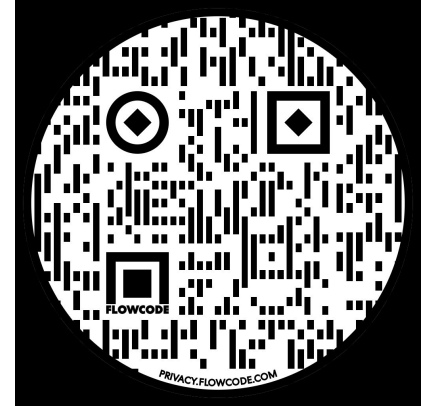


# World History Week 3 Packet

**Due Date: Monday 4/20/20**

**DIRECTIONS:** Download or print a copy of this document. Use workbook pages 633-638, scan the QR code with your phone, or follow the link

([https://drive.google.com/open?id=1\\_dii7o\\_1\\_b\\_XgbMaelso7ITbx4x2Fn7V](https://drive.google.com/open?id=1_dii7o_1_b_XgbMaelso7ITbx4x2Fn7V)) to read the necessary passages. **DO NOT** answer the questions on the workbook pages themselves. When you have finished, turn in by uploading to Focus, emailing me, or dropping off at school. Please take a good photo if you plan to send an image of your work!



**Email or send a Remind if you have any questions!**

## **Overview:**

In this week's lesson plan students will be learning about early events of WWII and how countries prepared and mobilized for war on the home front. Students have been given a workbook which will serve as the reading material. PDFs of the pages covered will be provided as well as extra workbooks if needed.

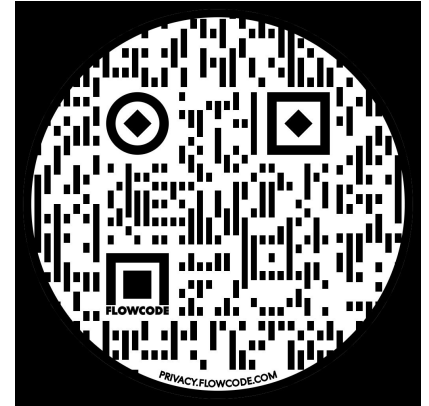
## **Florida Standards:**

- **SS.912.W.7.7** Trace the causes and key events related to World War II.
- **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.

# Lesson 2: World War II

## Reading Questions

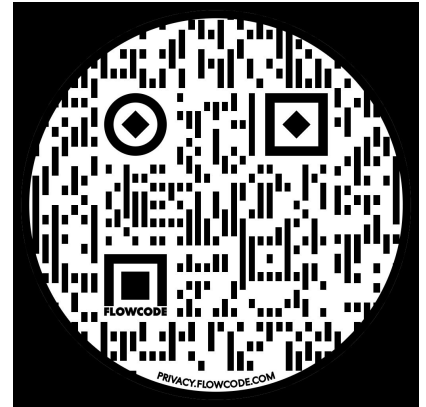
**Directions:** Download or print a copy of this document. Use the workbook pages 633-635, scan the QR code with your phone, or follow the link [https://drive.google.com/open?id=1\\_dii7o\\_1\\_b\\_XgbMaelso7ITbx4x2Fn7V](https://drive.google.com/open?id=1_dii7o_1_b_XgbMaelso7ITbx4x2Fn7V) to read the necessary passages. DO NOT answer the questions on the workbook pages themselves. When you have finished, turn in by uploading to Focus, email, or school drop off. Please email or send a Remind if you have any questions.



1. Define "blitzkrieg"-
2. Recall, the Treaty of Versailles stated that Germany had to reduce the size of its military. However, Hitler ignored this and rebuilt the German military. How did this build up contribute to Hitler's early victories?
3. What was the United States hoping to avoid with its policy of isolationism?
4. Explain in your own words what happened during the Battle of Britain.
5. Read the section "Attack on the Soviet Union." How do you think this will end for the German army in Russia? (Hint: Remember Napoleon)
6. What event brought the United States into WWII?
7. Why were allied victories at Stalingrad, in North Africa, and at Midway considered turning points for Allies?
8. Describe the strategy of "island-hopping." What was the end goal?

# Lesson 3: The Home Front and Civilians

**Directions:** Download or print a copy of this document. Use the workbook pages 636-638, scan the QR code with your phone, or follow the link ([https://drive.google.com/open?id=1\\_dii7o\\_1\\_b\\_XgbMaelso7ITbx4x2Fn7V](https://drive.google.com/open?id=1_dii7o_1_b_XgbMaelso7ITbx4x2Fn7V)) to read the necessary passages. DO NOT answer the questions on the workbook pages themselves. When you have finished, turn in by uploading to Focus, email, or school drop off. Please email or send a Remind if you have any questions.



1. Define mobilization:
2. Complete the chart below.

Country	Provide 3 example how each country mobilized for war
Soviet Union (Example)	<ol style="list-style-type: none"><li>1. <i>Half of the national income was spent on the war.</i></li><li>2. <i>Women dug anti tank ditches.</i></li><li>3. <i>Women were trained to fight in combat.</i></li></ol>
United States	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Germany	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Japan	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

3. Why did countries choose to target civilians and cities during WWII?
4. In 1945 what did President Harry Truman decide to do to Japan?

# LESSON 2 SUMMARY

## World War II

SS.912.W.7.7, SS.912.W.7.9

### Europe at War

The speed and efficiency of Germany's **blitzkrieg**, or "lightning war," attack on Poland was stunning. Germany was able to conquer Poland and divide it up with the Soviet Union in just four weeks.

### Hitler's Early Victories

Hitler's forces waited through the winter and then resumed their assaults in the spring. In April they attacked Denmark and Norway. The next month they struck at the Netherlands, Belgium, and France. Germany surprised France by directing its assault through the Ardennes Forest. In this way, German troops bypassed the Maginot Line, France's strong defense system along its border with Germany. Hitler's forces were able to race quickly across northern France. Only a heroic and massive rescue effort saved 338,00 troops—mostly British—trapped on the beaches of Dunkirk. Nothing, however, could save France. On June 22, the French and Germans signed an armistice. German armies occupied about three-fifths of France. Germany set up an authoritarian government to rule the rest of the country, now known as Vichy France.

Great Britain now stood alone against Germany. The United States followed a policy of **isolationism**, hoping to avoid once again being dragged into war in Europe. In the 1930s, its government passed laws aimed at ensuring **neutrality**—that is, taking no side in a war. President Franklin Roosevelt, however, saw danger in neutrality and encouraged aiding the British with food, ships, planes and weapons.

### The Battle of Britain

Hitler nevertheless went forward with plans to invade Great Britain. First, he sought to control the skies. In August 1940, the German air force—the Luftwaffe—attacked. In the Battle of Britain, the British were able to survive the onslaught. One key was the leadership of new prime minister Winston Churchill, whose stirring speeches helped bolster British spirits. The British were also able to do enough damage to Hitler's Luftwaffe that he was forced to put off his invasion plans.

### IDENTIFYING EVIDENCE

Earlier, you read about Hitler's rebuilding of the German military in violation of the Treaty of Versailles. Underline details of how the rebuilding of the German military helped make possible its great success early in the war. Then, on a separate sheet of paper, explain how Germany's military buildup was essential to its success in the war.

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### The German Blitzkrieg, or "Lightning War"

Armored  
panzer  
division of  
tanks with  
aircraft  
support  
attack enemy  
lines.



Tanks  
quickly  
pierce enemy  
lines and  
surround  
depending  
troops.



Regular  
infantry  
move in on  
foot to hold  
area.

Using blitzkrieg tactics, Germany was able to quickly overwhelm Polish defenses.

**LESSON 2 SUMMARY, *continued*****IDENTIFYING CENTRAL ISSUES**

Up until Pearl Harbor, many Americans were not willing to get involved in World War II. Why do you think Pearl Harbor changed the overall feeling of the country?

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**Attack on the Soviet Union**

Hitler came to believe that the British were hanging on to survival in hopes of eventually gaining Soviet support. He also believed the Soviets could be easily defeated. Hitler therefore resolved in 1941 to break his nonaggression pact and attack the Soviet Union.

Hitler's plans were delayed while he eliminated threats to his invading army by seizing Yugoslavia and Greece. Then, on June 22, 1941, the attack on the Soviet Union began. Hitler's forces swept rapidly across the country. By November, the Germans were besieging Leningrad and poised just outside Moscow, the Soviet capital. Then, the Soviet winter began. The German advance halted. In late 1941, the Soviets themselves were able to go on the attack.

**Japan at War**

On December 7, 1941, the U.S. naval base at Pearl Harbor in Hawaii came under surprise attack by Japanese aircraft. The damage to the U.S. fleet in the Pacific was severe, and more than 3,500 Americans were injured or killed. Japan also attacked the Philippines and other locations in the region. By spring 1942, Japan held most of Southeast Asia and much of the western Pacific.

The attacks were a great military success. The attack on Pearl Harbor had badly damaged the United States. Yet it failed to destroy it and in fact led directly to U.S. entry into the war. The United States joined Nationalist China and allies in Europe in a combined effort to defeat Japan. At the same time, Hitler made another miscalculation. Believing the Americans would not be able to fight effectively in both Europe and the Pacific, he declared war on the United States.



The USS *Shaw* explodes, one of the many ships destroyed by the Japanese during their attack on Pearl Harbor.

**The Allies Advance**

The Axis Powers—Germany, Italy, and Japan—began 1942 in a strong position. By the end of the year, however, the major Allies—the United States, Great Britain, and the Soviet Union—were making progress toward the goal of forcing the unconditional surrender of their enemies.

LESSON 2 SUMMARY, *continued***The Tide Turns**

The first German setback occurred in North Africa. In the summer of 1942, British forces stopped the advance of German general Erwin Rommel at El Alamein, in Egypt. In May 1943, British and American forces drove German and Italians from North Africa entirely.

In the Soviet Union, Hitler insisted on fighting a bloody, costly campaign for the city Stalingrad. In a terrible battle that lasted from late 1942 into early 1943, Germany suffered a crushing defeat. The Soviets went on the attack, and Germans were forced to retreat. Hitler's forces were now on the defensive.

**The Asian Theater**

In the Pacific, American ships halted a Japanese advance in the Battle of the Coral Sea in May 1942. Then, on June 4, U.S. planes destroyed four Japanese aircraft carriers in the Battle of Midway. This one devastating battle left the United States with naval superiority in the Pacific.

By the fall of 1942, Allied forces were preparing to take back the Philippines. Meanwhile, U.S. Army, Marine, and Navy forces were pursuing the strategy of “island hopping”—capturing some Japanese-held islands and skipping others—and working ever closer to Japan. As the year closed, Japan's fortunes were fading fast.

**IDENTIFYING CENTRAL ISSUES**

The text uses the phrase *the tide turns* to describe the effect of German defeats in North Africa and the Soviet Union. Why do you think, after so many victories, a small number of defeats changed the course of the war for Germany?

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**MAKING INFERENCES**

Consider the strategy of island hopping employed by U.S. forces in the Pacific. Why do you think it made sense to the United States to leave some islands in Japanese hands?

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**REVIEW LESSON 2**

- Using the time line below, write a summary of the main events and trends of each year.



- ASSESSING** Using information from your time line, assess the situation facing the Allies in 1942. Be sure to discuss your impression of how or whether the situation had changed over the first few years of fighting.

## The Home Front and Civilians

## The Mobilization of Four Nations

National Archives and Records Administration (NWDNS-208-N-5704)

After the German invasion, entire factories were taken apart and rebuilt farther east. In 1943 over half of the Soviet national income paid for war materials, up from 15 percent in 1940. Soviet citizens had to make do with severe shortages of food and housing. Soviet women worked in industry and dug antitank ditches. The Soviet Union was also the only country in the war to use women in battle.

# The United States

This industrial effort created disruptions in society. New factories created boom towns, with resulting shortages of housing and schools. Millions of military members and workers moved across the



636 WORLD HISTORY

**LESSON 3 SUMMARY, *continued***

country. Included were African Americans who moved from the rural South to cities in the North and West in search of jobs. They often met hostility and racism. Even African Americans who joined the armed services served in segregated units.

On the West Coast, 110,000 Japanese Americans, 65 percent of whom were American born, also experienced unfair treatment. In a misguided attempt to protect security, the government forced them to leave their homes and businesses and live in special camps.

**Germany**

Early in the war, Hitler had protected public morale by not increasing arms production or cutting production of consumer goods. This was made possible by German victories and the plundering of conquered lands. With German losses in the Soviet Union and American entry into the war, the situation changed. Germany was forced in early 1942 to sharply increase wartime production. In July 1944, Germany began total mobilization of the economy. Schools, theaters, and cafés closed. By this time, however, nothing could save Germany from defeat.

Women had initially been largely kept out of the German job market. This position, too, changed during the war, as the need for labor increased. A relatively small number of women did join the labor force, however. The total number of employed women went from 14.6 million in May 1939 to 14.9 million in September 1944.

**Japan**

From the beginning, Japan's economy was highly mobilized. Government controlled all national resources. Traditional habits of obedience helped people endure tremendous sacrifice. The most notable example was the call later in the war for young men to train for suicide missions against U.S. ships. These suicide pilots were called **kamikaze**, which means "divine wind."

Japan resisted employing women, preferring instead to import female workers from China and Korea. Some Japanese women did go to work in textiles and farming, industries where women had traditionally worked.

**The Bombing of Cities**

In World War II, bombs fell on military targets, troops, and civilian populations.

**Britain**

Germany began bombing London in September 1940. Thousands were killed or injured in the **blitz**. British morale, however, remained strong, even when air raids spread to other cities. The British did, however, move millions of women and children to the countryside or to Canada or the United States.

**CONSTRUCTING AN ARGUMENT**

How do you think the service of African Americans could have been used as an argument for greater civil rights?

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**ANALYZING VISUALS**

Hitler had hoped his bombing of British cities would demoralize the people and lead to a British surrender. What does this photo suggest about that objective?

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British citizens take shelter from German bombing in a subway.

LESSON 3 SUMMARY, *continued*

**DRAWING CONCLUSIONS**

The British bombed German cities even though the bombing of British cities had caused terrible destruction and had failed to achieve the objective of demoralizing the people. Why do you think the British bombed cities?

**Germany**

The British stayed upbeat through the blitz, but their leaders also believed they could weaken German morale by bombing cities. Major raids on Germany began in May 1942. The Germans especially came to dread the use of incendiary bombs, which created terrible firestorms. On February 13–15, 1945, the fire-bombing of Dresden led to as many as 35,000 civilian deaths.

Bombing did terrible damage to Germany. Millions of buildings were destroyed, and a half million civilians died. Germans kept on fighting and working. By late in the war, however, the raids did make it difficult to supply and move troops.

**Japan**

By the end of the war, Japan’s air force had been almost completely destroyed. This left its crowded cities vulnerable to terrible damage. By the summer of 1945, many of Japan’s industries and one-quarter of its dwellings were destroyed.

In August 1945, United States president Harry Truman chose to drop the first atomic bombs on Japan. The blasts killed thousands of Japanese civilians.



**REVIEW LESSON 3**

1. Use the table below to record key information about World War II on the home front.

WORLD WAR II ON THE HOME FRONT				
United States	Great Britain	Soviet Union	Germany	Japan

2. **IDENTIFYING CENTRAL ISSUES** Use the information from your chart to write an essay on the following prompt on a separate sheet of paper: Is it a reasonable or acceptable aspect of war to impose heavy costs on or actually target civilians in attacks? Why or why not?

# WEEK 4: World History (Target)

**DIRECTIONS:** Download or print a copy of this document. Use workbook pages 639-644, scan the QR code with your phone, or follow the link [https://drive.google.com/drive/folders/1-77om5QYq7sQ6zRW\\_nv3KNAL9VAGiP](https://drive.google.com/drive/folders/1-77om5QYq7sQ6zRW_nv3KNAL9VAGiP) to read the necessary passages. DO NOT answer the questions on the workbook pages themselves. **When you have finished, turn in by uploading to Focus or Teams, emailing me, or dropping off at school.** Please take a good photo if you plan to send an image of your work!



**Email or send a Remind if you have any questions!**

**DUE DATE: Monday, 4/27/2020.**

**Overview:** This week we will examine some of the atrocities committed during World War II, and the events that brought the conflict to a close.

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

Learning Goals/Standards:

- 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 post-war plans of the Allied leaders.
- SS.912.W.7.11: Describe the effects of World War II. (Human toll, financial cost, physical destruction, emergence of new superpowers, United Nations.)

## **Lesson 5: World War II Ends**

Learning Goals/Standards:

- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.9: Identify the wartime strategy and post-war 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. (Human toll, financial cost, physical destruction, emergence of new superpowers, United Nations.)
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.

## WEEK 4, Lesson 4: The New Order and the Holocaust – 18 points

### PART I: Vocabulary - Read for understanding.

Important terms in text order:

**Adolf Hitler** – leader of the Nazi party and Germany

**Aryan** – the blond-haired, blue-eyed race that Hitler considered superior to all others

**Occupation** – to have a military from another nation controlling your nation.

**Concentration camps** – places where Nazis forcibly relocated populations of people they wished to use for labor.

**Extermination/Death camps** – camps where people from concentration camps were moved to kill them using poison gas.

**Heinrich Himmler** – Nazi leader who designed the Final Solution for Hitler.

**Final Solution** – the genocide of the Jewish people

**Genocide** – the deliberate killing of a large group of people usually due to a shared political or cultural idea.

**SS** – Real title is “Schutzstaffel.” Elite Nazi military force known for their brutality and devotion to Adolf Hitler

**Einsatzgruppen** – Nazi mobile killing squads

**Ghettos** – enclosed districts in cities that isolated Jews from the non-Jewish populations

**Shoah** – Jewish term for the Holocaust. Means “total destruction.”

**Roma** – also known as gypsies. This population migrated around Europe doing seasonal labor (like harvesting crops) and entertainments like dancing and singing.

**Collaborators** – Citizens of nations outside of Germany who cooperated with German policies and ideas.

**Anti-Semitism** – the hatred of Jews.

*Directions: Write the correct vocabulary term(s) above in each sentence. (1 point each)*

1. The \_\_\_\_\_ traveled into the Soviet Union with German forces to kill Russian Jews.
2. Himmler was the mastermind behind the \_\_\_\_\_.
3. The German \_\_\_\_\_ of Poland resulted in millions of Jews being sent to \_\_\_\_\_ to work in jobs that supported the Nazi war efforts
4. Although \_\_\_\_\_ weren't necessarily German, they embraced Hitler's ideas, particularly \_\_\_\_\_.

## PART II: Text Questions

*Directions: Read pages 642-644 in your workbook. See the directions on page 1 for options. For better understanding, circle or highlight vocabulary terms from Part I as you read. (2 points each)*

1. Who else was targeted besides Jews in the Holocaust?
2. Why didn't people believe the accounts of Nazi death camps?
3. Why do you think the Allies chose to focus their military efforts on ending the war rather than on ending the Holocaust?
4. What did Japan call its Asian possessions AND what did Japan do to the member nations?

## PART III: Image analysis

*Directions: Use the map to answer the following questions. (2 points each)*



5. Which two countries had the most camps?
6. Which country had the most extermination camps? Why do you think they were located there?

## WEEK 4, Lesson 5: World War II Ends – 21 points

### PART I: Vocabulary - Read for understanding.

Important terms in text order:

**Theater** – in war, the place where the fighting is occurring.

**Offensive** – To attack another nation with a large military force.

**D-Day** – major offensive by Allied forces (US, Britain and Canada) in France to push Nazi forces out.

**Counteroffensive** – Instead of defending from another nation's attack, choosing to attack them and putting them on the defensive.

**Battle of the Bulge** – German counteroffensive in Belgium when Allied forces were getting too close to the border of Germany.

**Liberate** – to free

**Partisans** - members of an armed group formed to fight secretly against an occupying force

**Manhattan Project** – Code name for a secret American project that developed the first atomic bomb

**Atomic bomb** – bomb that uses nuclear fission to create an immense explosion

**Arms race** - a competition between nations for superiority in the development and accumulation of weapons

**Ideological conflict** – a set of beliefs or values that opposes someone else's. There is no actual fighting.

**Cold War** – ideological conflict between the United States (democracy and capitalism) and The Soviet Union (communism).

**Joseph Stalin** – leader of the Soviet Union, also referred to as the USSR and formerly known as Russia

**Self-determination** – the desire for self-rule in a nation that is under the control of another country

**Nuremberg Trials** – after WWII, a series of trials for Nazis accused of participating in the Holocaust

**United Nations** - international organization that aims to maintain international peace and security

*Directions: Write the correct vocabulary term(s) above in each sentence.*

1. To end World War II in the Pacific, the United States created the \_\_\_\_\_  
\_\_\_\_\_ to develop the \_\_\_\_\_.
2. Although the Allied offensive known as \_\_\_\_\_ was successful, the German counteroffensive,  
\_\_\_\_\_, was not.
3. It would take months to \_\_\_\_\_ the concentration camps of Europe.
4. The United States and Britain wanted the Eastern European nations that the USSR freed from Germany to  
have \_\_\_\_\_, however Stalin disagreed and an  
\_\_\_\_\_ began.

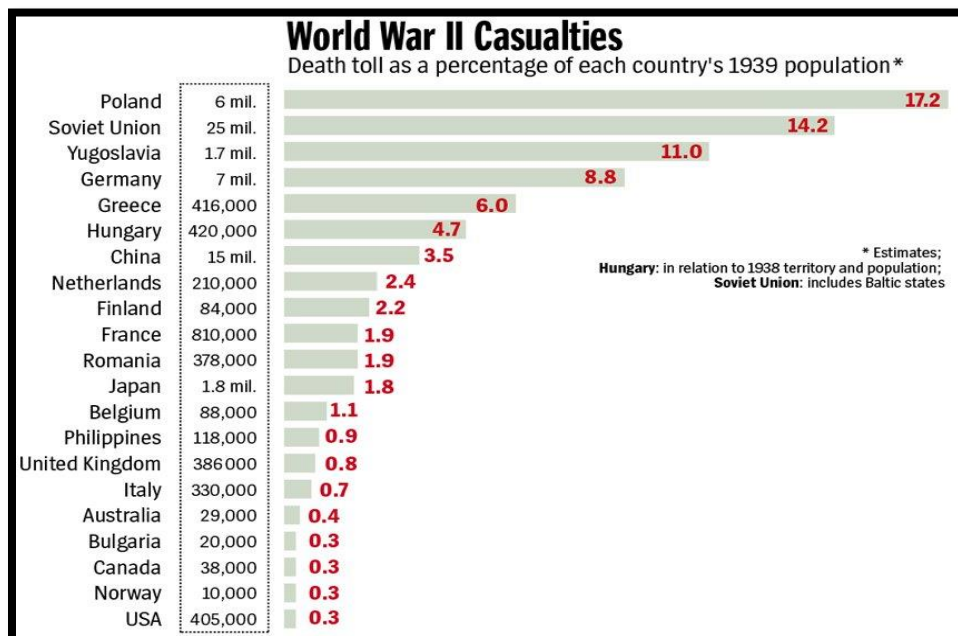
## PART II: Text Questions

*Directions: Read pages 639-641 in your workbook. See the directions on page 1 for other options. For better understanding, circle or highlight vocabulary terms as you read. (2 points each)*

5. Where did Russian and US forces meet in their push to drive Nazi forces back to Germany?
6. How did the experience of fighting the Japanese in World War I, influence Truman's decision to use the atomic bombs against Japan?
7. Why do you think President Truman's decision to drop the atomic bomb is considered controversial?
8. On what issues did the Allies disagree after the war?
9. On what issues did the Allies agree after the war?

## PART III: Image analysis

*Directions: Use the chart to answer the following questions. (2 points each)*



7. Which nation lost the greatest number of people in World War II?
8. Based on your knowledge, why did so many Polish people die in World War II?

## LESSON 4 SUMMARY

# The New Order and the Holocaust

SS.912.W.7.6, SS.912.W.7.7, SS.912.W.7.8, SS.912.W.7.9, SS.912.W.7.11

## The New Order in Europe

In 1942 Nazi-controlled territory stretched from the English Channel nearly to Moscow. In the lands east of Germany, Nazi rule was especially harsh. The Nazis regarded Slavic peoples, including Czechs, Poles, Serbo-Croatians, Slovenes, and Ukrainians, as an inferior race. They held scientifically faulty ideas about the so-called Aryan race, of which the Germans were leaders. Hitler's goal was to build a great Aryan empire. Toward this end, the Nazi SS removed Slavs in conquered lands and replaced them with Germans. One million Poles, for example, were forced to move to southern Poland to make room for Germans.

The invasion of the Soviet Union was meant to expand this program. After the war, Hitler dreamed, Poles, Ukrainians, and Russians would be forced into slave labor. Germans would then take over their lands.

By the summer of 1944, over 7 million Europeans were being forced to work in Germany. This represented 20 percent of the German labor force. Another 7 million were working for the Nazis in the conquered lands. The relocation of workers disrupted local industries and also strengthened resistance to Nazi **occupation**.

### MAKING INFERENCES

What can you infer about the conditions faced by the one million Poles who were relocated to southern Poland so that their land could be taken over by Germans?

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## The Holocaust

No aspect of the Nazi New Order was more terrifying than the deliberate attempt to exterminate the Jews. Racial struggle was a key element in Hitler's world of ideas. He saw it as a clearly defined conflict of opposites. On one side were the Aryans, who were the creators of human cultural development, according to Hitler. On the other side were the Jews, whom Hitler blamed for Germany's defeat in World War I and the Depression.

Himmler and the SS closely shared Hitler's racial ideas. The SS was given responsibility for what the Nazis called their Final Solution to the Jewish problem. The Final Solution was genocide of the Jewish people.

## The *Einsatzgruppen*

Within the SS, special strike forces called the *Einsatzgruppen* administered the Final Solution. After the defeat of Poland, these forces rounded up all Polish Jews and forced them into ghettos, where severe crowding and a lack of food made life nearly impossible. In spite of this suffering, Jews organized resistance.

## LESSON 4 SUMMARY, *continued*



Even survivors at Nazi camps suffered extreme hardship.

### IDENTIFYING CENTRAL ISSUES

Why do you think that more people in Germany and in the rest of Europe did not take steps to resist the Nazi murder of the Jews?

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In June 1941, the *Einsatzgruppen* received a new job: As the German army moved into the Soviet Union, SS death squads followed. They then rounded up and killed Jews and buried them in mass graves.

### The Death Camps

By these means, the *Einsatzgruppen* probably killed more than 1 million Jews. The Nazis, however, were not satisfied.

Beginning in 1942, Jews living in areas occupied by or sympathetic to Germany were gathered and forced into crowded freight trains. Their destination was one of six death camps the Nazis built in Poland.

The largest death camp was Auschwitz. About 30 percent of new arrivals there

were sent to labor camps where many were starved or worked to death. A few were used for terrible “medical” experiments. The rest were sent to gas chambers for execution. This killing continued throughout the war, even as Germany faced certain defeat.

### The Death Toll

The Germans killed approximately 6 million Jews from all over Europe, more than 3 million of them in death camps. Many others died in other concentration camps. Virtually 90 percent of the Jewish populations in Poland, the Baltic countries, and Germany were killed. Overall the Holocaust took the lives of two out of every three European Jews.

The mass slaughter of European Jews is known as *Shoah*—a Hebrew word meaning “total destruction.” Many Jews tried to resist. Friends and strangers also sheltered some Jews. A few diplomats saved Jews by granting exit visas. Denmark was able to save almost its entire Jewish population.

Not only Jews but also other ethnic and religious groups were targeted by the Nazis. For instance, Roma (also known as Gypsies) were sent to the camps, resulting in the death of about 40 percent of Europe’s Roma population. The Nazis also eliminated groups they considered enemies, killing the leading citizens of Slavic peoples and at least 3 or 4 million Soviet prisoners of war. Probably 4 million Poles, Ukrainians, and Belorussians died in slave labor camps, as well.

During World War I, the Allies had greatly exaggerated German atrocities. For this reason, some people did not believe the accounts of the death camps. Others simply pretended not to notice. Some **collaborators** actually helped Nazis hunt down Jews.

## LESSON 4 SUMMARY, *continued*

Nazi Victims	
Jewish Population of Europe	Non-Jewish Victims
<ul style="list-style-type: none"> <li>• 6 million killed, 3 million in death camps</li> <li>• Nearly 2 out of 3 European Jews killed</li> <li>• 90 percent of Jewish populations of Poland, the Baltic countries, and Germany killed</li> </ul>	<ul style="list-style-type: none"> <li>• 40 percent of Roma killed in death camps</li> <li>• Leading citizens of Slavic peoples arrested and killed</li> <li>• Likely 4 million Poles, Ukrainians, and Belorussians died in slave labor</li> <li>• At least 3 to 4 million Soviet prisoners of war killed</li> </ul>

**The Holocaust was the worst example of a widespread campaign of Nazi murder.**

The Allies were aware of the concentration camps and death camps, but they chose to focus on ending the war. Only after the war did the full extent of the horror and inhumanity of the Holocaust impress itself on people's consciousness.

## The New Order in Asia

Japan hoped to rely on its new Asian possessions to provide raw materials and markets for its manufactured goods. Japan organized its possessions into what it called the Greater East Asia Co-Prosperity Sphere. This community was meant to provide mutual benefits to all members. In fact, Japan exploited the region for its own needs. For example, in Vietnam, the Japanese took the rice crop by force to sell abroad. A million Vietnamese suffered starvation. Nationalists in the region had welcomed the removal of European colonial powers, but resentment of and in some cases resistance to Japanese rule grew during the war.

### ANALYZING STRATEGY

Why do you think the Allies chose to focus their military efforts on ending the war rather than on ending the Holocaust?

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### GIVING EXAMPLES

Explain the role of anti-Semitism in the Holocaust.

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## REVIEW LESSON 4

1. Complete the diagram to identify the causes and effects of the Holocaust.

CAUSE OF THE HOLOCAUST	EFFECTS OF THE HOLOCAUST

2. **ANALYZING INFORMATION** Use the information you collected in your table and from other sources to write an essay about the following prompt: What can people do to ensure that events like the Holocaust never happen again? Write your essay on a separate piece of paper.

## LESSON 5 SUMMARY

# World War II Ends

SS.912.W.7.7, SS.912.W.7.9, SS.912.W.7.10, SS.912.W.7.11, SS.912.W.8.2, SS.912.W.9.1

### CREATING VISUALS

Complete this graphic organizer to show the sequence of events leading up to the end of World War II in Europe.



### ANALYZING VISUALS

What factors could have made the landing at Omaha Beach so difficult for the United States forces charged with taking that objective?

## Last Years of the War

As 1943 began, the tide of war had turned against the Axis. Germany, Italy, and Japan were all on the defensive.

### The European Theater

After driving Axis forces from Northern Africa in May 1943, the Allies invaded Sicily and then, in September, the Italian mainland. German forces rushed to defend Italy, but the Allies captured Rome on June 4, 1944.

Just two days later, the Allies launched a long-planned invasion of France. On June 6, 1944—D-Day—Allied forces under U.S. general Dwight D. Eisenhower crossed the English Channel and landed on the beaches of Normandy. At a terrible cost, soldiers fought their way ashore and then pressed inland. By August 1944, Paris was free. From there, the Allies continued to drive the Germans out of France.

The German retreat was interrupted in December by a counteroffensive, called the Battle of the Bulge. Both sides suffered heavy losses, but by January 1945, the Germans had failed. The Allies resumed the attack. They crossed the Rhine River in March 1945. At the end of April, at the Elbe River, they met the westward-marching Soviets, who had driven the Germans out of the Soviet Union, across Poland, and back into Germany.



U.S. forces stormed this beach—code named “Omaha”—on D-Day, June 6, 1944.

## LESSON 5 SUMMARY, *continued*

As they closed in on the German capital of Berlin, the Allies liberated Nazi concentration and death camps. The Nazis had destroyed some of the evidence, but what remained was enough to tell the horrible story of the Holocaust.

On April 30, Hitler committed suicide. Two days earlier, Mussolini had been killed in Italy by **partisans**, or resistance fighters. On May 7, 1945, Germany surrendered. The war in Europe was over.

## The Asian Theater

In 1943, the United States went on the offensive in the Pacific, using an island-hopping strategy. In 1945 the conquest of Iwo Jima and Okinawa gave the Allies key bases for attacking Japan itself. Both conquests, however, had involved terrible losses. The prospect of an invasion of Japan was a chilling one.

Harry S. Truman had become president in April 1945 after Franklin Roosevelt died in office. Truman learned that scientists, including Enrico Fermi, had been pursuing a secret American program called the Manhattan Project to build an atomic bomb capable of tremendous destruction.

In the summer of 1945, the United States had two atomic bombs ready for use. Truman believed an invasion of Japan would cause heavy casualties. To avoid paying this price, Truman decided to use the bombs. The first bomb was dropped on Hiroshima on August 6. Of the city's 350,000 residents, 190,000 died in the blast or from the effects of radiation released by the bomb. Three days later, the United States dropped the second bomb on Nagasaki. Again the destruction was massive. The bombs produced the desired result: On August 14, Japan surrendered unconditionally.

World War II was at last over. Seventeen million people had died in battle. Perhaps 20 million civilians were dead. Some estimated the total dead as high as 60 million.

The world had also entered the Nuclear Age. The Soviet Union tested its first atomic weapon in 1949. This triggered an arms race with the United States that lasted 40 years.

## Peace and a New War

Following the war was a period of political tension called the **Cold War**. It was an ideological conflict between the United States and the Soviet Union that lasted until the late 1980s.

The Cold War had its roots in World War I. In early 1945, the defeat of Germany loomed. The Soviets did in fact occupy Eastern Europe. Stalin saw this region as a barrier to any future European attacks on the Soviet Union. He intended to install Soviet-dominated governments there. The United States and Great Britain wanted freedom and self-determination for Eastern European peoples. This disagreement troubled the Yalta conference between the Soviet, American, and British leaders in February and the Potsdam conference in July.

## MAKING CONNECTIONS

How did the experience of fighting the Japanese in World War II influence Truman's decision to use the atomic bombs against Japan?

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## EVALUATING

President Truman's decision to use the atomic bomb has been widely discussed and debated. Why do you think some people see controversy in his choice?

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LESSON 5 SUMMARY, *continued*

**MAKING INFERENCES**

Joseph Stalin wanted the nations of Eastern Europe to serve as a buffer against European aggression. What does this imply about Soviet plans for Eastern Europe after the war?

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Areas of Allied Cooperation	
War Crimes Trials	<ul style="list-style-type: none"><li>• Allies agreed on trials for leaders who committed crimes against humanity</li><li>• Nazi leaders tried in 1945 and 1946 in Nuremberg, Germany</li><li>• Trials also held in Japan and Italy</li></ul>
Establishment of United Nations	<ul style="list-style-type: none"><li>• Key goal of the United States and President Roosevelt</li><li>• Agreed to by Stalin and Churchill</li><li>• First meeting scheduled for San Francisco in April 1945</li></ul>

While the World War II allies argued over the fate of Eastern Europe, they did agree on a number of postwar issues.

The war ended with Europe divided. In March 1946, Winston Churchill, now out of office as British prime minister, spoke of an iron curtain dividing eastern and western Europe into two hostile camps. This hostility would continue for decades.



**REVIEW LESSON 5**

1. Complete the table below to record details of the major events that occurred leading up to and just after the end of World War II

THE END OF WORLD WAR II	
The End of the Fighting	Postwar Issues
In Europe	
In the Pacific	

2. **ASSESSING** Use the information from your table and from other sources to answer the following prompt: The aftermath of World War I in some ways helped set the stage for World War II. Can the same be said for World War II? Use a separate piece of paper to write your response.