



GRADE 8 LOUISIANA SOCIAL STUDIES

The World at War

Student Workbook

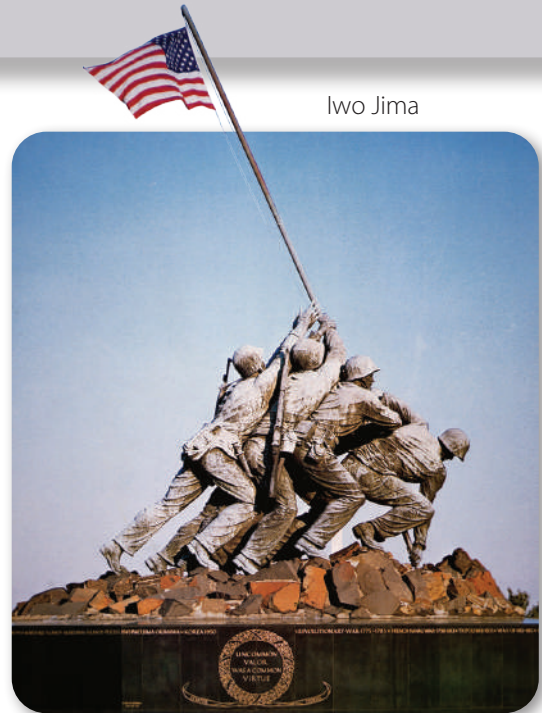
Attack on Pearl Harbor



Rosie the Riveter



Iwo Jima

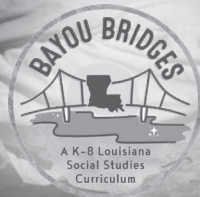
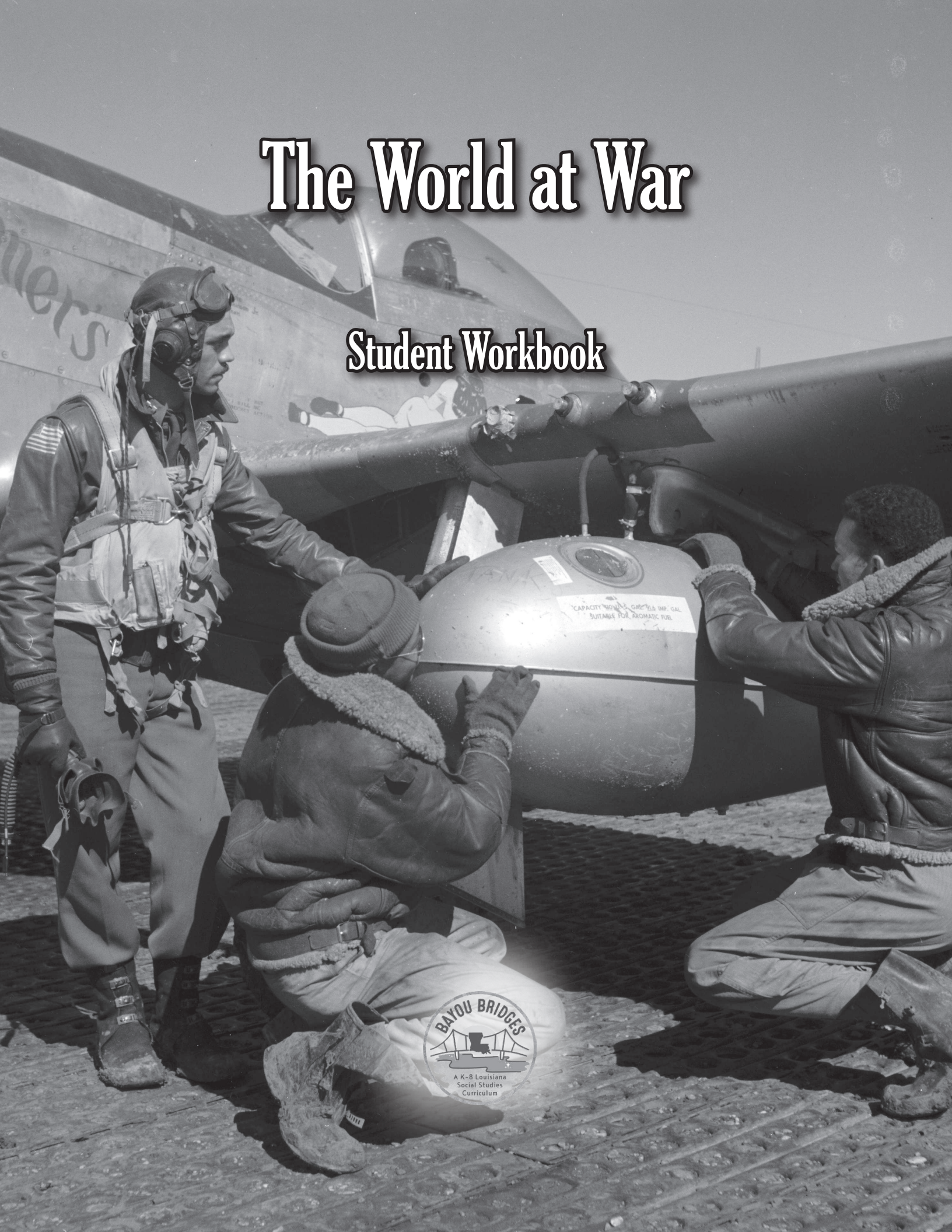


Higgins boats



The World at War

Student Workbook



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The World at War

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Chapter 1: Causes of World War II and U.S. Involvement

Framing Question: What were the main causes of the Second World War, and why did the United States become involved?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A World Consumed by War	
Origins of the Second World War in Germany	

The Rise of Hitler	
Totalitarianism in Europe	
Hitler Consolidates Power	

Blitzkrieg Invasion of Poland	
The Fall of France	
Winston Churchill and the Battle of Britain	

The Neutrality Acts	
Lend-Lease	
The Four Freedoms	

Nazis Invade the Soviet Union	
Japan and the Coming of the War in the Pacific	
Pearl Harbor	

PRIMARY SOURCE A: PRESIDENT ROOSEVELT'S MESSAGE TO CONGRESS (DECEMBER 8, 1941)

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, at the solicitation of Japan, 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 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. . . .

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.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger. . . .

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.

Source: Roosevelt, Franklin D. *Speech by Franklin D. Roosevelt, New York Transcript*. December 8, 1941. Pdf.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE B: *FROM MESSAGE TO CONGRESS REQUESTING WAR DECLARATIONS WITH GERMANY AND ITALY (DECEMBER 11, 1941)*

To the Congress of the United States:

On the morning of December eleventh, the Government of Germany, pursuing its course of world conquest, declared war against the United States.

The long known and the long expected has thus taken place. The forces endeavoring to enslave the entire world now are moving towards this hemisphere.

Never before has there been a greater challenge to life, liberty, and civilization.

Delay invites greater danger. Rapid and united effort by all of the peoples of the world who are determined to remain free will ensure a world victory of the forces of justice and of righteousness over the forces of savagery and of barbarism.

Italy also has declared war against the United States.

I therefore request the Congress to recognize a state of war between the United States and Germany, and between the United States and Italy.

Source: Roosevelt, Franklin D. "December 11, 1941: Message to Congress Requesting War Declarations with Germany and Italy." U.S. National Archives.

Name _____

Date _____

Activity Page 1.2

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PRIMARY SOURCE C: FRANKLIN D. ROOSEVELT, "THE FOUR FREEDOMS" (1941)

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 peacetime life for its inhabitants— everywhere in the world.

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

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis [opposite] of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history, we have been engaged in change—in a perpetual peaceful revolution—a revolution which goes on steadily, quietly adjusting itself to changing conditions—without the concentration camp or the quick-lime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose.

To that high concept there can be no end save victory.

Source: Roosevelt, Franklin D. Annual message to Congress, January 6, 1941. Records of the United States Senate, SEN 77A-H1, Record Group 46. National Archives.

Name _____

Date _____

Activity Page 1.2

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Name _____

Date _____

Activity Page 1.2

Use with Charles Lindbergh and "America First." Primary Source Analysis

SOURCE:	
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[illegible]

Chapter 2: Course and Consequences of World War II

Framing Question: How did the Allies achieve victory in World War II, and what were the consequences of the war?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
War Rages	
The Holocaust	

The Eastern Front	
The Home Front	
The United States in WWII	

Louisiana's Role in the Second World War	
The European Theater	
D-Day: Operation Overlord	

War Against Japan	
The Battle of Midway	
Prisoners of War	

Manhattan Project	
The Aftermath of War	
Life After the War	

Primary Sources

PRIMARY SOURCE D: GENERAL EISENHOWER'S D-DAY STATEMENT (JUNE 1944)

Soldiers, Sailors, and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good luck! And let us beseech the blessing of Almighty God upon this great and noble undertaking.

Source: Eisenhower, Dwight D. "D-Day Statement to Soldiers, Sailors, and Airmen of the Allied Expeditionary Force," June 1944. Principal Files, 1916–1952; Collection DDE-EPRE: Eisenhower, Dwight D: Papers, Pre-Presidential; Dwight D. Eisenhower Library, Abilene, KS.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
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COMMUNICATION What is the purpose of the source? Who is the intended audience?	
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CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE E: PRESIDENT TRUMAN'S STATEMENT ON THE USE OF THE ATOMIC BOMB (AUGUST 6, 1945)

Sixteen hours ago an American airplane dropped one bomb on Hiroshima, an important Japanese Army base. That bomb had more power than 20,000 tons of T.N.T. It had more than two thousand times the blast power of the British "Grand Slam" which is the largest bomb ever yet used in the history of warfare.

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East. . . .

The fact that we can release atomic energy ushers in a new era in man's understanding of nature's forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research.

It has never been the habit of the scientists of this country or the policy of this Government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under present circumstances it is not intended to divulge the technical processes of production or all the military applications, pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.

Source: Truman, Harry S. "Statement by the President Announcing the Use of the A-Bomb at Hiroshima." August 6, 1945. Harry S. Truman Library (National Archives).

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–2

Primary Source Analysis

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Activity Page 1.2

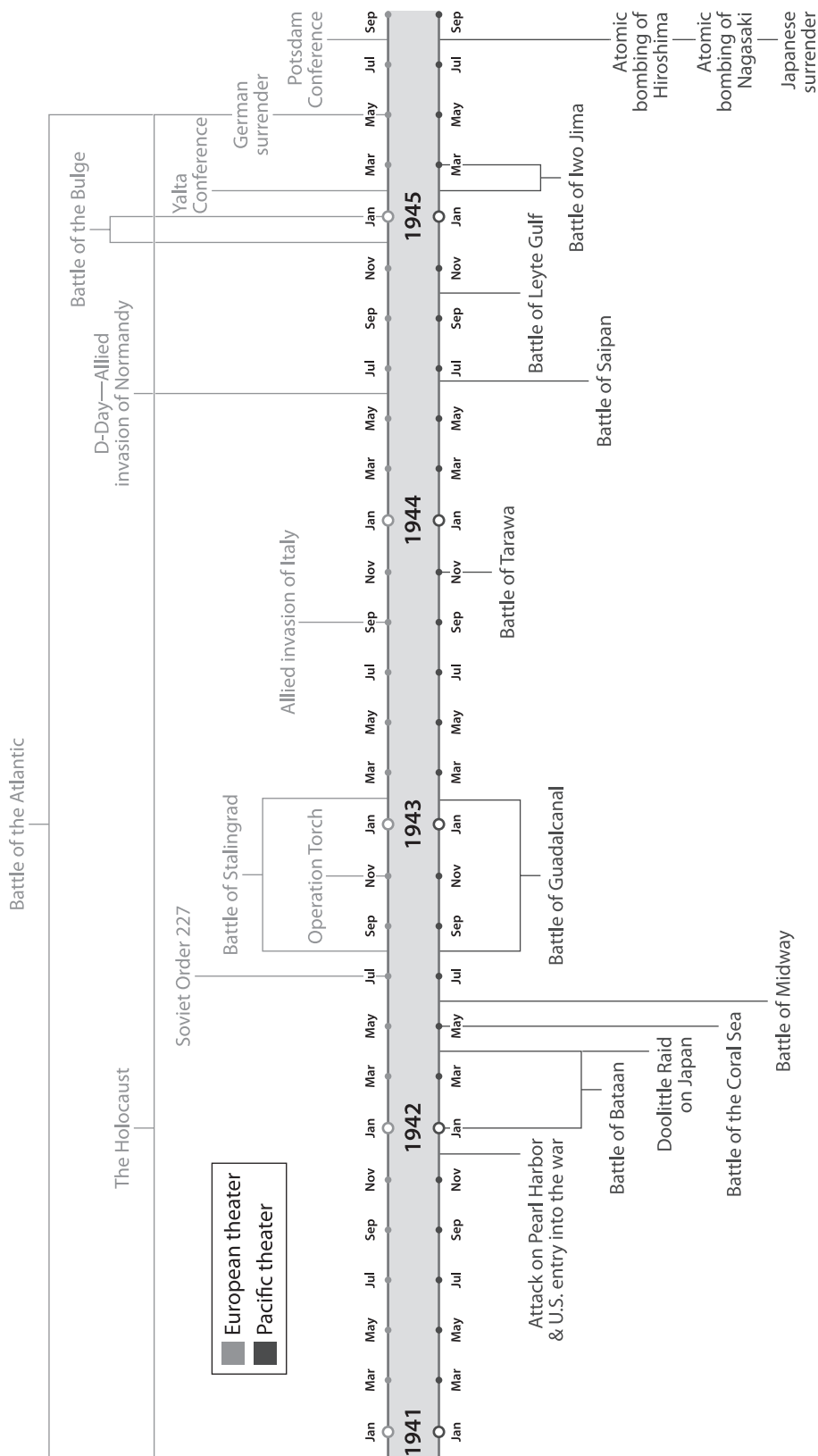
**Use with Judge Learned Hand, "The Spirit of Liberty."
Primary Source Analysis**

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
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[illegible]

Name _____ Date _____

Timeline of World War II, 1941–45



Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapter 2

- 1.** How many years ago did the attack on Pearl Harbor occur? Explain how you know.

- 2.** What was the longest battle of the war? Where was it fought?

- 3.** When did the war end? Why?

- 4.** What do you think was the most important or consequential year in the war? Why?

- 5.** Based on your readings, can you think of an important event that was not included in this timeline? Where would it go? Add it to your timeline.

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the terms in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

totalitarianism	puppet government	ration	fascism
orator	war bond	collectivized	tyranny
income tax	genocide	embargo	amphibious landing
pogrom	asset	atomic bomb	appeasement

Down

1. a government that looks like it is working independently but is instead controlled by another power
3. something that is owned by a person, company, or country
4. an extreme nationalism in which a dictator controls the public absolutely
6. organized into group or state ownership rather than private ownership
10. a government order that limits or stops trade
13. an act in which one person or group seizes all government power, usually ruling in a harsh and brutal way

Across

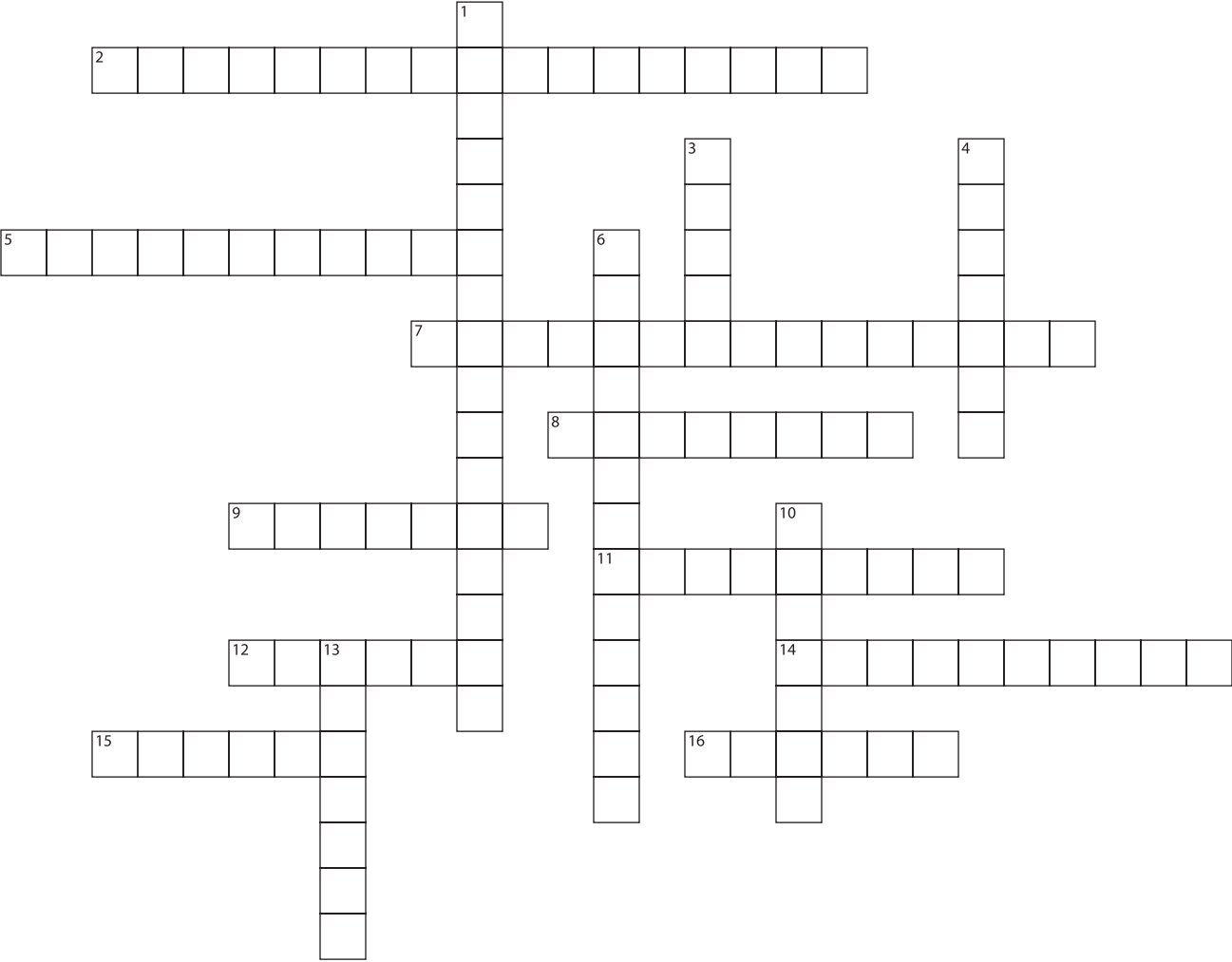
2. a coming to shore from the sea
5. the practice of meeting someone's demands in order to avoid trouble, especially when one does not agree with them
7. a political system in which the government controls the people completely
8. the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics
9. a document that promises to pay back with interest money loaned to the government for war expenses
11. money based on a percentage of income that people are required to pay to support the workings of the government
12. to limit the portion or amount of a resource, such as food or fuel, that can be bought or used
14. a bomb powered by energy that is created by splitting atoms
15. a public speaker
16. an organized attack on people who belong to a minority group, often Jewish people

Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2



Name _____

Date _____

Performance Task Activity: *The World at War*

Totalitarianism and militarism took hold in Europe in the years leading up to World War II. During the course of the war, the fight for freedom was carried out on four continents.

How important was the idea of freedom in World War II? Make a claim and support it with evidence from the unit.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The World at War*, as well as from the sources and resources in the unit activities.

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Name _____

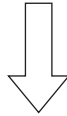
Date _____

Activity Page 1.3

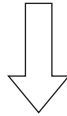
Use with Performance Task

Claims and Evidence

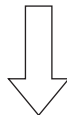
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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Edward C. Gleed and two unidentified Tuskegee airmen. / Universal History Archive/UIG / Bridgeman Images: i

Raising the flag on Iwo Jima, US Marine Corps Memorial, Arlington National Cemetery, Washington DC (photo) / American Photographer, (20th century) / American / Private Collection / Peter Newark Pictures / Bridgeman Images: Cover C

USA / Japan: The USS Arizona (BB-39) burning after the Japanese attack on Pearl Harbor, 7 December 1941 / Pictures from History / Bridgeman Images: Cover A

World History Archive / Alamy Stock Photo: Cover B



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The Changing World
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The World at War
The Postwar Era
The Modern Era

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