

# WORLD WAR II (PART ONE) ---ONLINE INSTRUCTION



Mr. Sapia

Directions: Please **read and analyze all informational texts and documents and answer** the question sheet at the very end of the packet. The question sheet will consist of 11 questions that you will see throughout Part One of the World War II Online Unit.

PLEASE CLEARLY PRINT YOUR FULL NAME AND WRITE YOUR ANSWERS NEATLY. A SCORE OF ZERO WILL BE GIVEN IF I CAN'T READ OR DECIPHER YOUR RESPONSE. THIS IS NON-NEGOTIABLE.

FEEL FREE TO EMAIL ME YOUR COMPLETED WORK BEFORE THE DUE DATE.

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## WORLD WAR II, #1

### THE RISE OF GERMANY AFTER THE EVENTS THAT LED TO WORLD WAR TWO

A third threat to world peace came from a revived Germany. Adolph Hitler had vowed to reclaim Germany's position as a world leader. True to his word, he pulled Germany out of the League of Nations and secretly began to rebuild its military. In 1935, he publicly announced that he was building an air force and a 550,000-man army. He also declared that Germany would have a peacetime draft, a clear violation of the Treaty of Versailles.

Next, Hitler concentrated on forging alliances with nations that shared Germany's taste for expansion and aggression. Germany and Japan signed a peaceful agreement (forerunner of a full-scale military alliance) in 1936. Shortly thereafter, Germany formed the Rome-Berlin Axis (agreement) with Italy's fascist dictator, Benito Mussolini. Also in 1936, Germany violated the Treaty of Versailles when German troops re-occupied the Rhineland, the German-speaking region between the Rhine River and France. Once again, France and Great Britain did not oppose Hitler's bold advance, for they believed (or wanted to believe) the Rhineland would satisfy his ambitions and that he would no longer start any trouble.

The Rhineland event, however, only increased Hitler's appetite for land and power as it confirmed Hitler's thoughts that Great Britain, France, and the rest of the League of Nations were too weak, soft, and unwilling to stop the growing German nation. Intent on reuniting all German-speaking peoples of Europe under the "Third Reich (empire)," Hitler annexed (added) Austria in 1938 and imprisoned the country's chancellor. Once again, the British and the French did very little, hoping Austria would be Hitler's last stop. Later that year, he demanded the Sudetenland, the German-speaking region of western Czechoslovakia.

This time France and Britain felt compelled (forced) to act. In September 1938, Edouard Daladier, the premier of France, and Neville Chamberlain, Britain's prime minister, met with Hitler in Munich, Germany, to determine whether he had further designs on Europe. Fearing they could not count on each other to use force, British and French leaders eagerly accepted Hitler's promises not to seek additional territory in Europe. Upon arriving in England, Chamberlain told his anxious countrymen that he had returned with an agreement that guaranteed "peace in our time." In less than a year, Munich would become synonymous with shameful appeasement, as Germany went back on its word and invaded Czechoslovakia; taking over the rest of the nation.

In August 1939, Germany and the Soviet Union signed a non-aggression treaty called the Nazi-Soviet Pact. In exchange for the pact, Hitler agreed to grant the Soviet Union a sphere of influence (control) over eastern Poland, Finland, and other territories while Joseph Stalin approved Germany's

designs on western Poland and Lithuania. With his eastern front protected from attack, Hitler was now prepared for war. The relationship between the Soviet Union and Germany turned extremely sour when Germany, of course, violated the terms of the agreement and invaded (yes, invaded) the Soviet Union in 1942.

At daybreak on September 1, 1939, German forces broke across the Polish border, while German bombers and fighters attacked Polish railroads from the air. On September 17, Russia attacked Poland from the east. Within three weeks, Poland was overrun.

The key to Germany's success was a new military strategy known as *blitzkrieg* (lightning war). Blitzkrieg stressed speed, force, and surprise; Germany ripped through its enemy's defenses by closely coordinating air power and mechanized ground forces.

Britain and France declared war on Germany on September 3, 1939, two days after the German invasion began. But the two countries did little while Poland fell. France moved its troops to its famous Maginot Line, a supposedly invincible line of defensive fortification built to protect France's eastern border. No fighting took place in late 1939 and 1940, leading people to call this a "phony war."

Questions to Consider: **Write answer on answer sheet in the back of this file/packet.**

1. Identify two provisions/rules of the Treaty of Versailles (ending WW One) that Germany violated under the leadership of Adolf Hitler.
2. Why was Germany successful in acquiring territory throughout the 1930s?
3. How would you describe Germany's behavior during much of the 1930s?

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### EARLY U.S HISTORY RESPONSE TO PROBLEMS IN EUROPE

Directions: Using any strategy to deconstruct political cartoons, determine the author's claim and potential purpose for creating this political cartoon



**QUESTIONS TO CONSIDER:** Write answer on answer sheet in the back of this file/packet.

What is the cartoonist's main claim or idea?

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During the 1930s, the United States largely turned away from international affairs. Instead, the government focused its energies on solving the domestic problems brought about by the Great Depression. Even as Italy, Germany, and Japan threatened to shatter world peace, the United States clung to its policy of isolationism. The horrors of World War I still haunted many Americans who refused to be dragged into another foreign conflict. FDR assured Americans that he felt the same war when he said "...I have seen war. I have seen war on land and sea. I have seen blood running from the wounded. I have seen men coughing out their gassed lungs. I have seen the dead in the mud. I have seen cities destroyed... I have seen children starving. I have seen the agony of mothers and wives. I hate war."

Few people in the United States agreed with the actions or the ideas of Japan, Germany, and Italy. Most Americans sympathized with the victims of aggression. Still, nothing short of a direct attack on the United States would propel Americans into another war.

American isolationism increased in the early 1930s, although President Roosevelt, elected in 1932, favored more international involvement. The demands of carrying out the New Deal kept Roosevelt (FDR) focused on domestic issues, however. He was more concerned with lifting the U.S out of the Depression than with addressing foreign concerns.

Congress again prevented international involvement by passing a series of Neutrality Acts. The first of these, in 1935, banned the United States from providing weapons to nations at war. The second, in 1936, banned loans to such nations. The third, in 1937, permitted trade with fighting nations in nonmilitary goods as long as those nations paid cash and transported the cargo themselves; using their own ships to move it back to their respective nations.

The Neutrality Acts prevented the United States from selling arms even to nations that were trying to defend themselves from aggression. By doing this, as FDR pointed out later, the Neutrality Acts --in an indirect way--encouraged aggression. By the end of 1938, Italy had conquered Ethiopia, Japan had invaded China, and Germany had taken Austria and the Sudetenland. The United States watched warily from a distance, protected by the Atlantic and Pacific oceans.

**QUESTIONS TO CONSIDER: Write answer on answer sheet in the back of this file/packet.**

- 1. How might the Neutrality Acts passed by the United States in the mid 1930s affect its relationships with nations in Europe and Asia?*
- 2. How might you rank the role that the Great Depression had on President Roosevelt's opinion to stay clear of the problems surfacing in Europe and Asia?*

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Directions: Carefully close read the documents below to extract evidence that illustrates President Franklin Roosevelt (FDR) position on the matter in question.

### Document #1

...No people came to believe more emphatically than the Americans that the Great War (World War I) was an absolute tragedy, and a mistake never to be repeated. More than fifty thousand American soldiers died fighting in Europe and to what benefit? Furthermore, Europe swiftly slid back into authoritarianism (dictatorship/repression) and armed rivalry, while America slid back into its historic attitude of isolationism. Isolationism is a policy that Americans of both sexes, ages, religions and all ethnic groups shared after World War One and it is a reason most citizens of this great nation show their lack of concern toward Europe. "If the world is to become a wilderness of waste, hatred, and bitterness, let us Americans the protect and preserve our own sanctuary of liberty...

...It seems to be unfortunately true that the epidemic of world chaos is spreading. War is a contagion (virus), whether it is declared or undeclared. It can engulf states (nations) and peoples in the blink of an eye; like a powerful disease destroying the body of a vulnerable human. 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 disease.

It is my determination to pursue a policy of peace! It is my determination to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating the territory of other nations that have done them no real harm and are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation, including our own is today being threatened by that very thing....

*Source: President F. D. Roosevelt, Quarantine Speech, October 5, 1937*

**QUESTIONS TO CONSIDER:** **Write answer on answer sheet in the back of this file/packet.**

What is President Roosevelt's stance regarding the growing chaos that is unfolding in Europe and Asia during the late 1930s?

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WORLD WAR II, #3  
*AMERICAN NEUTRALITY IS CHALLENGED*

(1) Japan, located on a chain of volcanic islands, experienced a population explosion in the 1900s. By 1930, the population neared 65 million, and it was growing by about one million people per year. Japan lacked the land needed to feed its rising population and raw materials and markets needed to power the Japanese economy. Many Japanese saw the acquisition of Manchuria (part of China) as a solution to these problems, both for its resources and for its undeveloped land. In September 1931, a Japanese army captured several cities in southern Manchuria and force the Chinese to withdraw from the area. By 1932, all of Manchuria was under the control of the Japanese. World leaders and many Japanese people expressed shock over the incident.

(2) After Japan invaded China in 1937 and completely destroying the nation, relations between the United States and Japan deteriorated rapidly. In 1940, Japan occupied northern Indochina, a step toward its goal of capturing the oil supplies in the Dutch East Indies. To stop Japanese aggression, the United States placed an embargo (trade restriction) on the export of scrap metal, oil, and aviation fuel to Japan. Also, President Roosevelt froze Japanese bank accounts in the United States. Harmed by these sanctions, Japan negotiated with the United States throughout 1941. The United States demanded that Japan withdraw immediately from Indochina and China-concessions that would have ended Japan's dream of economic and military dominance in Asia.

(3) In a last ditch effort to avoid war, Japan promised not to march further south, not to attack the Soviet Union, and not to declare war against the United States if Germany and the United States went to war. In return, Japan asked the United States to abandon China. Roosevelt refused. In October 1941, the Japanese government fell, and General Hideki Tojo, the leader of the Japanese military, seized power.

(4) Most military experts expected Japan to attack the Dutch East Indies to secure oil and rubber. Before striking there, however, Japan moved to neutralize American power in the western Pacific.

(5) At 7:02 a.m., December 7, 1941, an army mobile radar unit set up on Oahu Island in Hawaii picked up the tell-tale blips of approaching aircraft. The two privates operating the radar contacted the United States Army's General Information Center, but the duty officer there told them to remain calm; the planes were probably American B-17s flying in from California. In fact, they were Japanese aircraft that had been launched from six aircraft carriers 200 miles north of Hawaii.

(6) At 7:55 a.m., the first Japanese bombs fell on Pearl Harbor, the main base of the U.S. Pacific Fleet. Stationed in Pearl harbor were more than 70 American warships, including eight of the fleet's nine battleships. There were also 2 heavy cruisers, 29 destroyers, and 5 submarines. Four hundred airplanes were stationed nearby.

(7) Japanese torpedo bombers, flying just 50 feet above the water, launched torpedoes at the docked American warships. Japanese dive bombers strafed the ships' decks with machine gun fire, while Japanese fighters dropped high explosive bombs on the aircraft sitting on the ground. Within half an hour, the U.S. Pacific Fleet was virtually destroyed. The U.S. battleship *Arizona* was a burning hulk. Three other large ships--the *Oklahoma*, the *West Virginia*, and the *California*--were sinking.

(8) A second attack took place at 9 a.m., but the damage had been done. Seven of the eight battleships were sunk or severely damaged. Out of the 400 aircraft, 188 had been destroyed and 159 were severely damaged. The worst damage occurred to the *Arizona*; a thousand of the ship's sailors drowned or burned to death. Altogether, 2,403 Americans died during the Japanese attack on Pearl Harbor; another 1,178 were wounded. Japan lost just 55 men.

**QUESTIONS TO CONSIDER: Write answer on answer sheet in the back of this file/packet.**

1. *Why did the United States stop trading with Japan in the late 1930s?*
2. *Do you believe the United States was correct in its attempt to stop Japan's aggressive actions? EXPLAIN*
3. *Why did the United States' decision to continue its embargo on important resources needed by the Japanese eventually lead to tragedy?*



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## Franklin Roosevelt "Arsenal of Democracy" speech

This is not a fireside chat on war. It is a talk on national security; because the whole purpose of your President is to keep you and your children out of a last-ditch war for the preservation of American independence, and all of the things that American independence means to you and to me.

Tonight, in the presence of a world crisis, my mind goes back eight years to a night in the midst of a domestic crisis. It was a time when the wheels of American industry were grinding to a full stop, when the whole banking system of our country had failed.

Never before has our American civilization been in such danger as now. Just recently, an agreement, (Germany, Italy, Japan) joined themselves together in the threat that if the United States interfered with or blocked their drive for more land -- a program aimed at world control -- they would unite against the United States.

The Nazi masters of Germany have made it clear that they intend not only to dominate all life and thought in their own country, but also to enslave the whole of Europe, and then to use the resources of Europe to dominate the rest of the world.

If Great Britain goes down, the Axis powers will control the Continents of Europe, Asia, Africa, and the high seas. And they will be in a position to bring enormous military and naval resources against this hemisphere. It is no exaggeration to say that all of us in all the Americas would be living at the point of a gun.

So I appeal to the owners of plants, to the managers, to the workers, to our own government employees to put every ounce of effort into producing these weapons swiftly. As planes and ships and guns and shells are produced, your government, with its powerful military, can then determine how best to use them to defend this hemisphere.. We must be the great arsenal of democracy.

*Franklin Roosevelt, December 29, 1940*

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### FDR's "Day of Infamy" Speech

*Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:*

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced (started) bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu. Yesterday the Japanese government also launched an attack against Malaya... Hong Kong... Guam...and the Philippine Islands.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated (planned) invasion, the American people will be victorious. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us. There is no blinking at the fact that our people, our territory, and our interests are in grave danger. With confidence in our armed forces—with the unbounding determination of our people—we will gain the inevitable triumph—so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

*Courtesy of the National Archives and Records Administration*

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## WORLD WAR II #5 *AMERICANS MOBILIZE FOR WAR*

Directions: Please read the following handout and answer the questions that follow. In addition, there are several visual documents at the end of the attachment.

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.

The military draft was already in place under the Selective Service Act of 1940. After Pearl Harbor, however, men rushed to volunteer for the various branches of the armed forces. In all, about 39% of those who served in the military volunteered, with the remaining 61% responding to the draft.

Organizing and prioritizing the needs of the military was a massive job. As 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 to 1942 alone, the army grew from about 1.4 million to more than 3 million, the navy increased from under 300,000 to more than 600,000, and the marines expanded from about 54,000 to almost 150,000.

Americans from all ethnic and racial backgrounds joined the fight. Approximately 300,000 Mexican-Americans and 25,000 Native Americans served in integrated units. Nearly one million African Americans also joined the military. At first, they were limited to supporting roles. However, the casualties mounted, and about 50,000 African Americans eventually served in combat units. In addition, many of those in service and support units played vital, dangerous roles in military operations such as the D-Day invasion and the Battle of the Bulge. A small number of African Americans eventually served in integrated units, but the military was not officially desegregated until after the war.

Over 350,000 women also responded to the call. In 1941, Congresswoman Edith Nourse Rogers introduced a bill to establish a Women's Army Auxiliary Corps. This group became the Women's Army Corps (WAC) in 1943. The WAC grew to over 150,000 members and fulfilled important functions as clerical workers, truck drivers, instructors, and lab technicians for the U.S. army.

From the start, President Roosevelt and the other Allied leaders knew that American production would play a key role in helping the Allies win the war. Although, America's industry had started to mobilize in response to the Lend-Lease Act (1941), American production still needed to churn out war materials

faster. In January 1942, FDR created the War Production Board to oversee the conversion of peacetime industry to war industry.

In his annual message to Congress, FDR encouraged the nation to meet high levels of production, saying “this production of ours in the United States must be raised far above its present levels...Let no man say it cannot be done. It must be done---and we have undertaken to do it.” The War Production Board called for factories to convert to airplane, tank, or bomb production. Conversions started immediately, although the competing demands of different industries and agencies for scarce resources caused much confusion.

Next, FDR and Congress created a host of other agencies that worked together to organize the production effort. Together, the agencies allocated scarce materials into the proper industries, regulated the production of civilian goods, established production contracts, negotiated with organized labor, and controlled inflation. The Office of War Mobilization supervised all of these efforts.

With factories converting to make goods needed for the war, consumer products soon became scarce. As shortages led to price increases, many feared that inflation would run wild. To manage this problem, FDR created the Office of Price Administration, which had the authority to control wages and set maximum prices. Another form of economic control was rationing. Americans were issued coupon books that limited the amount of certain goods that they could buy. Rationing would ensure that raw materials such as rubber and gasoline found their way into war production. Also, rationing of food items, such as butter, sugar, milk, canned goods, and meat, ensured that fighting troops would have enough food. Rationing of food and raw materials created shortages that Americans could not help but notice. To help with these shortages, people carpoled to work, recycled tires, and grew their own food in “victory gardens”; planted in vacant lots or in their own backyards.

The war also promoted economic recovery and spurred a massive movement of people around the country. And, while wartime fears and tensions tested civil liberties, new opportunities for women and minorities would spur stronger efforts to ensure equal rights after the war was over.

The war eventually cost Americans \$330 billion, which was double the amount of federal spending since the founding of the nation. In six years, the national debt skyrocketed from \$42 billion to \$269 billion. To help raise funds, Congress levied a 5 percent tax on all working Americans.

In addition, millions of Americans bought war bonds. These war bonds allowed Americans both to save income and invest in the war effort. The government reminded Americans that every dollar spent on war bonds meant bullet or bomb and another step closer to victory.

**QUESTIONS TO CONSIDER:**     *Write answer on answer sheet in the back of this file/packet.*

1. How did the federal government prepare for the war?
2. How would you describe the efforts taken by the federal government to help the nation deals with the war?

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## WORLD WAR II, #6

### *SOCIAL IMPACT OF WAR--INTERMENT OF JAPANESE AMERICANS*

Japanese Americans suffered official discrimination during the war. In late 1941, they were a tiny minority in the United States, numbering only 127,000 (less than .2 percent of the entire population). Most lived on the West Coast, where racial prejudice against them was strong. About two-thirds of Japanese Americans had been born in the United States. Although they were native-born citizens, they still often met hostility from other Americans.

Hostility grew into hatred and hysteria after Japan attacked Pearl Harbor. Rumors surfaced about possible sabotage on the West Coast. The press increased people's fears with inaccurate reports carrying headlines such as "Jap Boat Flashes Message Ashore" and "Japanese Here Sent Viral Data to Tokyo." Such reports left Americans feeling that Japanese spies were everywhere.

As a result of these prejudices and fears, the federal government decided to remove all "aliens" from the West Coast. In February 1942, General DeWitt, the commanding officer of the Western Defense Command, recommended that "Japanese and other subversive (rebellious) persons" be removed from the West Coast. On February 19, 1942, President Roosevelt signed Executive Order 9066. It authorized the Secretary of War to establish military zones on the West Coast and remove "any or all persons" from such zones. Officials told foreign born Italians and Germans to move away from the coast, but within a few months they canceled those orders. The government set up the War Relocation Authority to move out everyone of Japanese ancestry---about 110,000 people, both citizens and noncitizens. They would be interned, or confined, in camps in remote areas far from the coast. Relocation took place so fast that Japanese Americans had little time to secure their property before they left. Many lost their homes, farms, and businesses, and other valuable assets.

Japanese Americans had no idea where they were going when they boarded buses and trains for the camps. All the camps were located in desolate areas. Families lived in wooden barracks covered with tar paper, in rooms equipped only with cots, blankets, and a light bulb. People had to share toilet, bathing, and dining facilities. Barbed wire surrounded the camps, and armed guards patrolled the grounds. Although the government referred to these as relocation camps, one journalist pointed out that they seemed "uncomfortably close to concentration camps."

A few Japanese Americans challenged the internment policy in the courts. The most infamous case involved a California resident named Fred Korematsu, a defense-plant worker. He was born in America of Japanese parents. He tried to serve in the United States military, but was rejected for health reasons. When the Japanese internment began in California, Korematsu moved to another town. He also had some facial surgery and claimed to be Mexican-American. He was later

arrested and convicted of violating an order that banned people of Japanese descent from the area of San Leandro, California, which had a large military facility.

Korematsu challenged his conviction in the courts. He said that Congress, the President, and the military authorities did not have the power to issue the relocation orders. He also said that because the order only applied to people of Japanese descent, the government was discriminating against him on the basis of race.

The government argued that the evacuation of all Japanese Americans was necessary to protect the country because there was evidence that some were working for the Japanese government. The government said that because there was no way to tell who was loyal and who was not, it had to treat all people with Japanese ancestors as though they were disloyal.

In a 6-3 opinion, the United States Supreme Court ruled in favor of the United States. Justice Black wrote the majority opinion. The majority concluded that the President and Congress did not act outside of their constitutional authority, and that the exclusion order did not violate the Fourteenth Amendment. The justices in the majority compared the case to *Hirabayashi v. United States* (1943), a previous case in which the Court had upheld a military order imposing a curfew on people of Japanese ancestry living on the West Coast. In that case, the Court concluded that the curfew order was within the war powers of Congress and within the authority of the President as Commander in Chief because its purpose was to further the national defense during wartime by preventing espionage and sabotage.

In early 1945, the government allowed Japanese Americans to leave the camps. Some returned homes and resumed their lives, but others found that they had lost nearly everything. As time passed, many Americans came to believe that the internment had been a great injustice. In 1988, Congress passed a law awarding each surviving Japanese American internee a tax-free payment of \$20,000. More than 40 years after the event, the United States government officially apologized.

**QUESTIONS TO CONSIDER:** **Write answer on answer sheet in the back of this file/packet.**

1. *Why did the U.S government enact Executive Order 9066?*
2. *Why did the U.S Supreme court rule in the manner in which they did?*

Name: \_\_\_\_\_

Mr. Sapia

## **WORLD WAR 2 ANSWER SHEET**

**Directions:** *Please record your answers in the space that is provided. Furthermore, write NEATLY. A score of zero will be given if I cannot understand your response. EMAIL ME BACK ONLY THE COMPLETED ANSWER SHEET. THANK YOU.*

1. Identify two provisions/rules of the Treaty of Versailles (ending WW One) that Germany violated under the leadership of Adolf Hitler.
2. Why was Germany successful in acquiring territory throughout the 1930s?
3. How would you describe Germany's behavior during much of the 1930s?
4. What is the cartoonist's main claim or idea?
5. How might the Neutrality Acts passed by the United States in the mid 1930s affect its relationships with nations in Europe and Asia?
6. How might you rank the role that the Great Depression had on President Roosevelt's opinion to stay clear of the problems surfacing in Europe and Asia?
7. What is President Roosevelt's stance regarding the growing chaos that is unfolding in Europe and Asia during the late 1930s?
8. Why did the United States stop trading with Japan in the late 1930s?
9. Why did the United States' decision to continue its embargo on important resources needed by the Japanese eventually lead to tragedy?
10. Why is President Roosevelt making the argument that the United States must be the "arsenal of democracy"?
11. What arguments does FDR make in his "Day that Lives In Infamy" speech for entering WW2?
12. How did the federal government prepare for the war?
13. How would you describe the efforts taken by the federal government to help the nation deal with the war?
14. Why did the U.S government enact Executive Order 9066?
15. Why did the U.S Supreme court rule in the manner in which they did?

