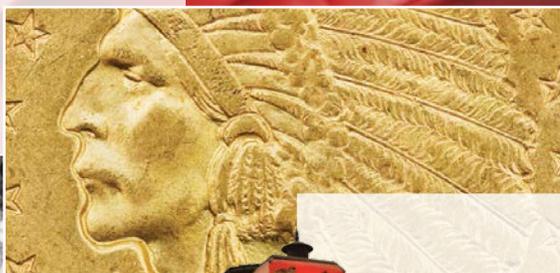


SAVVAS

Program Overview



US History

INTERACTIVE

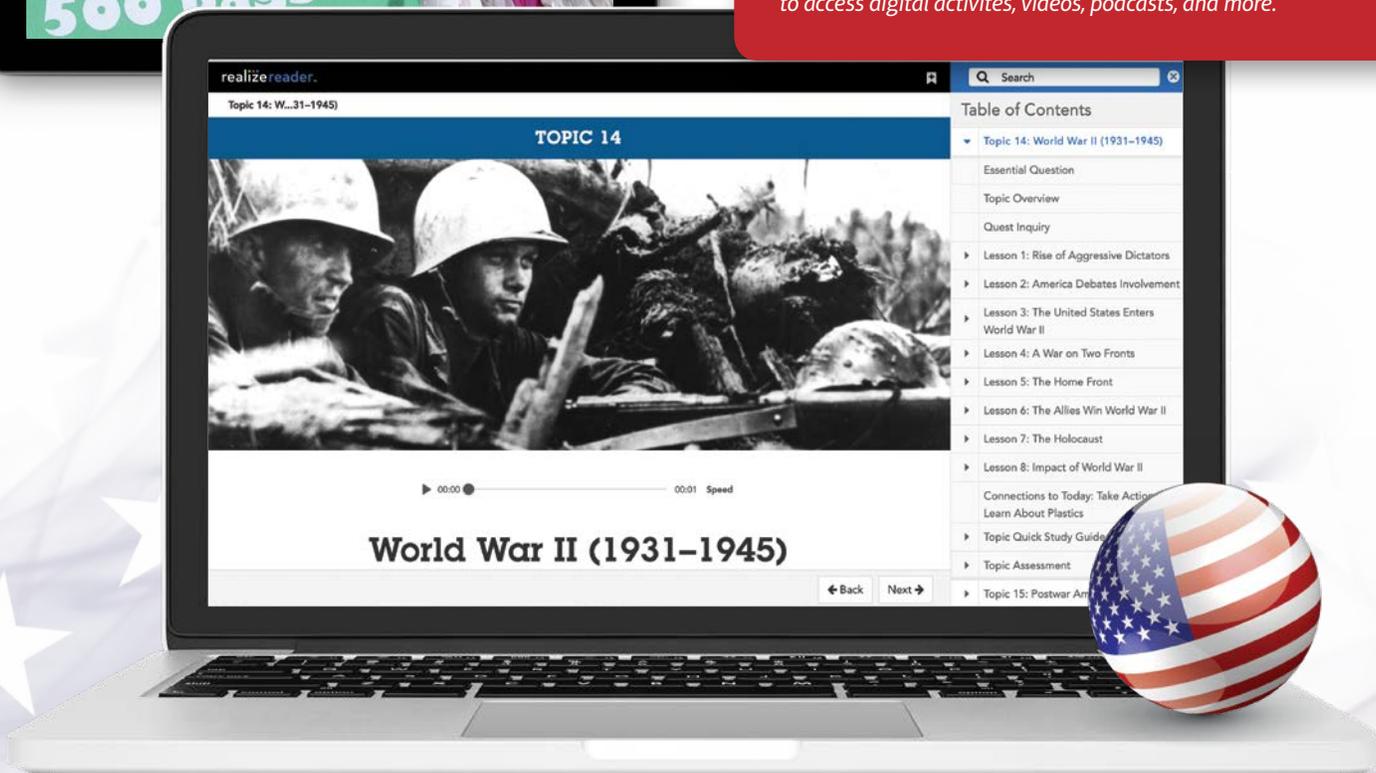
History Through Active Inquiry

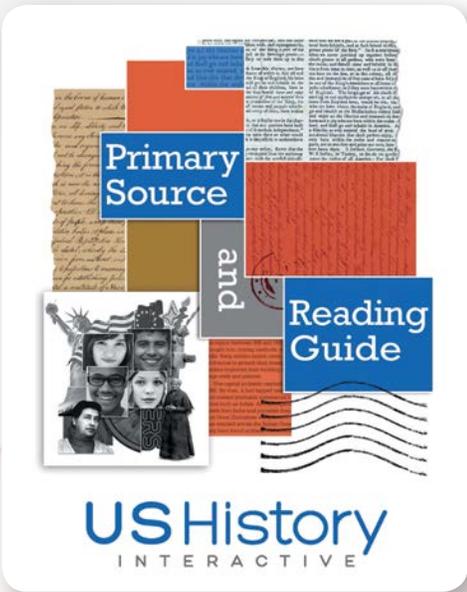
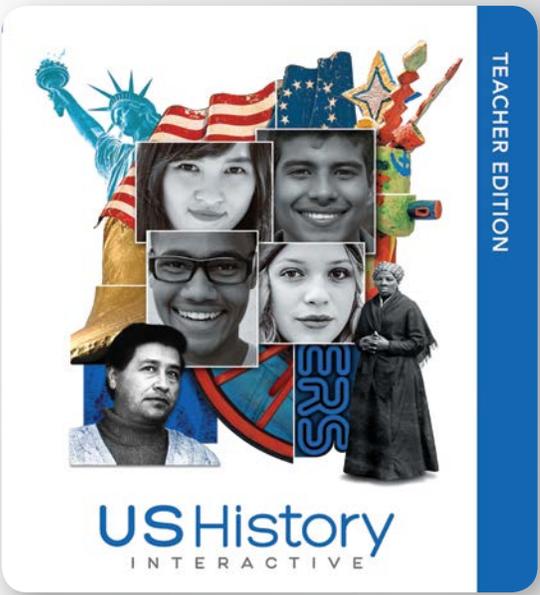
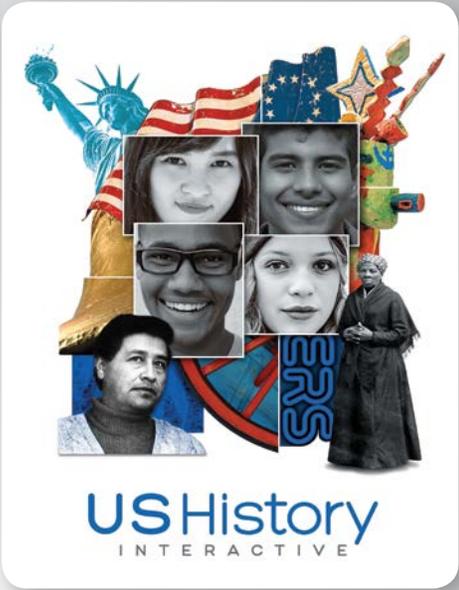
Savvas US History Interactive asks students to question, inquire, and explore history from multiple perspectives. It promotes deeper investigation and social-emotional learning and brings history to the present day. History is more than the story of past events—it's the story of people, their decisions, 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 and primary sources.

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





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!

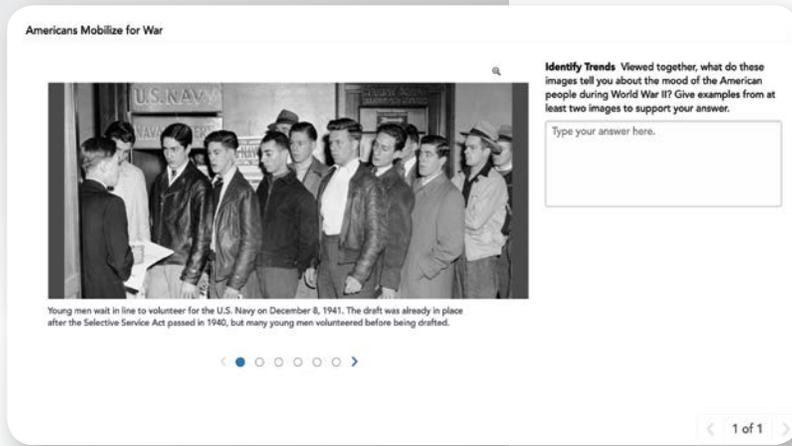
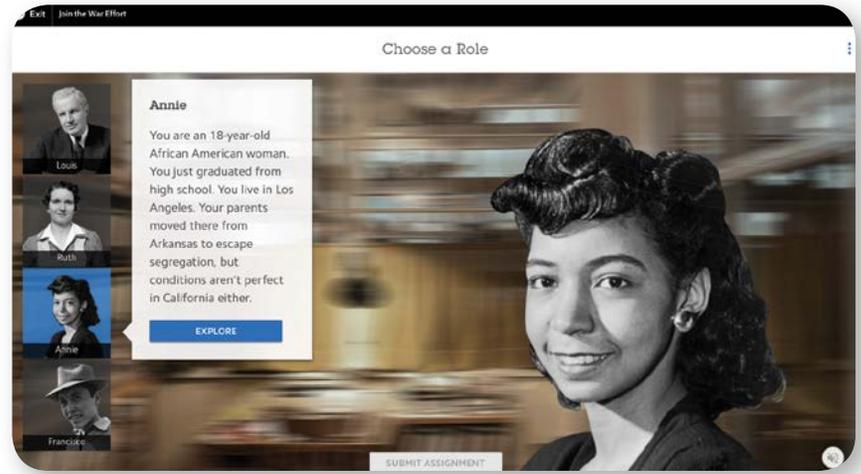
Each topic opens with a **Quest Topic Inquiry** assignment to spark curiosity and investigation. Students will participate in civic discussions, document-based writing assessments, and project-based learning activities such as making websites or docudramas.

 A tablet displaying a 'QUEST!' inquiry assignment page. The page has a blue header with the word 'QUEST!' in large white letters and 'INQUIRY' in smaller white letters to its right. Below the header is the title 'Building a "Memories of World War II" Website'. The main text asks: '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.' Below this are four numbered steps:

- STEP 1** 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 2** Research those three people to learn more about their experiences during the war.
- STEP 3** Tell the stories of these three people on your website as a tribute to the sacrifices they made during the war.
- STEP 4** Share your website with your classmates and community! Reflect on what you've learned about war, human resilience, and teamwork.

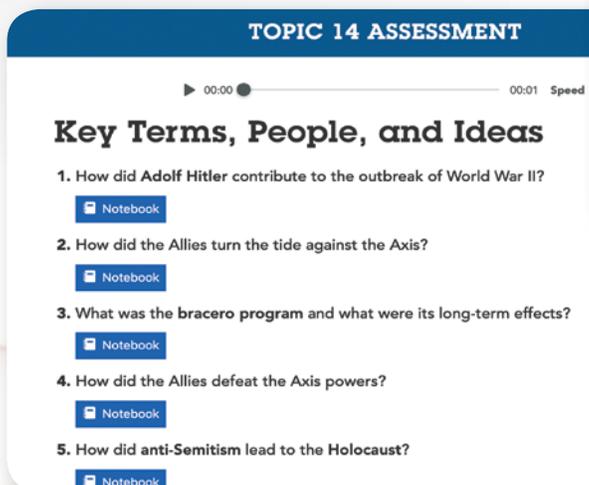
Investigations for All Students

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.



Assess Student Learning

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



Below Level: Topic Test A

- Topic Test A: World War II**
Assign Add to Playlist Info Customize
- Editable Topic Test A: World War II**
Assign Add to Playlist Info

On Level: Topic Test B

- Topic Test B: World War II**
Assign Add to Playlist Info Customize
- Editable Topic Test B: World War II**
Assign Add to Playlist Info

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)



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.

ESSENTIAL QUESTION When is war justified?

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

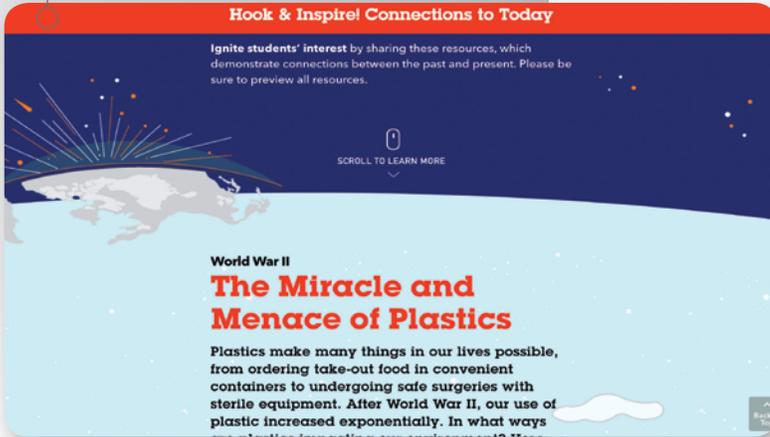


Hear about one American's experience in World War II.

BOUNCE to Activate My Story Video

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.



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



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.



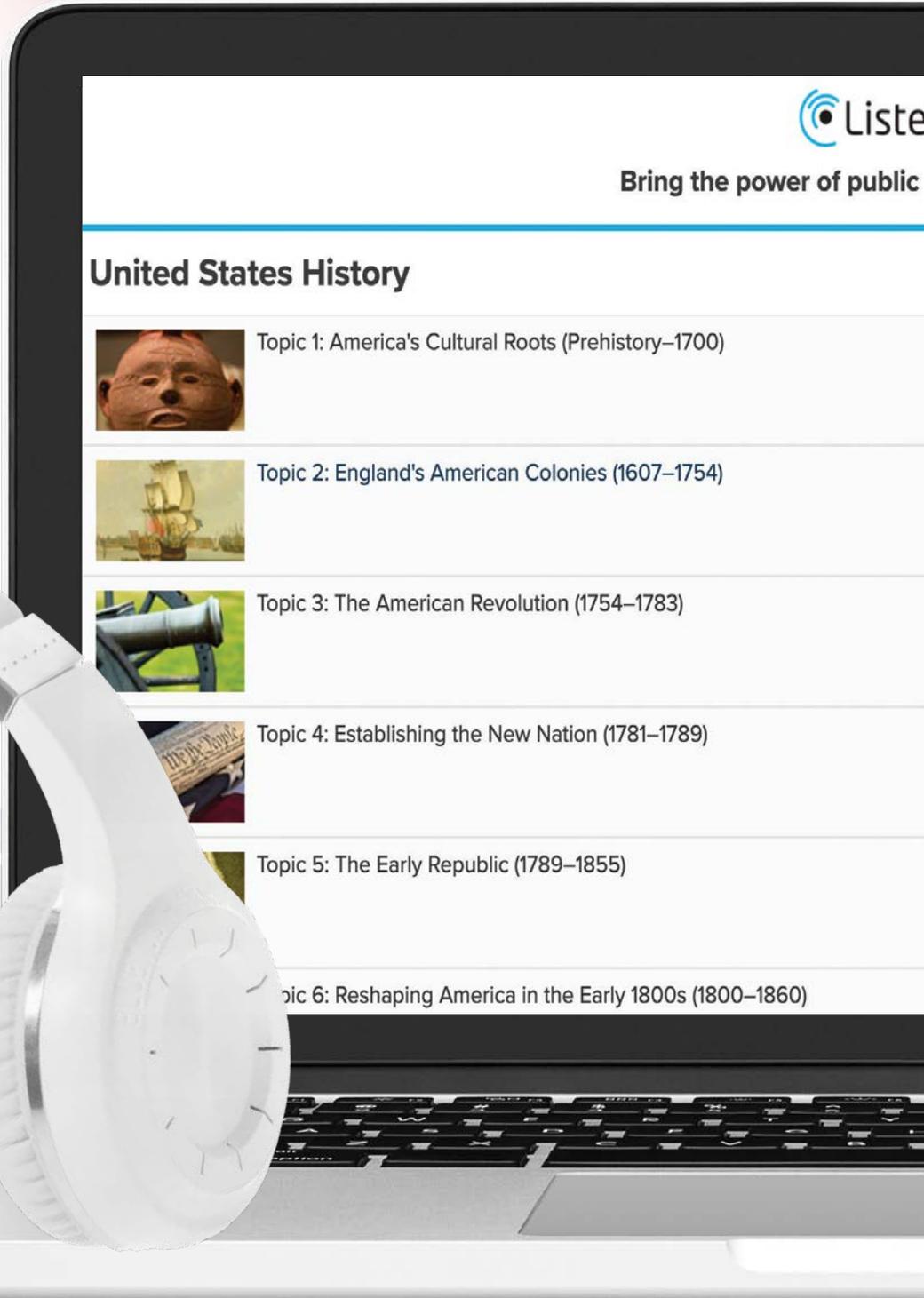
Stay Relevant and Current



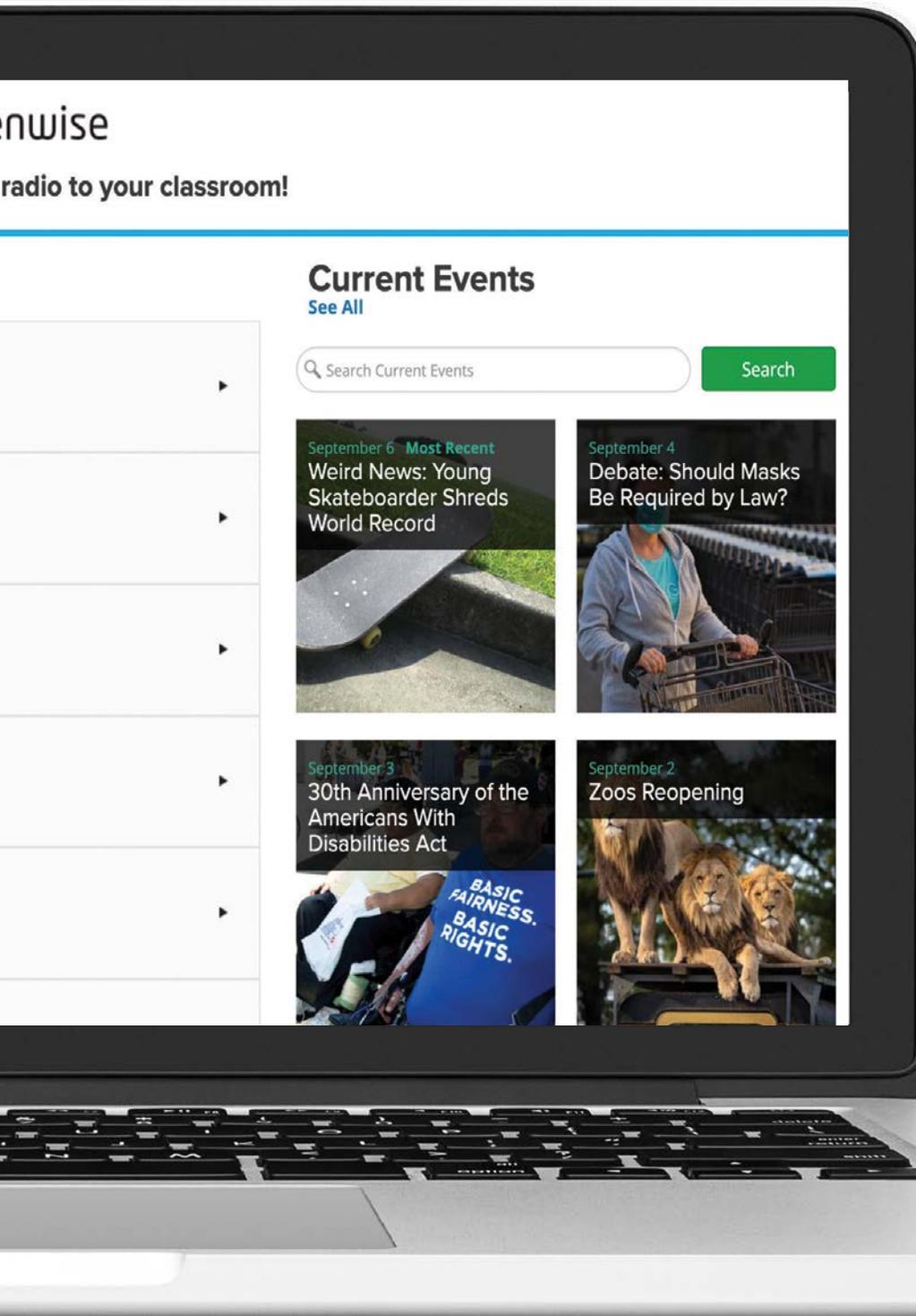
Current Events for Each Topic

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.



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.



Listen to the Latest News

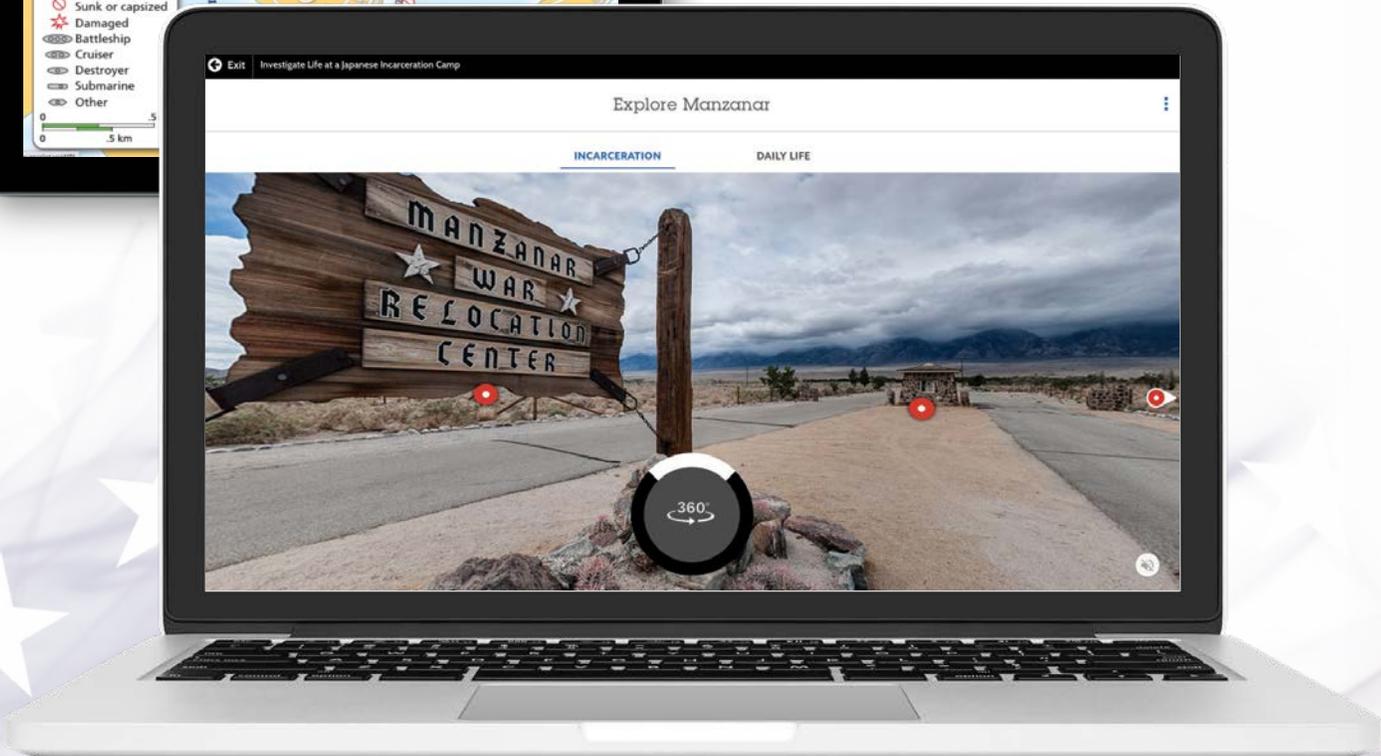
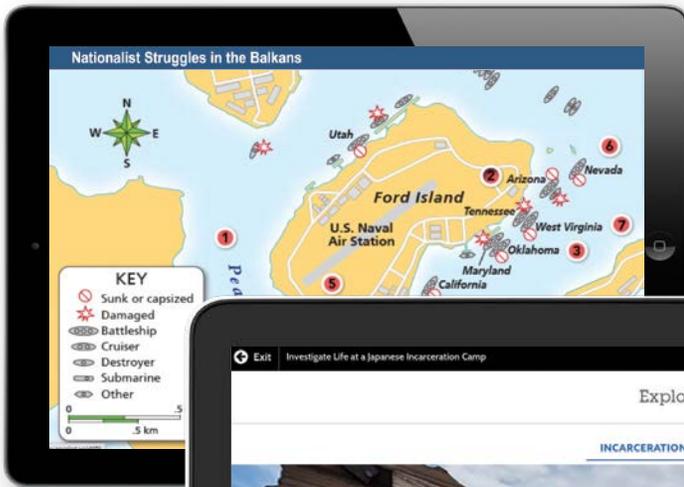
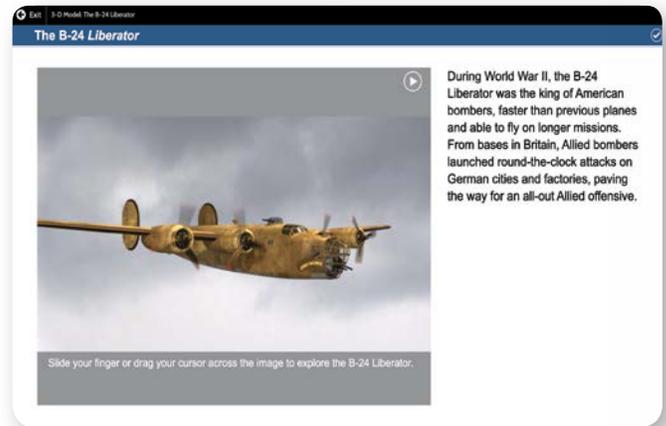
- Aligned to Topics
- Improve Listening and Literacy Across the Curriculum
- Access to Daily Public Radio Stories

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

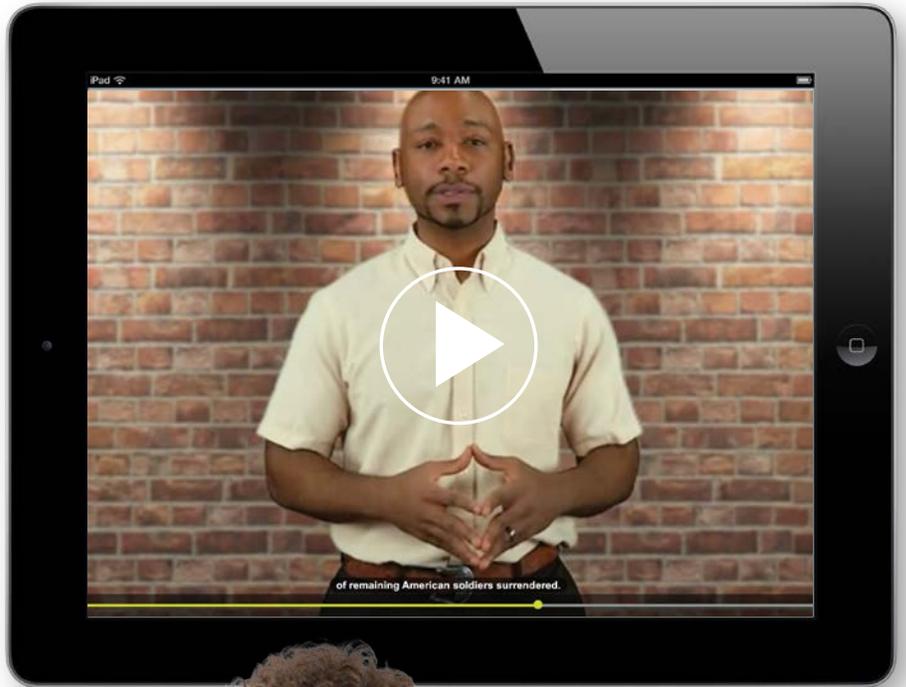
Bring history to life with digital activities followed by formative assessment questions.



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.

Primary Sources Comparing Viewpoints

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.**

» 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,” Leatha 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. . . .

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

. . . 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

14.5 The Home Front 717

Primary Sources Comparing Viewpoints

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! . . . as 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

rs. Roosevelt,] . . . and grieved to learn that the “racial color question” was paramount [most important] to the grave war on. After explaining . . . that both my son and to my young son, he will be eligible for Military Service in six months, prompted my offer. . . . [I] begged . . . [the doctor] to accept my son and place it in a container and label it “Blood” and after due process make it available for some Negro mother's son, or his white American brothers-in-arms. I face shot and shell and death as things know no “color line.” I begged to this—I would have paid for the thing, if need be. . . . I fear that the day will come when all blood—white or black—may be needed—so many, many depend upon it! . . .

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 to save the lives of those wounded in battle]—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.

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

ASSESSMENT

to cite specific evidence from the sources as per the following questions.

Inferences What does Ms. Hackshaw's text about Irish and African American girls at the plant reveal about prevailing attitudes related to race at the time?

Understand Meaning What does Sylvia Tucker mean when she says “these things know no line”?

ONLINE to access video sources

- Analyze Arguments** What argument(s) does Sylvia Tucker make to convince Mrs. Roosevelt that African Americans should be allowed to give blood?
- Compare and Contrast** How were Leatha Hackshaw and Sylvia Tucker's experiences the same? How did they differ?
- Predict Meaning** How might Sylvia Tucker have reacted to the last paragraph of the excerpt from Leatha Hackshaw's essay? Explain your answer.

See a Different Point of View

Comparing Viewpoints pairs primary sources together around one event.

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.

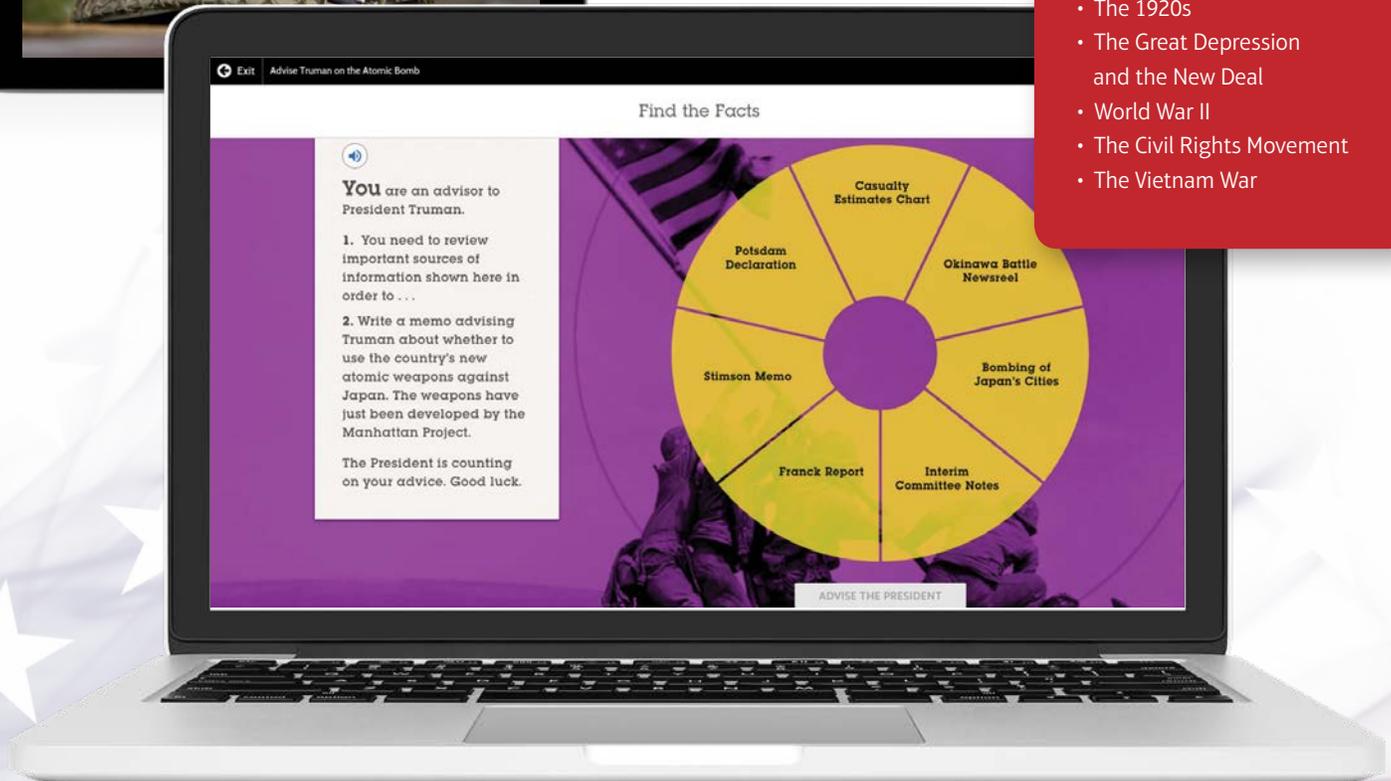
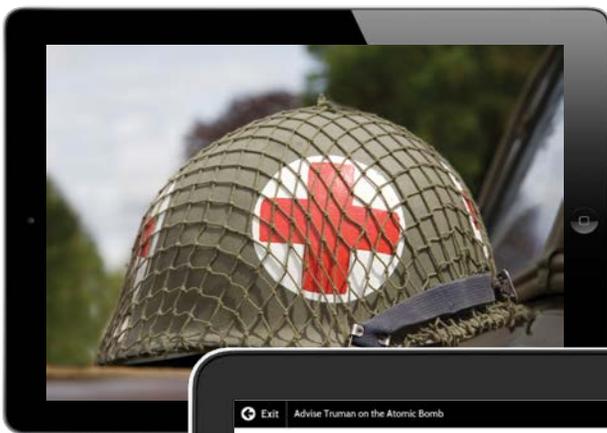
New Jersey			
Photograph	Sandlot Baseball game, Newark	1915	PI Immigration, Define Your Identity as an American, Patrick
Poster	Atlantic City Postcards, Steel Pier, Atlantic City	1920	PI The 1920s, Enjoy the Roaring 20s
Postcard	Atlantic City Postcards, The Chalfonte-Haddon Hall Hotel, Atlantic City	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, <i>The Crisis</i>	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.



Exit Do Your Part on the Home Front

Choose Your Path

As a German American restaurant owner, you take pride in serving traditional German fare like *spatzle* and *weisswurst* to your customers. But now that the United States has entered World War II, you suddenly find yourself feeling uncomfortable about your German heritage. Your neighbors haven't treated you any differently—they've known you for a long time. But outside your neighborhood, you notice that people sometimes look at you with suspicion when they see your German name, William Schmidt.

Recently, you heard that some German Americans have been rounded up and are being held in camps—and the government is forcing thousands of Japanese Americans on the West Coast into incarceration camps. How can that happen in America? At any rate, you're a loyal American and are determined to prove it.

Your Goal
Prove your patriotism and help the troops by doing as much as possible to help the war effort.

START

Exit Join the War Effort

Choose a Role

Louis
Ruth
Aime
Francisco

Francisco
You are a 20-year-old Mexican man working on a farm in the Mexican state of Guanajuato. Mexico has just entered World War II on the side of the Allies. How will this affect you?

EXPLORE

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.

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 into 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

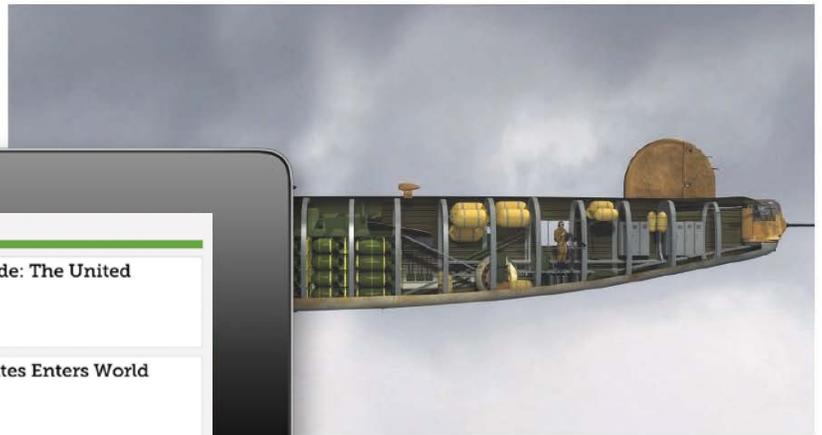
civilian targets. The goal of this **saturation bombing** was to inflict maximum damage.

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?



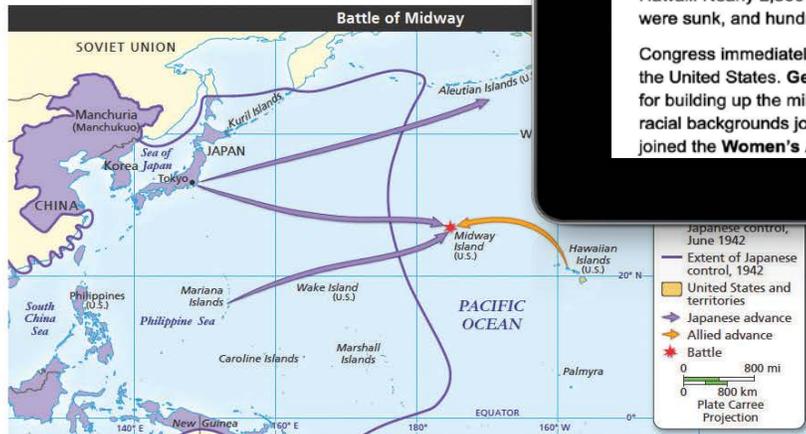
...section, was the king of an previous planes and more bombs.

 **BOUNCE** to Activate 3D Model



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.



>> **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 only one aircraft carrier.

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

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

14.4 A War on Two Fronts



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,

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.

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.

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.

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.

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
<ul style="list-style-type: none"> Winston Churchill, Britain Joseph Stalin, Soviet Union Franklin D. Roosevelt, United States Harry S. Truman, United States 	<p>In Europe</p> <ul style="list-style-type: none"> Dwight Eisenhower George S. Patton Omar Bradley <p>In the Pacific</p> <ul style="list-style-type: none"> 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.

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 States*, 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
- would not help bring the war to a quick end.
 - should be used immediately to end the war.
 - might be used if there was no other option.
 - were too dangerous to use for any reason.

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 **Realize**.

Below Level: Topic Test A

- Topic Test A: World War II**
Assign Add to Playlist Info Customize
- Editable Topic Test A: World War II**
Assign Add to Playlist Info

On Level: Topic Test B

- Topic Test B: World War II**
Assign Add to Playlist Info Customize
- Editable Topic Test B: World War II**
Assign Add to Playlist Info

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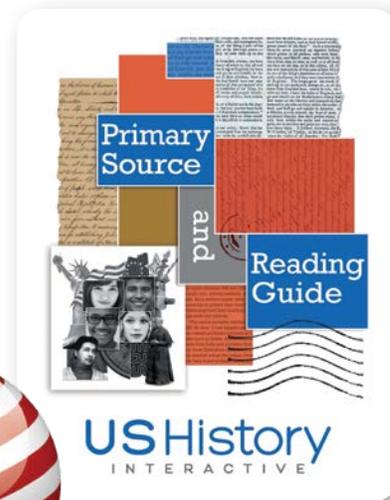
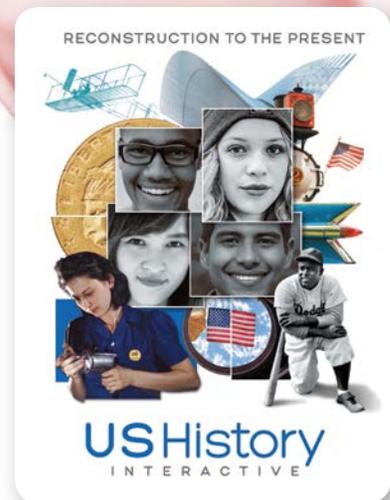
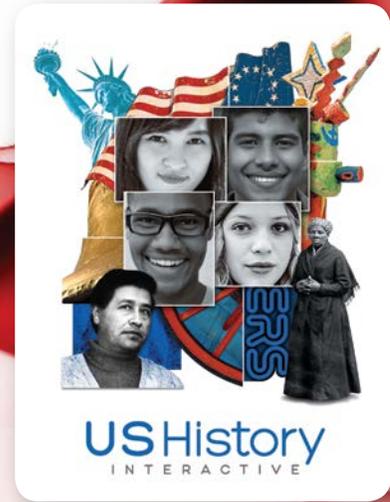


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