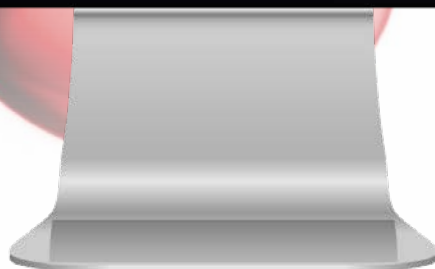


SAVVAS

Digital
Review
Guide

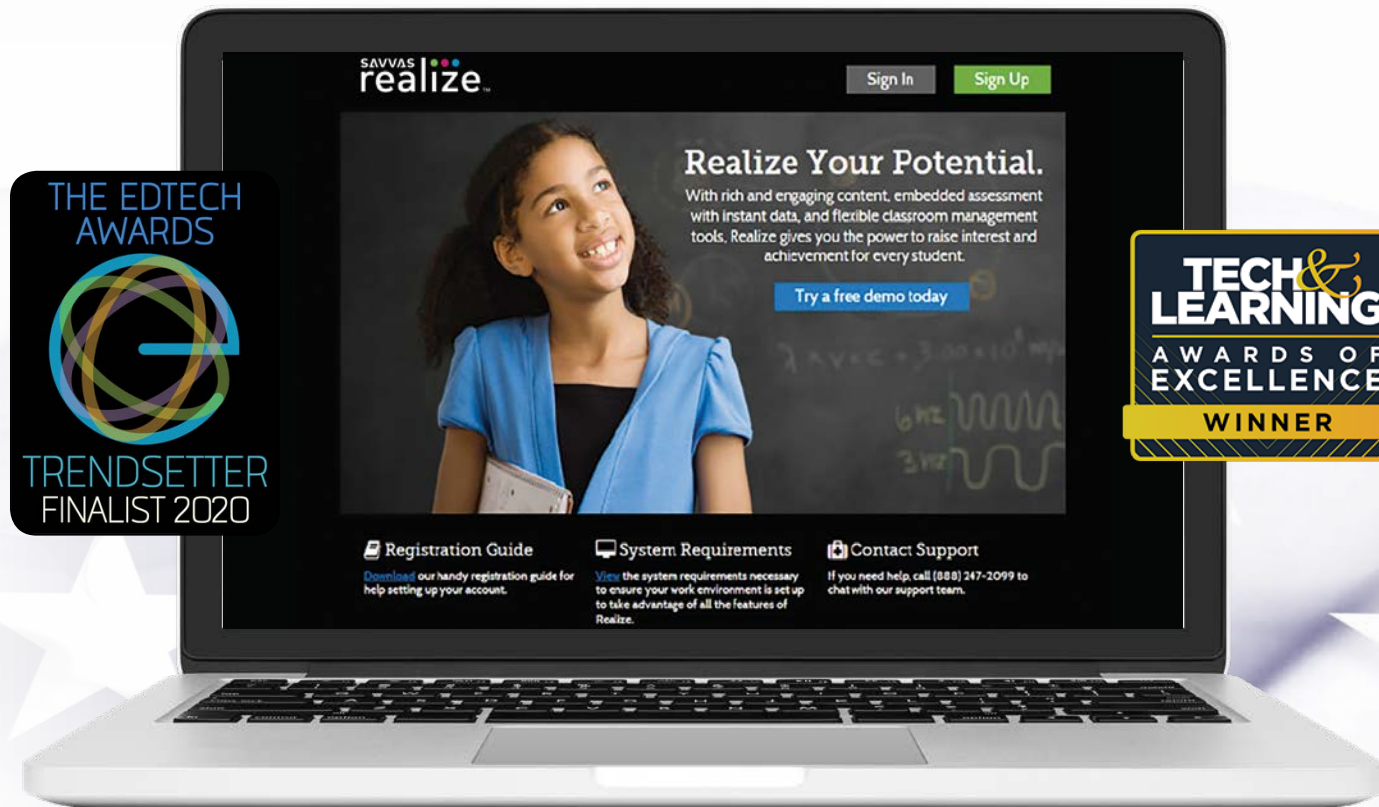


US History

I N T E R A C T I V E

Realize a New Way of Learning

The classroom has changed. More students than ever before are learning online. Combine an award-winning platform that meets the challenges of digital learning with digital content designed to engage students in the study of the past. Moving your classroom online is only the beginning of what digital can do.



SavvasRealize.com

Username: SS_Interactive Password: SavvasLearning1

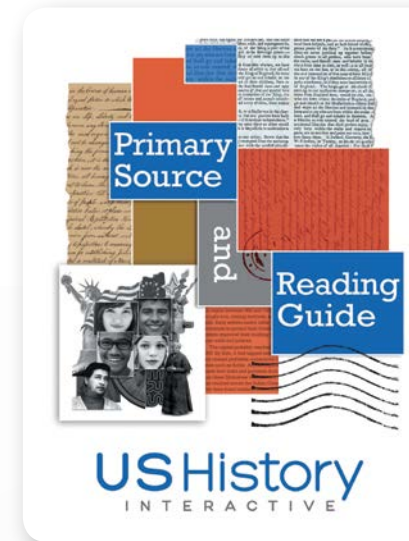
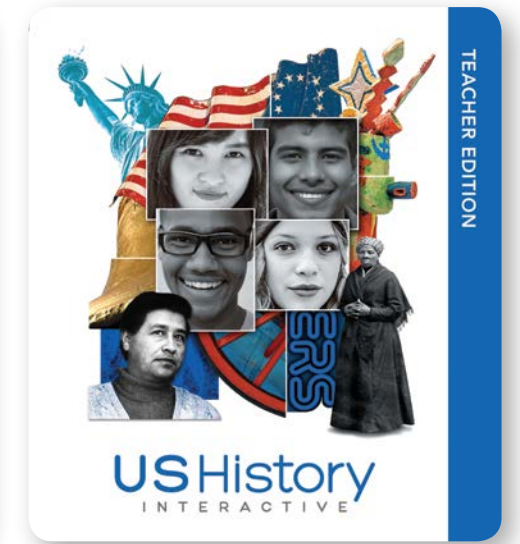
PLATFORM

Print is only the beginning

Digital Learning on a Powerful Platform

The award-winning **Savvas Realize™** learning management system provides access to all your content, assessments, and digital tools for **US History Interactive**. Customize, edit, and rearrange content. Assign homework and assessments. Lead a virtual civic discussion board. See what **Realize** can do for you at Savvas.com/Realize.

Easy-to-use and easy-to-access, **Savvas Realize** works with all IMS Global® Certified LMS and exclusively integrates Google Classroom™. It's easy to roster your school information system (SIS) and integrate **US History Interactive** with the LMS you're already using.



Bring Online Resources to a New Level

Topic 14: World War II (1931–1945)

- Topic Opener: World War II
 - Customize
- Quest Inquiry Project-Based Learning: Build a World War II Website
 - Teacher resources
 - Customize

With the Realize™ digital course and eText, you'll find everything you need to take your classroom beyond the textbook. Follow these step-by-step instructions to discover what digital resources await you and your students. Start from the Topic Table of Contents.

1 Click **Topic Opener: World War II** for digital activities and video to introduce the topic to your students.

Jump-start inquiry-based learning with **Quest Projects** for each topic.

Connect

- Quest Inquiry Student Instructions: Build a World War II Website
 - Assign
 - Add to Playlist
- Quest Inquiry Project Launch: Build a World War II Website
 - Assign
 - Add to Playlist
- Quest Inquiry Project Contract: Build a World War II Website
 - Assign
 - Add to Playlist
- Quest Inquiry Need-to-Know Questions: Build a World War II Website
 - Assign
 - Add to Playlist
- Quest Inquiry Rubric for a Group Website
 - Assign
 - Add to Playlist

3 Add inquiry to your classroom with **Quest Topic Inquiry** projects. Access student instructions, contracts, rubrics, project trackers, and more. Help students practice real-world skills while using social studies skills and content.

Launch the topic on pages 670 (Survey) and 390 (Reconstruction) in your print Student Edition.

World War II: Team Project

Project Tracker

Use the template below to help organize your project team's tasks. Tasks may be assigned to one person or the entire team's tasks and roles.

TASK	ASSIGNED TO	DUE DATE	DATE COMPLETED
Planning			
Choose Research Subjects			
Assign Roles			
Research and Writing-Profile 1			
Research Chosen Subjects			
Collect Source Material			
Write Draft			

World War II: Team Project

Information Organizer

PROFILE 1

Profile category _____

Name of person _____

Role during the war _____

Armed service (e.g., army, navy) if the person was a veteran _____

Year of birth, if known _____

Place of birth, if known _____

Places the person lived or served during the war _____

Other facts to include in profile: _____

World War II: Team Project

Rubric for a Group Website

CRITERIA	EXCELLENT	ACCEPTABLE	MINIMAL	UNACCEPTABLE
Purpose	The purpose of the website is clearly stated and reflects the assignment.	The purpose of the website is mostly clear and reflects the assignment.	The purpose of the website is unclear or partly off topic.	The purpose of the website is unclear or off topic.
Content	The content is accurate, appropriate, and clearly presented. The pages link to accurate and useful information and include strong audio, video, visuals, and written primary sources. The evidence presented strongly supports the website's conclusions.	The content is accurate, easy to understand, and relevant to the topic. There is more than one page of good information. The pages include one or more links to useful sources and include some audio, video, visuals, and written primary sources. The website has conclusions that are supported by the evidence.	Some of the content is related to the topic, but other content is not relevant. Some, but not all, of the information is accurate. The site contains or links to at least one relevant primary source. The website draws only obvious conclusions or some conclusions that are not supported by the evidence.	The content does not meet the assignment criteria. Information is inaccurate or unrelated to the topic. Web pages are missing useful links or copies of relevant primary sources. The website fails to draw conclusions or draws conclusions that are not supported by the evidence.

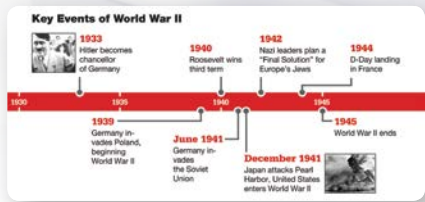
2 Form a personal connection to content with exclusive **NBC Learn™ My Story Video** that features current events and historic news reports.



Bridge the past and the present with **Hook & Inspire! Connections to Today** teaching suggestions from pop culture, media, music, films, and more.



Give context to history with the **Timeline Activity**.



Connect

- My Story Video: Murray Gittleman, World War II Veteran
 - Assign
 - Add to Playlist
 - Info
- Essential Question Activity: When is War Justified
 - Assign
 - Add to Playlist
 - Info
- Hook & Inspire: Connections to Today Support: Take Action to Learn About Plastics
 - Add to Playlist
 - Info
- Listenwise Current Events
 - Add to Playlist
- Timeline Activity: World War II
 - Assign
 - Add to Playlist
 - Info
- Primary Source and Reading Guide: World War II
 - Assign
 - Add to Playlist

When is War Justified?: Individual Activity

What do you think is a valid reason for the United States to go to war?

- To defend U.S. territory and people
- To fulfill obligations to allies
- To gain territory or resources
- To stand up for an ideal

VALID NOT VALID

Listenwise

Bring the power of public radio to your classroom.

United States History

- Task 1: American Culture from 1945-1955
- Task 2: English American Culture 1850-1916
- Task 3: The American Revolution 1764-1789
- Task 4: Establishing the New Nation 1789-1795
- Task 5: The Early Republic 1789-1805

Current Events

Lesson 3 The United States Enters World War II

CLOSE READING

Japan Attacks the United States

1. Identify Cause and Effect: As you read "Japan Attacks the United States," use this graphic organizer to record the causes and effects of the attack on Pearl Harbor.

Cause	Effect
Attack on Pearl Harbor	

Spark inquiry with **Essential Questions** for every topic.

Access premium **Listenwise®** current events for every topic and get new podcasts every day.

Help students practice close reading and document-based writing with the **Primary Source and Reading Guide** workbook.

Content for All Students

Everyone has a different learning style. Engage ALL students in the study of the past with exciting digital resources for each lesson – hip-hop songs, videos, audio, interactives, and more!

- 1** Lesson 1: Rise of Aggressive Dictators
Info Teacher resources Customize
- 2** Lesson 2: America Debates Involvement
Info Teacher resources Customize
- 3** Lesson 3: The United States Enters World War II
Info Teacher resources Customize
- 4** Lesson 4: A War on Two Fronts
Info Teacher resources Customize
- 5** Lesson 5: The Home Front
Info Teacher resources Customize

1

Flip through the lesson starting on page 693 (Survey) and page 413 (Reconstruction) in your print Student Edition.

1

Each topic is divided into multiple lessons to study content in bite-sized pieces. Select **Lesson 3: The United States Enters World War II** to get started.

2

Use a start-up bellringer activity to introduce the lesson, then dive into content with the eText, flipped lesson video, digital interactives, and interactive primary sources.

3

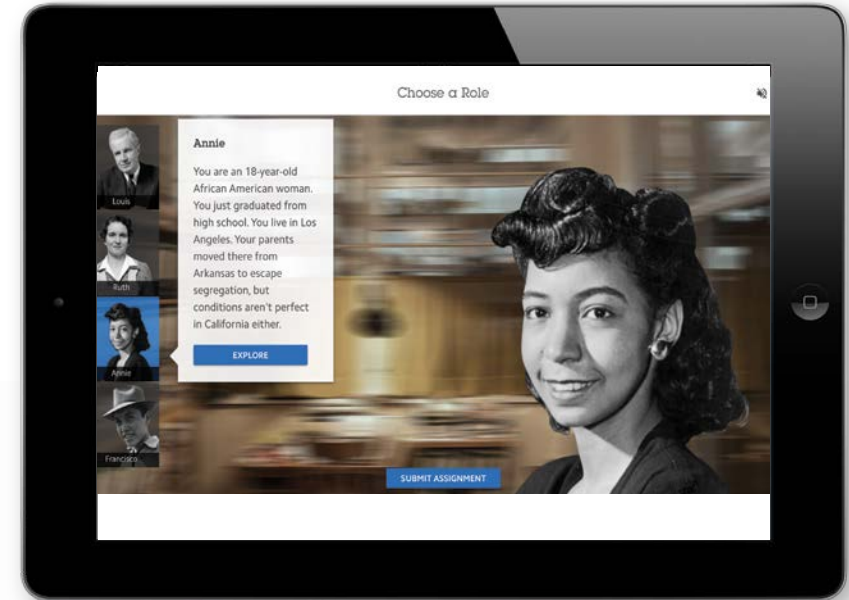
Project Imagine immersive experiences bring the past to life. Be part of history with engaging resources, like the role play activity, and study the past through multiple perspectives.

continued on pgs. 8-9

3

Project Imagine

- Project Imagine: Join the War Effort**
Assign Add to Playlist
- Project Imagine Reflection eText: Join the War Effort**
Assign Add to Playlist
- Project Imagine Student Handout: Join the War Effort**
Assign Add to Playlist



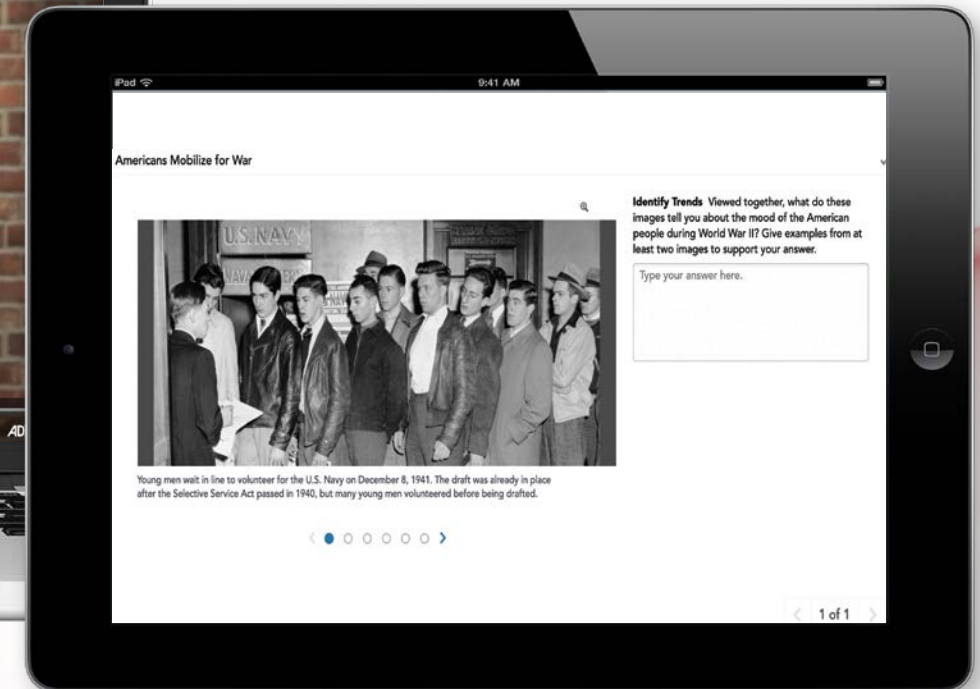
Connect

- Start Up Activity: A Turning Point**
Assign Add to Playlist Info

Investigate

- Lesson 3 eText: The United States Enters World War II**
Assign Add to Playlist Info
- Flipped Video: The Situation in the Pacific, 1941-1942**
Assign Add to Playlist Info
- Interactive Map: Surprise Attack on Pearl Harbor**
Assign Add to Playlist Info
- Interactive Gallery: Americans Mobilize for War**
Assign Add to Playlist Info

2



Content for All Students

continued

4

Reading Support

- Primary Source and Reading Guide: The United States Enters World War II**
Assign Add to Playlist
- Lesson Summary: The United States Enters World War II**
Assign Add to Playlist Info
- Lesson Summary Audio: The United States Enters World War II**
Assign Add to Playlist Info
- Lesson Summary Spanish: The United States Enters World War II**
Assign Add to Playlist Info
- Lesson Summary Spanish Audio: The United States Enters World War II**
Assign Add to Playlist Info
- Leveled Lesson Summary: The United States Enters World War II**

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, and lab technicians. The government also created agencies to ensure the production of supplies needed for the military. These agencies allocated scarce materials to the proper industries. Private companies developed innovative production techniques to make huge quantities of war goods, creating a production miracle that was key to helping the Allies fight the war.



4

Support struggling readers. The lesson summaries (available in Spanish and English) with audio are easy-to-read highlights for students to review or preview content. For struggling readers, the leveled lesson summary (available in Spanish and English) is written two reading levels below. You can also access the leveled lesson summary from the **Realize Reader™** eText.

5

Assess student learning with a lesson quiz that provides remediation suggestions for students.

Access additional resources from within **US History Interactive** – including hip-hop history songs, primary sources, biographies, and more.

Demonstrate

- Lesson Assessment eText: The United States Enters World War II**
Assign Add to Playlist Info
- Lesson Quiz: The United States Enters World War II**
Assign Add to Playlist Info Customize Remediation
- Editable Lesson Quiz: The United States Enters World War II**
Assign Add to Playlist Info

Additional Resources

- 21st Century Skill Tutorial: Analyze Cause and Effect: Video**
Assign Add to Playlist
- 21st Century Skill: Analyze Cause and Effect: Quick Reference**
Assign Add to Playlist

5

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

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

Coming of World War II

Chorus:
The coming of the war, get ready for round two
Could it have been avoided? What would you do?
Dictators who did things you could never undo
Get ready for war, soon World War II

Verse:
Some countries chose freedom, some the scarier system
With dictators and **totalitarianism**
The Fascists, the Nazis, the militarists in Japan
Made unchecked aggression and no one would take a stand
It seemed that keeping peace was the top objective
The policy of **appeasement** meant to grant concessions
Its true in fact, it would do just that
But they only postponed the war with the **Munich Pact**
The **Axis Powers** were Germany, Italy, and Japan
The **Allies** started as Britain and France
Later China and the Soviets. The U.S. agreed
With the **Lend-Lease Act** to give the Allies what they need
When **Pearl Harbor** was attacked, our involvement began
FDR asked Congress to declare war on Japan
In the momentum-shifting **Battle of the Coral Sea**
The U.S. forced Japan to halt attack on New Guinea

Assess Student Learning

Each topic concludes with multiple options for student assessment.

1

6	Lesson 6: The Allies Win the War	>
	<input type="checkbox"/> Info <input type="checkbox"/> Teacher resources <input type="checkbox"/> Customize	
7	Lesson 7: The Holocaust	>
	<input type="checkbox"/> Info <input type="checkbox"/> Teacher resources <input type="checkbox"/> Customize	
8	Lesson 8: Impact of World War II	>
	<input type="checkbox"/> Info <input type="checkbox"/> Teacher resources <input type="checkbox"/> Customize	
	Topic Closer: World War II	>
	<input type="checkbox"/> Teacher resources <input type="checkbox"/> Customize	
	Topic Assessments: World War II	>
	<input type="checkbox"/> Info <input type="checkbox"/> Teacher resources <input type="checkbox"/> Customize	

Topic Closer: World War II

Select all

Demonstrate

	<input type="checkbox"/> Connections to Today eText: Take Action to Learn About Plastics <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info
	<input type="checkbox"/> Topic Synthesize: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info
	<input type="checkbox"/> Topic Quick Study Guide eText: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist
	<input type="checkbox"/> Topic Assessment eText: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist

2

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.

Notebook

B I U

Discover print assessments starting on page 745 (Survey) and 465 (Reconstruction) in the Student Edition.

1 Click on **Topic Closer: World War II** to see resources that will help students synthesize and demonstrate their understanding of the content.

Click on **Topic Assessments: World War II** to find multiple assessment options for students.

2 In the **Topic Closer** folder, you'll have access to review resources and a synthesis activity. Help students inform the future with the **Connections to Today: Take Action** activity.

3 For each topic you will find **differentiated levels of topic assessment** to assign to your students. Each topic test comes Below Level, On Level, and Above Level so you can reach students at their level. All topics are available on **Realize**, so they're easy to assign and grade.

Below Level: Topic Test A

<input type="checkbox"/>	<input type="checkbox"/> Topic Test A: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info <input type="checkbox"/> Customize
<input type="checkbox"/>	<input type="checkbox"/> Editable Topic Test A: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info

On Level: Topic Test B

<input type="checkbox"/>	<input type="checkbox"/> Topic Test B: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info <input type="checkbox"/> Customize
<input type="checkbox"/>	<input type="checkbox"/> Editable Topic Test B: World War II <input type="checkbox"/> Assign <input type="checkbox"/> Add to Playlist <input type="checkbox"/> Info

Above Level: Topic Test C

<input type="checkbox"/>	<input type="checkbox"/> Topic Test C: World War II
--------------------------	--



Your Digital Student Edition

Online, offline, anytime. Use the **Realize Reader™ eText** to assign reading activities and assignments to students.

US History Interactive ▾

Table of contents Resources Standards eText Tools ▾

1



The app for Chrome™ and iPad® lets students complete assignments with or without an Internet connection.

2

1

To access your **Realize Reader eText**, click **eText** on the top header.

2

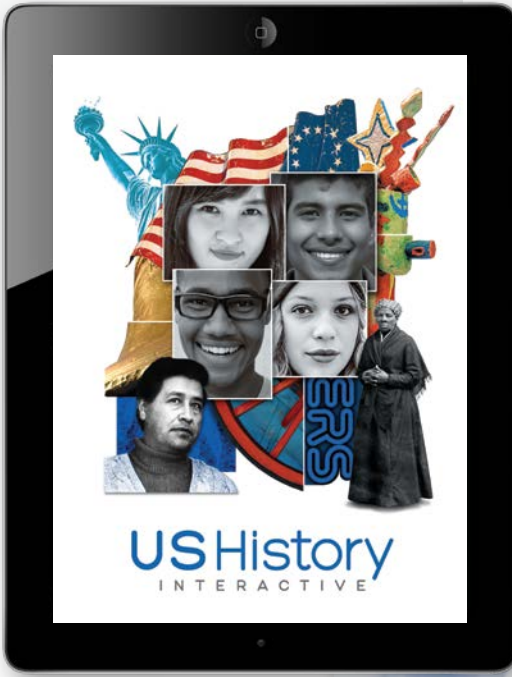
Easily access any topic within the eText using the clickable **Table of Contents** on the left.

3

The point-of-use **Leveled Lesson Summary** helps struggling readers understand content.

4

Students can answer all questions from the textbook in the **Realize Reader Notebook**.



3

4



All the Resources You Need to Go Digital

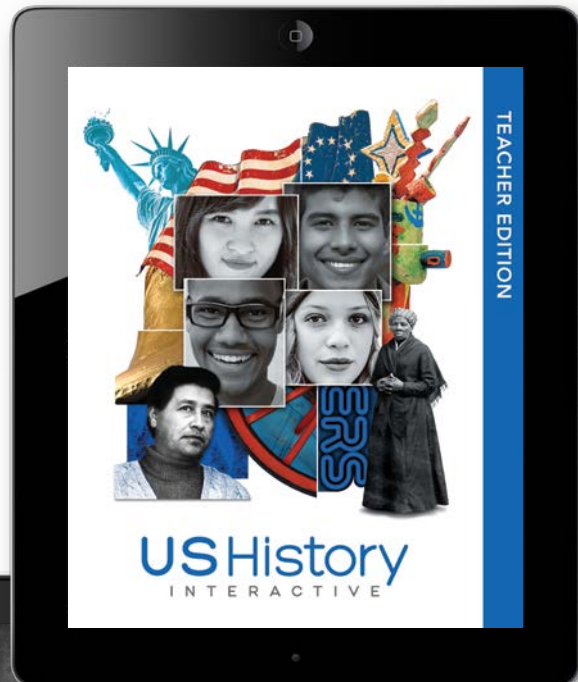
The wraparound **Teacher Edition** is only the beginning. Find even more teaching support on the **Realize™ Digital Course**.

I saw more planes coming in, passing over Battleship Row dropping bombs. I remember very clearly what looked like a dive-bomber coming in over the *Arizona* and dropping a bomb. I saw that bomb go down through what looked like a stack, and almost instantly it cracked the bottom of the *Arizona*, blowing the whole bow loose. It rose out of the water and settled. I could see flames, fire, and smoke coming out of that ship, and I saw two men flying through the air and the fire, screaming as they went.

—Captain James F. Anderson, aboard the hospital ship USS *Solom* in Pearl Harbor

The Japanese were able to secure the resources they needed within their new possession. In 1941, General **Hideki Tojo** (his name on TV job) became the Japanese prime minister. Known as "the Razor" for his sharp mind, he focused primarily on military expansion but sought to keep the United States neutral. Throughout the summer of 1941, Japan and the United States attempted to negotiate an end to their disagreement, but with little success. Japan was bent on further expansion, and the United States was firmly against it. Finally, in late November 1941, Cordell Hull, the U.S. Secretary of State, rejected Japan's latest demands. Diplomatic relations continued for the next week, but Tojo had given up on peace. By early December he had made the decision to deliver a decisive first blow against the United States.

The Attack on Pearl Harbor As Japanese diplomats wrangled in the U.S. capital, Japan's navy sailed for **Pearl Harbor**, Hawaii, the site of the United



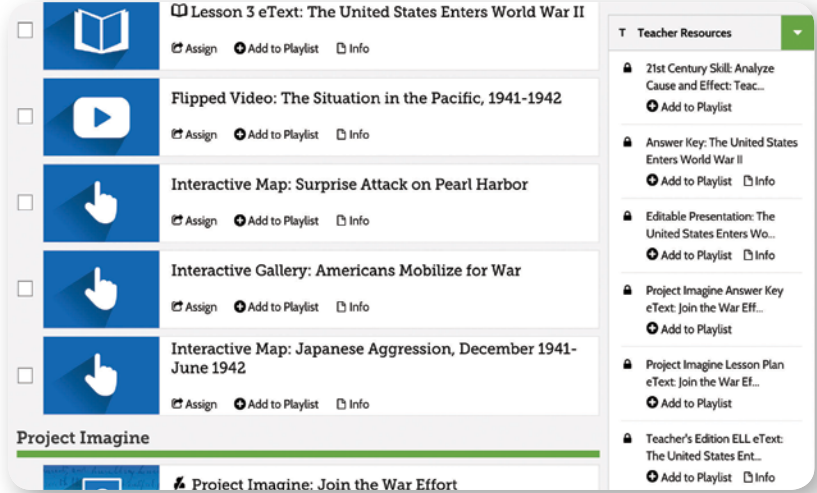
1

To find your topic teacher resources, go to a topic folder and select the **Teacher Resources** dropdown on the right. Here you will find the **Teacher Edition eText** for the topic, the answer key for the topic, and the **Project Imagine** primary sources found within the topic.

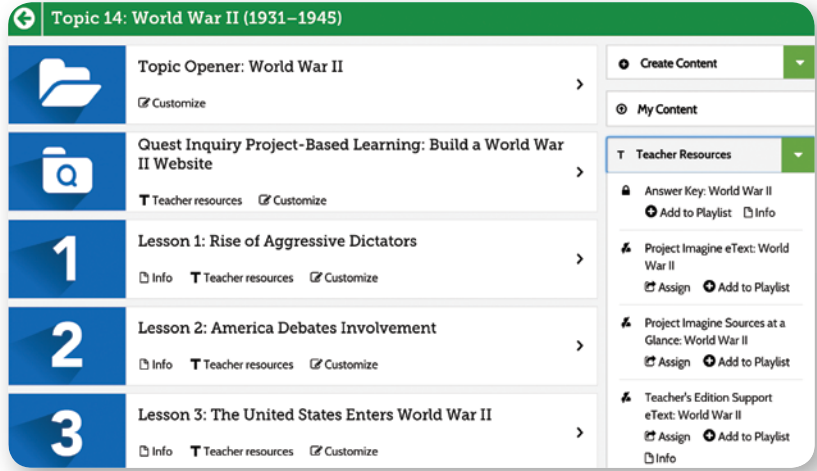
2

Within each folder in **Realize**, you can access additional teacher resources from the dropdown on the right. For each lesson, there is an answer key, editable PowerPoint® presentation, and eText.

Create a Playlist to provide students with your own custom combination of content and activities.



1



2



Discover More Digital Resources

[Savvas.com/us-history-interactive](https://www.savvas.com/us-history-interactive)

Savvas Realize™ lets you easily search for digital content to customize lessons and make assignments. Use the search bar to find:

- Graphic Organizers
- Primary Sources
- Landmark Supreme Court Cases
- Biographies
- Atlases
- And more!



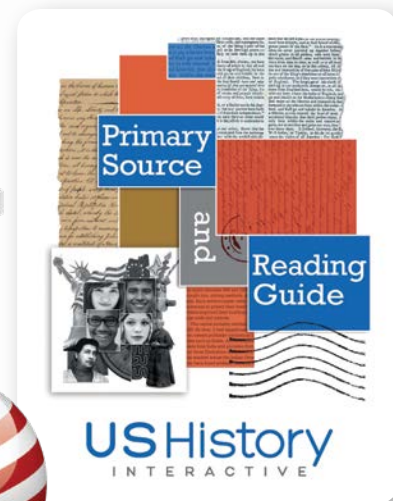
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