SAVVAS

US History

INTERACTIVE

100% Aligned to the Mississippi College- and Career- Readiness Standards for Social Studies
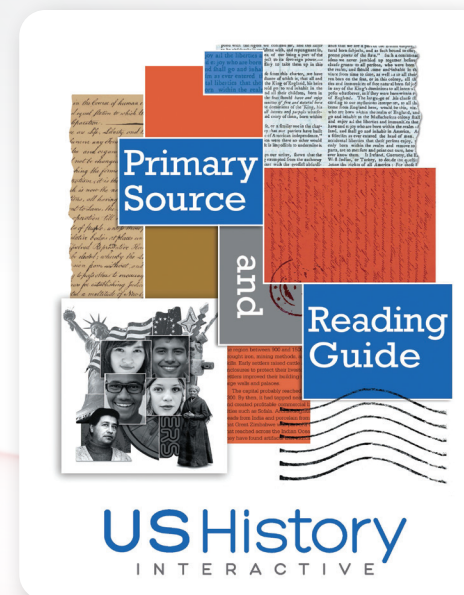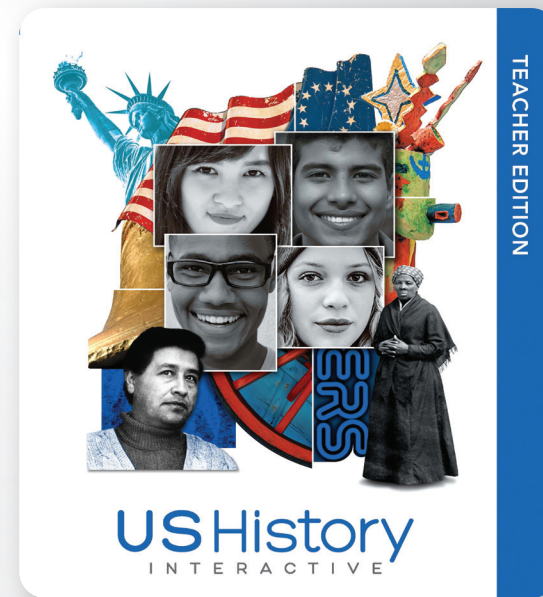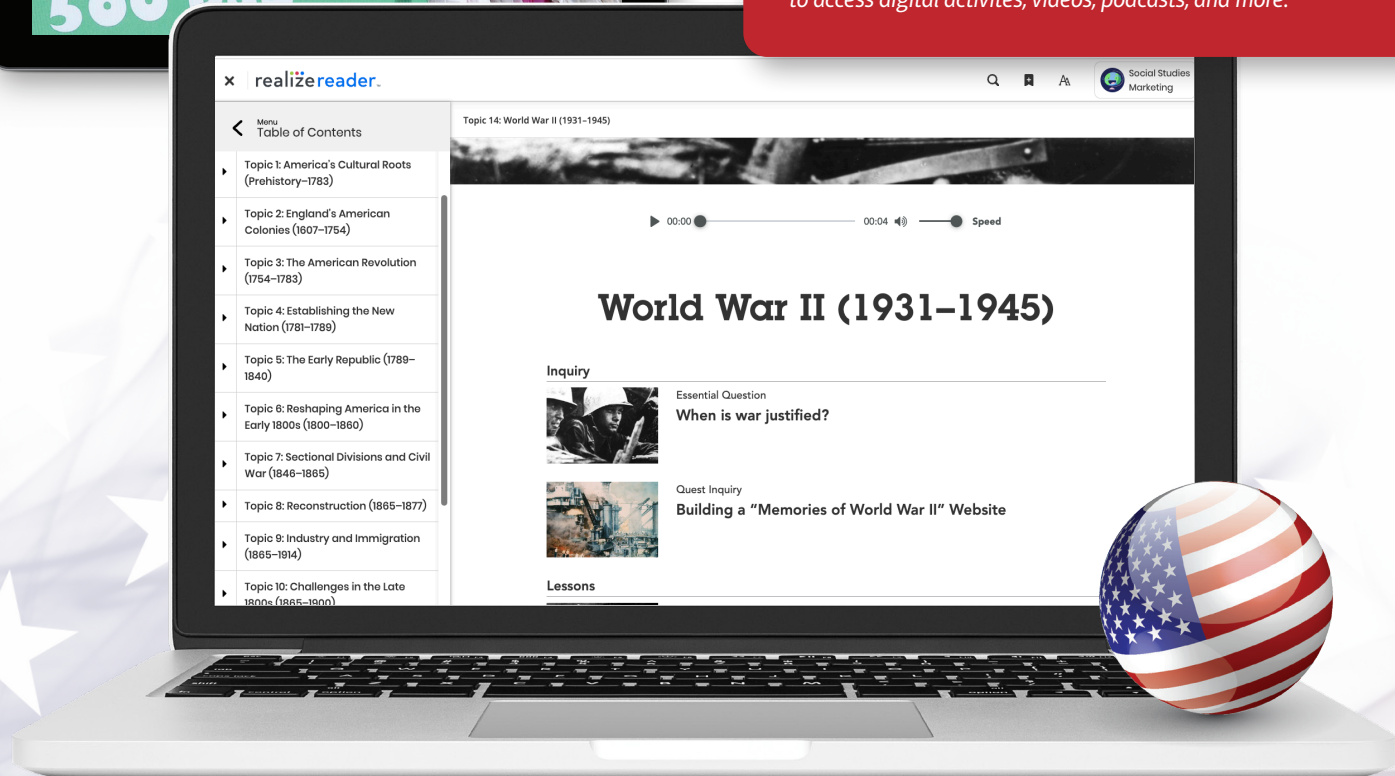
History Through Active Inquiry

Savvas *US History Interactive* asks students to question, inquire, and explore history from multiple perspectives. It promotes deeper investigation and social-emotional learning and brings history to the present day. History is more than the story of past events—it's the story of people, their decisions, emotions, and viewpoints. ***US History Interactive*** brings a modern lens to history based on the C3 Framework. It helps students become critical thinkers with valuable inquiry skills for college, careers, and civic responsibility.

Inquiry-based lessons emphasize a blend of print and digital multimedia. The print **Student Edition** has a magazine-style layout to promote reading and visual literacy. A **Primary Source** and **Reading Guide** workbook includes close reading strategies for both the textbook **an**d primary sources.

*Use **US History Interactive** on the **Savvas Realize™** platform to access digital activites, videos, podcasts, and more.*

TEACHER EDITION

realize reader.

Menu
Table of Contents

Topic 14: World War II (1931–1945)

00:00 ●———————— 00:04 ◀)) ——● Speed

World War II (1931–1945)

Inquiry

Essential Question
When is war justified?

Quest Inquiry
Building a "Memories of World War II" Website

Lessons

Primary Source and Reading Guide

US History INTERACTIVE

Gather and Evaluate Evidence

Create an active learning environment with inquiry-based learning. *US History Interactive* is built on a four-part inquiry learning model — connect, investigate, synthesize, and demonstrate.

Begin with a **Quest!**

Each topic opens with a **Quest Topic Inquiry** assignment to spark curiosity and investigation. Students will participate in civic discussions, document-based writing assessments, and project-based learning activities such as making websites or docudramas.
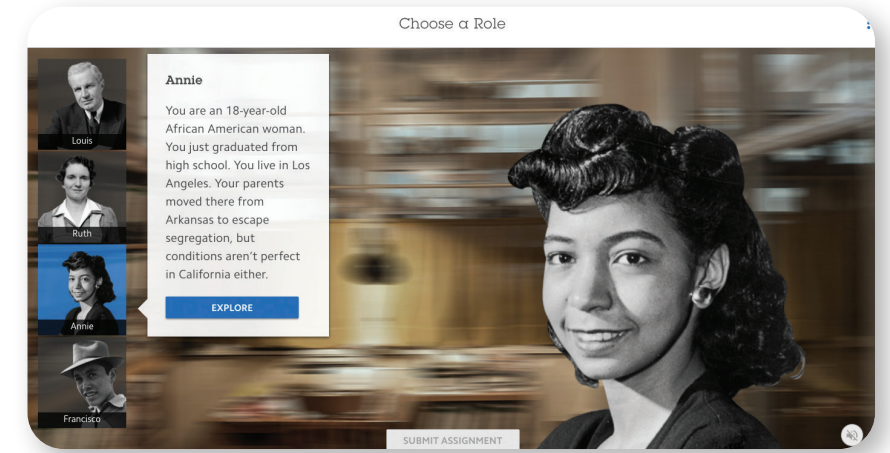
QUEST! INQUIRY

Building a "Memories of World War II" Website

What was it like to hear about the bombing of Pearl Harbor, to serve in the Army in Europe or the Navy in the Pacific? In this Quest you'll explore life during World War II and document three people's experiences on a website that you'll create.

STEP ❶
With your team, make a list of questions you want to answer about how the war affected people, then identify three individuals whose lives were deeply affected by the war.

STEP ❷
Research those three people to learn more about their experiences during the war.

STEP ❸
Tell the stories of these three people on your website as a tribute to the sacrifices they made during the war.

STEP ❹
Share your website with your classmates and community! Reflect on what you've learned about war, human resilience, and teamwork.

Investigations for All Students

Students will experience the story of the past in different ways, from different sources. Beyond the textbook, students will engage with digital interactives, videos, podcasts, speeches, songs, and more. Strategies are integrated at point of use in the **Teacher Edition** to facilitate active learning.
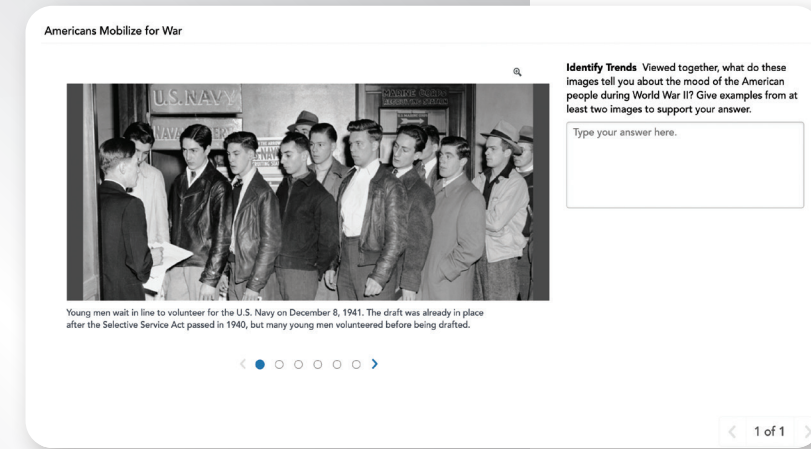
Choose a Role

Annie
You are an 18-year-old African American woman. You just graduated from high school. You live in Los Angeles. Your parents moved there from Arkansas to escape segregation, but conditions aren't perfect in California either.

EXPLORE

SUBMIT ASSIGNMENT

Americans Mobilize for War

Identify Trends Viewed together, what do these images tell you about the mood of the American people during World War II? Give examples from at least two images to support your answer.

Type your answer here.

Young men wait in line to volunteer for the U.S. Navy on December 8, 1941. The draft was already in place after the Selective Service Act passed in 1940, but many young men volunteered before being drafted.
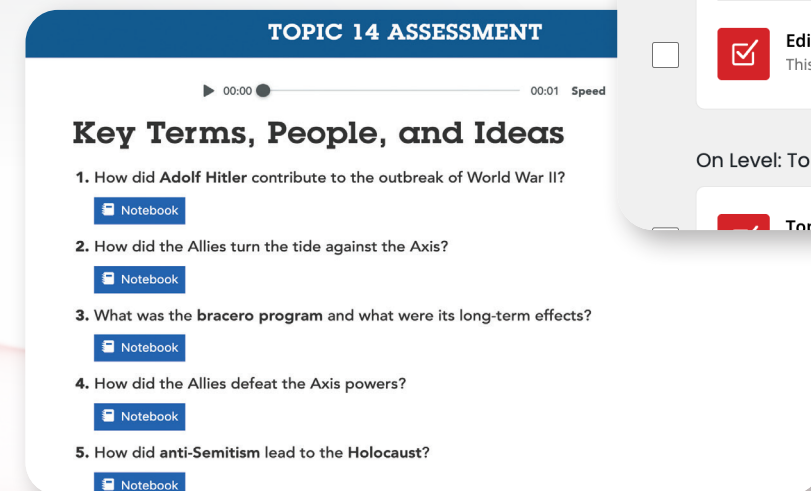
1 of 1

Assess Student Learning

Assess your students' progress with synthesis activities, remediated quizzes, and more. Leveled topic tests provide support for all learners.
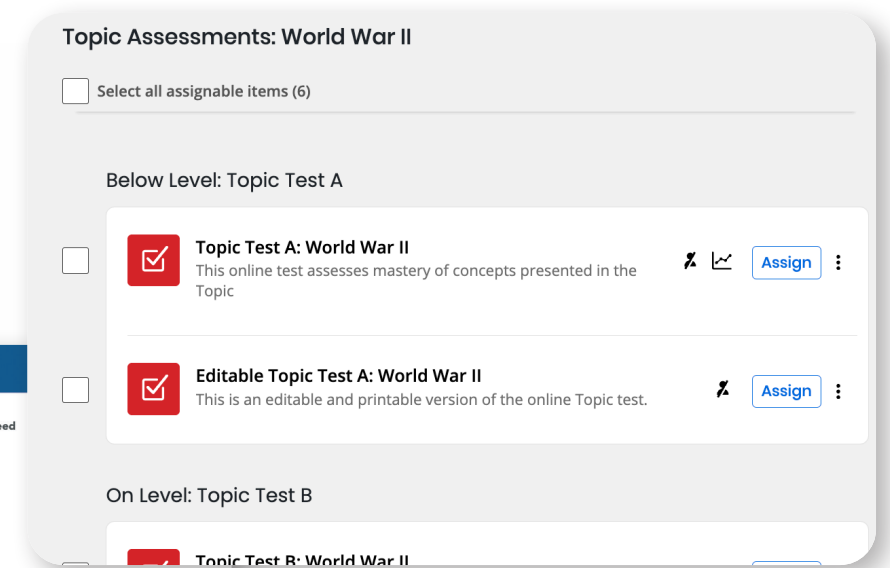
TOPIC 14 ASSESSMENT

00:00   00:01   Speed

Key Terms, People, and Ideas

1. How did **Adolf Hitler** contribute to the outbreak of World War II?
   Notebook

2. How did the Allies turn the tide against the Axis?
   Notebook

3. What was the **bracero program** and what were its long-term effects?
   Notebook

4. How did the Allies defeat the Axis powers?
   Notebook

5. How did **anti-Semitism** lead to the **Holocaust**?
   Notebook

Topic Assessments: World War II

Select all assignable items (6)

Below Level: Topic Test A

Topic Test A: World War II
This online test assesses mastery of concepts presented in the Topic
Assign

Editable Topic Test A: World War II
This is an editable and printable version of the online Topic test.
Assign

On Level: Topic Test B

Topic Test B: World War II

Connect to Students' Lives

Do students see themselves in the story? Make history relevant by connecting past events to their present experiences. Pop culture, multimedia, blogs, audio, and music create an emotional connection.

ESSENTIAL QUESTION When is war justified?

Spark inquiry for students with an **Essential Question** for each topic.

Make history personal with an exclusive **NBC Learn™ My Story Video** for students, available on **Realize**.

Topic 14

World War II
(1931–1945)

ESSENTIAL QUESTION When is war justified?

project **Imagine**

GO ONLINE for immersive experiences designed to help you feel the tragic drama of World War II through rich primary sources. Also access the eText, videos, Biographies, and other online resources.

American troops in Burma, 1944

Connections to Today

Water bottles, food wrap, earbuds—these everyday items all contain synthetic plastic and many of them eventually end up in the world's oceans. Scientists predict that by the year 2050, the oceans could contain more plastic waste than fish.

How did we get here? The plastics industry boomed during World War II, when plastics were used in parachutes, ropes, and tires. Their use quickly spread to non-military applications after the war. In this topic, you'll read about other technologies developed during the war.

NBC LEARN

Hear about one American's experience in World War II.

BOUNCE to Activate My Story Video

671

Open each topic with an intriguing way to draw students in. Go online to access **Hook & Inspire! Connections to Today**, a teacher resource website with frequently updated content that ties the past and the present together.

Hook & Inspire! Connections to Today

Ignite students' interest by sharing these resources, which demonstrate connections between the past and present. Please be sure to preview all resources.

SCROLL TO LEARN MORE

World War II
The Miracle and Menace of Plastics

Plastics make many things in our lives possible, from ordering take-out food in convenient containers to undergoing safe surgeries with sterile equipment. After World War II, our use of plastic increased exponentially. In what ways

Cultivate civic responsibility. At the end of every topic, students **Take Action** on what they've learned.

Connections to Today

An activist dresses in plastic bags to raise awareness about their impact on the environment.

Take Action to Learn About Plastics

The crisis of war often spurs researchers to develop new technologies and innovations. These advances, born of necessity in a time of peril, often transfer into use in civilian life.

1. **Choose** one of the following technology-related topics:
   - **Medical Field:** Explore how single-use plastic medical devices impact health care and the environment.
   - **Recycling:** Research what happens to recycled plastic and the challenges and opportunities presented by recycling.
   - **Innovation:** Research new products that are emerging to replace common plastic products we use in everyday life.
2. **Ask Questions** Generate a list of questions about your topic. Perhaps you want to know more about how plastic is made or recycled, for example.
3. **Learn** about the topic by conducting research. Use online sources, magazines, interviews, government sources, and so on. Are there any major debates related to this topic? What are the arguments on each side? Take notes as you conduct your research and continue to generate questions as you learn more.
4. **Create a PSA** Create a radio Public Service Announcement (PSA). Your PSA should inform the public about the impact of plastics on people's lives and on the environment.

HOOK & INSPIRE

Stay Relevant and Current

US History Interactive helps students continually make connections to real-world, compelling topics. Easily integrate current events into your classroom with **Listenwise®** public radio stories. Access lesson resources and podcasts that combine listening skills practice and engaging content from across the curriculum.

Listenwise

Current Events
for Each Topic

Examine a current events story in every topic to stir debate and dig into complex issues.

Listenwise® is a registered servicemark of Listen Innovation Inc.

Listenwise

Bring the power of public radio to your classroom!

United States History

Topic 1: America's Cultural Roots (Prehistory–1700) ▸

Topic 2: England's American Colonies (1607–1754) ▸

Topic 3: The American Revolution (1754–1783) ▸

Topic 4: Establishing the New Nation (1781–1789) ▸

Topic 5: The Early Republic (1789–1855) ▸

Topic 6: Reshaping America in the Early 1800s (1800–1860) ▸

Current Events
See All

Search Current Events | Search

September 6 Most Recent
Weird News: Young Skateboarder Shreds World Record

September 4
Debate: Should Masks Be Required by Law?

September 3
30th Anniversary of the Americans With Disabilities Act

September 2
Zoos Reopening

Listen to the Latest News

• Aligned to Topics

• Improve Listening and Literacy Across the Curriculum

• Access to Daily Public Radio Stories

Interactive Digital Learning

Study the past through 21st century technology. Take history from the pages of a textbook to a virtual walk through Manzanar.

Digital **Interactives**

Bring history to life with digital activities followed by formative assessment questions.
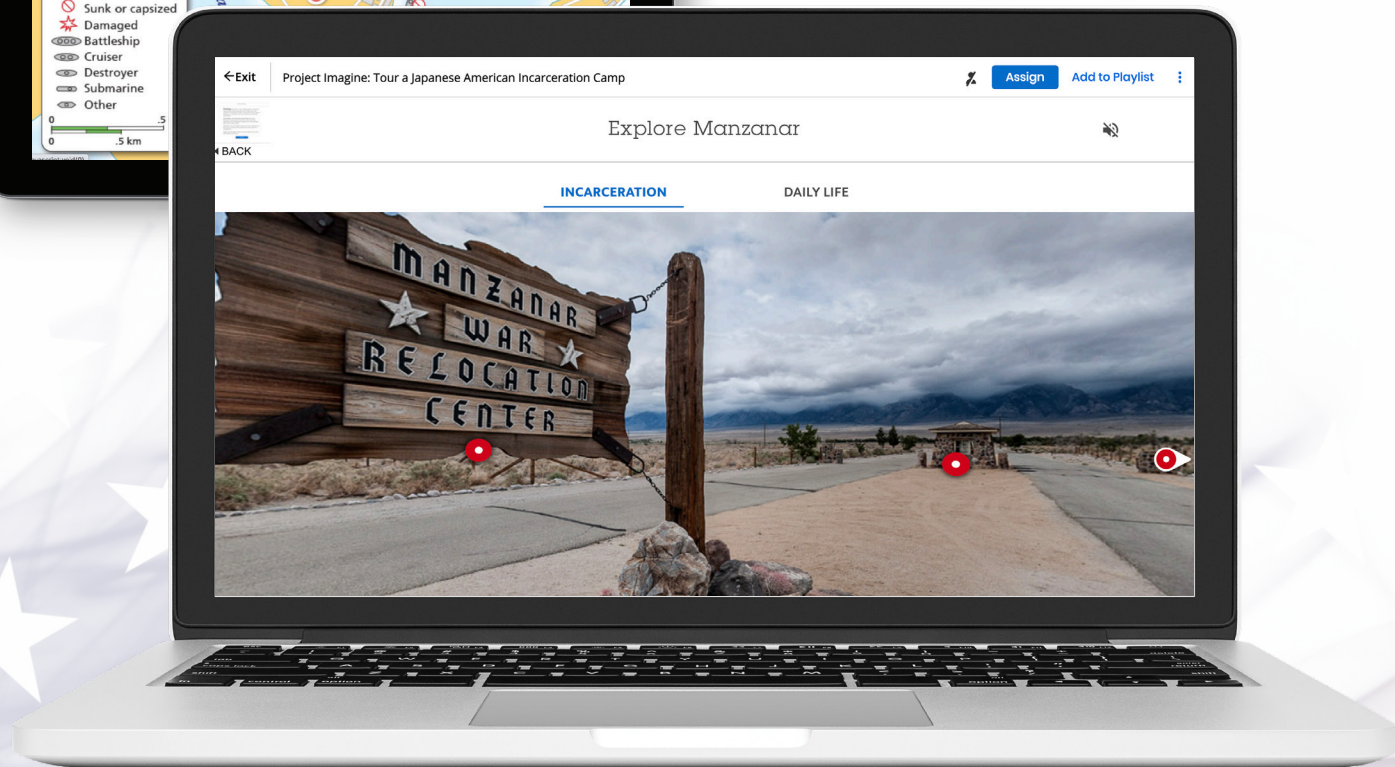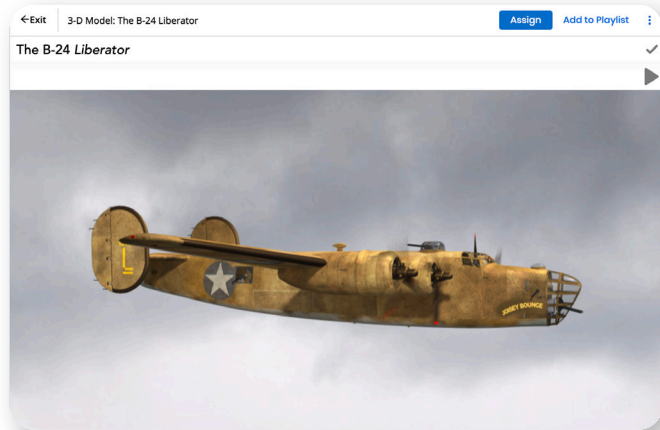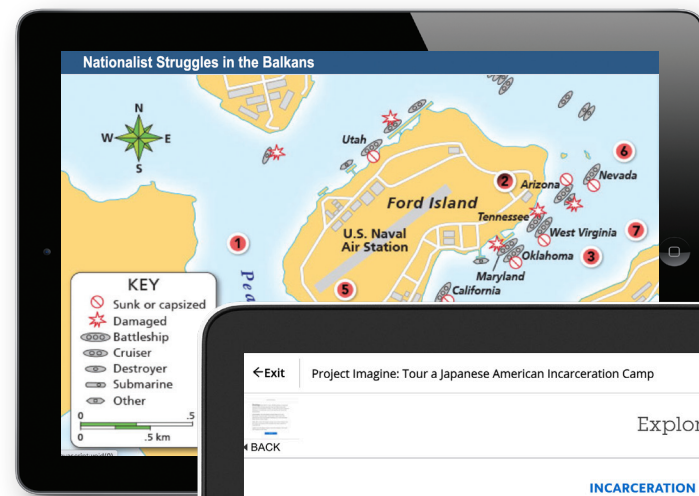
Purposeful **Video**

Flip your classroom with a video for each lesson in the textbook. Three-minute videos hosted by a master teacher provide a preview or review of lesson content.

Access all digital materials on **Savvas Realize™,** a powerful learning management system that works for you. Easily assign content, grade students' work, create customized playlists, and more.

Analyze Primary Sources in Depth

Is she a credible witness? Is he a reliable source? Primary sources are woven throughout *US History Interactive* to help students piece together the story and get at the truth.

Home Front Experiences

As American servicemen and -women died on battlefields thousands of miles from home, people on the home front desperately searched for ways to help the war effort. The first excerpt below is from an essay written for a magazine contest by an African American woman who gave up a modeling career to work in a war factory. The other is a letter to First Lady Eleanor Roosevelt from an African American mother who answered the call to give blood, only to be turned away by the Red Cross. **As you read, compare the experiences of these women as they sought to contribute to the home front war effort.**

YOUR BLOOD CAN SAVE HIM

>> The American Red Cross handed out these pamphlets to encourage people to give blood during the war.

Primary Source 1

"What My Job Means to Me," Leotha Hackshaw, *Opportunity*, 1943

In order to make eight o'clock time at the plant in Long Island I had to get up at five-thirty in the morning. Before going to work I had to bathe and dress my two-year old son, prepare his breakfast and then get myself ready to leave my home in the Bronx. The girl who cared for the baby during the day was due to arrive at seven but she rarely put in an appearance before seven-thirty. As a result . . . I always arrived at the time clock gasping for breath and would remain a bundle of nerves for the rest of the day. . . .

. . . I went to work for the Army Ordnance inspecting finished binoculars. I was one of eight inspectors in the plant and the only Negro. I remember the morning I reported to the plant. Everyone was too surprised and curious to say much. Many

of them had never worked with a Negro before. With them as with me it was a question of adjusting to each other. . . If anyone had expected a riot between the white girls (mostly Irish-American) and the incoming Negro girls they must have been disappointed. No interest was shown whatever. The company workers were very friendly to me.

☑ **DRAW INFERENCES** On Ms. Hackshaw's first day, how did the reaction of her coworkers seem to make her feel?

. . . [I]t never fails to stir me with the thrill of knowing that I am doing something worthwhile in the winning of the war. Every binocular becomes a symbol to me; a symbol of the freedom and liberty the world possessed so recently and which it would possess again. It means something else besides. It is the "open sesame" [magic words used in stories that allow a door to open] which takes me back to the historical beginning of the Negro in these United States. Before my eyes the first slave-ship landed in Jamestown in 1619. I see them sold on the block. I see the whip fall and

☑ **ANALYZE INFORMATION** Did Ms. Hackshaw's family situation make it easier or more difficult to take a job in a war factory? Why?

hear the lash amid the cries of families torn apart forever. . . . I see a black man, a slave, go down in death and in history to be known as the first American to fall in the American Revolution. . . . And soon I hear a great man proclaim the black man FREE! a result of being free these men and do the things that free men . . . On and on they pass before my

eyes, achieving and proving their worth. Until today I see over one million black men in the armed forces of the country.

☑ **ANALYZE STYLE AND RHETORIC** When Ms. Hackshaw talks about "the first American to fall in the American Revolution," she is referring to Crispus Attucks, who was killed during the Boston Massacre in 1770. What is Ms. Hackshaw's purpose in mentioning Attucks?

[Primary] Source 2

[Letter] to Eleanor Roosevelt from Sylvia [Tucker], Detroit, Michigan, 1941

[Dear Mrs. Roosevelt,]

[I was sho]cked . . . and grieved to learn that [the eter]nal color question" was paramount [of grea]test importance] to the grave war [situatio]n. After explaining . . . that both my [son wil]l be eligible for Military Service [in a few m]onths, prompted my offer, . . . [I] [was ur]ged . . . [the doctor] to accept my [blood an]d place it in a container and label it [Negro B]lood" and after due process make [it availa]ble for some Negro mother's son, [who lik]e his white American brothers-in-[arms mu]st face shot and shell and death as [these th]ings know no "color line." I begged [and plea]d to this—I would have paid for the [blood te]sting, if need be. . . . I fear that the [tragedy]may come when all blood—white or [black—m]ay be needed—so many, many [will dep]end upon it! . . .

☑ **IDENTIFY AUTHOR'S POINT OF VIEW** What is Sylvia Tucker's point of view regarding African Americans giving blood?

This is not a letter of hate, despite the disappointment and bitterness and humiliation I suffered at the Red Cross on last Thursday—rather, it is an appeal for immediate mutual understanding and goodwill and the exercise of "the brotherhood of God and the fellowship of Man." The American Red Cross holds the destiny of thousands of human being[s], white and black,—make them understand that "We are Americans, too," and we want to make the blood sacrifice [donate blood]—we must make the blood sacrifice not only for the present "5%" [the percentage of the armed forces that, in December 1941, was made up of African American soldiers] but for the vast percentage of soldiers that must be called and must face the Hell of War before this conflict is over.

[ASS]ESSMENT

[Use] to cite specific evidence from the sources as [answ]er the following questions.

1. [Draw] Inferences What does Ms. Hackshaw's [statem]ent about Irish and African American girls at [the pla]nt reveal about prevailing attitudes related [to rac]e at the time?

2. [Under]stand Meaning What does Sylvia Tucker [mean]when she says "these things know no [color]line"?

[ONL]INE to access [primar]y sources

3. **Analyze Arguments** What argument(s) does Sylvia Tucker make to convince Mrs. Roosevelt that African Americans should be allowed to give blood?

4. **Compare and Contrast** How were Leotha Hackshaw and Sylvia Tucker's experiences the same? How did they differ?

5. **Predict** How might Sylvia Tucker have reacted to the last paragraph of the excerpt from Leotha Hackshaw's essay? Explain your answer.

14.5 The Home Front **717**

See a Different **Point of View**

Comparing Viewpoints pairs primary sources together around one event.

World War II (1931–1945)

PRIMARY SOURCE EXPLORATION

On the Front Lines in World War II

Introduction

Midway, Coral Sea, Iwo Jima, D-Day . . . the soldiers who fought in these and other historic battles of World War II are heroes who stood between us and a ruthless enemy who seemed to have little regard for human life. One way we can honor their sacrifices is to try to understand what it was like to serve on the front lines during the war. And one way we can do that is to read first-hand accounts from the soldiers themselves and to look at images taken during this epic struggle between two dramatically different worldviews. When we do, we soon realize that wars are not all about battles. A soldier's experience includes many different aspects of war.

Document-Based Writing Activity

Analyze the following four sources and then use information from the documents and your knowledge of American history to write an essay in which you

- Identify the different experiences described or shown in the sources.
- Evaluate how these experiences might have affected the nation in the years following the war.

Keep in mind that your essay should include an introduction, several paragraphs, and a conclusion. In the body of the essay, use evidence from at least three documents. Support your response with relevant facts, examples, and details. In developing your essay, be sure to keep these general definitions in mind:

- *Identify* means "to find out the defining elements of something."
- *Evaluate* means "to examine and judge the significance, worth, or condition of; to determine the value of."

Practice **Document-Based Writing**

Document-Based Writing Assessments for each topic are found in the **Primary Source and Reading Guide** workbook.

Primary Sources for Every Student

Help all students access primary sources with **Interactive Primary Sources.** Embedded questions equip students to think for themselves. Add in diverse perspectives from the **Project Imagine Primary Source Library**.

"Four Freedoms": Franklin D. Roosevelt

Introduction

In his State of the Union address to Congress on January 6, 1941, President Franklin D. Roosevelt stressed the danger that aggressive fascist powers presented to the United States. He urged the American people to support "those who are resisting aggression and are thereby keeping war away from our Hemisphere"—namely the Allies. At the end of his speech, Roosevelt sets out the ideals that he believed Americans should fight for: the Four Freedoms.

Primary Source

If you need extra support, click on the icon between the text.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

Determine Meaning Roosevelt explains that he is describing "essential human freedoms." How do the words *essential* and *human* help define his meaning of freedom?

Type your answer here.

New Jersey

|			
Photograph	Sandlot Baseball game, Newark	1915	**PI** Immigration, Define Your Identity as an American, Patrick
Poster	Atlantic City Postcards, Steel Pier, Atlantic City	1920	**PI** The 1920s, Enjoy the Roaring 20s
Postcard	Atlantic City Postcards, The Chalfonte-Haddon Hall Hotel, Atlantic City	circa 1920	**PI** The 1920s, Enjoy the Roaring 20s
Postcard	Atlantic City Postcards, Atlantic City	1923	**PI** The 1920s, Enjoy the Roaring 20s
Article	"A Negro in the CCC," Luther Wandall, *The Crisis*	August 1935	**PI** The Great Depression and the New Deal, See the New Deal in Action, Shenandoah
Photograph	Entrance to Lincoln Tunnel, PWA	unknown	**PI** The Great Depression and the New Deal, See the New Deal in Action, Hoover Dam
Telegram	Battle of the Bulge Telegrams, To family of Robert M. Cafarelli, North Bergen, New Jersey	January 22, 1945	**PI** World War II, Follow News from the Battle Front, 1944

Primary Sources for **Your State**

Connect primary sources to local places. Find a list of all primary sources organized by state to make history relevant.

Contextualize Learning with Immersives

Students can experience key points in history through the eyes of the people who lived it. Digital immersive activities create social-emotional learning experiences through primary sources. Award-winning **Project Imagine** content is available through the online course.
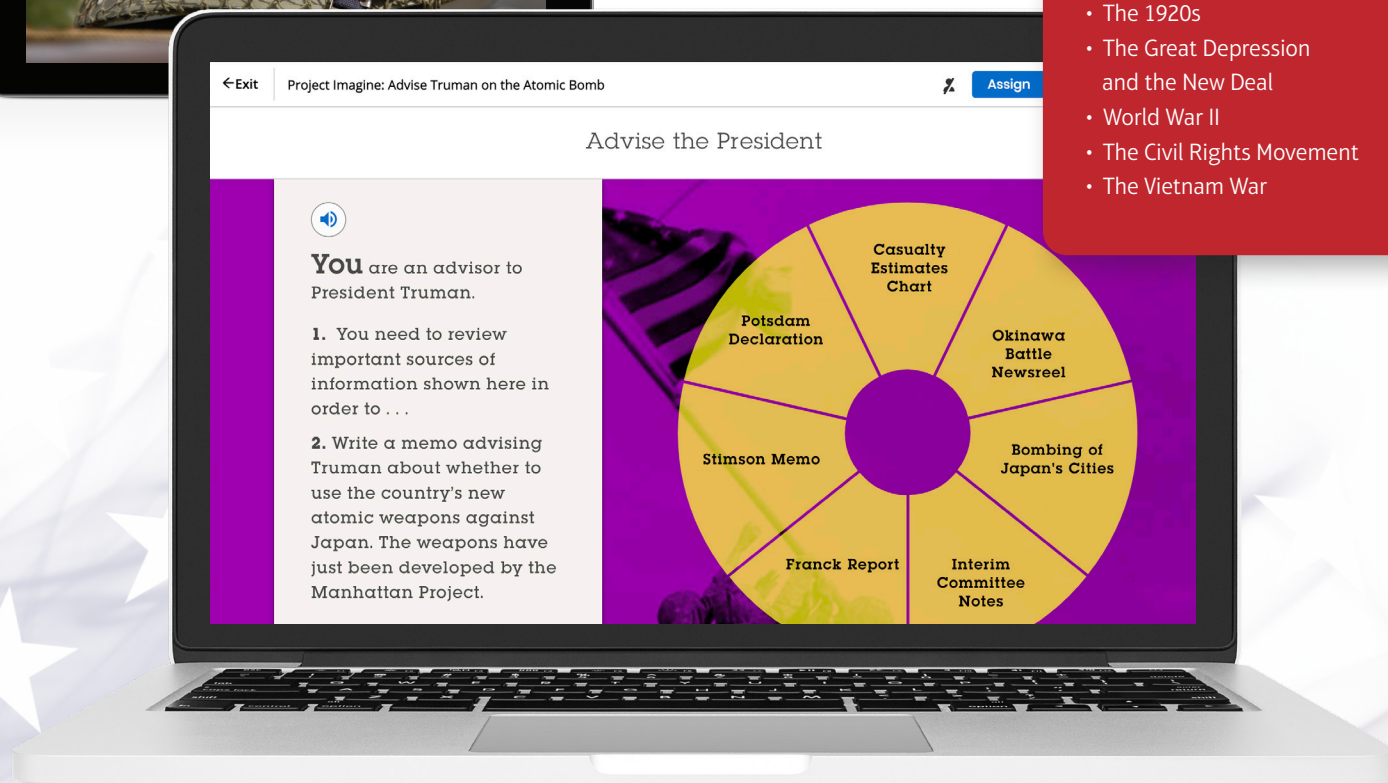
Bring History to Life

Project Imagine digital immersives give you flexibility to dive deeper into a topic:

- Immigration, 1870-1914
- The 1920s
- The Great Depression and the New Deal
- World War II
- The Civil Rights Movement
- The Vietnam War

Immersives Keep Students Engaged

Students are active participants as they step into the past. Immersive activities include opinion polls, 360-degree virtual explorations, role plays, and more.

Create a **Culturally Responsive** Classroom

Project Imagine covers content beyond the typical textbook – students will see themselves in history and learn about the past through diverse perspectives.

Built on **Primary Sources**

Hear history through the voices of the past. **Project Imagine** immersives include letters, newsreels, songs, and artifacts that provide multiple viewpoints.
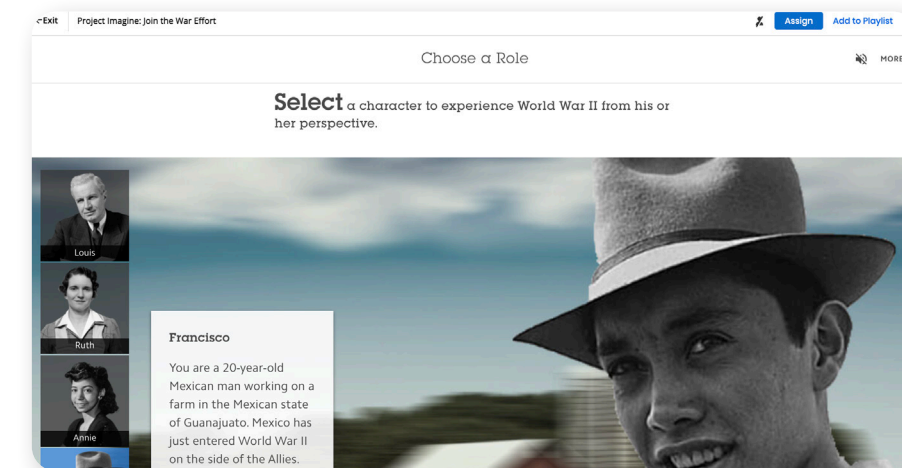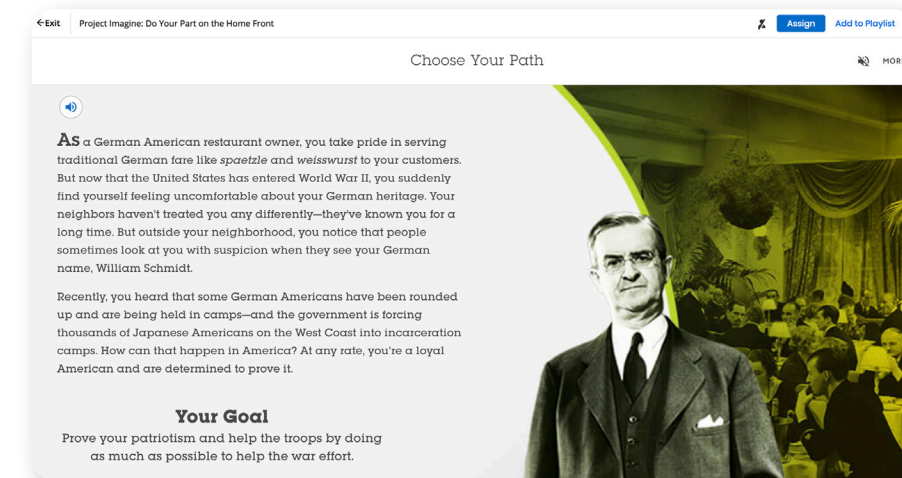
PRIMARY SOURCE DOCUMENT

D-Day Letter

Letter from George Montgomery, France, June 1944

Arline, my dearest -

Today is our 20th day in action, yet it seems like years. What has happened to me and my Battalion would be scoffed at, even in a 10 cent novel, as being impossible. Why the few of us left alive - are alive - is something to figure out in church. I've seen as many of my very best friends killed beside me. I just can't believe it is all really happening. I never in my wildest dreams knew such terror could grip your very soul. The business of landing deep in enemy territory and trying to hold the position **assaulted** and shelled from four sides until friendly troops break through it's something I hope they never ask me to do again.
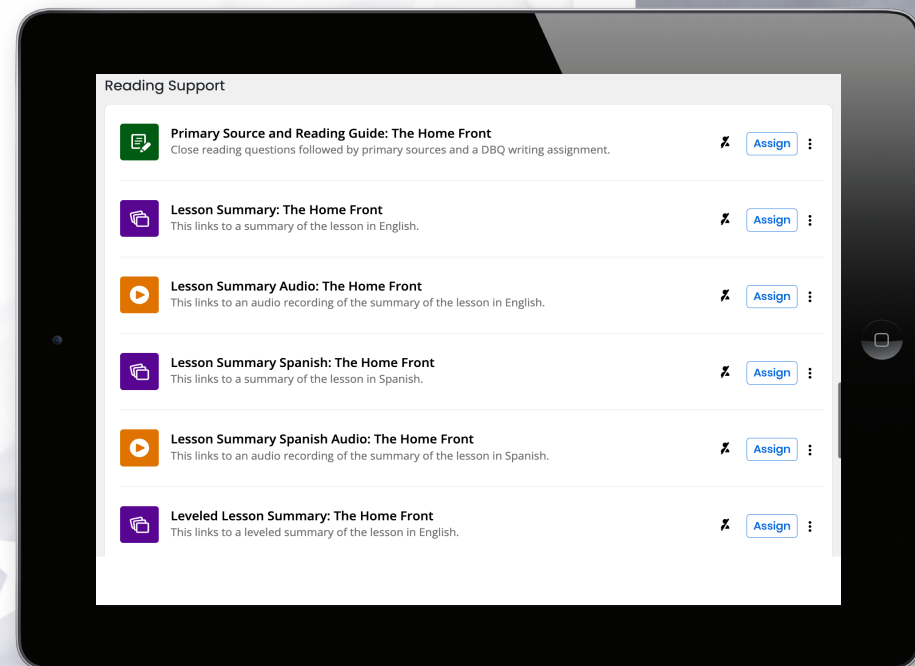
Support All Learners

Empower all students to access challenging content by supporting them with the skills they need to succeed.

Embedded Reading Support

The magazine-style print **Student Edition** won't overwhelm students, and it comes to life in the **Realize Reader™** eText. Read aloud audio and embedded leveled lesson summaries support all readers with challenging text.

Reading Support

Primary Source and Reading Guide: The Home Front Close reading questions followed by primary sources and a DBQ writing assignment.		Assign
Lesson Summary: The Home Front This links to a summary of the lesson in English.		Assign
Lesson Summary Audio: The Home Front This links to an audio recording of the summary of the lesson in English.		Assign
Lesson Summary Spanish: The Home Front This links to a summary of the lesson in Spanish.		Assign
Lesson Summary Spanish Audio: The Home Front This links to an audio recording of the summary of the lesson in Spanish.		Assign
Leveled Lesson Summary: The Home Front This links to a leveled summary of the lesson in English.		Assign

Two Levels of Support

On the **Realize** digital course, easily assign lesson summaries at two different reading levels, with read aloud audio available. Spanish lesson summaries are also available.

But Hitler was not through with Italy. After a small German airborne force rescued Mussolini from a mountaintop fortress, Hitler installed him as head of a puppet state in northern Italy. In the south, German military forces continued the fight against the Allies.

The invasion of Italy was a slow, grinding slog. Italy was crisscrossed with mountains and rivers. Heavy rains and mountain snows made combat difficult. Soldiers fought in ankle-deep mud. In the mountains, where tanks and heavy artillery were useless, Allied forces depended on mules to haul supplies up slippery and steep roads. To make matters worse, the Germans occupied the best defensive positions. Fighting continued until 1945. The Allies won battles, but none were important enough to end the war in Italy.

Allied Bombers Attack Germany Stalin continued his demand that Roosevelt and Churchill open a second front in France. While the Allies did not launch a massive invasion of France until 1944, they did open a second front of another kind in early 1942. From bases in England, Allied bombers launched nonstop attacks against Germany.

Flying by night in order to avoid being shot down in large numbers, British planes dropped massive amounts of bombs on German cities, including civilian targets. The goal of this **saturation bombing** was to inflict maximum damage.

By day, American bombers targeted Germany's key political and industrial centers. The goal of this campaign of **strategic bombing** was to destroy Germany's capacity to make war. A Nazi official later commented that "the fleets of bombers might appear at any time over any large German city or important factory."

The bravery and contributions of an African American fighter squadron known as the **Tuskegee Airmen** played a key role in the campaign, escorting bombers and protecting them from enemy fighter pilots. In more than 1,500 missions over enemy territory in Europe, the Tuskegee Airmen did not lose a single bomber.

Overall, though, the bombing missions cost the Allies dearly. Bomber crews suffered an incredibly high 20 percent casualty rate. But they successfully carried the war into Germany, day after day and night after night. This second front in the sky did indeed relieve some of the pressure on the Soviet armies on the Eastern Front and helped pave the way for an all-out Allied offensive.
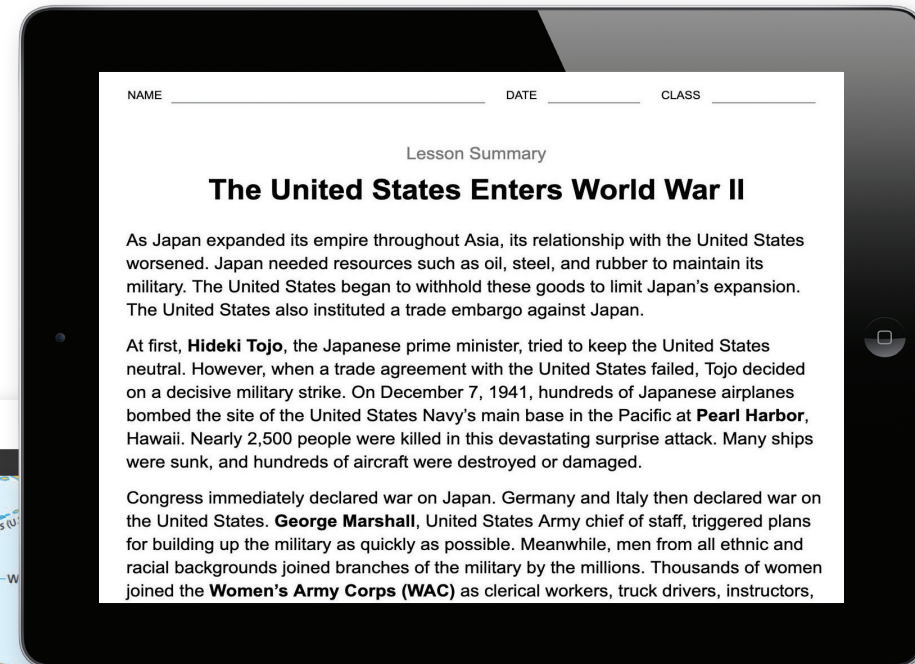
☑ **PARAPHRASE** What was the situation in Italy after September 1943?

BOUNCE to Activate 3D Model
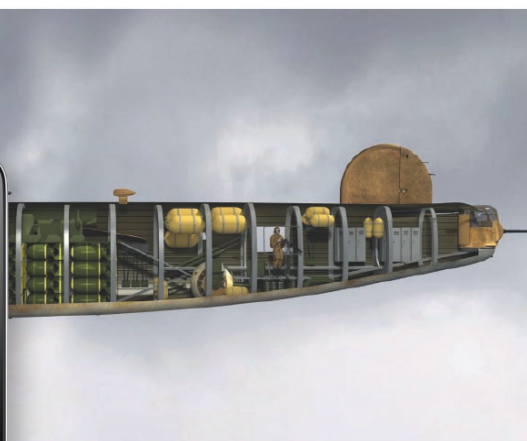
...-section, was the king of ...n previous planes and ...more bombs.

Battle of Midway

>> **Analyze Maps** Why was the location of Midway Island so significant? **Make Predictions** What impact would a Japanese victory at Midway have on the war in the Pacific?

Turning Points in the Pacific

While the Allies pursued their "Europe First" strategy, they did not ignore the Pacific. Through May 1942, Japanese forces continued to advance with seemingly unstoppable momentum. They had attacked American, British, and Dutch colonies, winning control of the Philippines, Malaya, Dutch East Indies, Hong Kong, Wake Island, Guam, and Burma. Then, the United States struck back. The American success at the Battle of Coral Sea in May 1942 served as a warning that the war in the Pacific was about to change.

Americans Triumph at Midway Admiral Yamamoto, commander of Japanese forces in the Pacific, knew that the United States Navy was a powerful threat. Before the Americans could retaliate for Pearl Harbor, Yamamoto sought to destroy American aircraft carriers in the Pacific. He turned his attention to Midway, an American naval base in the Central Pacific that was vital to the defense of Hawaii. Losing Midway would force American defenses back to the California coast. Yamamoto's ambitious plan entailed taking Midway and establishing a military presence in the Aleutians, a string of islands off the coast of Alaska.

What Yamamoto did not realize was that Admiral **Chester Nimitz**, commander of the United States Navy in the Pacific, knew the Japanese plans. U.S. Navy code breakers had intercepted Japanese messages. To meet the expected assault, Nimitz sent his only available aircraft carriers to Midway. The Japanese navy was stretched out across more than a thousand miles, from the Aleutians to well west of Midway. American forces were all concentrated near Midway.

The Japanese began their attack on June 4, 1942. In the **Battle of Midway**, the most important naval battle of World War II, the United States dealt Japan a decisive defeat. American torpedo planes and dive bombers sank four Japanese aircraft carriers, along with all 250 aircraft on board and many of Japan's most experienced pilots. The United States lost on... one aircraft carrier.

Midway was the turning point of the war in the Pacific, ending the seemingly unstoppable Japane... advance. Japan still had a powerful navy, committ... troops, and fortified positions. But Japanese forces would never again threaten Hawaii or dominate th... Pacific. Japan was now on the defensive.

Americans Take the Offensive The first Americ... offensive in the Pacific took place in August 1942,

14.4 A War on Two Fronts

Point-of-Use Support

The wraparound **Teacher Edition** provides you with scaffolding tools when you need it, including differentiation instruction, EL support, and more.

Guided Reading and Discussion

Predict Consequences Ask: What do you think the consequences will be of Nagumo's decision to call off the third wave of attacks? *(Students might answer that failing to destroy U.S. carriers would allow the U.S. to begin a counteroffensive much earlier than it would have been able to without the carriers.)*

Interpret What did Roosevelt mean when he referred to the date of the Japanese attack as one that would "live in infamy?" *(It would be forever recalled as the date of an evil act.)*

Be sure that students understand that the attack on Pearl Harbor was just one immediate reason for U.S. involvement in World War II. Discuss whether the U.S. would have become involved in the war if the attack on U.S. soil had not occurred.

NAME _____ DATE _____ CLASS _____

Lesson Summary

The United States Enters World War II

As Japan expanded its empire throughout Asia, its relationship with the United States worsened. Japan needed resources such as oil, steel, and rubber to maintain its military. The United States began to withhold these goods to limit Japan's expansion. The United States also instituted a trade embargo against Japan.

At first, **Hideki Tojo**, the Japanese prime minister, tried to keep the United States neutral. However, when a trade agreement with the United States failed, Tojo decided on a decisive military strike. On December 7, 1941, hundreds of Japanese airplanes bombed the site of the United States Navy's main base in the Pacific at **Pearl Harbor**, Hawaii. Nearly 2,500 people were killed in this devastating surprise attack. Many ships were sunk, and hundreds of aircraft were destroyed or damaged.

Congress immediately declared war on Japan. Germany and Italy then declared war on the United States. **George Marshall**, United States Army chief of staff, triggered plans for building up the military as quickly as possible. Meanwhile, men from all ethnic and racial backgrounds joined branches of the military by the millions. Thousands of women joined the **Women's Army Corps (WAC)** as clerical workers, truck drivers, instructors,

Assess Student Learning

Assess student knowledge in multiple ways for each lesson and topic, including differentiated content.

Circle or highlight the choice that best completes the statement or answers the question.

1. In what way did the Japanese attack on Pearl Harbor not fully achieve its goals?

   A. It divided public opinion in Japan.

   B. It was not a complete surprise.

   C. It did not destroy key aircraft carriers.

   D. It did not draw the United States into the war.

2. The Japanese attacked Pearl Harbor because they wanted to

   A. gain control of the Hawaiian Islands.

   B. destroy ships and planes that threatened their expansion efforts.

   C. make certain that the United States would stay neutral.

   D. demonstrate their support for Germany and Italy.

You need more practice with:

Explain why Japan decided to attack Pearl Harbor, and describe the attack itself.

Successfully completed:

Outline how the United States mobilized for war after the attack on Pearl Harbor.

Recall

Skill/Concept

Summarize the course of the war in the Pacific through the summer of 1942.

Topic **Review**

A review guide at the end of each topic pulls ideas together for students. Students engage with infographics, recap key information, complete critical thinking questions, and analyze a DBQ.

Remediated **Lesson Quizzes**

Each lesson ends with a quiz to test students' knowledge of the content. Students will receive personalized review strategies based on their responses.
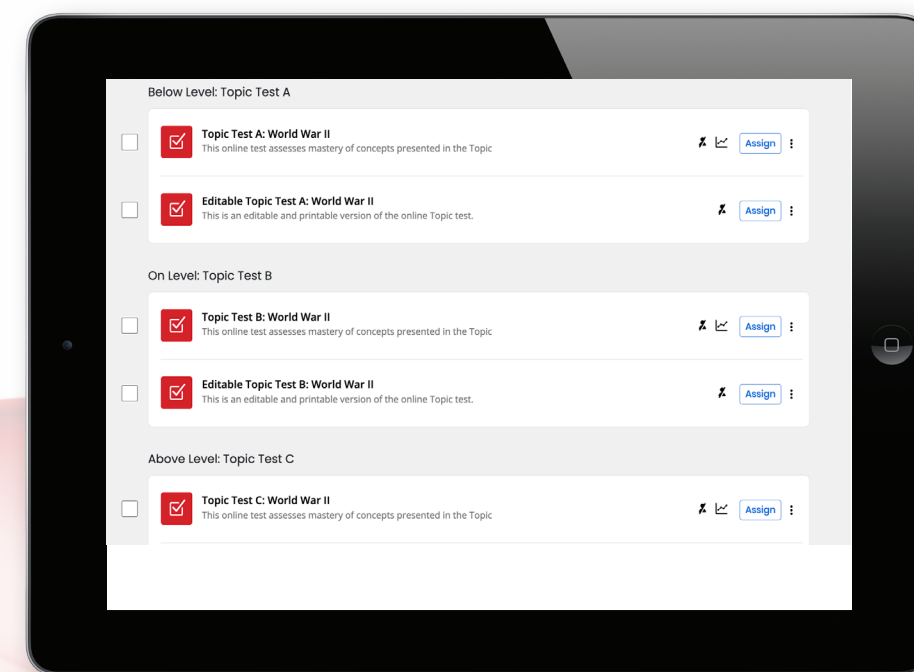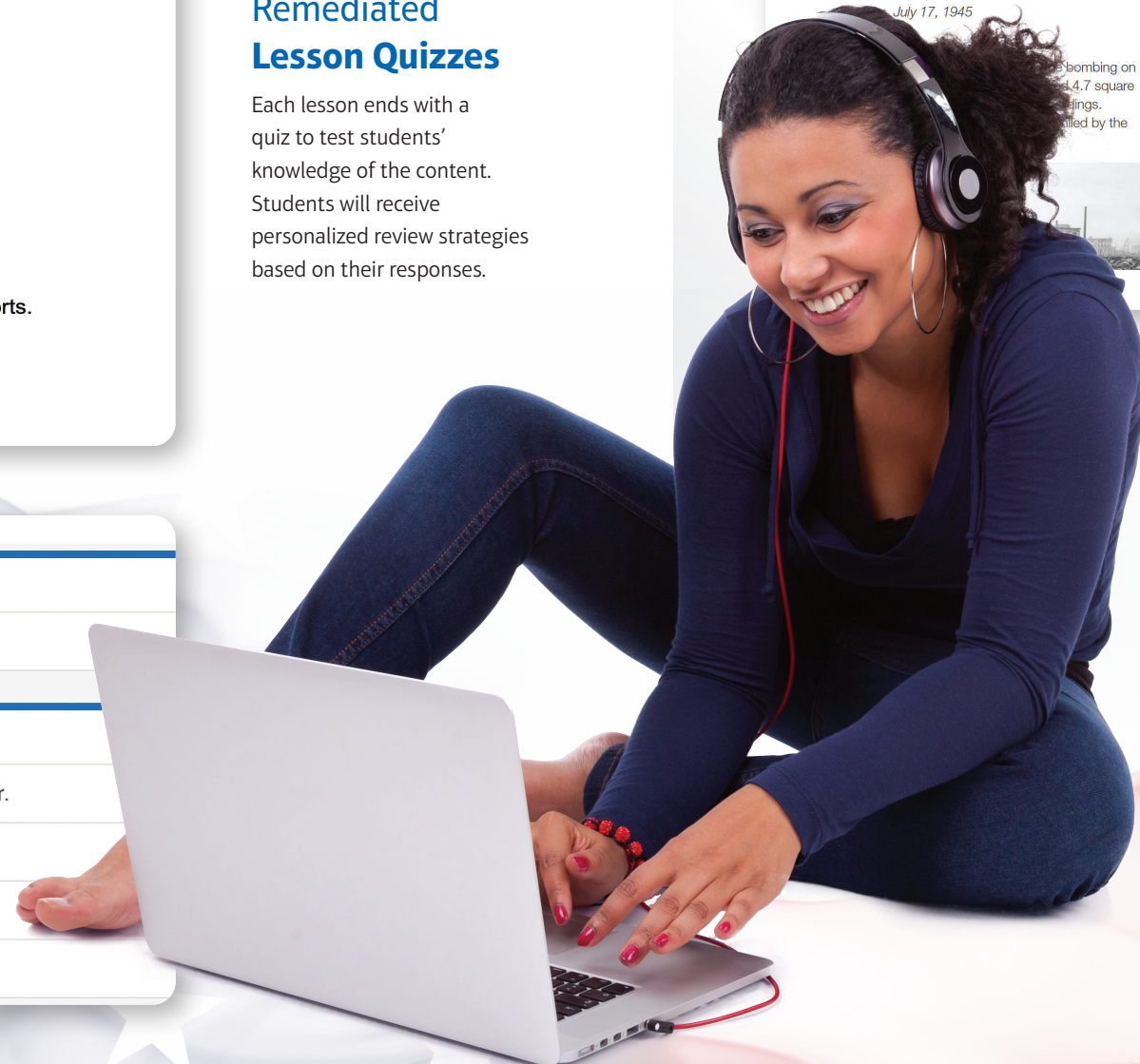
DOCUMENT-BASED QUESTIONS

President Truman's decision to use the atomic bomb against Japan continues to stir controversy. Read the documents below, then answer the questions that follow.

DOCUMENT A
This excerpt is from a petition signed by 154 of the scientists who developed the atomic bomb.

The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender. …

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development.
—*Leó Szilárd, Petition to the President of the United July 17, 1945*

about the effect on the war then in progress with Japan. … I asked Gen. Marshall what it would cost in lives to land on the Tokyo plain and other places in Japan. It was his opinion that 1/4 million casualties would be the minimum cost as well as an equal number of the enemy.

We sent an ultimatum to Japan. It was ignored. … Dropping the bombs ended the war, saved lives and gave the free nations a chance to face the facts.
—*Harry Truman, January 12, 1953*

DOCUMENT D
This excerpt is from a book written by a onetime historian for the Nuclear Regulatory Commission.

The use of atomic bombs was decisive in ending the war. After Hiroshima, the emperor for the first time came out unequivocally for surrender, and he soon intervened directly to persuade the cabinet to accept the Potsdam Declaration. …

Even without use of the atomic bombs, the war would probably have ended before an American invasion of Kyushu [one of Japan's main islands] became necessary. Conditions in Japan were steadily deteriorating before the atomic attacks and would have continued to worsen as the war dragged on. The destruction of cities from B-29 raids, diminishing food supplies, and decreasing public morale fostered enough discontent to worry the emperor and his advisers. …
—*J. Samuel Walker, Prompt and Utter Destruction, 1997*

19. The scientists who signed the petition believed that atomic weapons

    A. would not help bring the war to a quick end.

    B. should be used immediately to end the war.

    C. might be used if there was no other option.

    D. were too dangerous to use for any reason.

VISUAL REVIEW

Use these graphics to review some of the key terms, people, and ideas from this Topic.

Allied Leaders, World War II

WORLD POLITICAL	U.S. MILITARY
• Winston Churchill, Britain • Joseph Stalin, Soviet Union • Franklin D. Roosevelt, United States • Harry S. Truman, United States	**In Europe** • Dwight Eisenhower • George S. Patton • Omar Bradley **In the Pacific** • Douglas MacArthur • Chester Nimitz

Five Turning Points of World War II

1942	**Battle of Midway** halts Japanese expansion in the Pacific.
1942	**Battle of El Alamein** begins Allied offensive against Axis Powers in North Africa.
1942–1943	**Battle of Stalingrad** ends Nazi advances in Europe.
1944	**D-Day** invasion opens second front in Europe, paving way for final defeat of Germany.
1945	**Manhattan Project** develops atomic bomb, used to end war in the Pacific.

World War II Deaths, Selected Nations

COUNTRY	MILITARY DEATHS	CIVILIAN DEATHS
AXIS		
Germany	3,500,000	780,000
Italy	242,000	153,000
Japan	1,300,000	672,000
ALLIES		
France	213,000	350,000
Britain	264,000	93,000

Many Japanese Americans are incarcerated.

Topic Tests for Every Level

Three topic tests (Above Level, On Level, and Below Level) are available in an editable document, or assign to students directly through TestNav™.

Below Level: Topic Test A

☑ **Topic Test A: World War II**
This online test assesses mastery of concepts presented in the Topic   Assign

☑ **Editable Topic Test A: World War II**
This is an editable and printable version of the online Topic test.   Assign

On Level: Topic Test B

☑ **Topic Test B: World War II**
This online test assesses mastery of concepts presented in the Topic   Assign

☑ **Editable Topic Test B: World War II**
This is an editable and printable version of the online Topic test.   Assign

Above Level: Topic Test C

☑ **Topic Test C: World War II**
This online test assesses mastery of concepts presented in the Topic   Assign

Meet

SAVVAS realize ®

As a Mississippi teacher, you have a lot on your plate. You don't need a cumbersome platform tying up your time and frustrating your students. Enter Savvas Realize™–the most versatile LMS on the market, designed with you in mind. With **one login**, you can access everything you need — from standards-aligned content and customizable assignments to **rich student data** and powerful **class planning tools**. Shared learning playlists make collaborating with other educators a breeze. And a streamlined dashboard — with quick links and visual displays inspired by our teacher users — provides students, teachers, and district administrators alike, an **easy-to-navigate**, game-changing platform so that learning can happen anytime, anywhere.
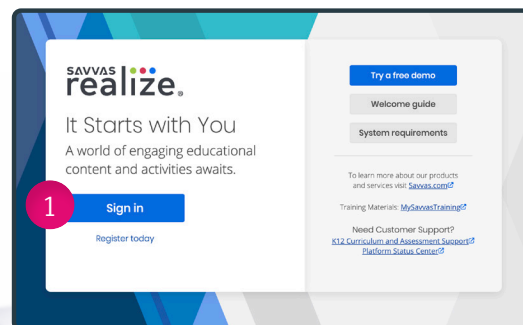
Accessing Savvas Realize:

1. Go to **SavvasRealize.com** and select **Sign In**.

2. Log in using the username and password provided.
   Username: **MSReview912**
   Password: **Savvas4MS**

ⓘ **Need Support?** We are here to help.
   support.savvas.com

SAVVAS realize Integrations

| Rostering Tools | Student Information System | Learning Management System | Productivity Tools |

ClassLink   Aeries   CANVAS   Google Drive
ONEROSTER*   Infinite Campus   Google Classroom   OneDrive
                        PowerSchool   Schoology

IMS GLOBAL TrustEd Apps CERTIFIED 2022   1EDTECH CERTIFIED   Google for Education Partner   **And Many More!**

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Realize key features:

- Scores travel with students if they transfer to a new class within the school or district, making it easier to pick up where they left off.

- Interactive digital content, videos, animations, and adaptive resources make learning experiences engaging and personalized.

- Seamless integrations with more than two dozen major edtech applications offer plug-and-play interoperability with top classroom tools.

Teacher Home Page

Think of the Realize home page as your control center, where you can access assignments, assessments, and interactive student and teacher editions for one or all of your programs.

Getting Started with Realize

Watch video >

Important Alerts

Look for notifications, like when custom content has been shared with you by an administrator or fellow teacher.

Find Content

Search for curricular content by keyword.

Get Help

Search for help navigating Realize; find on-demand and live learning opportunities; connect with our Customer Care Center for technical support; and contact a program specialist for curricular support.

Navigate Anywhere

From any page, you can use the top menu to return to this **Home** screen; **Browse** all of your programs; access assignments, rosters, and data for your **Classes**; and create custom content in **My Library**.

At-a-Glance Info

Once you have at least one class, a class card will show you key details about recent **assignments**, as well as direct access to that class's **Data** and other important information.

(i) If you have three or fewer Realize classes, your class cards will be rectangles; if you have four or more, your class cards will be squares.

Google Classroom

An icon clearly identifies classes that have been imported from Google® Classroom.

SAVVAS realize   Home   Browse   Classes   My Library   🔍 🔔 ❓   Jennifer ▾

United States History, 1st Period

8.1 Flipped Video: The Iron Curtain
9/10 Turned In   New Comment   ⚠ Due Sep 10
8.1 Lesson Synthesize: The Beginning of the Cold War
8/10 Turned In   Due Sep 12
8.1 Lesson Quiz: The Beginning of the Cold War
4/10 Turned In   New Comment   Due Sep 14
                                                 View All >

Assignments
Students
Data
Programs ▾

My Programs   All Content >

Social Studies
Economics
Realize

Social Studies
Magruder's American Government Interactive

Social Studies
US History Interactive

Social Studies
World History Interactive

United States Government, 3rd Period

9.1 Start Up: What Does Citizenship Mean?
7/10 Turned In   New Comment   Due Sep 13
9.1 Interactive Cartoon: Immigration Reform
6/10 Turned In   Due Sep 14
9.1 Lesson Quiz: American Citizenship
2/10 Turned In   New Comment   Due Sep 18
                                                 View All >

Assignments
Students
Data
Programs ▾

SAVVAS

Access Content

Click on any title in **My Programs** to see the Table of Contents and access resources for that program.

Stay Up-to-Date

Be sure to read any message you see – it's how we share updates on new features, tips for using Realize, and other helpful information.

Program Dashboard

Once you've selected the program you want to explore, you can find award-winning Savvas content in several ways.

Find What You Want

Dynamic **search** allows you to find and filter standards-aligned content.

Browse Content

The **Table of Contents** aligns directly with your Savvas textbook. You can also view helpful "Getting Started" documents and videos.

SAVVAS realize   Home   **Browse**   Classes   My Library   🔍 🔔 ❓   MS

US History Interactive: Reconstruction to Present 2025   📖 eText   🔧 Tools

Table of Contents   ⋮

Search resources   🔍 **Search**   ▼ **Filters**   ≣ **Standards**

Browse by Category

| 👆 Activities | ☑ Assessment | 📖 Books / Readers | 📝 Practice |
| 📲 Presentations | 🗂 Program Resources | 🍎 Teacher Support | ▶ Video / Audio |

Featured Resources

HOOK & INSPIRE — Connections to Today **1**

Current Events **2**

Maps

Primary Sources

Project Imagine Immersives **4**

Quest — Quests **3**

Instructional Categories

View available resources by content type and choose an **instructional category** that aligns with your lesson.

Featured Resources

Our authors and curriculum experts have selected the most important materials to highlight in **Featured Resources**.

project Imagine

4 **Project Imagine Immersives**

Integrated digital immersive activities create learning experiences through primary sources. Award-winning *Project Imagine* content is accessible here and at point-of-use in the U.S. and World History courses.

1 **Hook & Inspire: Connections to Today**

Use curated media pages for each Topic to connect students to relevant movie clips, videos, news articles, correlations, and more.

2 **Current Event Podcast Library**

Access the ever-growing ListenWise current event podcast library with everyday connections to content.

3 **Quest Inquiries**

Embedded into each topic, Quest Inquiries invite students to participate in civic discussions, project-based learning and DBQ writing activities.

Topic Resources

Now that you've selected the program you want to explore, dig deeper by choosing a Topic from the Table of Contents.

Tools
Easily access the **Online Test Bank** and **Glossary.**

Topic Opener
Lesson resources to engage your students in the Topic contents..

Quest Inquiry
Each Topic opens with a Quest Topic Inquiry assignment to spark curiosity and investigation. Students participate in civic discussions, document-based writing assessments, and project-based learning activities.

Topic Closer
Activities designed to help synthesize ideas from throughout the Topic. Also includes E.O.C. Test Prep.

Topic Assessment
Leveled online or editable print tests assess mastery of concepts presented in the Topic.

More Great Content Ahead
When you see a caret in the Table of Contents, make sure to click for more.

SAVVAS realize

Home   **Browse**   Classes   My Library

US History Interactive: Reconstruction to Present 2025   📖 eText   🔧 Tools

◀ **Topic 6: The Great Depression and the New Deal (1928-1941)**

Teacher Resources

Topic Opener: The Great Depression and the New Deal

Quest Inquiry DBQ: Opposition to the New Deal

Lesson 1: Causes of the Depression

Lesson 2: Americans Suffer

Lesson 3: Two Presidents Respond   >

Lesson 4: The New Deal Expands

Lesson 5: Effects of the New Deal

Lesson 6: Culture During the Depression

Topic Closer: The Great Depression and the New Deal

Topic Assessments: The Great Depression and the New Deal

Search resources   🔍 Search   ▼ Filters   ≡ Standards

Browse by Category

👆 Activities   ☑ Assessment   📖 Books / Readers   📝 Practice

📲 Presentations   📑 Program Resources   🍎 Teacher Support   ▶ Video / Audio

Featured Resources   ← Click on an item in the Table of Contents

HOOK& INSPIRE   Connections to Today   Current Events   Maps   Primary Sources

Quest

Lesson Dashboard

Lessons are organized for the way you teach. Choose a lesson to see all of the engaging interactive content for teaching and learning. Once you've found the perfect lesson, activity, or assessment, assigning is easy.

eTexts

Easily access all of the program texts online.

Teacher Resources

All of your teacher resources are embedded in the Teacher Panel on the right side of each lesson.

Lesson Plan

The online lesson mirrors the same four-part inquiry learning model in print — connect, investigate, synthesize, and demonstrate.

Options for Assigning Content

Assign All allows you to assign every instructional resource at once.

Assign content directly to individual students, small groups, or an entire class. Or **add to a playlist** as part of a larger lesson.

Scroll to see all resources.

SAVVAS realize

Home   Browse   Classes   My Library

US History Interactive: Reconstruction to Present 2025

eText   Tools

Topic 6: The Great Depression and the New Deal (1928–1941)

Teacher Resources

Topic Opener: The Great Depression and the New Deal

Quest Inquiry DBQ: Opposition to the New Deal

Lesson 1: Causes of the Depression

Lesson 2: Americans Suffer

Lesson 3: Two Presidents Respond

Lesson 4: The New Deal Expands

Lesson 5: Effects of the New Deal

Lesson 6: Culture During the Depression

Topic Closer: The Great Depression and the New Deal

Topic Assessments: The Great Depression and the New Deal

Lesson 6: Culture During the Depression

Objectives

• Trace the growth of radio and the movies in the 1930s and how both mediums reflected the characteristics and issues of their time. • Explain the relationship between the New Deal and the arts. • Describe the major themes of literature in the Depression era.

☐ Select all assignable items (24)

☐ Lesson 6 eText: Culture During the Depression   Assign

☐ Teacher's Edition Support eText: Culture During the Depression

☐ Teacher's Edition ELL eText: Culture During the Depression

+ Add to Playlist
ℹ Information

Editable Presentation: Culture During the Depression
An editable presentation that can be used to present or review the main ideas of the Lesson.

Connect

☐ **Start Up: Art Reflects Its Times**   Assign
A quick activity meant to introduce the Lesson.

Investigate

☐ **Flipped Video: Culture of the 1930s**   Assign
A short video that presents one or more main ideas from the Lesson.

Assign selected (0)   Add to Playlist (0)

# My Library, Realize Reader, and Interactive PDFs

Savvas Realize offers a variety of tools to make planning for and teaching your classes easier and more efficient.

Customize Your Content

Upload your own files, add links, and build tests under the **Create Content** menu.

Your Personal Portfolio

Under **My Content** you will see all of the custom content you create. **Shared With Me** houses playlists shared with you by teachers and assessments shared with you by administrators.
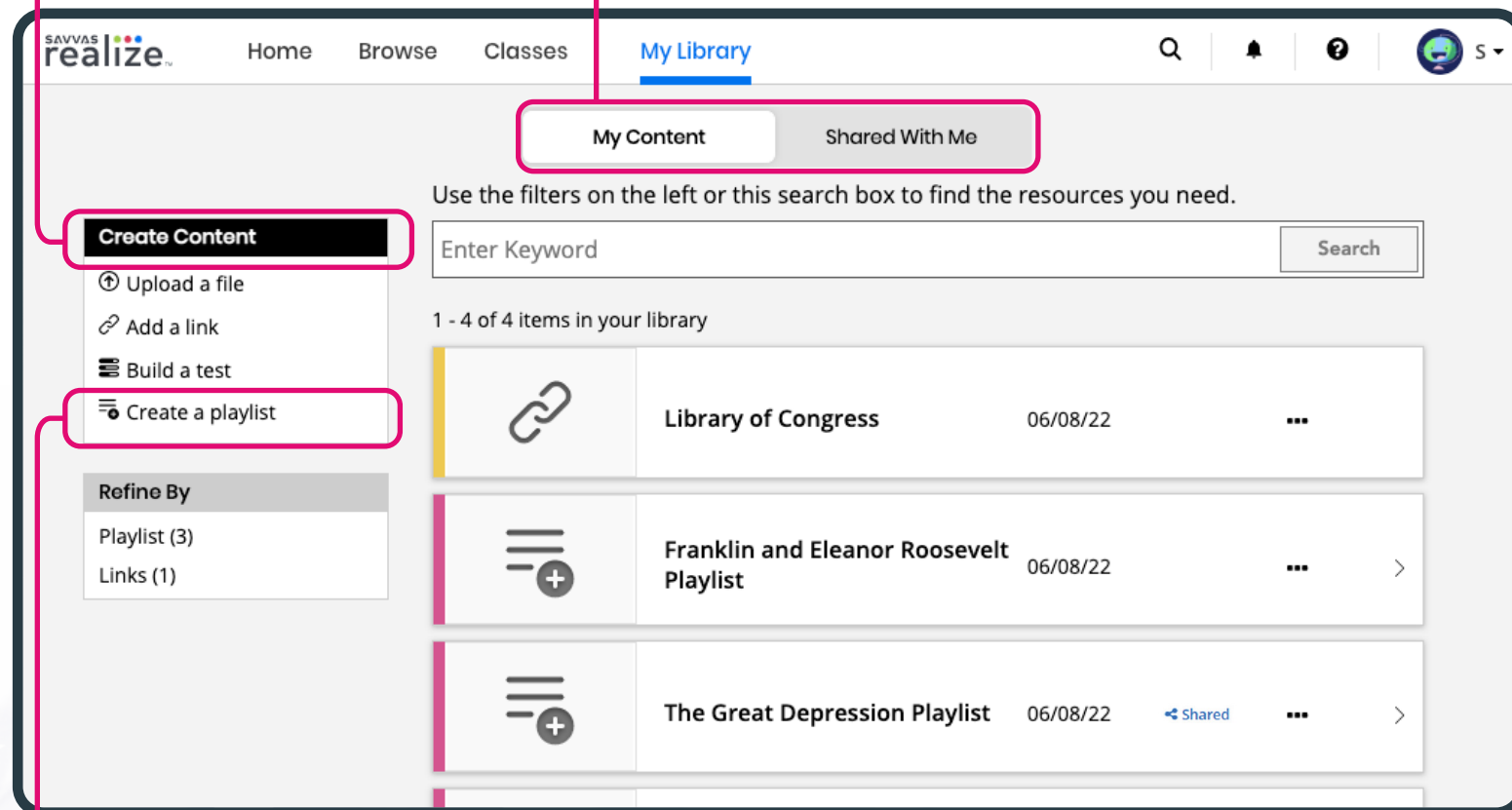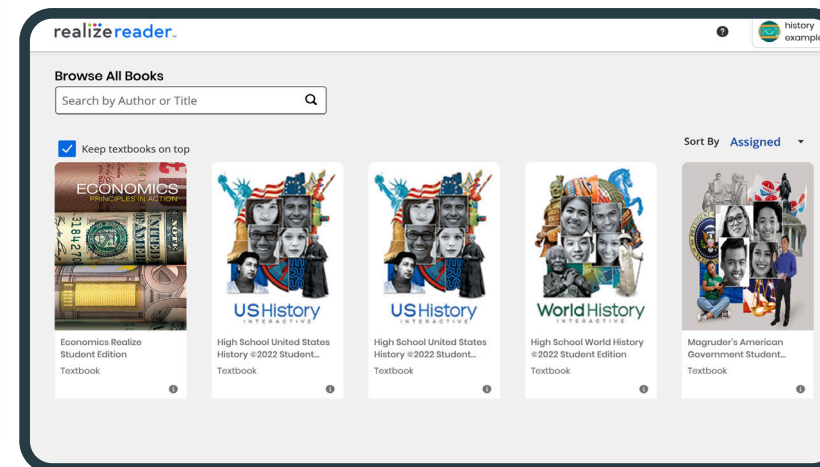

Lesson Playlists

Create lesson playlists with content from across programs and/or your own custom content. Then, share it with teachers in your school or district.

Playlist Sharing

Watch video >

realize reader™

No Internet? No Problem.

With Realize Reader™, you and your students can access Savvas eTexts—and take notes, highlight, save bookmarks, and respond to prompts—whether you're online or offline. For offline access, visit **reader.savvasrealize.com** and follow the directions.

Accessing eTexts Offline

Watch video >
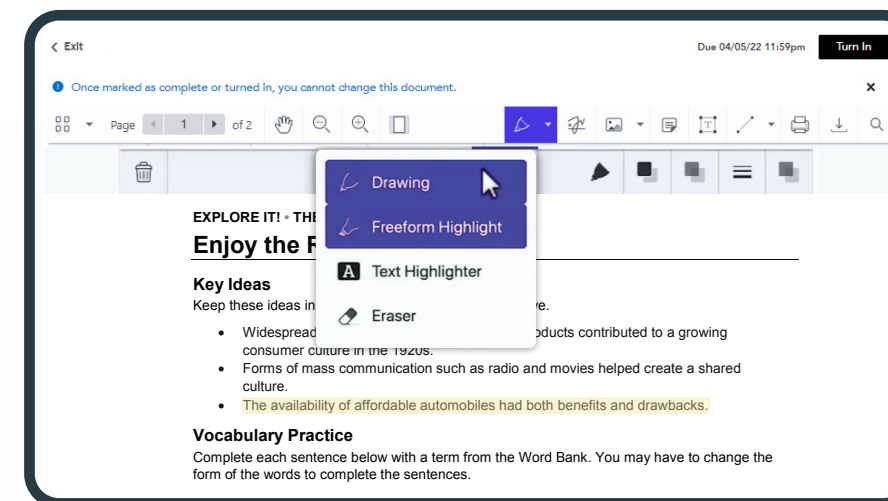
Interactive PDFs

Realize automatically turns any PDF into an interactive assignment – whether it's a PDF you uploaded or one that is included in your Savvas program. Students can review, mark up, and interact with PDFs, and teachers can provide feedback.

Interactive PDFs

Watch video >

Assignments

Realize makes reviewing and scoring student work easy. You can view your class assignments directly from your Dashboard's class card, or by selecting from a list of classes under the "Classes" tab.

Make Data-Driven Decisions

Access detailed **data** reports for auto-scored assignments.

Target Your Instruction

See assignment progress and average score for each student in your class. Use the information to create and manage small **groups** and assign content just to them.

Start a Discussion

Create a **prompt** or manage active discussions to keep your class engaged.

SAVVAS realize™   Home   Browse   **Classes**   My Library   🔍 🔔 ❓ 👤 Jennifer ▾

Example Class

Assignments
Data
Students & Groups
Discuss
Settings
Programs ▾

[Assignments by Class] [Assignments by Students]

🔍 [Active Assignments ▾]   View My Assignments ▾

Sort by Due Date ▾

🖱️ • Interactive Gallery: Postwar Entrepreneurs
9/10 Turned In 💬 New Comment   75% Class Average Score   Due Sep 10 ⋮

📝 Lesson Summary: Postwar Prosperity
8/10 Turned In   80% Class Average Score   Due Sept 12 ⋮

☑️ Lesson Quiz: Postwar Prosperity
4/10 Turned In 💬 New Comment   67% Class Average Score   Due Sept 14 ⋮

▶️ Flipped Video: Postwar America
2/10 Turned In   Due Sept 19 ⋮

📖 eText: Postwar Prosperity
2/10 Turned In 💬 New Comment   67% Class Average Score   Due Sept 19 ⋮

Find What You Need

Search for assignments by title keywords for quick access to specific assignments.

Dive Deeper

Click on any title to see assignment details for each student and review completed work.
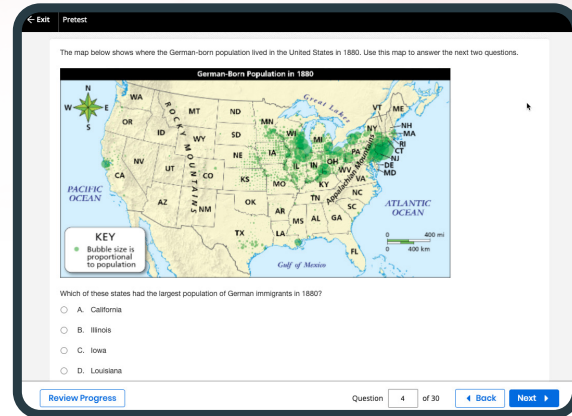
Assessment

Realize makes checking student mastery of content easy. Assessments are organized, easily searchable, and editable.
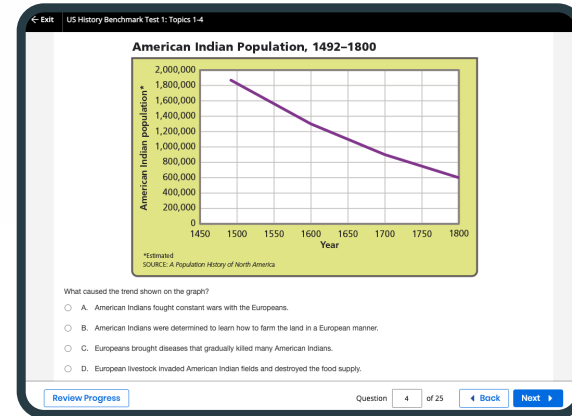
Online Test Bank

Quickly build and adapt tests for different levels of learners. Embed multimedia for students with disabilities or struggling learners. Download from the Savvas Realize® platform.

Delivered online with auto-score

Download and print

Customizable

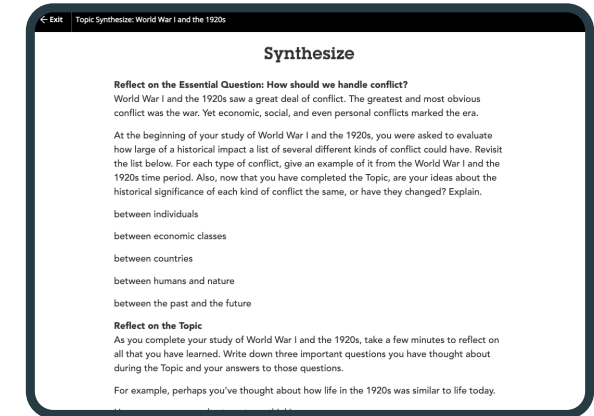### Pretest

Assess student skills and course content knowledge.

Benchmark Tests

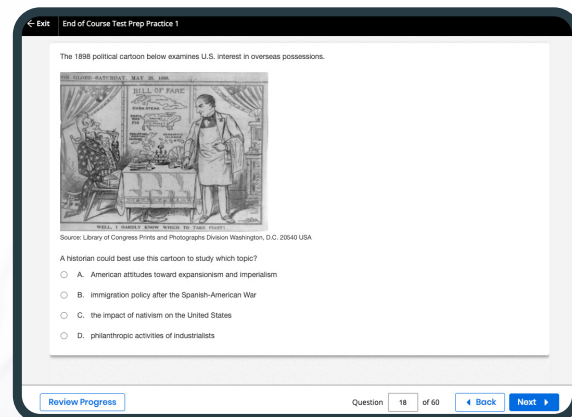Assess student mastery of skills and content throughout the year.

Topic Tests

Provide formal assessment of Topic content. Answer keys include NGSSS and DOK level.
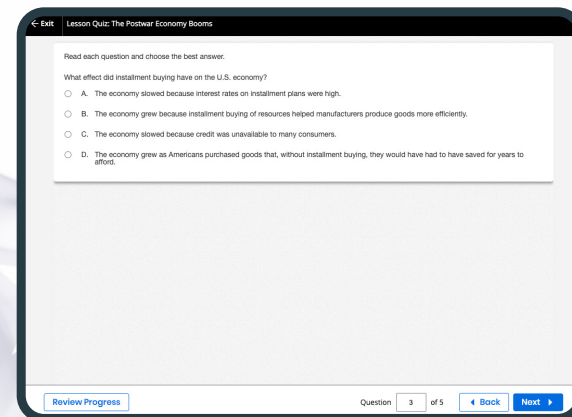
Topic Synthesize

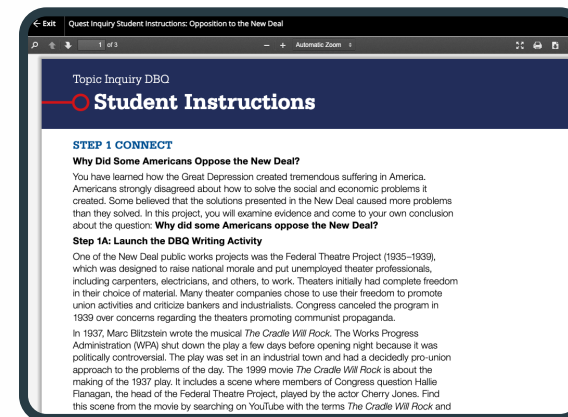Online activity that requires students to apply the concepts they have learned.

EOC Test Prep and Practice

Ensure students understand and can apply what they've learned in order to be successful on assessments.
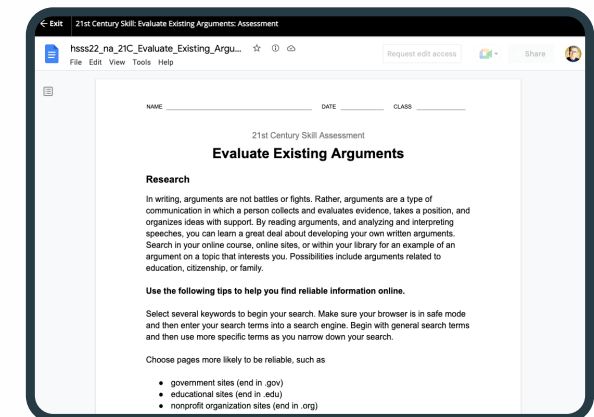
Lesson Quizzes

Quick lesson checks inform remediation.

Alternative Assessments

Use the Quest Topic Inquiry Civic Discussions, Projects, and Document-Based Writing Activities as alternative assessments for each Topic.
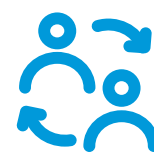
21st Century Skill Assessment

Evaluate understanding of peer-to-peer modeling videos and reference guide.

Scoring

With a dynamic layout, your scoring page optimizes to the task at hand – it expands the information you need and shrinks the stuff you don't.

Scores travel with students if they transfer to a new class within the school or district, making it easier to pick up where they left off.

Teacher's Preview

See a full list of students, organized by their progress on the assignment.

Teacher's Preview

🗄 Turned In (4) ▲
• Linderson, Annabel
• Robinson, Sean 💬
• Ferguson, Elizabeth   60%
• Walters, Quinn   84%

🕐 In Progress (4) ▲
Anistenopolis–Sampson Victori…
Gardener, Giselle
Martin, Yolanda
Overglade, Edwina

❗ Not Started (2) ▲
Donatell, Zoltan

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US History - Period 1
‹ Topic Test B: Postwar America   67% Avg Score   Due Sept 14   ⋮

Preview   Robinson, Sean   ↦ **Score Assignment**

🗄 (4) ▲   Total 20 Questions   Score **12/20 (60%)**   Status   Comments 💬
• LA
• RS 💬   **To Score Questions (1)**   Expand All   ⦿ Turned In
• FE   60%
• WQ   84%   ⬇ Question 5   Manually Scored [   ] / 1 pt   **Change status**

🕐 (4) ▲   Total Score   60 % ✎
AI   Read each question, and write your answer.
                What was the Works Progress Administration?
GG   The Works Progress Administration (WPA) was _____. It was responsible for _____.

❗ (2) ▲   B I U xᵖ xₚ Ω ✂ ⧉ ⎘ ↶ ↷
DZ

SZ

                Scored Questions (19)

                ⬇ Question 1   Auto Scored ✅   **1** / 1 pt

                ⬇ Question 2   Auto Scored ❌   **0** / 1 pt

Provide Feedback

Read and respond to student comments or leave your own feedback.

Return Assignments for Redo

If a student accidentally submits an assignment early or forgets to submit a completed one, you can **Change Status** to return the assignment or submit it for the student.

Manually Score Items

If you assign open-response questions or discussion prompts, you can **manually score** items by selecting the item from the list.

Review Auto-Scored Responses

Realize will automatically score multiple-choice items, but you can click on **auto-scored** items to see the submitted answers.

Accessible Learning Environment

Savvas Learning Company is committed to supporting the principles of UDL in order to provide all students access to our high quality instructional materials.

Audio

Turns written text into spoken word. Improve listening skills and overall level of comprehension by adjusting audio speed.

Font Adjustments

Easily adjust font size for optimal viewing. Text can be resized without assistive technology up to 200%.

Annotations

Students can highlight, circle, and underline in multiple colors and add notes to each.

Settings

Select a default language for translation.

Translate

Highlighted text can be translated into over 100 languages. Many also include audio read aloud in the selected language.

realize reader

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Causes and Effects of Prosperity in the 1950s

Leveled Lesson Summary

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In August 1945, more than 12 million Americans were in the military. ...actories were churning out ships, planes, tanks, and all the ...o fight the war in the Pacific. Virtually overnight, both the need for ...hine and the focus on war production came to an end. Orders went ...C., canceling defense contracts, causing millions of defense ...s. Wartime industries had to be converted to meet peacetime

...enjoying the fruits of peace, President Harry Truman responded to ...ome for Christmas" by starting demobilization, meaning the ...the military from service. By July 1946, only 3 million remained in

...hat the war was over, but they retained some sense of unease ...ll taken in the fall of 1945 showed that 60 percent of Americans ...to fall with the return of a peacetime economy. "The American soldier is . . . worried sick about postwar joblessness," *Fortune* magazine observed.

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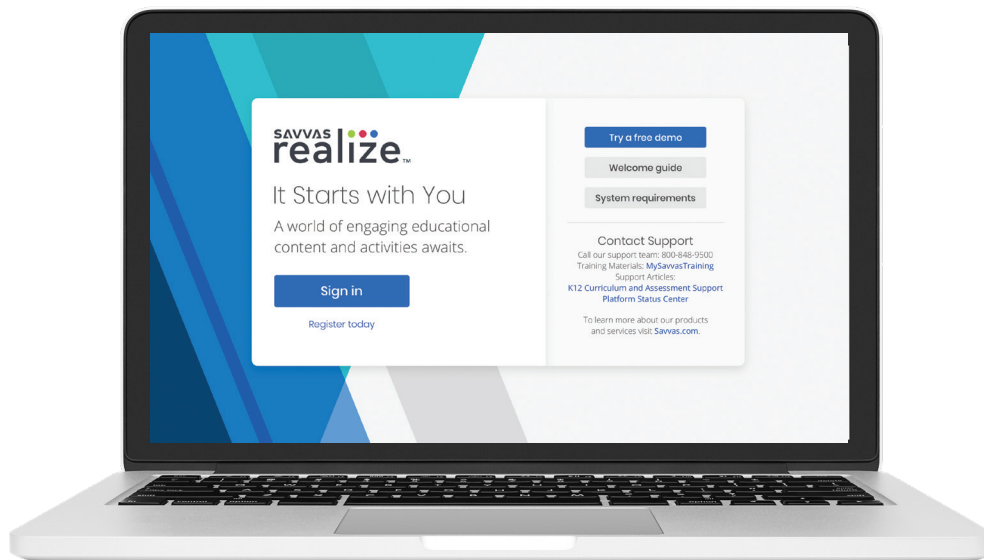
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