

**Crook, Davis,
Green**

**World History
Honors**

Weeks 3 - 7

Unit 13: World War II & The Holocaust

World History Honors

Directions: Complete each part of the Goal Sheet using Chapter 30. Follow the directions that apply to each part. The **Goal Sheet is due May 8th, 2020**

Objectives:

- **SS.912.W.7.6** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- **SS.912.W.7.7** Trace the causes and key events related to World War II.
- **SS.912.W.7.8** Explain the causes, events, and effects of the Holocaust (1933–1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- **SS.912.W.7.9** Identify the wartime strategy and postwar plans of the Allied leaders.
- **SS.912.W.7.10** Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- **SS.912.W.7.11** Describe the effects of World War II.
- **SS.912.W.8.2** Describe characteristics of the early Cold War.

PART I: Vocabulary. Write a **complete definition** for the following terms. Include examples and accomplishments when appropriate.

1. Appeasement	5. Rome-Berlin Axis	9. Battle of Britain	13. Final Solution	17. Battle of the Bulge
2. Blitzkrieg	6. Munich Conference	10. Dunkirk	14. Auschwitz	18. Manhattan Project
3. Isolationism	7. Winston Churchill	11. Stalingrad	15. Holocaust	19. Yalta Conference
4. Kamikaze	8. Rape of Nanking	12. Battle of Midway	16. D-Day	20. Potsdam Conference

PART II: Essential Questions: Read through the chapter(s) and answer the following question using complete sentences.

1. What was Hitler's motivation for expansion?
2. Why did the Japanese want to seize other countries?
3. Why was control of the skies key to the Battle of Britain?
4. How did the involvement of the United States change the war?
5. What roles did Soviet women play in the war effort?
6. Describe the strategy of island hopping.
7. What was the major disagreement between the US and the Soviets at the conclusion of WWII?

PART III: Document Analysis. Go to the link provided. After reading the article complete the APPARTS worksheet, be sure to address all the questions in each section and write in complete sentences.

Text: <https://www.mtholyoke.edu/acad/intrel/WorldWar2/fdr27.htm> **Video:** <https://www.youtube.com/watch?v=YhtuMrMVJDk>

<p><u>Author</u></p>	
<p>Who created the document? List specifics including name, occupation, etc.</p>	
<p><u>Place and Time</u></p>	
<p>Where and when was the document created? Provide at minimum an estimate of the time and place.</p>	
<p><u>Prior Knowledge</u></p>	
<p>What do you know beyond the information in the document?</p>	
<p><u>Audience</u></p>	
<p>For whom was the document created?</p>	
<p><u>Reason</u></p>	
<p>What was the author's purpose in developing the document?</p>	
<p><u>The Main Idea</u></p>	
<p>What is the document about? What point is the document trying to convey?</p>	
<p><u>Significance</u></p>	
<p>Why is the document important to the study of history and the way it has impacted society?</p>	

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Appeasement Timeline

March 13, 1938 Germany annexes Austria.

Sept. 22-24, 1938 Chamberlain meets with Hitler in Godesberg, Germany. Hitler claims Sudetenland region of Czechoslovakia would be final German demand for territory.

Sept. 29, 1938 Germany, Italy, Great Britain, and France sign the Munich Agreement.

March 14-15, 1939 Germany breaks the Munich Agreement and occupies the rest of Czech lands.

March 31, 1939 France and Great Britain agree to support Poland against Nazi aggression.

Aug. 23, 1939 Germany and the Soviet Union sign the Nazi-Soviet Pact, dividing Eastern Europe into spheres of influence.

Sept. 1, 1939 Germany invades Poland.

Sept. 3, 1939 Honoring their support of Poland, Great Britain and France declare war on Germany.

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Document A: Neville Chamberlain (Modified)

Neville Chamberlain met with Adolf Hitler twice in 1938 to discuss Germany's aggressive foreign policy. On September 30, 1938, they signed the Munich Pact, which gave the Sudetenland of Czechoslovakia to Germany. In exchange, Hitler agreed that Germany would not seek to acquire additional territory. In this excerpt, Chamberlain defends the agreement in front of the United Kingdom's House of Commons.

What is the alternative to this bleak and barren policy of the inevitability of war? In my view it is that we should seek by all means in our power to avoid war, by analyzing possible causes, by trying to remove them, by discussion in a spirit of collaboration and good will. I cannot believe that such a program would be rejected by the people of this country, even if it does mean the establishment of personal contact with dictators. . . .

I do indeed believe that we may yet secure peace for our time, but I never meant to suggest that we should do that by disarmament, until we can **induce** others to disarm too. Our past experience has shown us only too clearly that weakness in armed strength means weakness in diplomacy, and if we want to secure a lasting peace, I realize that diplomacy cannot be effective unless . . . behind the diplomacy is the strength to give effect. . . .

I cannot help feeling that if, after all, war had come upon us, the people of this Country would have lost their spiritual faith altogether. As it turned out the other way, I think we have all seen something like a new spiritual revival, and I know that everywhere there is a strong desire among the people to record their readiness to serve their Country, where-ever or however their services could be most useful.

Source: *Neville Chamberlain to the House of Commons, October 5, 1938.*

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Vocabulary

induce: convince

Document B: Winston Churchill (Modified)

Winston Churchill was the loudest and most important critic of Chamberlain's policy of appeasement. He believed that Hitler and Germany needed to be dealt with more firmly. The following excerpt is from part of a speech Churchill made to the House of Commons as they debated the Munich Agreement.

I will begin by saying what everybody would like to ignore or forget but which must nevertheless be stated, namely, that we have sustained a total . . . defeat. . . . The utmost he [Chamberlain] has been able to gain for Czechoslovakia and in the matters which were in dispute has been that the German dictator, instead of snatching his **victuals** from the table, has been content to have them served to him course by course. . . .

I have always held the view that the maintenance of peace depends upon the accumulation of **deterrents** against the aggressor, coupled with a sincere effort to **redress** grievances. . . . After the [German] seizure of Austria in March . . . I ventured to . . . pledge that in conjunction with France and other powers they would guarantee the security of Czechoslovakia while the Sudeten-Deutsch question was being examined either by a League of Nations Commission or some other **impartial** body, and I still believe that if that course had been followed events would not have fallen into this disastrous state. . . .

I venture to think that in the future the Czechoslovak State cannot be maintained as an independent entity. You will find that in a period of time, which may not be measured by years, but may be measured only by

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months, Czechoslovakia will be **engulfed** in the Nazi regime. . . . We are in the presence of a disaster of the first magnitude which has befallen Great Britain and France. . . . This is only the beginning of the reckoning.

Source: *Winston Churchill to the House of Commons, October 5, 1938.*

Vocabulary

victuals: food	right	impartial: fair
deterrents:	and	just engulfed:
prevention strategies		consumed
redress: to make		

Document C: Bartlett (Modified)

*Vernon Bartlett was an outspoken critic of the Munich Agreement. He was elected to Parliament in 1938, in part, because of his opposition to appeasement. He was in Godesberg, Germany, working as a reporter when Chamberlain and Hitler met on September 22, 1938. He wrote about the meeting in his book *And Now, Tomorrow* (1960). The following is an excerpt from the book.*

The mood of the German officials when it was announced that the Prime Minister (Chamberlain) would not see the Chancellor (Hitler) again was one almost of panic. This meant either war or a Hitler surrender. The crowds that applauded Chamberlain as he drove along the Rhine consisted not so much of ardent nationalists, delighted that a foreign statesman had come to make **obeisance** to their Fuehrer, as of ordinary human beings who wanted to be kept out of war.

Since history cannot - thank God - repeat itself, one cannot produce proof

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to support one's opinions, but I am firmly convinced that, had Chamberlain stood firm at Godesberg, Hitler would either have climbed down or would have begun war with far less support from his own people than he had a year later.

The British forces, one is told, were **scandalously** unprepared, and were able to make good some of their defects (become better prepared) during that year. But meanwhile the Western Allies lost the Czechoslovak Army - one of the best on the Continent - defending a country (Czechoslovakia) from which the German armies could be **out-flanked**.

Source: *Vernon Bartlett, And Now, Tomorrow, 1960.*

Vocabulary

obedience: respect scandalously:

worthy of public outrage out-flanked:

out-maneuver an enemy

Document D: Henry Channon (Modified)

Henry Channon was born in America but became a member of Parliament in Britain in 1935. Throughout his life, he kept a detailed diary. The entry below is from the day that Hitler invaded Czechoslovakia, March 15, 1939.

Hitler has entered Prague, apparently, and Czechoslovakia has ceased to exist. No bolder, bolder departure from the written bond has ever been committed in history. The manner of it surpassed comprehension, and his callous desertion of the Prime Minister is stupefying. . . . The PM must be discouraged and horrified. . . . I thought he looked miserable. His whole policy of appeasement is in ruins. Munich is a torn-up episode. Yet never has he been proved more abundantly right for he gave us six months of peace in which we re-armed, and he was right to try appeasement.

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Source: *Henry Channon, diary entry, March 15, 1939.*

Document E: Lord Halifax (Modified)

Lord Halifax was the British Foreign Secretary from 1938 –1940 and was a key figure in supporting the policy of appeasement. In 1957 he wrote his memoirs, which included long sections devoted to defending the policy of appeasement. The following excerpt comes from his memoirs, Fulness of Days, and attempts to give one reason why appeasement was a good policy.

When all has been said, one fact remains dominant and unchallengeable. When war did come a year later [in 1939] it found a country and Commonwealth (the United Kingdom) wholly united within itself, convinced to the foundations of soul and conscience that every conceivable effort had been made to find the way of sparing Europe the ordeal of war, and that no alternative remained. And that was the best thing that Chamberlain did.

Source: *The Earl of Halifax, The Fulness of Days, 1957.*

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Appeasement: Guiding Questions

Document A: Chamberlain 1) (Sourcing) When and where did this speech take place? What was Chamberlain's goal for the Munich Agreement?

2) (Context) Why might people in England in 1938 have supported appeasement?

3) (Close reading) What did Chamberlain claim England should do while pursuing the policy of appeasement?

Document B: Churchill 1) (Sourcing) When and where did this speech take place? What was Churchill's purpose?

2) (Close reading) What did Churchill mean when he said that instead of being forced to "snatch" his "victuals from the table," Hitler had "them served to him course by course"?

3) (Context) In the second paragraph, what did Churchill claim could have prevented Germany from taking the Sudetenland? Did he offer any evidence for this claim?

4) (Context) What did Churchill predict will happen in Czechoslovakia?

Document C: Bartlett 1) (Sourcing) When was this document written? What was Bartlett's purpose in writing it?

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2) (Close reading) What did Bartlett claim Hitler would have done if Chamberlain had “stood firm” and not pursued appeasement? What, if any, evidence did Bartlett offer to support this claim?

3) (Context) What point did Bartlett make about the British and Czechoslovakian armies?

Document D: Channon 1) (Sourcing/Context) When was this document written? What had just happened?

2) (Context) Why did Channon claim appeasement was the right policy? What, if any, evidence did he use to back this claim?

Document E: Lord Halifax 1) (Source) When was this document written? What was Halifax’s purpose for writing it?

2) (Context) Why did Halifax claim appeasement was the right policy? What, if any, evidence did he use to back this claim?

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Appeasement Hypotheses

Hypothesis #1: After reading Documents A and B, create a hypothesis to answer the question: *Was appeasement the right policy for England in 1938?* Cite evidence from the documents to support your answer.

Hypothesis #2: After reading Documents C, D, and E, create a hypothesis regarding the question: *Was appeasement the right policy for England in 1938?* Cite evidence from the documents to support your answer.

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Student Name: _____

History is happening right now!

Covid-19 Corona Virus Disease 2019 is history in the making and you are a part of it.



Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

*Write as much or as little as you'd like. (I recommend 5 sentences)

*Be honest. No one will read this except for me.

*Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 3: Start: April 27th, 2020

Due: May 1st, 2020

What are you doing to keep yourself entertained while you are "social distancing" from others during this time? Do you have any hobbies at home, shows/ movies you are watching, games you are playing, ect...

Unit 12: World History – World War II, The Holocaust

Part I (Vocabulary): Define the following terms. (Ch 32. 3 p. 936)

Aryans	
Holocaust	
ghettos	
Final Solution	
genocide	
concentration camps	

Part II (Clarifying): As you read, use the following questions to help summarize information in this section.

1. Who? <ul style="list-style-type: none"> Who were the victims of the Holocaust? Who were the members of the "master race"? 	
2. What? <ul style="list-style-type: none"> What were the Nuremberg Laws? What happened on the night of November 9, 1938? What was Hitler's "final solution". 	
3. Where? <ul style="list-style-type: none"> Where did German Jews try to migrate to find safety from Nazi terror? Where were Jews forced to live in German-controlled cities? Where were the concentration camps? 	
4. Why? <ul style="list-style-type: none"> Why did Hitler believe the Jews and other "subhumans" had to be exterminated? Why did the Germans build extermination camps? 	
5. When? <ul style="list-style-type: none"> When did the final stage of the Final Solution begin? 	
6. How? <ul style="list-style-type: none"> How did non-Jewish people try to save Jews from the horrors of Nazism? How many Jews died in the Holocaust? 	

Part III (Short Answer): Answer the questions below.

- How were prisoners killed in death camps? _____
- What would happen to those who were strong? _____
- Using the map on page 953, list three death camps. _____
- Using the map on page 953, list three labor camps in Germany. _____

Two Historical Narratives

Name _____

Source: Excerpts from "Three Narratives of our Humanity" by John W. Dower, 1996. The following is from a book written by a historian about how people remember wars. John W. Dower explains the two different ways that the dropping of the atomic bombs on Hiroshima and Nagasaki is remembered.

Hiroshima as Victimization

Japanese still recall the war experience primarily in terms of their own victimization. For them, World War II calls to mind the deaths of family and acquaintances on distant battlefields, and, more vividly, the prolonged, systematic bombings of their cities.

If it is argued that the nuclear bombing of Hiroshima was necessary to shock the Japanese to surrender, how does one justify the hasty bombing of Nagasaki only three days later, before the Japanese had time to investigate Hiroshima and formulate a response?

Hiroshima as Triumph

To most Americans, Hiroshima—the shattered, atomized, irradiated city – remains largely a symbol of triumph – marking the end of a horrendous global conflict and the effective demonstration of a weapon that has prevented another world war.

It is hard to imagine that the Japanese would have surrendered without the atomic bomb. Japanese battle plans that were in place when the bombs were dropped called for a massive, suicidal defense of the home islands, in which the imperial government would mobilize not only several million fighting men but also millions of ordinary citizens who had been trained and indoctrinated to resist to the end with primitive makeshift weapons. For Japanese to even discuss capitulation (surrender) was seditious (against the law).

Guiding Questions

1. In 1-2 sentences each, explain the two narratives (stories) about Hiroshima.
2. Which narrative do you agree with more? Why?

Document A: Textbook

Even before the bomb was tested, American officials began to debate how to use it. Admiral William Leahy, Chairman of the Joint Chiefs of Staff, opposed using the bomb because it killed civilians indiscriminately. He believed that an economic blockade and conventional bombing would convince Japan to surrender.

Secretary of War Henry Stimson wanted to warn the Japanese about the bomb while at the same time telling them that they could keep the emperor if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb without any warning to shock Japan into surrendering.

President Truman later wrote that he "regarded the bomb as a military weapon and never had any doubts that it should be used." His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to save American lives.

Source: American History Textbook, American Vision, pg. 615.

Document B: *Thank God for the Atomic Bomb*

My division, like most of the ones transferred from Europe was going to take part in the invasion at Honshu (an island of Japan). The people who preferred invasion to A-bombing seemed to have no intention of proceeding to the Japanese front themselves. I have already noted what a few more days would mean to the luckless troops and sailors on the spot.... On Okinawa, only a few weeks before Hiroshima, 123,000 Japanese and Americans killed each other. War is immoral. War is cruel.

Source: Paul Fussell, a World War II Soldier, Thank God for the Atom Bomb, 1990.

Document C: Stopping Russia

"[Byrnes] was concerned about Russia's postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia."

Source: James Byrnes was one of Truman's advisors on the atomic bomb. In addition to defeating Japan, he wanted to keep the Soviet Union from expanding its influence in Asia and to limit its influence in Europe. Manhattan Project scientist Leo Szilard met with Byrnes on May 28, 1945. Leo Szilard wrote about his meeting with Byrnes in 1980.

Document D: Survivor

One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?" Looking in the direction that he was pointing towards, I got up on my feet, but I was not yet in an upright position when it happened. All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. . .

I crawled over the debris, trying to find someone who were still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me. . . . he told me to go away.

I, so, was running, hands were trying to grab my ankles, they were asking me to take them along. I was only a child then. And I was horrified at so many hands trying to grab me. I was in pain, too. So all I could do was to get rid of them, it's terrible to say, but I kicked their hands away. I still feel bad about that. I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there. . . I was small, so I pushed on the river along the small steps. The water was dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water and so many bodies were floating away along the stream.

Source: Yoshitaka Kawamoto was thirteen years old. He was in the classroom at Zakoba-cho, 0.8 kilometers away from the hypocenter. He is now working as the director of the Hiroshima Peace Memorial Museum, telling visitors from all over the world what the atomic bomb did to the people of Hiroshima.

Document E: Hiroshima and Nagasaki Casualties

TABLE A: Estimates of Casualties

	Hiroshima	Nagasaki
Pre-raid population	255,000	195,000
Dead	66,000	39,000
Injured	69,000	25,000
Total Casualties	135,000	64,000

TABLE B: Cause of Immediate Deaths

Hiroshima	
Cause of Death	Percent of Total
Burns	60%
Falling debris	30
Other	10

Nagasaki	
Cause of Death	Percent of Total
Burns	95%
Falling debris	9
Flying glass	7
Other	7

Japanese Experience Experts

You and your group are historians who specialize in Japanese history. In particular, you are very familiar with the Japanese experiences of Hiroshima and Nagasaki.

Directions:

- To prepare for a discussion with a group of American experience historians, go through the Atomic Bomb Documents packet.
- As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the "Hiroshima as Victimization" narrative. In other words, look for information that proves that America was **wrong** to drop the atomic bomb.
- Record your main points in the space below.

Japanese Experience – Main Points...

American Experience Experts

You and your group are historians who specialize in American history. In particular, you are very familiar with the American experiences during WWII and President Truman's decision to drop the atomic bomb.

Directions:

- To prepare for a discussion with a group of Japanese experience historians, go through the Atomic Bomb Documents packet.
- As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the "Hiroshima as Triumph" narrative. In other words, look for information that proves that America was **right** to drop the atomic bomb.
- Record your main points in the space below.

American Experience – Main Points...

Online Memorial Decision

My group: _____

The other group's main points were:

Image title: _____

The following caption will accompany this image: _____

We chose this image because: _____

Teacher name: _____ Student name: _____

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Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

*Write as much or as little as you'd like. (I recommend 5 sentences)

*Be honest. No one will read this except for me.

*Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 4: Start: May 4th, 2020

Due: May 8th, 2020

What do you do to stay informed? Social media, news, radio coverage, family members? Do you set boundaries so that you do not become too informed? Is it possible to be too informed?

Cold War Lesson Plan

Central Historical Question:

Who was primarily responsible for the Cold War – the United States or the Soviet Union?

Materials:

- Cold War PowerPoint
- Copies of Cold War Timeline
- Copies of Cold War Documents A-D
- Copies of Guiding Questions

Plan of Instruction:

1. Do Now: *What do you remember about the Cold War from previous history classes?*
Elicit student answers.
2. Review:
 - *Differences between communism and capitalism.*
 - *US and Soviet Union were allies in WWII.*
 - *After WWII, Europe was in ruins, and former colonial empires were crumbling. This set the scene for increased competition between the two superpowers, the U.S. and the U.S.S.R.*
 - *The Soviet Red Army remained in Eastern Europe after the war, which led to the Soviet Bloc. At the same time, the United States developed policies of containment – in particular, the Truman Doctrine and the Marshall Plan.*
2. Timeline and PowerPoint Lecture. Hand out Cold War Timeline and lead students through it using PowerPoint slides to draw attention to key events:
 - Slide 1: The Iron Curtain Speech
 - Slide 2: The Truman Doctrine
 - Slide 3: The Marshall Plan
 - Slide 4: NATO and Warsaw Pact
 - Slide 5: Introduce today's Central Historical Question:
Who was started the Cold War, the United States or the Soviet Union?

Over the past decades historians have disagreed over this question. Today, we are going to look closely at some Cold War documents in order to address the question for ourselves.
3. Pass out Documents A and B along with Guiding Questions. Students read documents, answer questions, and record their initial hypothesis regarding the Central Historical Question.
4. Share out answers and discuss.

5. Pass out Documents C and D. Students read documents, answer questions, and record their second hypothesis.
 6. Share out answers and discuss.
 7. Whole class discussion:
 - Who was primarily responsible for the start of the Cold War? What evidence do you have to support your claim?
 - Which of these documents do you believe is most trustworthy? Why?
 - Did anyone's hypothesis change? How and why?
 - What other evidence would you need to strengthen your claim?
-

Citations:

Document A

"Iron Curtain Speech" Winston Churchill, March 1946, Fulton, Missouri.
<http://www.fordham.edu/halsall/mod/churchill-iron.html>

Document B

"Truman Doctrine Speech," President Truman to Congress, March 12, 1947.
<http://www.americanrhetoric.com/speeches/harrystrumantrumandoctrine.html>

Document C

Nikolai Novikov, telegram to Soviet Leadership, September 1946.
<http://teachingamericanhistory.org/library/index.asp?document=904>

Document D

Secretary of Commerce and former Vice President Henry A. Wallace letter to President Harry S. Truman, July 23, 1946, in Papers of Harry S. Truman, President's Secretary's Files, Harry S. Truman Library, Independence, Missouri.

Timeline of the Early Cold War

- 1945: February 4-11 - Yalta Conference**
- 1945: August 6 - United States first used atomic bomb in war**
- 1945: August 8 - Russia enters war against Japan**
- 1945: August 14 - Japanese surrenders, ending World War II**
- 1946: March - Winston Churchill delivers "Iron Curtain" speech**
- 1947: March - Truman announces Truman Doctrine**
- 1947: June - Marshall Plan is announced**
- 1948: February - Communist takeover in Czechoslovakia**
- 1948: June 24 - Berlin blockade begins**
- 1949: July - NATO treaty ratified**
- 1949: May 12 - Berlin Blockade ends**
- 1949: September - Mao Zedong, a communist, takes control of China**
- 1949: September - Soviets explode first atomic bomb**
- 1955: May – Warsaw Pact**

Document A: The Iron Curtain Speech (Modified)

It is my duty, however, to place before you certain facts about the present position in Europe.

From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

In a great number of countries, far from the Russian frontiers and throughout the world, Communist fifth columns are established and work in complete unity and absolute obedience to the directions they receive from the Communist center.

I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines.

But what we have to consider here today while time remains, is the permanent prevention of war and the establishment of conditions of freedom and democracy as rapidly as possible in all countries.

Source: *Excerpt from the "Iron Curtain Speech" delivered by Winston Churchill, March 1946 in Fulton, Missouri.*

Document B: The Truman Doctrine (Modified)

The United States has received from the Greek Government an urgent appeal for financial and economic assistance...Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel, and seeds.

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority. . . . Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply this assistance. . . . No other nation is willing and able to provide the necessary support for a democratic Greek government.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East. . . . Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East.

The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation.

Great responsibilities have been placed upon us by the swift movement of events.

Source: *Excerpt from the "Truman Doctrine Speech," delivered by President Truman to Congress on March 12, 1947.*

Document C: Soviet Ambassador Telegram (Modified)

The foreign policy of the United States, which reflects the imperialist tendencies of American monopolistic capital, is characterized in the postwar period by a striving for world supremacy. This is the real meaning of the many statements by President Truman and other representatives of American ruling circles; that the United States has the right to lead the world. All the forces of American diplomacy -- the army, the air force, the navy, industry, and science -- are enlisted in the service of this foreign policy. For this purpose broad plans for expansion have been developed and are being implemented through diplomacy and the establishment of a system of naval and air bases stretching far beyond the boundaries of the United States, through the arms race, and through the creation of ever newer types of weapons. . . .

During the Second World War . . . [American leaders] calculated that the United States of America, if it could avoid direct participation in the war, would enter it only at the last minute, when it could easily affect the outcome of the war, completely ensuring its interests.

In this regard, it was thought that the main competitors of the United States would be crushed or greatly weakened in the war, and the United States by virtue of this circumstance would assume the role of the most powerful factor in resolving the fundamental questions of the postwar world.

Source: *Excerpt from a telegram sent by Soviet Ambassador Nikolai Novikov to Soviet Leadership in September 1946.*

Document D: Henry Wallace (Modified)

I have been increasingly disturbed about the trend of international affairs since the end of the war.

How do American actions appear to other nations? I mean actions [like] the Bikini tests of the atomic bomb and continued production of bombs, the plan to arm Latin America with our weapons, and the effort to secure air bases spread over half the globe from which the other half of the globe can be bombed. I cannot but feel that these actions must make it look to the rest of the world as if we were only paying lip service to peace at the conference table.

These facts rather make it appear either (1) that we are preparing ourselves to win the war which we regard as inevitable or (2) that we are trying to build up a predominance [largest amount] of force to intimidate the rest of mankind.

Our interest in establishing democracy in Eastern Europe, where democracy by and large has never existed, seems to [the Soviets] an attempt to reestablish the encirclement of unfriendly neighbors which might serve as a springboard of still another effort to destroy [them].

Source: *Secretary of Commerce and former Vice President Henry A. Wallace letter to President Harry S. Truman, July 23, 1946. Truman asked Wallace to resign shortly after this letter.*

Guiding Questions

Iron Curtain Speech

1. *Sourcing*: Who was Winston Churchill? Why would Americans trust what he has to say about the Soviet Union?
2. *Close reading*: What does Churchill claim that the Soviet Union wanted?

Truman Doctrine

1. *Close reading*: Why did Truman believe Greece needed American aid in 1947?
2. *Context*: What does Truman mean when he claims, "Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East"?
3. *Close reading*: Does Truman present American policy as offensive or defensive? What words or phrases does Truman use to present policy this way?

Record your first hypothesis: *Who was primarily responsible for the Cold War - the United States or the Soviet Union?*

Soviet Ambassador Telegram

1. *Sourcing:* Who was Nicholas Novikov? When did he write this telegram?
2. *Close reading:* How does Novikov describe the United States? What evidence does he use to support his description?
3. *Context:* What does Novikov claim the United States planned during the Second World War?

Henry Wallace Letter

1. *Sourcing:* Who was Henry Wallace? When did he write this letter?
2. *Close Reading:* What is Wallace's main argument?
3. *Corroboration:* How does Wallace's description of American foreign policy compare to Truman's and Novikov's?

Record your second hypothesis: *Who was primarily responsible for the Cold War - the United States or the Soviet Union?*

Unit 14: The Cold War

World History Honors

Directions: Complete each part of the Goal Sheet using Chapters 31, 33. Follow the directions that apply to each part. The Goal Sheet is due May 22nd, 2020

Objectives:

- SS.912.W.7.11 Describe the effects of World War II.
- SS.912.W.8.1 Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2 Describe characteristics of the early Cold War.
- SS.912.W.8.3 Summarize key developments in postwar China.
- SS.912.W.8.4 Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.7 Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.9.1 Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2 Describe the causes and effects of post- World War II economic and demographic changes.

PART I: Vocabulary. Write a complete definition for the following terms. Include examples and accomplishments when appropriate.

1. Satellite State	4. Deterrence	7. NATO	10. Permanent Revolution	13. Domino Theory
2. Policy of Containment	5. Truman Doctrine	8. Warsaw Pact	11. Mao Zedong	14. Proxy War
3. Arms Race	6. Marshall Plan	9. Berlin Airlift	12. Cuban Missile Crisis	15. Detente

PART II: Essential Questions: Read through the chapter(s) and answer the following question using complete sentences.

1. Why did the United States and the Soviet Union become political rivals after WWII?
2. How were the theory of deterrence and the arms race related?
3. How did Mao use the Great Leap Forward and the Cultural Revolution to try and create a classless society?
4. Why did the domino theory cause the United States to become involved in Vietnam?
5. Which social and political issues challenged the United States during the Cold War?
6. How were US Soviet relation different during the Khrushchev and Brezhnev regimes?
7. How was Japan transformed after WWII?

Teacher name: _____

Student name: _____

History is happening right now!

Covid-19 Corona Virus Disease 2019 is history in the making and you are a part of it.



Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

Just imagine one day being able to look back on your writing and share it with your children or grandchildren! Imagine your writing being used as a primary source document about the Corona Virus of 2020!

*Write as much or as little as you'd like. (I recommend 5 sentences)

*Be honest. No one will read this except for me.

*Your opinion matters because YOU MATTER! There is no such thing as a wrong opinion as long as you can explain it.

Week 5: Start: May 11th, 2020

DUE: May 15h, 2020

Do you think students should be required to do online learning at this time? Why or why not? How could this affect the learning process (positively or negatively)? How might this be a challenge for students? How might this be a challenge for teachers?

Teacher name: _____

Name: _____ Due Date: May 22nd, 2020 Period: _____

Cold War Timeline

You should include the events below. For each event you should write a brief summary (at least 3 sentences) including its importance.

- Research the following events.
 - Name
 - Major Countries/People
 - Date
 - Summary and Importance of Event

Events:	Date	Summary & Importance of Event
Korean War Major Countries/People		
Fall of the Berlin Wall		
Sputnik		
Soviet-Afghanistan War		
Berlin Blockade		

Teacher name: _____

Name: _____ Due Date: May 22nd, 2020 Period: _____

Nelson Mandela Imprisoned		
Cuban Missile Crisis		
Creation of United Nations		
China's Cultural Revolution		
Iran-Contra Crisis		
Cambodian Genocide		
OPEC Oil Crisis		
NATO Established		
Collapse of the Soviet Union		

Teacher name: _____

Name: _____ Due Date: May 22nd, 2020 Period: _____

Vietnam War		
Glasnost/Perestroika		
First Man in Space		
Rwanda Genocide		
Rise of the Berlin Wall		
Landing on the Moon		
Iranian Revolution		

Apartheid		
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Teacher name: _____

Name: _____ Due Date: May 22nd, 2020 Period: _____

Nelson Mandela Released		
Chinese Civil War		
Marshall Plan		
"Great Leap Forward"		
Détente/Nixon Visits China		
Decolonization of Africa (Kenya, Ghana, Congo)		

Teacher name: _____

Student name: _____

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Week 5: Start: May 18th, 2020

Due: May 22nd, 2020

If you could pick 3 must haves while in shut down, what would they be? Why? Bonus! Take a picture and send to me!

Teacher name: _____ student name: _____

How would you describe this to your grandkids- Write them a letter.

What will be remembered?

How will you describe it?

How has this changed the way we interact with others and the world?

Teacher name: _____

Student name: _____

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Assignment: I'd like you to write about your experience with what is going on. Think of it like our Bell Work.

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Although these last few months have been filled with obstacles none of us saw coming, I'm glad we were able to work through it together. These posts helped me feel connected to you guys and I hope they kept you feeling connected to me. Have a great summer and I can't wait to see you all once again.

Week 7: Start May 25th, 2020

Due: May 29th, 2020

What has surprised you the most about this time of "distance learning". Has it been good, bad, or somewhere inbetween? How will you spend your summer? Will it be different than the last couple months? Are you excited to go back to "real school" next year?