever to serve more than two terms.

Roosevelt would not commit troops to the overseas battlefield, but he vowed to help the British in their life-or-death struggle against Hitler's regime.

FRANKLIN ROOSEVELT:

"I ask this congress for authority and for funds, sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations. Our most useful and immediate role is to act as an arsenal for them as well as for ourselves."

With FDR's urging, Congress passed the Lend-Lease Plan, which allowed him to lend or lease arms and other supplies to any country whose defense was vital to the United States.

Not all Americans were united in their support of the president.

Charles Lindbergh the first man to fly solo across the Atlantic in 1927, was a staunch opponent of America's involvement in the war.

CHARLES LINDBERGH:

"We can not allow the natural passions and prejudices of other peoples to lead our country to destruction."

Despite opposition from Lindbergh and others, the Lend-Lease Act was funded with seven billion dollars. By the time World War Two was over the bill would total fifty billion dollars.

Two years after making a non-aggression pact with Stalin, Adolph Hitler turned his hostilities towards the Soviet Union. In the summer of 1941 he boldly ordered three million German soldiers to invade Russia.

Stalin was outraged by Hitler's betrayal and Russia joined in the fight against Hitler, becoming an ally of the west, if only for the duration of the war.

Hitler hadn't counted on the harshness of the Russian terrain and the bravery of the Russian soldiers. Military resistance and brutal winter weather took a toll on the Germans and their invasion ground to a weary halt.

America now sent Lend-Lease supplies to the Soviet Union as well as to Great Britain.

But for American aid to help either nation, shipping lines across the Atlantic Ocean had to remain open.

Hitler's submarines prowled the Atlantic in "wolf packs" torpedoing supply ships. In a five-week period German "U-boats" sank 1.2 million tons of British shipping.

FDR ordered the Navy to protect all Lend-Lease shipments and allowed American warships to attack German submarines, in self-defense.

In July 1941, Roosevelt and Churchill finally met face-to-face in Argentia Bay off Newfoundland. They agreed to issue a joint declaration on the goals of the war.

Their agreement, "The Atlantic Charter" became the basis for a new document called, "A Declaration by the United Nations" spelling out the ground rules for countries opposing the axis powers.

Twenty-six countries eventually signed on and became known collectively as, the allied powers.

CHAPTER 4 - A PATH TO INFAMY

In the same month that Churchill and Roosevelt were meeting in the Atlantic the Japanese were escalating their aggressions in the Pacific.

Japan seized French Indochina - causing President Roosevelt to declare an embargo on goods being sent to Japan, including oil. Japan badly needed oil to defend herself from enemies or to wage war.

Relations with Japan became even more strained. The United States demanded Japan leave the axis powers and withdraw from China and Indochina.

Japan's military leaders assured Emperor Hirohito they would make one more attempt to avoid war with the United States. But as Japan's peace envoy Kuroguchi flew to Washington DC for talks on November fifth 1941, the Japanese navy prepared for an attack on America.

One month later, on December 6th, FDR was shown an intercepted message sent to the Japanese negotiators, telling them to reject all American peace proposals.

It was obvious; war with Japan was inevitable.

December 7th dawned bright and sunny over the American Naval base at Pearl Harbor, Hawaii. But shortly before 8am, terror struck from the sky.

Launching a surprise attack, over 300 Japanese warplanes bombed and torpedoed the base at Pearl Harbor.

200 aircraft were destroyed and 20 ships sunk or damaged. By the time it was over, 2400 Americans were dead; over 1100 wounded; and the entire Pacific fleet crippled.

FRANKLIN ROOSEVELT:

"December 7th, 1941 a day which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. Japan has therefore undertaken a surprise offensive, extending through out the Pacific area. The facts of yesterday and today speak for themselves."

The raid on Pearl Harbor caused more damage to the U.S. Navy in personnel and equipment than all the losses suffered during the entire first World War.

Three days later, Germany and Italy supported Japan by declaring war on the United States.

The attack on Pearl Harbor shocked and enraged the American people.

The time for isolation was clearly over, now it was time for unity, now it was time to fight.

America's massive investment in ships, tanks and the materials of war would bring an end to the Great Depression. It would also help unify a people through patriotism and sacrifice.

The story of America's involvement in World War Two continues in World War II - The World at War.

Blackline Masters

- [Blackline Master #1: Pre-Test](#)
- [Blackline Master #2: Video Quiz](#)
- [Blackline Masters #3a-3d: Post-Test](#)
- [Blackline Master #4: Discussion Questions](#)
- [Blackline Master #5: Vocabulary](#)
- [Blackline Master #6: Rise of Dictators](#)
- [Blackline Master #7: December 7, 1941](#)
- [Blackline Masters #8: To Leave or Not to Leave](#)
- [Blackline Master #9: Nuremberg Law](#)
- [Blackline Master #10: World Invasions](#)

Activity: **Pre-Test (1)** Name _____
Subject: **World War II—The Road to War** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. After World War I, many countries had difficulty dealing with war debts, hunger, and unemployment.
True False
2. Joseph Stalin came to power in Italy.
True False
3. Adolph Hitler became leader, or “Führer,” of the Nazi party.
True False
4. The League of Nations did not stop Japan’s invasion of Manchuria.
True False
5. The Axis powers consisted of Great Britain and the United States.
True False
6. Germany honored the nonaggression pact it signed with the Soviet Union.
True False
7. The United States supported Germany during its “Blitzkrieg.”
True False
8. The German army invaded France and seized the capital city of Paris.
True False
9. The United States refused to send war supplies to Great Britain.
True False
10. Japan’s secret attack on Pearl Harbor caused the U. S. to enter World War II.
True False

Activity: **Video Quiz (2)** Name _____

Subject: **World War II—The Road to War** Date _____

DIRECTIONS: Read the following statements, and circle whether they are true or false.

1. The Treaty of Versailles contributed to unrest throughout Europe.
True False
2. Benito Mussolini used collectivization to take over farmlands in the Soviet Union.
True False
3. Hitler believed the welfare of his country was more important than personal freedoms.
True False
4. In the Holocaust, the Nazis murdered millions of Jews and others.
True False
5. China's invasion of Manchuria was its first step toward dominating Japan.
True False
6. The German military strategy *Kristallnacht* exploited new advances in tanks, artillery, and air power.
True False
7. After months of fighting in the Battle of Britain, Winston Churchill asked for the United States' assistance, and the U.S. agreed to offer supplies.
True False
8. Ignoring their nonaggression pact, Hitler invaded the Soviet Union.
True False
9. The Munich Agreement brought together twenty-six countries, collectively known as the Allied Powers.
True False
10. As they were holding peace talks with the United States, Japan was secretly planning an attack on Pearl Harbor.
True False

Activity: **Post-Test (3a)** Name _____
Subject: **World War II—The Road to War** Date _____

Multiple Choice

DIRECTIONS: Read each of the following statements. Then circle the best answer.

1. Which country used collectivization to forcibly take over private land to create state controlled farms?
 - a. Japan
 - b. Italy
 - c. Soviet Union
 - d. Germany
2. Which of the following was not true of Italy during the development of WWII?
 - a. Mussolini established a Fascist Party
 - b. A totalitarian government was established
 - c. Italy attacked Ethiopia
 - d. The League of Nations issued sanctions which controlled Italy
3. Which of the following was not true of Germany during the rise of WWII?
 - a. Established the National Socialist German Worker's Party
 - b. The strong economic state of Germany allowed the rise of the Nazis
 - c. Adolph Hitler established a totalitarian regime called the "Third Reich"
 - d. Those believed to be "sub-human" were sent to concentration camps
4. Which country quit the League of Nations after the League condemned it for its military invasions on Manchuria?
 - a. Japan
 - b. Germany
 - c. Italy
 - d. All of the above
5. Which of the following countries did not belong to the Axis powers?
 - a. Japan
 - b. Italy
 - c. France
 - d. Germany
6. With which country did Germany sign a non-aggression pact?
 - a. Czechoslovakia
 - b. Austria
 - c. Soviet Union
 - d. All of the above

Activity: **Post-Test (3b)** Name _____
 Subject: **World War II—The Road to War** Date _____

7. Why did the United States decide to stay isolated from foreign affairs?
 - a. Citizens felt they were dragged into World War I
 - b. Citizens felt they should concentrate on domestic problems
 - c. Congress passed neutrality acts preventing the U.S. from taking sides
 - d. All of the above are true

8. Which of the following allowed the United States to assist Britain in its fight with Germany?
 - a. Good Neighbor Policy
 - b. Lend-Lease Program
 - c. Signing the Treaty of Versailles
 - d. None of the above, since the U.S. stayed in isolation

9. Which of the following created the tension that led to the attack on Pearl Harbor?
 - a. Japan’s continued aggression in Europe
 - b. The United States asked Japan to leave the Allied Powers
 - c. The United States asked Japan to withdraw from France
 - d. None of the above

10. Which of the following describes the attack on Pearl Harbor?
 - a. It occurred Sunday, December 7, 1941
 - b. It crippled the Pacific Fleet
 - c. Over 2,000 Americans were killed
 - d. All of the above

Short Answer Questions

Directions: Read each of the following statements and answer in one or two sentences.

11. Briefly describe the effect the Treaty of Versailles had on Europe.

12. Why was the Spanish Civil War a turning point in the development of the war?

Activity: **Post-Test (3c)** Name _____
 Subject: **World War II—The Road to War** Date _____

13. Describe the League of Nations' response to the rise of dictators and the outbreak of war.

14. Briefly explain the effect of the Blitzkrieg warfare during the Battle of Britain.

15. How was the United States initially able to help Great Britain?

16. List two events that played a determining factor in the outbreak of World War II.

17. Briefly describe Hitler's beliefs and their effect on Jews.

Activity: **Post-Test (3d)** Name _____
Subject: **World War II—The Road to War** Date _____

18. Why was the attack on Pearl Harbor such a surprise to the United States?

Essay Questions

Directions: Write a short essay in response to each statement on separate piece of paper.

19. Describe in detail one of the nationalist governments mentioned in the program. Be sure to include the dictator, country, beliefs and motives, and some of the events that took place.
20. Explain the United States involvement during the pre-World War II era – from isolation through joining the war, and the events and beliefs that caused each level of association.

Activity: **Discussion Questions (4)** Name _____
Subject: **World War II—The Road to War** Date _____

1. Discuss the lasting effects of the Treaty of Versailles.
2. Describe examples of the rise of Communism, Fascism, National Socialism, and Militarism.
3. Explain the weaknesses / failures of the League of Nations during the rise of dictators in Europe.
4. What was the United States' role in the years leading up to World War II?
5. Describe the Neutrality Acts established by the United States.
6. Explain the United States reaction to Churchill's request for assistance in fighting Germany.
7. Describe the events leading up to the bombing of Pearl Harbor.
8. What role did the Spanish Civil War play in the World War?
9. What was the role of both the Allied and Axis powers in the years prior to World War II?

Activity: **Vocabulary Terms (5)** Name _____
Subject: **World War II—The Road to War** Date _____

Communism

A system of government in which the state plans and controls the economy and the needs of the whole are considered more important than those of the individual.

Fascism

A system of government characterized by dictatorship, centralized control of private enterprise, repression of all opposition, and extreme nationalism.

National Socialism

The ideology and practices of the Nazi Party, which included national expansion, state control of the economy, the totalitarian principle of government, and anti-Semitism.

Militarism

A governmental policy that relies on military might to administer government.

Totalitarianism

A form of centralized government system in which a single party, without opposition, exercises absolute control over political, economic, social, and cultural life.

Nazism

The philosophy of the German National Socialist Party under the leadership of Adolph Hitler; a belief in the inherent superiority of a supposed Aryan race.

Isolationism

A national policy of abstaining from political or economic relations with other countries.

Dictator

A person granted absolute power.

Democracy

A government in which the people hold the supreme power.

Collectivization

The organization of government whereby land and capital are owned by society collectively rather than individuals.

Activity: **Rise of Dictators (6)** Name _____

Subject: **World War II—The Road to War** Date _____

DIRECTIONS: Complete the following chart for the dictator, system of government, beliefs, specific events, and the outcomes for each country. There may be more than one example in some sections of the chart.

	<i>Soviet Union</i>	<i>Germany</i>	<i>Italy</i>	<i>Japan</i>
<i>Dictator</i>				
<i>System of Government</i>				
<i>Beliefs</i>				
<i>Specific Events or Tactics Used</i>				
<i>Outcome</i>				

Activity: **December 7, 1941 (7)** Name _____
Subject: **World War II—The Road to War** Date _____

DIRECTIONS: Imagine you are President Roosevelt after the attack on Pearl Harbor. Your country has maintained an isolationist foreign policy since the end of World War I. Now you must make a speech to the American citizens to rally support as you declare war on Japan. You may use the following web sites to review the details of Pearl Harbor. The following website includes information about Pearl Harbor to help in drafting your address: www.eyewitnesstohistory.com/w2frm.htm

Activity: **To Leave or Not to Leave (8)** Name _____
Subject: **World War II—The Road to War** Date _____

DIRECTIONS: During bombing raids in Europe, many families chose to leave their homes or to send their children away. Explore the following web sites describing the conditions during these times. Explain why children would or would not want to stay in their homes during the war. These two website will help you begin your research:

<http://www.snaithprimary.eril.net/evacmenu.htm>

<http://www.bbc.co.uk/history/ww2children/index.shtml>

I would like to stay in my house because:

I would not like to stay in my house because:

Activity: **Nuremberg Law (9)** Name _____
 Subject: **World War II—The Road to War** Date _____

DIRECTIONS: The Third Reich established the Nuremberg Law for the Protection of German Blood and German Honor on September 15, 1935. The following web site contains the articles of the Nuremberg Law. After reviewing the web site, answer the following questions. Web site: www.ess.uwe.ac.uk/documents/gerblood.htm

1. What made the Nazis establish the Nuremberg Law?: _____

2. If your family had lived in Nazi Germany in 1935, how would you have been affected by the Nuremberg Law?: _____

3. What part of the Nuremberg Law do you think would have been the most difficult to live with?: _____

Activity: **World Invasions (10)**

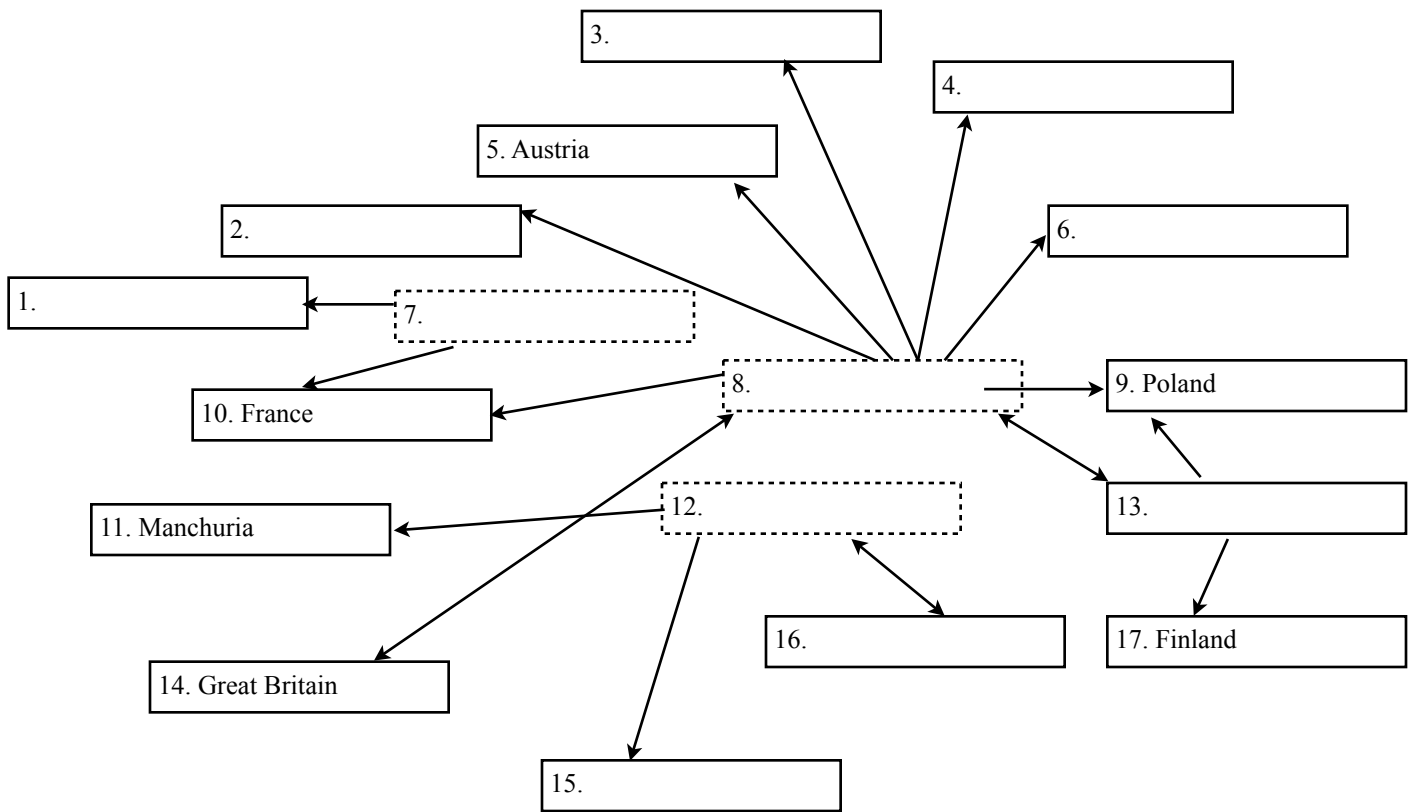
Name _____

Subject: **World War II—The Road to War**

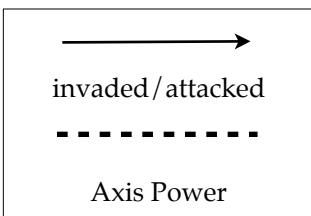
Date _____

DIRECTIONS: Complete the following web of countries' invasions using the word bank and key. Some have already been completed for you

Finland	Poland	Norway	Denmark	Italy	France
Japan	Ethiopia	Sudentenland	United States	Soviet Union	Manchuria
Germany	Great Britain	Austria	Czechoslovakia	French Indochina	



KEY



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THE POST-WAR YEARS

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