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.
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.
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?

Connections to Today

Water bottles, food wrap, exculba—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.

SOURCE 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.

Connections to Today

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.
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.

**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 content 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.

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**Primary Source 1**


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 . . . .

**Primary Source 2**

to Eleanor Roosevelt from Sylvia 
Detroit, Michigan, 1941

But . . . and grieved to learn that final color question was paramount to the grave war. . . . Already so that both my country and to my young son, [the eligible for Military Service training, prompted my offer, . . . He and I . . . Dr. Strong] accept my 200 parts in a container labeled "Blood" and other such items available for some Negro mother's son, his white American brother-in-law, face short and shell and death as things known as "color line." I begged to this—I would have paid the tax, if needed . . . I fear that they come when all blood—all white or black or any may be needed—so many, many blood upon it . . . .

**Primary Sources Comparing Viewpoints**

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 good will and the exercise of “the brotherhood of God and the fellowship of Man.” The American Red Cross holds the destiny of thousands of human beings—the white and black—makes 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 “G.I.” [veteran 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 Hall 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?

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**Conclusion**

See a Different Point of View

Comparing Viewpoints pairs primary sources together around one event.
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.

New Jersey

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

“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.
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.

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**PRIMARY SOURCE DOCUMENT**

**D-Day Letter**

*Letter from George Montgomery, France, June 1944*

Arlene, 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 United States Enters World War II
- Lesson Summary: The United States Enters World War II
- Lesson Summary Audio: The United States Enters World War II
- Lesson Summary Spanish: The United States Enters World War II
- Lesson Summary Spanish Audio: The United States Enters World War II

Paraphrase: What was the situation in Italy after September 1943?
**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.

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**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 Chester Nimitz, commander of the United States Navy in the Pacific, knew the Japanese plans. U.S. Navy codebreakers 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 450 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 defense.

**Americans Take the Offensive**

The first American offensive in the Pacific took place in August 1942.

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**Point-of-Use Support**

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

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**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.

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 attack 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 was given an opportunity to surrender, ... The development of atomic power will provide the nation 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.

—Leo Szilard, Petition to the President of the United States, July 17, 1945

DOCUMENT D

This excerpt is from a book written by a prominent 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 the 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 already deteriorating too fast to make the atomic attacks and would have continued to worsen as the war dragged on. The destruction of cities like Hiroshima, destroying food supplies, and decreasing public morale fostered enough discontent to worry the emperor and his advisors, ... —J. Samuel Walker, Promote and Utter Destruction, 1997

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

- Winston Churchill, Britain
- Joseph Stalin, Soviet Union
- Franklin D. Roosevelt, United States
- Harry S. Truman, United States

U.S. MILITARY

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

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>MILITARY DEATHS</th>
<th>CIVILIAN DEATHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AXES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>3,590,000</td>
<td>786,000</td>
</tr>
<tr>
<td>Italy</td>
<td>242,000</td>
<td>153,000</td>
</tr>
<tr>
<td>Japan</td>
<td>1,300,000</td>
<td>672,000</td>
</tr>
<tr>
<td>ALLIES</td>
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<td></td>
</tr>
<tr>
<td>France</td>
<td>211,000</td>
<td>350,000</td>
</tr>
<tr>
<td>Britain</td>
<td>264,000</td>
<td>93,000</td>
</tr>
</tbody>
</table>

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.
Try the Online Program

Savvas.com/us-history-interactive

US History Interactive is more than a textbook program – it’s your one stop for engaging social studies content, assessments, and multimedia. Find these exciting resources, and more, embedded within the program:

- Digital Interactives
- Lesson Videos
- Hip Hop Songs
- NBC Learn My Story Videos
- Social Studies Core Concepts
- 21st Century Skill Tutorials
- Editable Presentations
- Landmark Supreme Court Cases