

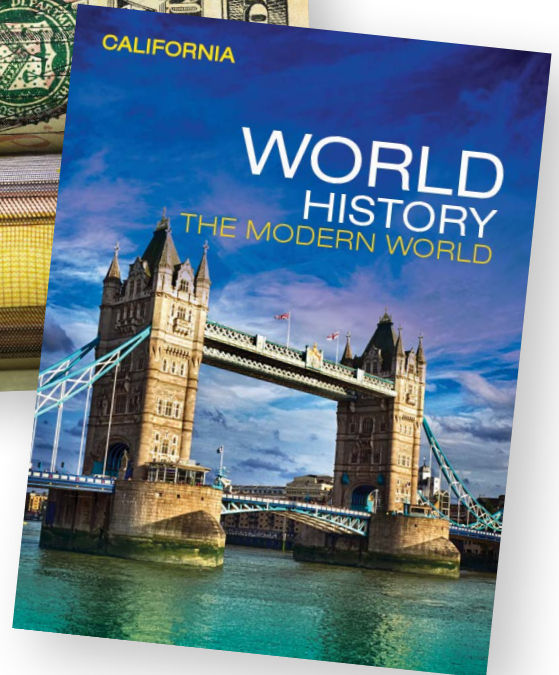
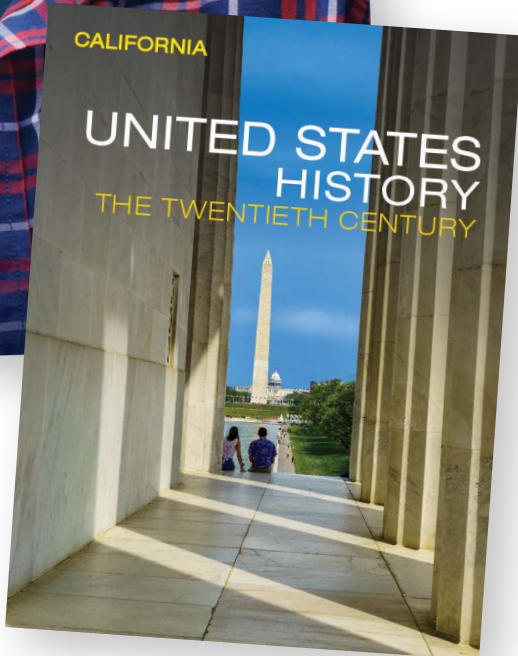
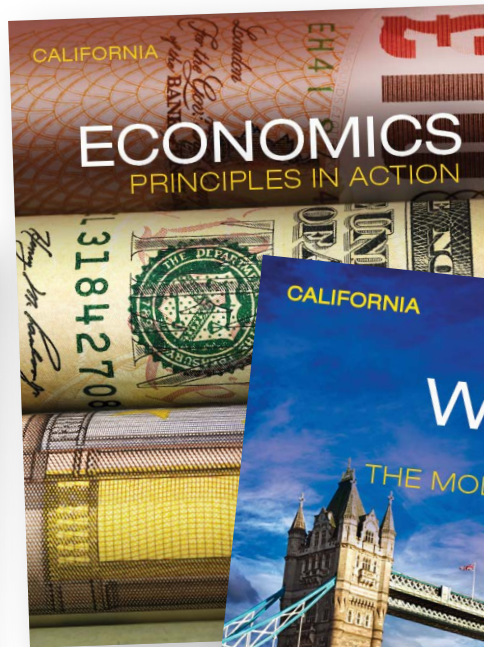


California

HISTORY-SOCIAL SCIENCE

Grades 9-12

Inspired by you

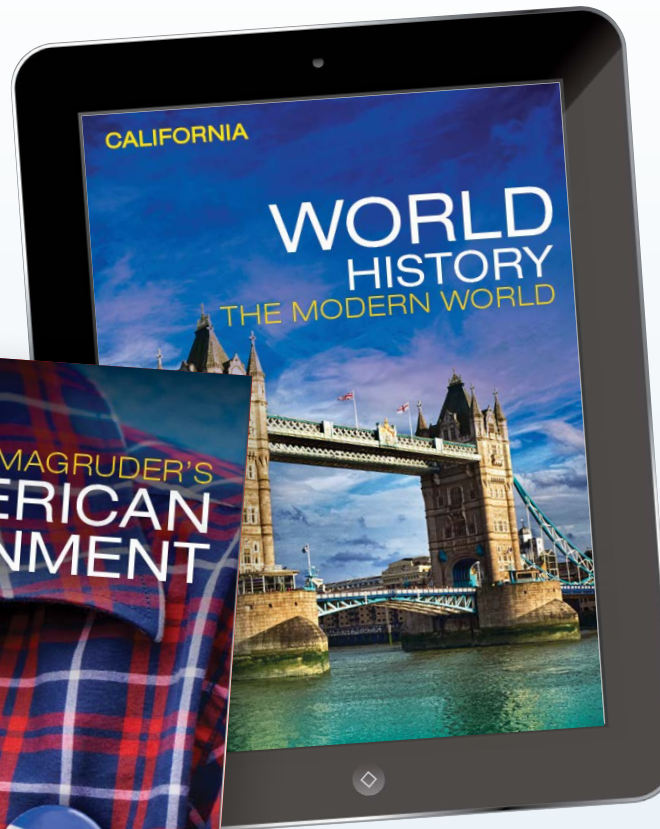


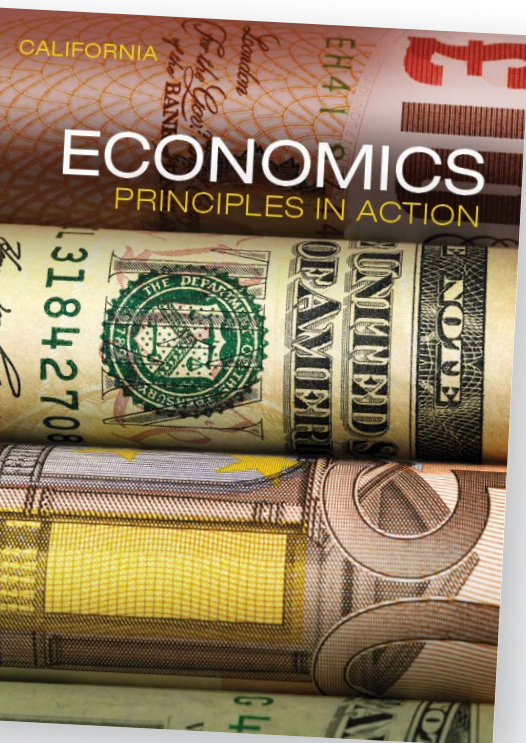


Built for California. Inspired by you.

Savvas' new **California History-Social Science** program encourages students from diverse populations to explore their world, expand their thinking, and engage with the California History-Social Science Standards and Framework.

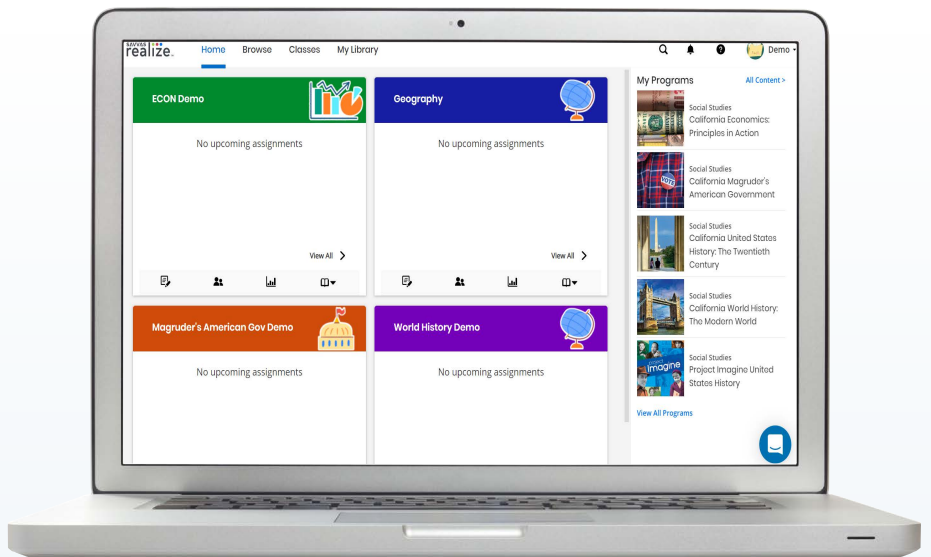
The program is based on Savvas' Mastery System. The System uses tested best practices, content expectations, technology, and a four-part inquiry instructional model—Connect, Investigate, Synthesize, and Demonstrate—to prepare California students for college, career, and civic life.





Savvas' California History-Social Science program focuses on:

- **C**ontent Aligned to the California History-Social Science Standards and Framework, and California ELA and ELD Standards
- **L**iteracy Skills Development
- **I**nquiry for Active Learning
- **C**itizenship for Civic Life



› Inspire active learning

Inquiry Learning Through Quests and Activities

Project-Based Learning creates rich inquiry experiences that develop skills for active and responsible citizenship.

› Inspire literacy engagement

Scaffolded Support to Encourage Students

California Common Core ELA/ELD alignment supports students as they read closely, analyze information, and communicate well-defended ideas through written and oral communication.

› Inspire your classroom

Teaching Support for Universal Access

Teaching Options and Resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

› Inspire diverse perspectives

Prepare Students for a Global Society

Students learn to analyze and evaluate a variety of perspectives, and to develop arguments based on evidence to deepen their understanding and engage in civic discourse.



Focus on California Standards and Civic Life

Savvas California History-Social Science for high school was built in partnership with California educators to inspire active learning and inquiry that engages every student, every day.

Complete California History-Social Science Alignment

- California Content Standards
- California Framework
- C3 Framework

Each topic opens with an engaging image and compelling **Essential Question** to promote critical thinking.



[ESSENTIAL QUESTION] When is war justified?

6 World War II

Take students on **Project-Based Quests**. These activities inspire inquiry through compelling questions related to the topic content. Students investigate, use evidence, and communicate their findings.

There are three types of Quests:

- Project-Based Learning Inquiry
- Document-Based Writing Inquiry
- Civic Discussion Inquiry

QUEST! TEAM PROJECT

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 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.

realize
ON YouTube for complete Quest resources

381

Enduring Understandings

- World War II began when aggressive dictators tried to expand their empires.
- The United States hesitated to become involved, but the attack on Pearl Harbor drew the country into the war.
- The United States played a crucial role in winning the war, both through its military contributions and its great production capacity.
- Millions were killed during the war, including 6 million Jews and 5 million others murdered by the Nazis in the Holocaust.
- World War II ended the Great Depression in the United States and increased the nation's importance as a player on the world stage.

NBC LEARN

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

Bounce to Activate My Story Video

Enduring Understanding allow students to preview expected learning outcomes.

Start with a well-told story! **NBC Learn My Story Videos** help students connect to the topic by hearing the diverse perspective of individuals whose lives are related to the content.



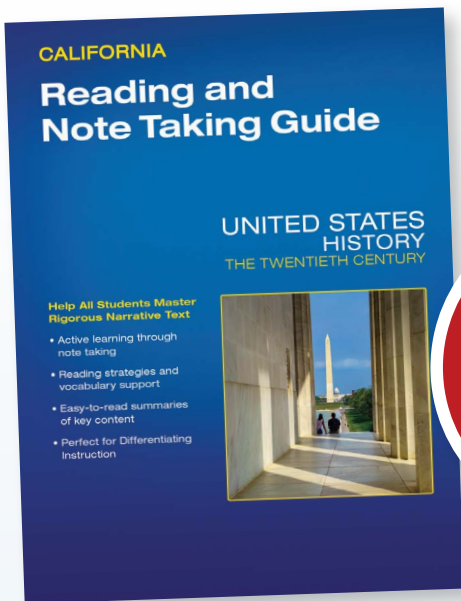
>> American troops in Burma, 1944.



Universal Access: Ensure Every Student's Success

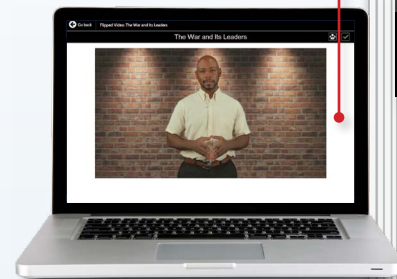
Scaffolded literacy support helps students read informational text closely, build vocabulary and language skills, and use evidence to articulate their ideas.

Engaging Video Summaries feature master teachers. These videos can be used for flipped instruction as remediation for struggling readers or absentee students.



The Reading and Note Taking Guide provides differentiated support to ensure Universal Access to rigorous text.

- Perfect for Differentiating Instruction
- Ideal for EL students
- Easy-to-read summaries of key content
- Reading strategies and vocabulary support
- Tools and features to support student interaction with the text
- Also available in Spanish



>> Many interventionists wanted to end the early Neutrality Acts of 1935 to 1939. This rally, organized by labor unions, urging stronger U.S. involvement in conflict.

Bounce to Activate Flip

in the mid-1930s and the great debate between interventionists and isolationists. **Explain** how the United States became involved in the conflict.

>> Key Terms

- blitzkrieg
- Axis Powers
- Allies
- Winston Churchill
- Neutrality Act of 1939
- Tripartite Pact
- President Franklin Roosevelt
- Charles Lindbergh
- Lend-Lease Act
- Atlantic Charter



ELD Strategies Support the 3 Proficiency Levels

- Emerging
- Expanding
- Bridging



Each lesson begins with a **Narrative Preview** that provides context for what students will learn in the coming lesson.

Checks for Understanding Questions ensure students comprehend what they've read before continuing.

6.2 While Britain and France appeased the dictator in Germany at Munich, American President Franklin Roosevelt condemned aggression in Asia but did little to stop it. As war exploded in Europe, it became increasingly difficult for the United States to maintain its neutrality. Once again, Americans would have to decide what role they were willing to play in shaping world events.

America Debates Involvement

Roosevelt Criticizes Acts of War

The unrestrained violence of the 1937 Japanese attack on China shocked Americans, even before the notorious Rape of Nanjing in December 1937. Japan attacked without a declaration of war. Its planes rained terror on Chinese cities, especially Shanghai and Nanjing. The Japanese had even killed three American sailors when Japanese warplanes sank the United States gunboat *Panay* on the Chang River.

In the midst of these bloody events, President Franklin Roosevelt criticized Japan's aggression in a speech in Chicago on October 5, 1937. He lamented the "reign of terror and international lawlessness," the bombing of civilian populations, and the horrible acts of cruelty. Speaking in a city where American isolationist sentiments were strong, Roosevelt suggested that no part of the world was truly isolated from the rest of the world. He warned:

When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to

protect the health of the community against the spread of the disease. . . . War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement.

—President Franklin Roosevelt, Quarantine speech, October 5, 1937

Roosevelt's solution for stopping aggression involved an informal alliance of the peace-loving nations, but he did not suggest what steps the peaceful nations should take in quarantining the aggressive ones. Americans, unhappy with the failure of World War I to make the "world safe for democracy," were not ready for another attempt at peacekeeping in Europe.

Roosevelt's speech was widely criticized, and for a time, the President backed away from his more interventionist stance. "It's a terrible thing to look over your shoulder when you are trying to lead—and find no one there," Roosevelt remarked to a speechwriter. The speech did, however, alert some Americans to the threat Japan posed to the United States.

INTERPRET Why do you think Roosevelt compared war to a disease in his Quarantine speech?

War Breaks Out in Europe

Roosevelt's words failed to prevent Japan from extending its control over much of China. Similarly, France and Britain's efforts to appease Hitler in Europe failed to limit the dictator's expansionist plans. By the end of 1938, even the leaders of France and Britain realized that Hitler's armed aggression could only be halted by a firm, armed defense. The urgency of the situation grew in the spring of 1939 when Hitler violated the Munich Pact by absorbing the remainder of Czechoslovakia into his German Reich.

Hitler was open about his view of war and conquest. He believed that there was no morality in war, only victory and defeat. Just one month before the attack on Poland, he instructed his generals



>> Japanese planes frequently bombed China during the invasion in 1937. The Chinese army lacked the equipment and training needed to defend the country.



>> President Roosevelt addressed the nation about the world political situation, which he said had "been growing progressively worse." He did not specifically mention the aggressor states, but they were known to be Germany, Italy, and Japan.



Interactive Reading Notepad: Inquiry Companion provides opportunities for students to interact with the text, and evaluate content from multiple perspectives. Supports History-Social Science Critical Thinking and Analysis Skills.

Students can listen to the entire online eText. An **audio glossary** defines key terms.

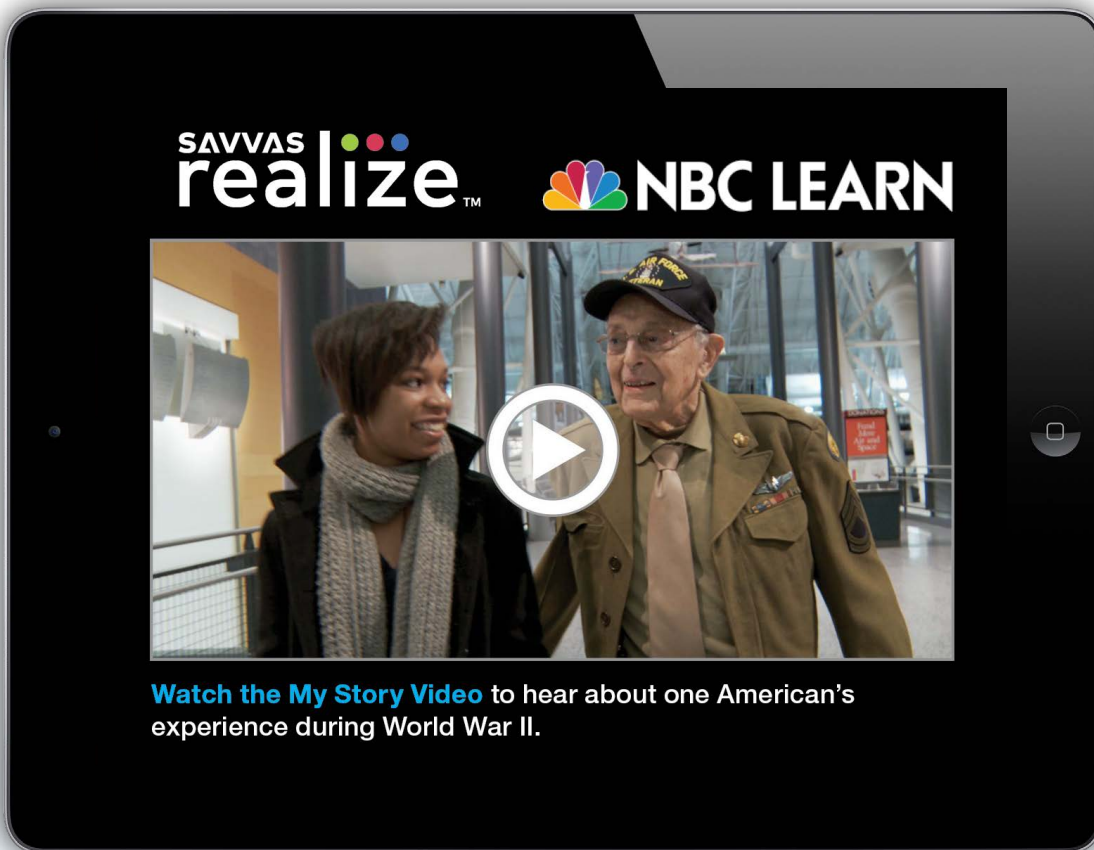


Embedded Reading Support at the start of each lesson includes Objectives and Key Terms which are defined in context.



Realize a Better Way

Developing visual literacy skills is key to accessing content. The Savvas Realize™ platform provides engaging and interactive digital resources to support access to the content.



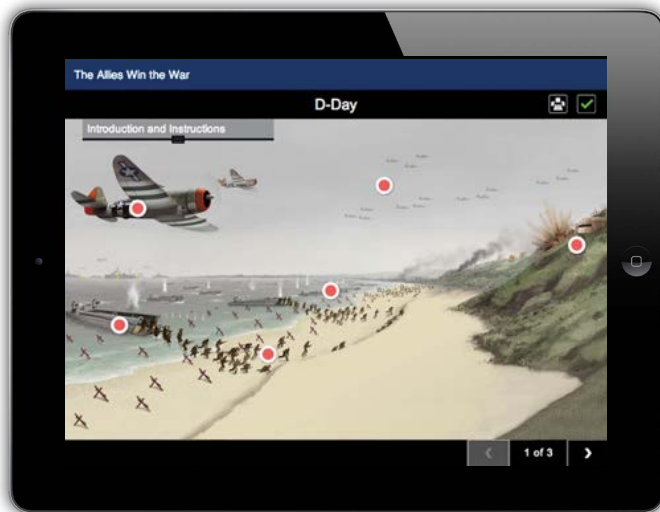
Developed in partnership with NBC Learn, **My Story Videos** help students understand History-Social Science through diverse perspectives. Students see themselves as vital links between long-past eras and the world today.



Turn the student text into an interactive digital launch pad. Use the **Savvas BouncePages** app to access media through your mobile device.



The **Realize Reader** App provides online/offline capabilities for students.



Engage students with **Interactive Digital Content:**

- Primary source image galleries
- Political cartoons
- Interactive 3-D models
- Simulations
- Charts
- Illustrations
- Timelines
- Maps
- Flipped videos

See, analyze, and interact

Students can use **Primary Source Image Galleries** throughout the lesson to interact with images that tie to the Topic's story content.



... we here highly resolve that these dead shall not have died in vain ...

the implications to the very life and safety of our nation. . . . No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

—President Franklin Roosevelt, Message Asking for War Against Japan, December 8, 1941

After President Roosevelt's speech, the House voted 388 to 1 to declare war against Japan, and the Senate joined them unanimously. True to their military commitments with Japan, Germany and Italy declared war on the United States. Congress in turn declared war on Germany and Italy.

The United States became a full ally with Britain, France, and the Soviet Union against the Axis Powers. Democrats and Republicans put aside their political differences to unify the nation as it faced the task of winning a war on multiple fronts.

IDENTIFY CAUSE AND EFFECT How did Pearl Harbor change American opinion about the war?

Patriotism Inspires Rapid Mobilization

Following the Japanese attack, a spirit of patriotism and service swept across the country, inspiring exceptional actions by military personnel and civilians alike. Americans searched for ways to contribute to the war effort. They joined the military, volunteered with the Red Cross and other organizations, and moved into new jobs to help.

High Levels of Enlistment in the Military

The military draft was already in place under the Selective Training and Service Act of 1940. After Pearl Harbor, however, men rushed to volunteer for the various branches of the armed forces. In all, 38.8 percent of those who served in the military volunteered, with the remaining 61.2 percent responding to the draft.

Organizing and prioritizing the needs of the military was a massive job. As army chief of staff, General **George Marshall** directed the military buildup from coordinating and training troops to overseeing the manufacturing and delivery of all the necessary supplies.

During the course of the war, more than 16 million Americans served in the military. From 1941

Young men waited in line to volunteer for the United States Navy on December 8, 1941. The draft was already in place, but many young men volunteered before being drafted.

Bounce to Activate Gallery

TOPIC 8 World War II



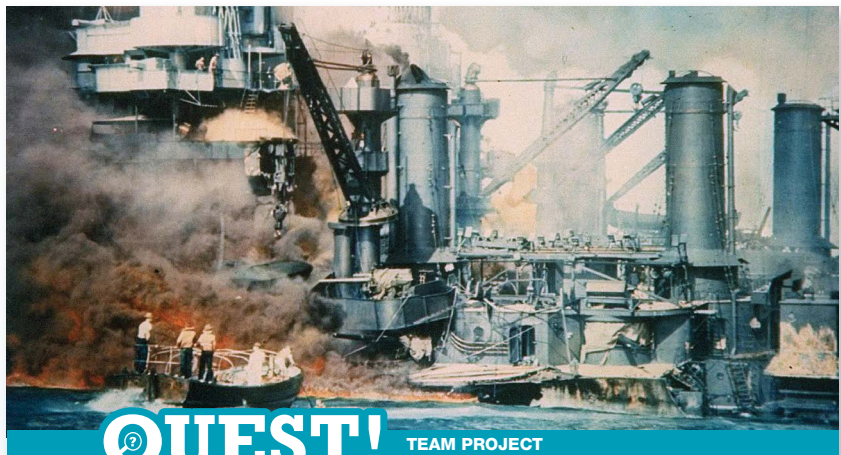
Inquiry Accessible to All Students

California students connect with content by asking compelling questions, conducting research, and communicating their findings throughout the inquiry arc.

Three types of **Quest Experiences** include:

- Project-Based Learning Inquiry
- Document-Based Writing Inquiry
- Civic Discussion Inquiry

The Quest follows a four-part learning model and asks students to **Connect, Investigate, Synthesize,** and **Demonstrate.** This promotes opportunities for students to research, use evidence, and communicate their conclusions.



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 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.

Quest Rubrics guide students to mastery!

SAVVAS realize™ Savvas.com/CAHSS

Go ONLINE for complete Quest materials

VIDEO ETEXT WRITING RUBRIC PDF ASSESSMENT

Engage students with embedded **Active Classroom Strategies**

- Quick and easy classroom energizers to increase participation
- Differentiated instruction and EL support
- Integrated in each daily lesson plan
- Incorporates process skills and encourages students to justify their thinking
- Offers a quick method to check for understanding

Topic 6 Lesson 2

Draw Conclusions What do you think was the most important step the United States took in preparing for the possibility of war? (Students will probably single out the Selective Service Act.)

America Moves Closer Toward War

As the war escalated in Europe, Franklin D. Roosevelt exhibited bold international leadership when he bolstered U.S. support for the Allies, creating the Lend-Lease Act, which allowed for the United States to fund Britain in the war against Germany, and signed the Atlantic Charter, which deepened the U.S.-British alliance. His Four Freedoms speech rallied Americans to fight for freedom, and German attacks on U.S. ships furthered U.S. involvement in World War II.

Online Project the **Interactive Gallery: Norman Rockwell's Four Freedoms**, explaining that these images were inspired by Roosevelt's speech of the same title. Have students look at each image and respond to the following questions: How does it make you feel? Does it capture the freedom expressed in the text? Then have students analyze the Four Freedoms speech in Primary Sources; Four Freedoms.

ACTIVE CLASSROOM

Divide students into groups and assign each group one image from Norman Rockwell's Four Freedoms. Have groups conduct the If Art Could Talk Activity. For each image, have students choose a central figure and explain what the person would likely say. Be sure students support their interpretations with evidence from the art.

ACTIVE CLASSROOM

Divide students into groups and assign each group one image from Norman Rockwell's Four Freedoms. Have groups conduct the If Art Could Talk Activity. For each image, have students choose a central figure and explain what the person would likely say. Be sure students support their interpretations with evidence from the art.

America should aid free countries in the fight against fascism. The isolationists wanted to keep the United States out of involvement in another European war.

396 TOPIC 6 World War II



With the fall of France, most Americans began to accept the inevitability of U.S. involvement in the war. Here they make public pledges for the first performance.

American people and of American institutions." Roosevelt's addresses were measured and clear. He appealed to Americans' feelings but not their logic.

Roosevelt Shifts Closer to Involvement Events in Europe shocked Americans out of their neutrality. Reports by Edward R. Murrow, a CBS reporter stationed in London, during the Blitz brought the radio reports, which began with the words "This is London," emphasized that the Germans were bombing not armies or military bases but civilians—grandparents, parents, and children.

These reports and the fact of what was in Europe against the Allies convinced many Americans that the United States needed to at least prepare to defend itself.

Shortly after the fall of France in September 1940, Germany, Italy, and Japan signed the Tripartite Pact and became allies. In the same year, after a heated debate between isolationists and interventionists, Congress passed a Selective Service Act—a peacetime draft—providing for the military training of 2 million troops and 500,000 reserve troops each year.

At the same time, President Roosevelt took an additional step to strengthen Britain. He gave Britain fifty World War I-era destroyers in exchange for eight British defense barges. Britain needed the ships to convoy goods across the Atlantic. Before the act to be an emergency measure, Roosevelt made the transfer without the consent of Congress.

The American people evaluated FDR's leadership not for an unprecedented deal but for a pragmatic move. Republican nominee Wendell W. Willkie was critical of FDR's handling of both the economy and foreign affairs but not of the President's basic positions on either.

Given such little difference between candidates, Americans hoped overwhelmingly not to change leaders in the middle of a crisis.

IDENTIFY CENTRAL ISSUES What were the main arguments in the debate between isolationists and interventionists?

America Moves Closer Toward War

Once fully informed, President Roosevelt increased his support of Britain. When Britain began to run short on funds to purchase cash-and-carry goods

396 TOPIC 6 World War II



Primary Sources

Four Freedoms: Franklin D. Roosevelt

In his State of the Union address to Congress on January 6, 1941, President Franklin D. Roosevelt stressed the danger that aggressive dictatorships 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.



Poster showing Freedom of Speech by Norman Rockwell

I address you, the Members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word "unprecedented," because at no previous time has American security been as seriously threatened from without as it is today. . . .

. . . I suppose that every realist knows that the democratic way of life is at this moment being directly assailed in every part of the world—assailed either by arms, or by secret spreading of poisonous propaganda by those who seek to destroy unity and promote discord in nations that are still at peace.

During sixteen long months this assault has blighted out the whole pattern of democratic life in an appalling number of independent nations, great and small. And the assaults are still on the march, threatening other nations, great and small.

DETERMINE MEANING Who was threatening democracy when Roosevelt gave this speech?

Therefore, as your President, performing my constitutional duty to "give to the Congress information of the state of the Union," I find it, unhappily, necessary to report that the future and the safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders. . . .

. . . 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?

The first is freedom of speech and expression—everywhere in the world.
The second is freedom of every person to worship God in his own way—everywhere in the world.

ASSESS AN ARGUMENT In his description of the first and second freedoms, Roosevelt refers to the First Amendment in the Constitution. **a.** Why do you think Roosevelt refers to the Constitution? **b.** Do you think that the reference strengthens or weakens his argument? Explain.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

6.2 America Debates Involvement 399

Integrated Primary Sources

provide an unfiltered record into firsthand accounts of the past and allow students to analyze, evaluate and interpret evidence from multiple sources.

Interactive Primary Sources are available online!



Prepare Students for College, Career, and Civic Life

Savvas focuses on developing your students' History-Social Science skills to prepare them for a successful future. Critical thinking, problem solving, and participatory skills are embedded throughout the program.

Critical Thinking Questions are found throughout the program, including in the online Interactives. These questions prompt students to read, analyze, and apply content.

Go back Interactive Gallery: War in North Africa

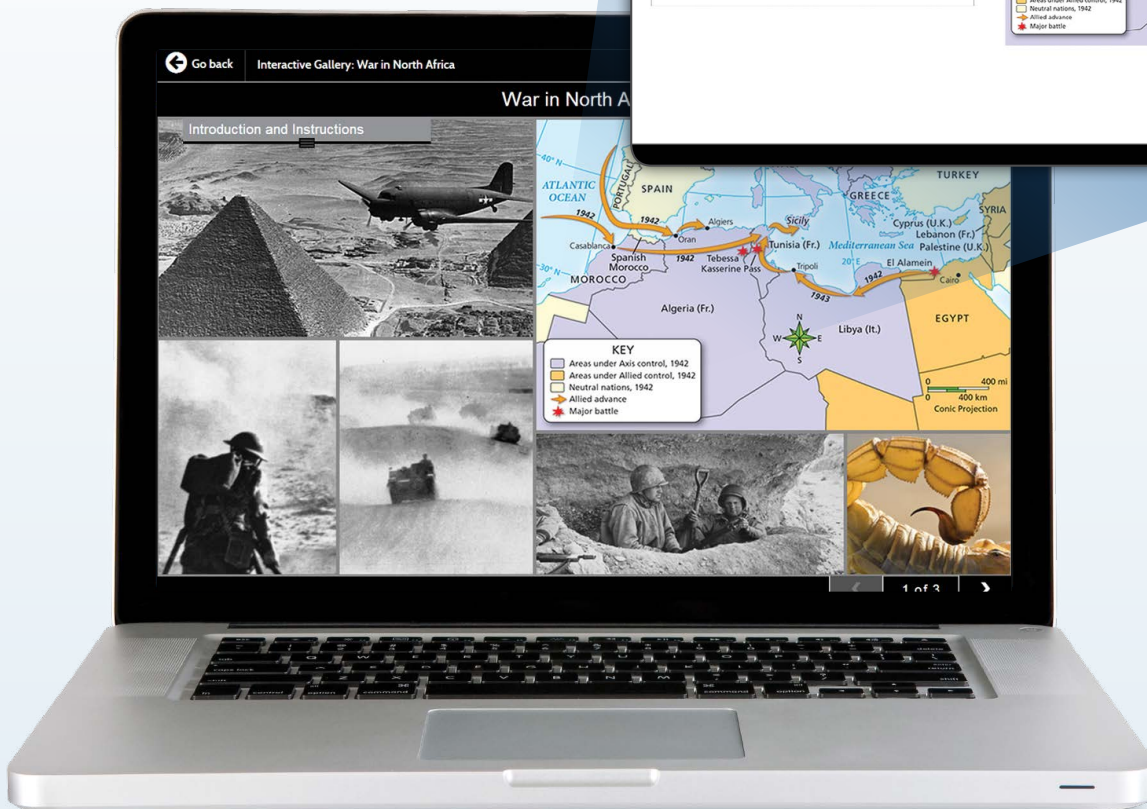
War in North Africa

Draw Conclusions Most supplies for Allied troops in North Africa had to be brought in by sea. According to the map, why would this have posed a problem?

Type your answer here.

KEY
Areas under Axis control, 1942
Areas under Allied control, 1942
Neutral nations, 1942
Allied advance
Major battle

2 of 3

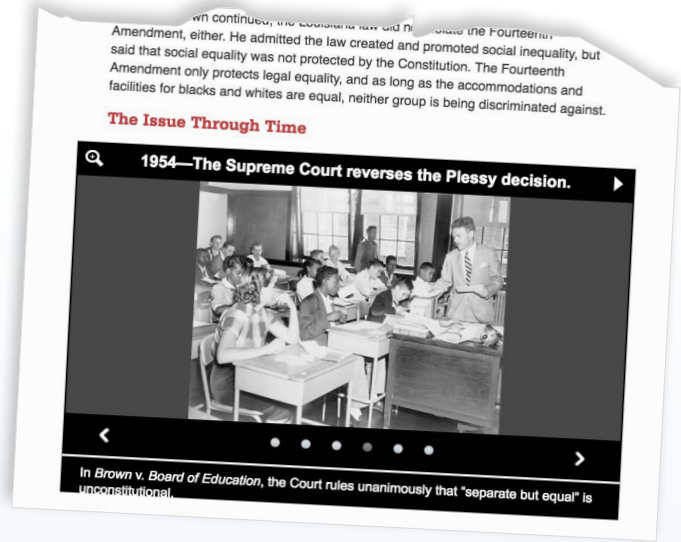




21st Century Skill Tutorials cover a variety of topics and provide peer-to-peer reference guides, and assessment. Topics include:

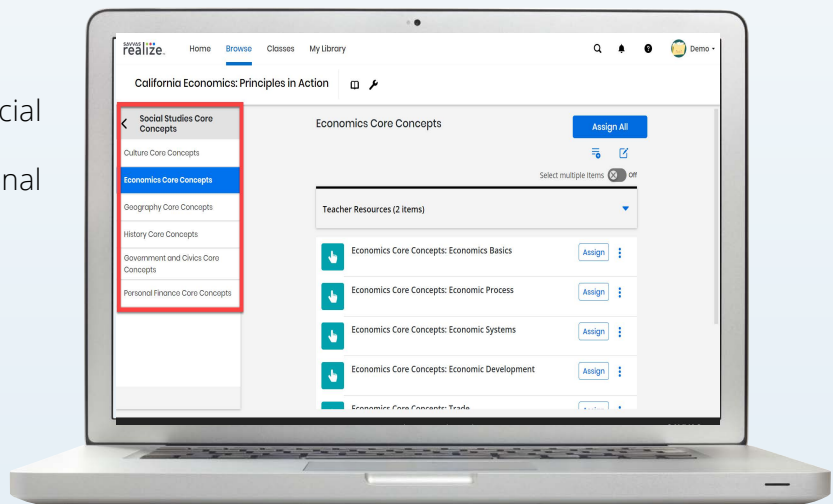
- Comparing viewpoints
- Analyze cause and effect
- Avoid plagiarism
- Develop a clear thesis
- Work in teams
- And more!

The **History-Social Science Reference Center** contains rubrics, graphic organizers, landmark supreme court cases, and Constitution Day materials.



Buck Institute, Constitutional Rights Foundation, and Savvas make inquiry easy. Quest projects allow students to engage in life-long citizenship skills that foster collaboration and problem solving, and that help students take informed action in their college, career, and civic future.

Core Concepts offer review of History-Social Science concepts—government, history, geography, culture, economics, and personal finance—to help facilitate a well-rounded student and classroom.



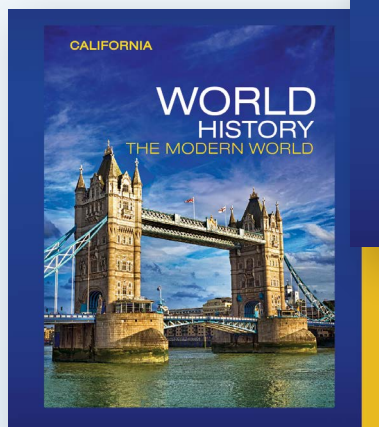
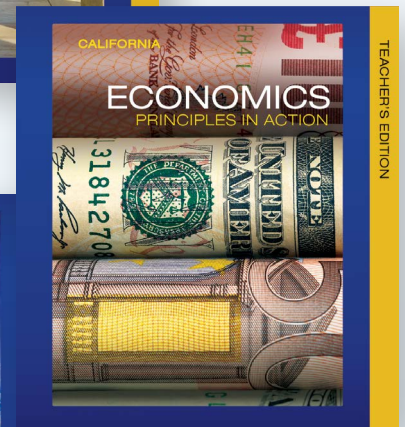
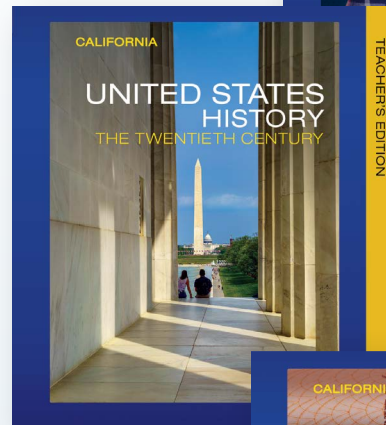


Plan Easily, Teach Effectively

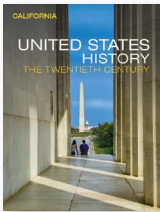
Teacher support materials provide a built-in instructional roadmap and contain suggestions and examples of how teachers can implement Savvas California History-Social Science programs into their classroom.

Teaching Ideas, Strategies, and Inspiration!

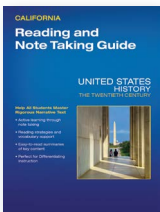
- Active Classroom Strategies
- California ELA/ELD Standards
- California HSS Standards
- Chapter Assessments
- Topic at a Glance
- Critical Thinking & Writing Strategies
- Differentiated Instruction
- Integrated ELD Strategies
- Pacing Guides
- Primary Source Activities
- Review Strategies
- Visual Review Strategies
- Vocabulary Strategies
- Writing Activities



Student Components



- **Student Edition Hardcover Text:** Includes all core content lessons, numerous primary and secondary sources, assessment and more!

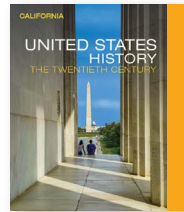


- **Reading and Note Taking Guide:** Student consumable notebook includes support for close reading and note taking, vocabulary practice, and writing.

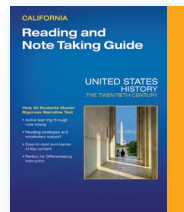


- **Student Online Digital Course:** Full Digital Course for each grade with the **Interactive Reading Notebook: Inquiry Companion**, interactivities, and links to the Student eText for narrative content.

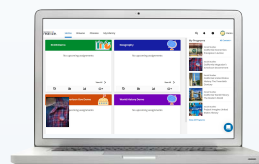
Teacher Components



- **Teacher Guide:** Print Teacher Edition with full lesson support and integrated ELD Support.



- **Reading and Note Taking Guide Answer Key:** Answer key for the student Reading and Note Taking Guide.

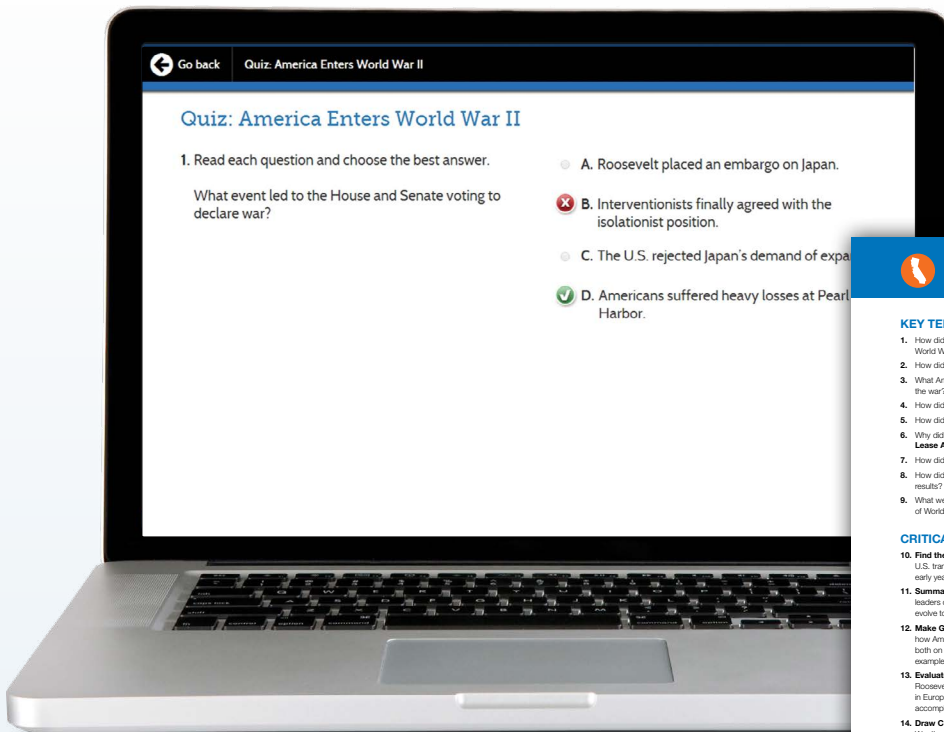


- **Online Teacher Resources:** Digital course with interactivities and links to the eText for narrative content. Teacher Resources provide additional support with EL strategies, close reading, and skills instruction.



The Next Level of Assessment

With different types of learners, having flexible teaching support for universal access is the key to making sure each and every student is successful. The Savvas curriculum provides a strong connection between assessment and instruction to ensure student understanding.



1 Lesson Quizzes provide a quick assessment of understanding, with instant feedback.

PRACTICE

1	March 1941 Lend-Lease Act authorizes the United States to sell, lease, lend or otherwise provide arms to other governments in defense of the United States.	August 1941 Atlantic Charter plots mutual American and British war strategies against the Axis powers.	September 1941 After German U-boats attack U.S. naval ships escorting arms shipments to the Allies, President Roosevelt issues an order to the navy to shoot U-boats on sight.
----------	---	--	--

Based on the time line, under President Roosevelt's leadership, the United States' relationship with its allies—

- A** was a calculated attempt to provoke Germany into declaring war on the United States
- B** included drawing Iceland into the conflict by making it a distribution port for American arms shipments
- C** was intended to secretly help defeat Germany by destroying the U-boat "wolf packs" that

California Topic 6 Assessment

KEY TERMS, PEOPLE, AND IDEAS

- How did **Adolf Hitler** contribute to the outbreak of World War II?
- How did the Allies turn the tide against the Axis?
- What Americans were subject to **internment** during the war?
- How did the Allies defeat the Axis powers?
- How did **anti-Semitism** lead to the **Holocaust**?
- Why did **Franklin D. Roosevelt** sponsor the **Lend-Lease Act**?
- How did the war change America at home?
- How did the Holocaust develop and what were its results?
- What were the major immediate and long-term effects of World War II?

CRITICAL THINKING

- Find the Main Idea** Identify three key events in the U.S. transition from isolationism to involvement in the early years of World War II.
- Summarize** (a) What was the chief goal of Allied leaders during World War II? (b) What strategy did they evolve to meet this goal?
- Make Generalizations** Make a generalization about how American women contributed to the war effort, both on the home front and in combat. Give two examples to support your generalization.
- Evaluate Information** (a) Why did Stalin want Roosevelt and Churchill to open a second front in Europe? (b) What action did the Allies take to accomplish this goal? (c) Evaluate its success.
- Draw Conclusions** Explain the significance of World War II as a turning point in history. Consider the following as you frame your answer: the roles of the United States and the Soviet Union in the postwar years and the introduction of nuclear warfare as a result of the war.
- Make Generalizations** Describe how American involvement in World War II had economic effects on the home front.

16. Analyze Maps Look at the map below. (a) What event does the map illustrate? (b) Describe this event. (c) Why do you think the people responsible were tried as war criminals after the war?

17. Writing Activity: Use Primary Sources Evaluate how President Franklin D. Roosevelt's Four Freedoms speech changed America's relationship with its allies. Use the excerpt below and your knowledge of Roosevelt's international leadership.

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

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peace time life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms means a worldwide reduction of armaments to such a point and in such a fashion thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world. ... —Franklin Delano Roosevelt

454 TOPIC 6 World War II

2 Assessment provides a comprehensive print review and assessment for each topic.

- 3 Practice** allows students to take a practice test at the end of each Topic. Designed in the same format used in standardized tests.

3 To combat discrimination in the wartime hiring process, Roosevelt signed a fair employment executive order in 1941. This order resulted in—

- A** more jobs for U.S. teenagers ranging from ages 14 to 18
- B** one million women being hired for jobs typically held by men
- C** two million African Americans finding work in defense industries
- D** Italian and Japanese Americans getting jobs in the defense industries

4 **SCIENCE AND TECHNOLOGY OF WORLD WAR II**

- 10 MILLION PINTS OF BLOOD INTO DRIED BLOOD**
- THE ALLIES USED NYLON**
- 100 BILLION UNITS OF PENICILLIN**

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

DOCUMENT B
This photograph shows Hiroshima after the bombing on August 6, 1945. The single bomb destroyed 4.7 square miles of Hiroshima and some 68% of its buildings. Between 70,000 and 80,000 people were killed by the explosion or its aftermath.

DOCUMENT C
This excerpt is from a letter written by Truman. When the message came to Potsdam that a successful atomic explosion had taken place in New Mexico, there was much excitement and conversation

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 1.6 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, 1950*

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 bomb, 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 emperors and his advisers. . . . —J. Samuel Walker, *Prompt and Utter Destruction, 1957*

18. 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.

19. Analyze Photographs Based on Document B, what effect do you think the bombing might have had on those who witnessed it?

20. According to Truman, his main goal in deciding to use the atomic bomb was to

- A.** save American and Japanese lives.
- B.** punish Japan for carrying on the war.
- C.** demonstrate the power of nuclear weapons.
- D.** destroy the nation of Japan.

21. Writing Activity: Primary Source Write a paragraph explaining whether you think Truman's decision to use the atomic bomb on Hiroshima and Nagasaki was justified. Use the sources as well as additional information you have learned about the bombings.

Go ONLINE to practice at www.savvasrealize.com

- 5 Topic Tests** provide a comprehensive assessment. Online tests include higher-order thinking, primary sources, maps, and rigorous, open-ended writing prompts.

Chapter 1 Test A (1 of 6) Our Communities

Name _____ Date _____

Vocabulary Match each term with the correct definition. (10 points)

Definitions	Terms
<input type="checkbox"/> 1. in the countryside where there is plenty of open space	A diverse
<input type="checkbox"/> 2. different	B rural
<input type="checkbox"/> 3. the way of life of a group of people	C urban
<input type="checkbox"/> 4. imaginary lines that circle Earth, in degrees north and south	D latitude
<input type="checkbox"/> 5. in a large city where there are museums and apartment buildings	E culture



- 4 Document-Based Questions** require students to analyze, think critically, and consider multiple primary sources, and make connections to defend their reasoning.

- 6 ExamView®** Create your own test, quizzes, study guides, benchmarks, and worksheets with the ExamView® Test Bank available on Savvas Realize.

Formative Assessment

- Reading Checks
- Writing Responses
- Synthesis Activities
- Performance Tasks
- History-Social Science Analysis Skills Assessment

Topic Level

- Technology Enhanced Items
- Topic Synthesis Activities
- Review and Assessment
- Topic Assessments
- Online Tests and Test Banks

Program Level

- Test Prep
- ExamView®

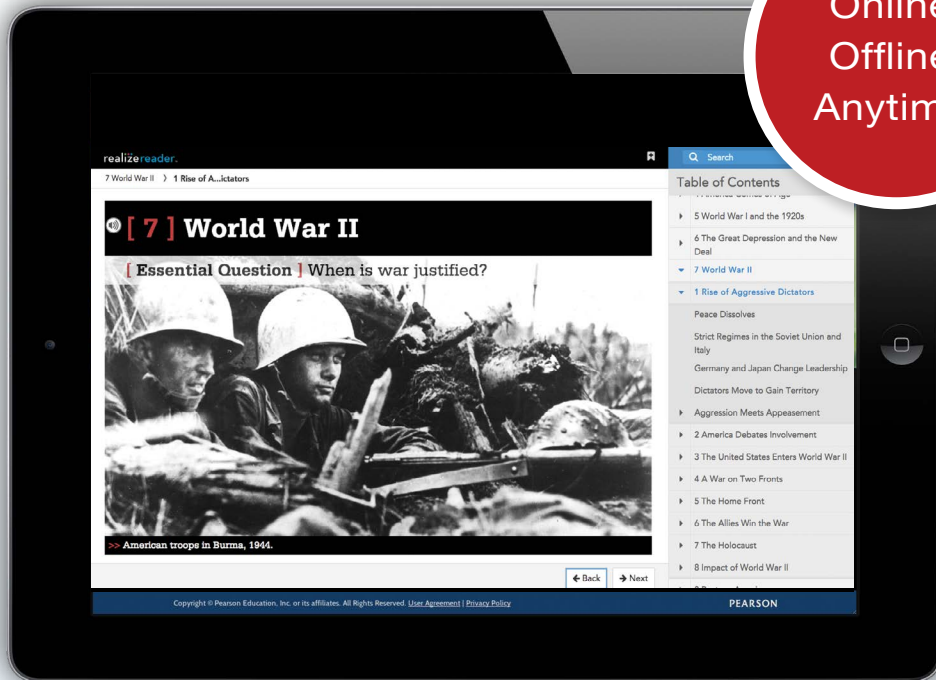


Manage Changing Classrooms

Savvas helps teachers create a learning culture that’s flexible, personalized, and student-centered. The program includes all of the resources needed to implement the California History-Social Science Framework identified at point of use.

DIGITAL POWER—SINGLE SIGN-ON!

SavvasRealize.com is your online destination for Savvas digital content. It provides single sign-on access to content, classroom management tools, and student data at the click of a button.



Work Offline or Online

The Realize™ Reader eText lets students work offline. Everything stays in sync when reconnected to the web.

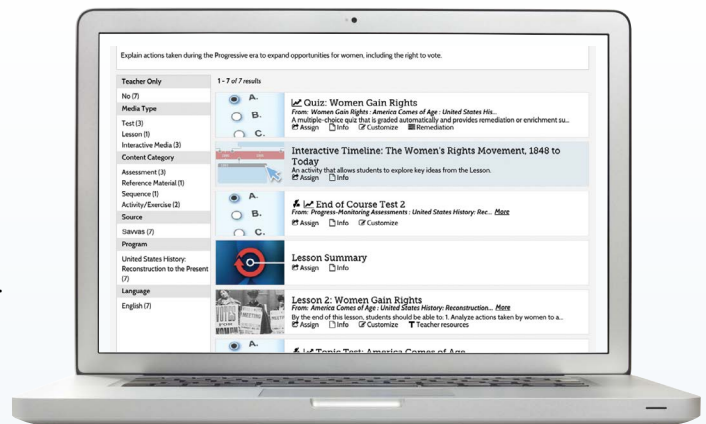


Access Student Data

Check students' mastery of the California Standards. View progress, time spent on task, and assignments.

Teach California Standards

Search by California Standards or keyword. It's simple and easy to access lessons, assignments, and tools.



Share supported content from your Realize programs with your classes. Just click "Share with **Google® Classroom**" and Realize will do the rest for you.

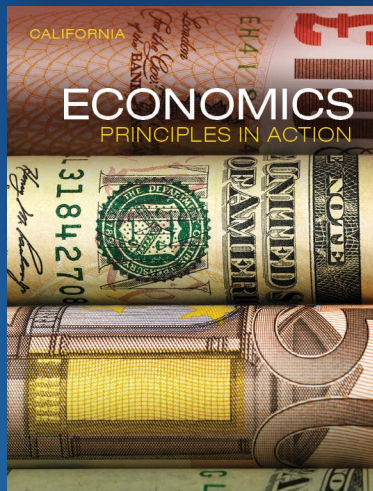
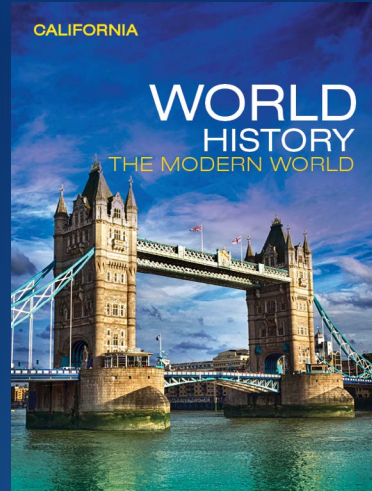
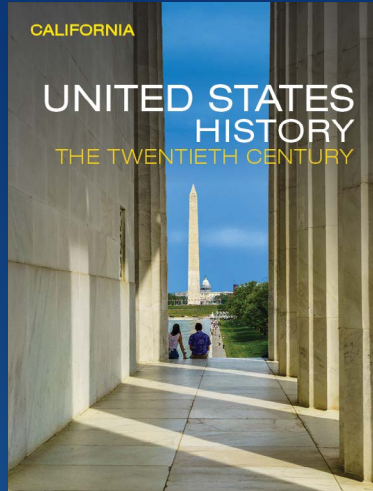
Google and the Google logo are registered trademarks of Google, LLC.

SAVVAS EasyBridge

Savvas EasyBridge is a time savings solution that provides districts with centralized user management and automated class rostering to simplify learning platform setup at the beginning of each school year.



Inspired by you



Learn more at Savvas.com/CAHSS

SAVVAS
LEARNING COMPANY

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC. All Rights Reserved. Savvas™ and Savvas Learning Company™ are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

SAM: 9781418278540 ADV: 9781418278540

Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching
Blog.Savvas.com

615W4487