

Highlights of Your Tour at the Palm Springs Air Museum



While visiting the Palm Springs Air Museum, have your students interview their tour guide about some of the topics listed below. Many of the volunteers are combat veterans who are willing to share their experiences and sacrifices for the education of future generations. If desired, assign each student one of the tasks.

Interview topics to ask your tour guide, as applicable:

Personal reactions to the attack on Pearl Harbor	Lesson 2
Personal experiences in the armed services	Lesson 3
Individual actions taken by the person named on your Bio-Sketch	Lesson 4
Advantages and limitations of various airplanes during warfare	Lesson 5
Advances made in the aerospace and defense industries during World War II	Lesson 5 & Lesson 6
Personal experiences related to the impact of the war on the home front	Lesson 6

Some of the items to look for in the Robert J. Pond Hangar – Pacific Theater of Operations:

Road to War – Pacific, a pictorial time line labeled “A Chronological History of The Road to War” located at the entrance to the hangar. (Copies of the time line are available for purchase in the bookstore.)	Lesson 1
Pearl Harbor diorama with a narration by Tom Brokaw	Lesson 2
Listen to FDR deliver the Day of Infamy speech on the radio next to the Pearl Harbor exhibit	Lesson 2
Medal of Honor plaque	Lesson 4
Bob Hope stage	Lesson 4
The Grumman “cats”, Avenger, Corsair, Dauntless, Grumman Goose, Invader, Stearman. Information signs are provided for each aircraft that tell when the plane was built, by whom and its specifications.	
Also, look for the ship models	Lesson 5
Display case with artifacts from the home front	Lesson 6
Displays dedicated to General Dwight D. Eisenhower, George H.W. Bush and President Franklin D. Roosevelt	Lesson 8
Information about future presidents who served during World War II	Lesson 8
Photo of General MacArthur signing the Surrender Documents	Lesson 9

Some of the items to look for in the Donald and Peggy Cravens Hangar – European Theater of Operations:

Road to War – Europe, a pictorial time line labeled “A Chronological History of The Road to War” located at the entrance to the hangar. (Copies of the time line are available for purchase in the bookstore.)	Lesson 1
“Living History” kiosk featuring 25 short biographies	Lesson 4
Wall mural dedicated to the Tuskegee Airmen	Lesson 4
Jackie Cochran display case	Lesson 4
Women of World War II display which highlights the Women Airforce Service Pilots (WASP)	Lesson 4
B-25 Mitchell Bomber, P47 Thunderbolt, P-51 Mustang, P-63 Kingcobra, Spitfire, and the PB.Y. Information signs are provided for each aircraft that tell when the plane was built, by whom and its specifications.	Lesson 5
Movie posters (Also, posters are displayed in the theater.)	Lesson 6
“Women in the War” exhibit	Lesson 6
Information about future presidents who served during World War II	Lesson 8

Some of the items to look for in the Strategic Bombing Hangar:

B-17 Flying Fortress	Lesson 5
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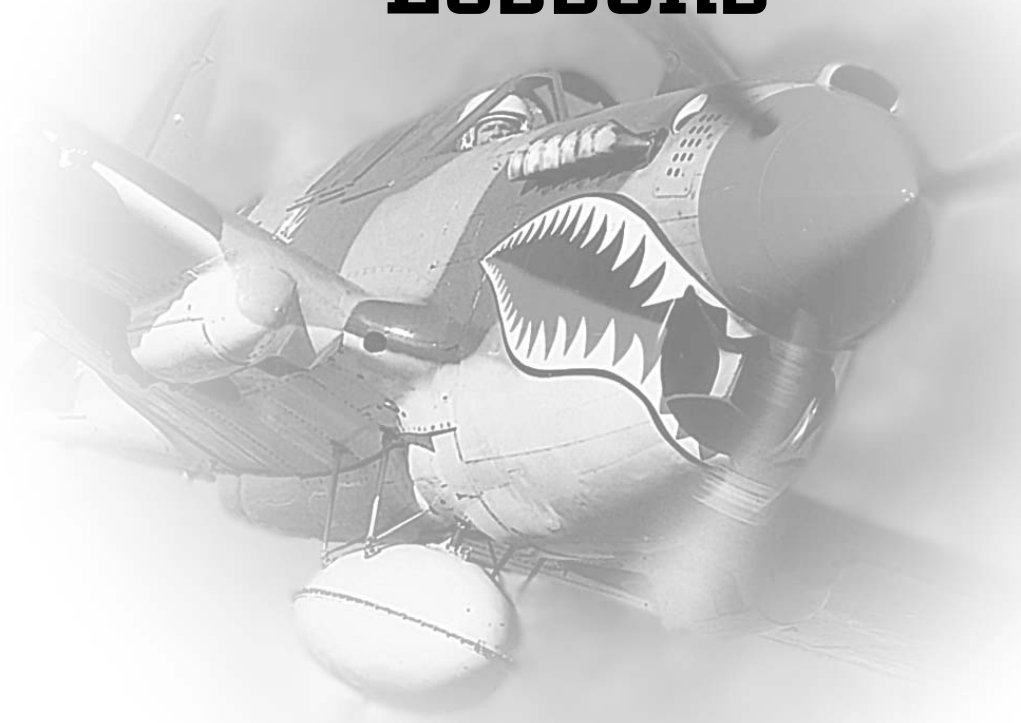
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Lessons



All the events, military confrontations and peace settlements represented on the time lines played a role in long range causes of World War II. This lesson, however, begins with an examination of the Versailles Peace Accords. Many historians have argued that the seeds of war were sown in the very clauses of the Versailles Treaty.

LESSON ACTIVITIES

Note to the teacher: If your students have not yet studied World War I, try to plan time ahead of your field trip to the Palm Springs Air Museum to have students read sections in their textbook on causes of World War I, President Wilson's Fourteen Points, and the terms of the Treaty of Versailles (June 28, 1919). If students have completed a study of World War I in either their world or U.S. history classes, conduct a brainstorming activity on the long range and immediate causes of World War I.

Activity #1 The Fourteen Points and the Treaty of Versailles

Materials needed: For each student, a copy of Handout #1 *The Fourteen Points and the Treaty of Versailles*.

Procedure:

Step 1: Read to the class the following excerpt of President Wilson's speech to the U. S. Congress, January 8, 1918, in which he called upon the world to negotiate a lasting peace based on justice rather than vengeance.

...We have no jealousy of German greatness, and there is nothing in this program that impairs it. ...We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade, if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing...

Step 2: Distribute Student Handout #1, *The Fourteen Points and the Treaty of Versailles*. The handout lists the basic points in Woodrow Wilson's proposal for a just peace and a synopsis of the provisions of the Treaty of Versailles. For a further examination of the Treaty you may wish to have students examine "The Treaty of Versailles, 1919" on the History Help website, <http://pmaci.customer.netspace.net.au/versailles.htm>. The full text of President Woodrow Wilson's Fourteen Points speech delivered to Congress is available at http://www.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points

Step 3: Students examine the basic provisions of the Wilson's Fourteen Points and the Treaty of Versailles. Pair the two documents side-by-side to discuss the following:

- How are Wilson's Fourteen Points and the Treaty of Versailles similar?
- Where do Wilson's Fourteen Points and the Treaty of Versailles differ?
- On a scale of 1 (low) to 5 (high), evaluate the effectiveness of the Treaty of Versailles in achieving the goals and objectives of Wilson's Fourteen Points.

Background Information:

At the Treaty of Versailles, blame for World War I was placed on Germany. As such, it was largely disarmed and its industrial Rhineland region was occupied by Allied Forces. The purpose of the Treaty of Versailles was to make a fair peace that would last. Instead, they created a vindictive settlement that left Germany raging for revenge. At the same time, the respective countries were unwilling to enforce the provisions of the treaty that they wrote.

Lesson 2: Declaration of War

A discussion about war introduces the unit followed by a story describing the bombing of Pearl Harbor and America’s response. Articles I and II of the U.S. Constitution are examined to compare and contrast the powers of Congress and the President. Students develop oral interview skills and prepare for their visit to the Palm Springs Air Museum.

Learning Objectives:

- *Examine the reasons for the American declaration of war on December 8, 1941.*
- *Analyze historically significant speeches to find the rhetorical devices and features that make them memorable (Roosevelt’s “Day of Infamy” speech and his fireside chat of December 9).*
- *Explain the Constitution’s provisions regarding the nation’s entry into a war.*
- *Use clear research questions and suitable research methods (i.e., personal interview) to elicit and present evidence from primary and secondary sources.*



Caption: A navy photographer snapped this photograph of the Japanese attack on Pearl Harbor in Hawaii on December 7, 1941, just as the USS Shaw exploded.

LESSON ACTIVITIES

Activity #1 Why Do Nations Go to War?

Introduce the lesson with a brief discussion on “Why does a nation go to war?” Have students compile a list of reasons why they think nations go to war. In a “brainstorming” activity have students create a list of wars in which the United States has participated. Discuss the dates for each of the wars and locate the conflict zones on a world map.

Activity #2 U.S. Entry into World War II - The First Typed Draft of Franklin D. Roosevelt’s War Address “A Date Which Will Live in Infamy”

Materials needed: For each student, a copy of Handout #3 *Proposed Message to the Congress Draft No. 1 December 7, 1941* and Handout #4 *Annotated Draft of Pages 1 and 2 of the Speech Delivered to the Congress by President Franklin D. Roosevelt on December 8, 1941.*

Procedure:

Step 1: Read to students the following description of American’s entry into World War II.

On December 7, 1941, the alarm "AIR RAID PEARL HARBOR . . . This is no drill" came without warning for the U.S. armed forces serving on the island of Oahu. Two aerial attacks of 353 Japanese fighters, bombers, and torpedo planes had just launched their attack from six Japanese aircraft carriers on the U.S. Pacific Fleet and the other various military facilities on the island.

Activity #6 Guest Speaker

Arrange for students to interview a person who was who was at least 10 years old during the bombing of Pearl Harbor. (Note: For an Oral History Project to be completed by each student, refer to Activity #2 in *Lesson 4 Roles and Sacrifices of Individual Americans*.)



While students tour the Palm Springs Air Museum, they may interview their tour guide about his/her reactions to the attack on Pearl Harbor. Many of the volunteers are combat veterans who are willing to share their experiences and sacrifices for the education of future generations.

Students may ask the following questions of the interviewee.

- Do you remember where you were and what you were doing when you first heard the news of Pearl Harbor?
- How old were you?
- What do you recall about your feelings toward U.S. involvement in the war before Pearl Harbor?
- What was your reaction to the news of Pearl Harbor, and what, if anything, did you do upon hearing the news?
- Did you hear President Roosevelt's *Day of Infamy* speech? What were your reactions to the speech?



Also, while visiting the Palm Springs Air Museum, each student will be given a Bio-Sketch of a person featured in the museum. As they tour the museum, students should look for more information about their bio-sketches contributions. At the end of the tour, students will return their bio-sketch and receive a special, free bookmark that identifies the website of the Palm Springs Air Museum, lists ways students can get involved with the museum, and includes a GET IN FREE pass for the student should he/she return with his/her family to the museum.

Bio-Sketch Research

After visiting the Palm Springs Air Museum, have students research the major events in which their bio-sketch was involved. Determine the outcome of the battles and extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. For more information on the bio-sketch research, refer to Activity #1 in *Lesson 4 Roles and Sacrifices of Individual Americans*.

Activity #7 What is the *American's Creed*?

The *American's Creed* is the official creed of the United States of America. It was written in 1917 by William Tyler Page as an entry into a patriotic contest. It was adopted by the U.S. House of Representatives the next year.

The text of the *American's Creed* is:

I believe in the United States of America as a Government of the People, by the People, for the People; whose just powers are derived from the consent of the governed; A democracy in a republic, a sovereign Nation of many Sovereign States; a perfect Union, one and inseparable; established upon those principles of Freedom, Equality, Justice, and Humanity for which American Patriots sacrificed their Lives and Fortunes.

I therefore believe it is my duty to my country to Love it; to Support its Constitution; to obey its laws; to Respect its Flag; and to defend it against all enemies.

Discuss the meaning of the *American's Creed* that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

- How did our guest speaker reflect the values in the American's Creed?
- How do you reflect the values in the America's Creed?
- What other values would you add to the American's Creed?

The artist of the *I Want You* poster was James Montgomery Flagg. Produced for the Army Recruiting Bureau, Flagg used himself as a model for the illustration. It was used on World War I recruitment posters and revived during World War II. The poster has been described as the best known of any era.

Who is Uncle Sam? The image of Uncle Sam plays a major role in the *I Want You* poster. But who is Uncle Sam? Share with students the following information.

Background Information: History of Samuel Wilson

During the War of 1812, Samuel Wilson lived in the village of Troy, New York. He was popularly known in the area as Uncle Sam. From time to time, Sam supplied barrels of beef to the soldiers, stamping the barrels U.S. The soldiers from Troy called the beef "Uncle Sam's" implying that it was furnished by Samuel Wilson. The other soldiers, thinking that the term was applied to the letters U.S. standing for the United States, began using the name "Uncle Sam" figuratively for the United States. This interpretation was picked up promptly by other soldiers who began to call everything belonging to the government, "Uncle Sam's." The term as applied to the United States quickly sprang into popular favor and the weekly periodicals soon began to sketch caricatures likeness by adding the long white beard and high hat, a typical representation of our government.

By an Act of the 87th Congress of the United States, the following Resolution was adopted on September 15, 1961: "Resolved ... that the Congress salutes "Uncle Sam" Wilson of Troy, New York, as the progenitor (originator) of America's National symbol of "Uncle Sam."

Powers of Persuasion Posters.

Explain to students that masculine strength is a common visual theme in patriotic posters. Pictures of powerful men and mighty machines illustrate America's ability to channel its formidable strength into the war effort. American muscle is presented in a proud display of national confidence. During World War II, young men wanted to get even with Japan and Germany, and they were attracted by the strong, tough look of the man in military service.

Go to the National Archives and Records Administration (NARA) website.

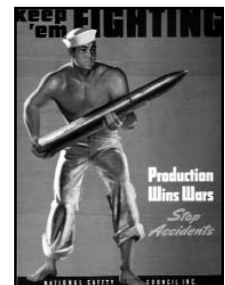
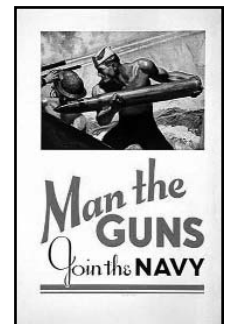
http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html

Display or duplicate copies of the following posters:

"MAN THE GUNS" SECTION

- "Join the U. S. Navy" by McClelland Barclay, 1942
- "Keep `Em Fighting" printed for the National Safety Council
- "Get Hot—Keep Moving" on the back of this print is inscribed "Bridgeport Brass."

Distribute a copy of Handout #6 *Poster Analysis Worksheet* for each group to complete. Ask students to determine whether their poster sought to motivate the viewer by instilling patriotism, confidence, and a positive outlook, or whether it sought to ward off complacency with grim, unromantic visions of war.



Ask a volunteer from each group to describe for the class the content and the issues mentioned or implied within the group's poster. Lead a discussion using the Poster Analysis Worksheet and the following questions as a guide:

- What is the purpose of the authors of the poster?
- How does the structure and format of the posters help to achieve their purpose?
- How effective do you think these posters were as recruitment tools? Explain.
- What emotions do these posters prompt?
- What are the similarities and differences among the posters?
- Where do you think these posters were hung?

Follow up: Encourage students to create their own World War II poster intended to recruit personnel for the war effort.

Activity #2 Induction during World War II.

Materials needed: Display a copy of Handouts # 7, *Armed Forces Personnel on Active Duty during World War II*. Copy the charts on the board or chart paper; make an overhead transparency; or, display a digital copy of the charts.

Procedure:

Step 1: Personnel Serving in the Armed Forces. Display the top chart on Handout #7 and review the statistics.

Step 2: Drafted or Enlist. Discuss what it means to “enlist” in the military. Explain that many people volunteered to join the military services before or instead of being inducted or “drafted”. Ask students, “Why would someone want to enlist in the armed services?” Note: Some men have said that being a volunteer gave them a sense of being a “notch above” the draftee.

Step 3: Induction during World War II. Display the second chart on Handout #7. Discuss the rapid growth of the armed services during the war years. Have students correlate the inductions with historical events. Compare the numbers inducted during World War II with the numbers who served. What accounts for the difference?

Step 4: Branches and Rank. Discuss the different branches of the armed services. Explain the difference between commissioned officers and enlisted personnel. Discuss what is meant by the term “rank” and brainstorm a list of various ranks found in the different services. Go to <http://www.defenselink.mil/specials/insignias/officers.html> for more information on U.S. officer ranks and their insignia.

Step 5: Becoming an Officer. Explain that an “enlisted person” refers to a member of the armed forces who ranks below a commissioned officer. However, many people who voluntarily enlisted in the armed forces became officers. There are several routes to become an officer. Some of these include:

- graduation from a military academy such as West Point
- participation in the ROTC (Reserve Officer Training Corp programs held on college campuses)
- participation in OCS (Officer Candidate School for enlisted personnel recommended for officer training) In the army during World War II, OCS took three months. Graduates became Second Lieutenants in three months earning them the name “30 Day Wonders” by the enlisted troops.
- Battlefield Commissions (enlisted personnel commissioned during battle)

Step 6: Service at a Price. Review the final chart on Handout #7, *Casualties of World War II (December 7, 1941-December 31, 1946)*. Explain to students that after World War II some military personnel remained and made a career in the armed forces. Most returned to their everyday lives after the conflict, their deeds being remembered by only a close circle of family, friends, and loved ones. And there were those who never returned. This group paid the highest price for freedom. Share with students the grave cost of World War II in terms of human life and casualties.

Activity #3 What Happened to the Selective Service?

Background Information:

Even though military service is now all on a volunteer basis, the Selective Service System still exists. At the end of the war the draft law was allowed to expire, but it was reenacted less than two years later to maintain necessary military manpower levels as a result of the Cold War. From 1948 until 1973, during both peacetime and periods of conflict, men were drafted to fill vacancies in the armed forces that could not be filled through voluntary means.

Induction authority expired in 1973. The last man inducted entered the Army on June 30, 1973. The Selective Service System remained in existence in a "standby" posture to support the all-volunteer force in case an emergency should make it necessary for Congress to authorize a resumption of inductions. Registration was suspended early in 1975 at the end of the Vietnam War and the Selective Service System entered into a "deep standby" posture.

Beginning in late 1979, a series of "revitalization" efforts were begun in an effort to upgrade the System's capability for rapid mobilization in an emergency, and in the summer of 1980 the registration requirement was resumed. Presently, young men must register within 30 days of their 18th birthday.

Explain to students that the law requires all male U.S. citizens (regardless of where they live), and male immigrants residing in the U.S. (permanent resident aliens), to register within 30 days of their 18th birthday. (Note: It is possible for a man to submit registration early, as long as he is at least 17 years and 3 months old.)

The fastest way for a man to register is on-line at <http://www.sss.gov>. Even though he is registered, a man will not automatically be inducted into the military. In a crisis requiring a draft, men would be called in sequence determined by random lottery number and year of birth. Then, they would be examined for mental, physical and moral fitness by the military before being deferred or exempted from military service or inducted into the armed forces. Women are not required to register but many enlist in the armed forces.

Armed Forces Personnel on Active Duty Today

Materials needed: Display a copy of Handout #8 *Armed Forces Personnel on Active Duty Today*. Copy the charts on the board or chart paper; make an overhead transparency; or, display a digital copy of the charts.

Display the first chart *"Personnel in Each Service"*. Review the number of personnel in the armed forces today and compare it with the number of personnel deployed during World War II. Note the percentage of females on active duty. Review and discuss the charts *Personnel Deployed – U.S. Military Overseas* and *Personnel Deployed – Within the United States*.

Activity #4 Conduct an Oral History of a Member of the Armed Services

To learn more about the role of citizens in the armed services, have students conduct an interview with someone currently serving in the armed services or who has served in the past. Plan some sample questions to ask, such as:

- In which branch of the armed services did you serve?
- What dates did you serve? Where did you serve?
- Why did you join the armed services?
- What was your role?
- What were some of your experiences in the armed services?
- What were some of the individual sacrifices you and your family have had to make as a result of your service?
- During your service, what advances in aviation, weaponry, communication, and medicine did you observe?



While students tour the Palm Springs Air Museum, they may interview their docent about experiences in the armed services. Many of the volunteers are combat veterans who are willing to educate future generations by sharing their experiences and sacrifices.



This is a good time to make arrangements for the Palm Springs Air Museum's Traveling Trunk, "Life of a Soldier" to visit your classroom. Contact the Education Department for details.

Extended Activity:

Military Dog Tags Share with students that as early as the American Civil War, disks came into use so that the wounded or killed could be identified. By the outbreak of World War II, the practice had been adopted for all members of the U.S. armed forces. Nicknamed "dog tags" because of their resemblance to similar canine IDs, the version issued to American military personnel came in pairs. In the event of death one of the tags was buried with individual and the other went with the paperwork of the deceased.



Typically, the standard military dog tags contain all the information to identify a soldier and provide emergency information. This includes **Last Name** on the 1st line; **First Name/Middle Initial** on the 2nd line; **Service Number** (currently the Social Security Number) on the 3rd line; **Bloodtype on the 4th line**; and, **Religious Preference** on the 5th line.

Encourage each student to follow the above format to create his/her own dog tag. Explain that the United States Armed Forces is currently developing and testing a new tag which will hold 80% of a soldier's medical and dental records on a microchip known by several names (i.e., The Individually Carried Record; Meditag; The Tactical Medical Coordination System; and, Personal Information Carriers known as PIC). It is not intended to replace the present tag, but rather to augment it as part of the "paperless battlefield" concept. The yellow TacMedCS being tested by the Marines uses radio frequency technology.



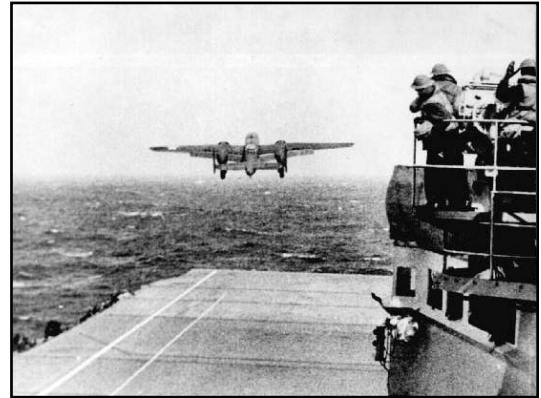
Visitors to the Palm Springs Air Museum can purchase a personalized Dog Tag in the Lobby (made by Museum personnel).

Lesson 4: Roles and Sacrifices of Individual Americans

Classroom discussions provide a context for reading about the roles and sacrifices of individual American pilots as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers), the women in the military and, entertainers for the troops. Finally, students conduct an oral history project.
NOTE: This is an excellent lesson to do prior to or just after a visit to the Palm Springs Air Museum.

Learning Objectives:

- Identify the roles and sacrifices of individual Americans during World War II.
- Extend the ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.
- Develop clear research questions, conduct a personal interview and integrate quotations into a written text while maintaining the flow of ideas.



Medal of Honor Winner James (Jimmy) Doolittle led a daring raid of 16 B-25s from the deck of the carrier Hornet on April 18, 1942, hitting targets in Tokyo, Yokohama and other cities, scoring a huge moral victory for the Americans.

LESSON ACTIVITIES

Activity #1 The Roles and Sacrifices of Individual Airmen

Materials needed: For each group, provide copies of the respective handouts about the individual pilots featured in Handouts #9 through Handout #13. Refer to Step 1 listed below.

Procedure:

Step 1: Divide the class into groups of 2 to 3. Assign each group one of the aviators listed below. More than one group will focus on each aviator.

James Harold "Jimmy" Doolittle (Handout #9)

Edward Henry "Butch" O'Hare (Handout #10)

Richard "Dick" Ira Bong (Handout #11)

Claire Lee Chennault (Handout #12)

Jacqueline Lee Cochran (Handout #13)

Step 2: To each group, distribute the respective handout.

Step 3: Students within each group examine their respective bio-sketch to evaluate the individual actions taken by each of these American heroes. Note the dates, the theater of operation, the type of aircraft, and the unique contributions of the aviator.

Step 4: Groups share information about the individual actions taken by their individual aviator. As an option for sharing, regroup students into groups of five with one student specializing in each of the five aviators. Conduct a "talk-around" in which each student highlights the individual actions taken by his/her aviator.



While students tour the Palm Springs Air Museum, they will be introduced to a number of prominent military leaders and some lesser known, though no less distinguished men and women, who were recognized for leadership during this critical period in American history. Students will each receive a “bio-sketch” of one of the individuals listed below.

Some of the many individuals featured in the exhibit include:

Douglas Bader	Jimmy Doolittle	Anthony McAuliffe
“Dick” Ira Bong	Dwight D. Eisenhower	Thomas B. McGuire, Jr.
George H.W. Bush	Gerald Ford	Butch O’Hare
“Pappy” Boyington	Joe Foss	George Patton
Claire Lee Chennault	Admiral “Bull” Halsey	Robert J. Pond
Jacqueline Cochran	Douglas MacArthur	Franklin D. Roosevelt
Benjamin Davis		



Also, short video bio-sketches are available for many docents at the Palm Springs Air Museum and for local citizens whose experiences have been documented through the Veterans History Project of The Library of Congress. Their biographical information is located in the Palms Springs Air Museum’s library located on the 2nd floor of the museum.

Short videos are available for each of the following in the “Living History Kiosk” located in the Donald and Peggy Cravens Hangar - European Theater of Operations.

Tony Acevedo* (Medic at Battle of the Bulge, POW)	Leonard Hanson (B-17, POW)	Fitz Payne (FRF Fighter Pilot at Guadalcanal, Ace)
Dick Brown (Chief Radioman, Yorktown)	Harry Hutsell (B-17, Guadalcanal; Tarawa, Mt. Suribachi)	Frank Pease (Flew 30 missions 8th Air Force)
Davy Crockett (Pearl Harbor, B-17 Navigator)	Rob Kranze (Lexington)	Jack Robbins (Shot down, German POW)
Don Cravens (D-Day, Liberation of Paris)	Harvey Levine* (Yorktown)	Dick Rossi (P-40 Flying Tigers, Ace)
Faber Cripps (B-17 Repairs)	Aaron Liepe (P-40 pilot in China)	Russell Snell (Normandy on D-Day)
Dave Devries (Los Banos POW)	Mary Lou Neale (Aviator)	Joe Strauss (Flew 35 missions)
Vivian Eddy* (Aviator)	Mike Pappas (Shot down on 14th mission, POW)	Fritz Young (Quartermaster on the submarine Cobia)
Glenn A. Glover (Rescue of POWs at Los Banos)	Dick Parker (Aviator; Shot down 7 times)	Marne Wilson (Flew 35 missions, Often lead pilot)
Sandy Hirschhalt (Omaha, Eisenhower’s Staff)	Evelyn Paterson (8 years old, Escaped Singapore)	

*Videos not yet available

Biographical Sketch

Following a tour of the Palm Springs Air Museum, have students write an extended biographical sketch or a “newspaper article” on one of the individuals featured in the exhibit. Students should use specific historical incidents as examples to reinforce the assertion that the person was an outstanding leader and worthy of praise and extend the ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.

Activity #2 Rescuing a Piece of History – An Oral History Project

Oral history allows individual Americans to tell their personal stories about their lives during World War II. It allows the student historian to hone the skills of inquiry, research, organization, and writing. It also rescues little pieces of history from oblivion. In this activity, students develop clear research questions, conduct a personal interview and integrate quotations into their written text while maintaining the flow of ideas.

Procedure:

Step 1: Lead a class discussion, asking:

- Why are the stories of individual Americans important?
- How might the story of an individual American be different from the information which we find in our history books?
- How do we go about rescuing from historical oblivion the stories of American veterans and others who lived through World War II?



While visiting the Palm Springs Air Museum, look in the European Hangar for the Jackie Cochran display case and the display, *Women of World War II* which highlights the Women Airforce Service Pilots (WASP). The DVD, *Women of Courage*, is available for sale in the bookstore.



Discuss the roles women have played in the armed services of the United States from the American Revolution to the beginning of World War II. Some students may mention that women served in combat either alongside their husbands or disguised as men in the Revolutionary War (e.g., Molly Pitcher, Deborah Sampson). Although a number of women posed as men and served during the Civil War in both the Union and Confederate armies, these cases were unusual. American women during wartime have most often served as nurses or doctors in medical units. Many women nurses were not strangers to the front lines.

Distribute Handout #18, *Women in the Armed Services*, and have students read and discuss the efforts to establish women's units in the military during World War II.

Ask questions such as:

- Why was it so difficult to open the military service to women?
- What was the purpose of establishing women's auxiliary units?
- How did the women serving in these units help the war effort?
- Why do you think women were not drafted into the armed services during World War II?
- Why are women today not required to register with the Selective Service Board while young men do when they reach the age of 18. (You may wish to review Selective Service Registration included in the Lesson "Uncle Sam Wants You.")
- How do American women serve as combat troops in the all-volunteer army today?

5. Entertainers for the Troops

Background Information:

The United Service Organizations (USO) Camp Shows program recruited and fielded live entertainment for military personnel. Camp Shows usually consisted of well-known celebrities who were recruited to entertain military personnel serving overseas. For many entertainers, this was their first time performing and traveling abroad. However, the Camp Shows scheduling, which was coordinated by each of the armed services, was considered inconsistent. Entertainment has served as one of the biggest morale boosters for U.S. Troops serving overseas. From the first muddy, make-shift stages where theatrical performers sang and danced for military personnel and their families to today's showstoppers that reach military bases around the world, the Department of Defense has made entertainment a top priority.

Today, Armed Forces Entertainment provides the best in up-and-coming American entertainment to US troops and family members stationed overseas, with priority to remote and isolated locations, ships at sea, and contingency operations. Entertainment is provided to the Army, Navy, Air Force, Marine Corps and Coast Guard.

Bob Hope became renowned for his entertainment of the troops. Distribute Handout #19 *Bob Hope Entertains the Troops*. Students may do additional research on Bob Hope and the entertainers who joined him at *Bob Hope and American Variety* (Library of Congress Exhibition at <http://www.loc.gov/exhibits/bobhope/>)



Procedure:

Step 1: Within each group, have students examine the specification data for each aircraft.

Step 2: Rate each of the aircraft on a scale of 1 (least effective) to 5 (most effective).

The rating criteria should be based on the effectiveness of the fighter aircraft in

- supporting ground forces;
- escorting bombers attacking enemy targets;
- aerial combat with enemy fighters, "dog fighting";
- protecting naval vessels; and
- attacking enemy land and naval targets.

Step 3: Write the group's rating in the margin to the left of each aircraft.

Step 4: After students have examined the data in their respective groups, conduct a general class discussion on ratings each group gave to the aircraft. Ask questions such as:

- What functions were fighter aircraft designed to perform?
- What might you have to sacrifice in order to extend the range of the aircraft?
- Would it be worth the cost of reducing armaments in order to increase speed and maneuverability?

Activity #2 American Aviation Technology

While students tour the Palm Springs Air Museum, have them look for each of the aircraft featured in this activity.

Background Information:

The U.S. Army aircraft are named according to their mission. The P in aircraft such as the P-40 and P-51 stands for "pursuit" fighters. The B in aircraft such as the B-25 and B-17 stands for "bomber." The B-25 is a medium bomber whereas the B-17 is a heavy bomber. In the Navy, aircraft designation system, the first letter or letters indicate the mission. Most common are F for fighter, SB for scout bomber, TB for torpedo bomber and O or SO for observation or scout observation. A number that follows the letters designates the series of the aircraft. Finally, another letter designates who built the aircraft. Examples are F for Grumman, G for Goodyear, M for General Motors, D for Douglass, and U for Chance Voight.

Materials needed: For each group, copies of the handouts listed below, chart paper, marking pens

Procedure:

Step 1: Divide the class into eight groups, one for each of the following aircraft:

1. ***Curtiss P-40 Warhawk*** (Handout #21)
2. ***North American P-51 Mustang*** (Handout #22)
3. ***North American B-25 Mitchell*** (Handout #23)
4. ***Boeing B-17 Flying Fortress*** (Handout #24)
5. ***Consolidated PBY Catalina*** (Handout #25)
6. ***Grumman "Cats"*** (Handout #26)
7. ***Grumman TBF/TBM Avenger*** (Handout #27)
8. ***Douglas SBD Dauntless*** (Handout #28)

Step 2: Distribute copies of the appropriate handout to each respective group.

Lesson 6: Life on the Home Front

In this lesson, students learn about the support and sacrifices of the American people on the home front. Beginning with President Roosevelt's Fireside Chat and a discussion of rationed materials, students research the impact of World War II on American industry. They study the role of women in industry and the establishment of Japanese Relocation Centers. Using the "Rules of Conduct" for soldiers, students create their own "Rules of Conduct" for the home front. The lesson concludes with a discussion of life on the home front today.

Learning Objectives:

- Analyze historically significant speeches to find the rhetorical devices and features that make them memorable (Roosevelt's "Fireside Chat" of December 9, 1941).
- Demonstrate an understanding of the effects that World War II had at home.
- Conduct research to describe the war's impact on American industry.
- Write an expository composition, and orally present the major ideas and supporting evidence.
- Analyze art elements and principles of design to assess and derive meaning from the poster art of World War II.

LESSON ACTIVITIES

Activity #1 Fireside Chat December 9, 1941

Materials needed: For each pair of students, a copy of Handout #29, *Fireside Chat December 9, 1941*.

In his Fireside Chats throughout the war, Roosevelt called for action from those on the home front. To each pair of students, distribute a copy of Handout #29, *Fireside Chat December 9, 1941*. Have students read the text and work together to identify:

- What actions did the President suggest to meet the demands of war?
- How did Roosevelt frame his appeal for sacrifice? How effective were his appeals?
- What items were rationed?
- What arguments did Roosevelt use to support rationing?
- What would you be willing to sacrifice for your country during a time of war?

Note: The full text of the Fireside Chat December 9, 1941 is available online at <http://www.mhric.org/fdr/chat19.html>

Explain to students that as the war progressed, the list of rationed items grew. The war transformed the American economy; factories converted from the production of consumer goods to war machinery and ammunitions; queues for food replaced the lines of unemployed workers; and, women were urged to enter the work force in factories which had previously closed their doors to female employees.



We Can Do It! by J. Howard Miller
Of all the images of working women during World War II, the image of women in factories predominates. Rosie the Riveter—the strong, competent woman dressed in overalls and bandanna—was introduced as a symbol of patriotic womanhood. The accoutrements of war work—uniforms, tools, and lunch pails—were incorporated into the revised image of the feminine ideal.

California at War, a documentary produced by KCET, is available for viewing online at <http://www.kcet.org/californiaatwar/index.php>. Chapters include:

1. War at Our Doorstep - After Pearl Harbor, Californians became the next target of war.
2. The War Machine - A military complex was born, placing California at the center of the war effort.
3. The War Against Ourselves - Fear and panic gave rise to segregation in California.
4. The War and the Homeland - Factories and labor influx created a social experiment that changed the face of California forever.

Activity #3 Research on the Impact of World War II on American Industry

Materials needed: For each student, a copy of Handout #30 *Research on the Impact of World War II on American Industry*

Teacher Note: Students work on the following independent research paper while Activities #4 through #7 are completed in class.

Background Information:

With the United States' entrance into the war, Americans united in the largest production increase in the country's economic history. In his Annual Message to the Congress (January 6, 1942), President Roosevelt promised that by 1943, the United States would increase production. (Note: The entire speech is available online at <http://www.ibiblio.org/pha/7-2-188/188-35.html>)

Almost overnight, the American economy converted to wartime production. 250,000 planes were produced during the war as well as trucks, jeeps and tanks. The shipyards built 5,200 ships, including aircraft carriers. Industry increased its labor force 36 percent between 1940 and 1944 and the average workweek from 37.7 hours to 46.6 hours.

During World War II, America provided many workers and resources to support the war effort. Californians played a key part in this economic growth. They set up military bases and built planes, battleships and cargo ships, and weapons. California shipyards produced one in every four ships built during the war. Farm and oil production also increased.

During this time California opened its southern border to Mexican farm labor, and hundreds of African Americans poured in from the south and northeast to work in the shipyards and airplane factories. Workers produced tanks, guns, airplanes, ships, and other equipment that helped American forces fight in World War II. As new people came to find jobs, California was a changed state with a population that had swelled from 6.8 million to 10 million.

Ask students, "What effect do you think World War II had on America? What effect do you think World War II had on California?"

The oral presentation should include the following *Reading/ Language Arts Standards*:

- Choose appropriate techniques for developing the introduction and conclusion (e.g., by using quotations, anecdotes, references to authoritative sources).
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of the presentation.
- Produce concise notes for extemporaneous delivery.
- Analyze the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for the presentation.

Cause and Effect Questions.

As a concluding discussion, ask a variety of cause and effect questions such as:

- How did World War II affect the nation?
- How did World War II help California and the rest of the nation become an industrial power?

Activity #4 Women in Industry

Materials needed: Go to the National Archives and Records Administration website,

http://www.archives.gov/exhibit_hall/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html. Display or duplicate the 3 posters listed below. Make copies of the *Poster Analysis Worksheet* (Handout #6), one for each group.

Background Information:

As millions of able-bodied men went into military service, new sources of workers entered the job force. Women worked in the factories in record numbers in highly skilled jobs. Between 1940 and 1944, more than 6 million additional women joined the workforce. Many of them worked in non-traditional factory jobs in the aircraft and shipbuilding industries. Although the women performed the same work as men in the factories, their wages were not as high as the men’s salaries. Men still held most of the supervisory and managerial positions. The women were thought of as temporary substitute workers until the men returned home.



While visiting the Palm Springs Air Museum, examine the exhibit “Women in the War”, located in the Pacific Hangar.

“IT’S A WOMAN’S WAR TOO” SECTION

1. Victory Waits on Your Fingers.
2. Longing Won’t Get Him back Sooner . . . Get a War Job!
3. We Can Do It! (Rosie the Riveter)

Procedure:

Step 1: Divide the class into groups of 3 to 4 students. More than one group will analyze each poster.

Step 2: Allow student groups 3 to 5 minutes to read and analyze their poster.

Step 3: Distribute a copy of the *Poster Analysis Worksheet* (Handout #6) for each group to complete.



Victory Waits on Your Fingers Produced by the Royal Typewriter Company for the U.S. Civil Service Commission

Step 3: Students use *Poster Analysis Worksheet* (Handout #6) to discuss each poster.

Step 4: Rules of Conduct at Home. Using the *Rules of Conduct* (Handout #20) as a model, have students work in groups to develop a list for "Rules of Conduct on the Home Front." As students share their rules, have them justify their inclusion.

Step 5: Using the "Rules of Conduct on the Home Front" developed by the class, have students "censor" *A Letter from Home* (Handout #32) and explain the reasons for their choices. A "sample" of a censored letter is included as *A Letter from Home CENSORED* (Handout #33). Students may compare their edits with the censored letter.

Activity #7 Life on the Home Front Today

Conduct a class discussion about life on the home front today.

Include questions such as:

- What threats do we have to our home front today?
- What was the response of our nation following the September 11, 2001 terrorist attacks on the World Trade Center in New York and the Pentagon in Washington, DC?
- What was the response of individual people? of our government? of businesses, such as the airlines?
- What changes have we seen in America as a result of the terrorist attacks?
- Do we face any shortages in response to the terrorist attack?
- What sacrifices do we have to make today?

Ask students to explain how the present is connected to the past, by identifying both similarities and differences between the two, and by comparing how some things change and some stay the same.

Extended Activity:

Impact of Events on the U.S. Home Front Divide the class into small groups. Assign each group one of the following topics to research. Each group should be prepared to explain the impact these events had on the U.S. home front.

- The internment of Japanese Americans (e.g., investigate the arrest, trial, and appeals of Fred Korematsu and the decision of the Supreme Court in *Korematsu v. United States* (Standard 11.7.5))
- The restrictions on German and Italian resident aliens
- The response of America's administration to Hitler's atrocities against Jews
- The roles and growing political demands on African Americans



*...Because Somebody Talked,
by Wesley, 1943*

Lesson 7: Turning the Tide of War



Battle of Midway, June 1942

The lesson begins with an examination of the Axis victories in Europe and Asia before an analysis of the wartime strategies, battles and campaigns that turned the tide of war for the Allied powers. In the course of the lesson, students examine maps, appraise military tactics, and recognize the importance of military leadership in the heat of battle, including the major battles of the Battle for Britain, The Coral Sea, Midway, Stalingrad, Normandy, Battle of Leyte Gulf and The Battle of the Bulge.

Learning Objectives:

- Explain the basic Allied military strategy in the European and Pacific theaters of World War II.
- Draw upon data from historical maps to explain the importance of major turning points in the war.
- Understand the impact of major battles and campaigns during the war and recognize how different decisions by military leaders could have led to different consequences.
- Appraise the importance of air and sea power in major turning points in the war.

Background Information:

The Japanese Fleet Admiral Isoroku Yamamoto, who directed the attack on Pearl Harbor, was reported to have said that a surprise attack on the U.S. would only “awaken a sleeping giant.” Although there is no evidence that these were his words, the admiral, in January 1942, warned nationalists who lauded his attack saying, “A military man can scarcely pride himself on having smitten a sleeping enemy; it is more a matter of shame, simply, for the one smitten. I would rather you made your appraisal after seeing what the enemy does, since it is certain that, angered and outraged, he will soon launch a determined counterattack.” (source: Hiroyuki Agawa, *The Reluctant Admiral: Yamamoto and the Imperial Navy*, 2002)

Note to Teachers: Exact dates of military campaigns often differ depending on preliminaries to the actual encounter. Also, there are different dates used in official Army and Navy records and discrepancies in dates recorded by the Allies and Axis powers.

LESSON ACTIVITIES

Activity #1 The United States: From Isolationism to The Arsenal of Democracy

Materials needed: For each student, a copy of *The United States: From Isolationism to The Arsenal of Democracy* Handout #34

Before beginning the lesson, students need to understand the lack of military preparedness resulted in initial defeats of the Allied Forces in both the European and Pacific theaters of war. With their superiority of aircraft at the beginning of the war, the Axis powers of Nazi Germany and the Imperial Japanese Empire had a decisive advantage. The western Allied powers sought to insure peace by disarmament. They attempted to prevent war at any cost even to the point of surrendering to the demands of aggressor nations.

Refer back to Lesson 1 with *Woodrow Wilson's Fourteen Points and the Treaty of Versailles* (Handout #1) and the time line, *A Chronological History of the Road to War, 1919-1941* (Handout #2).

To provide a summary overview of U.S. policy between the wars, distribute Handout #34, *The United States: From Isolationism to The Arsenal of Democracy*. If needed, have students review in their textbook the discussions of British and French Appeasement of Nazi Germany in Europe and the isolationist policy of the United States in the 1920s and 1930s.

Considering the historical reality of the power of the Axis and Allies as of January 1942, review topics such as:

- What were the consequences of the lack of Allied preparedness at the outbreak of the wars in Europe and Asia?
- What logical measures could have been taken that may have prevented major confrontations in Asia and Europe before 1939?
- What advantages did the Axis powers have at the start of the war?

Activity #2 The Initial Defeats of the Allied Forces

Materials needed: For half of the groups, duplicate:

Handout #35 *Map of Europe, 1939* <http://www2.bc.edu/~heineman/maps/1939label.html>

Handout #36 *Newspaper Headlines Show Axis Advances in Europe*

For the other half of the groups, duplicate:

Handout #37 *Map of the Pacific, 1942* http://www.lib.utexas.edu/maps/historical/pacific_area_1942.jpg

Handout #38 *Newspaper Headlines Show Japanese Advance in the Pacific*

Note: During World War II, many Americans had maps of Europe and the Pacific in their homes. They used the newspaper headlines to daily plot the battles on their maps.

Procedure:

Step 1: Divide students into groups of 3 to 4 students. Assign half the groups the *European Theater* (Handouts # 24 and #25) and the other half the *Pacific Theater* (Handouts #26 and #27).

Step 2: On their respective map, group members should use the newspaper headlines to plot the advances of the Axis powers up to January 1942.

Step 3: Assuming the role of Allied military advisors, group members must develop a strategy to stop the Nazi blitzkrieg in Europe or the conquests of the Japanese Empire in the Pacific.

Step 4: Group members representing the *European Theater* and the *Pacific Theater* discuss the options proposed by their small groups and come to consensus on a strategy they recommend to halt the Axis advances in their theater of operation.

Step 5: Representatives from each group present their military strategy recommendations to the entire class.

Activity #3 Research Project: How did the Allies turn the tide of war?

Materials needed: Provide each student with a copy of *Research Project: How did the Allies turn the tide of war?* (Handout #28)

Provide each group with the appropriate Handout from Handouts # 40 to # 46 and the appropriate map *World War II European Theater Map* (Handout #47) or *World War II Pacific Theater Map* (Handout #48) (<http://www.u-s-history.com/pages/h1661.html>)

Procedure:

Step 1: Distribute copies of *Research Project: How did the Allies turn the tide of war?* (Handout #28). Review the tasks for the group research project. Suggest that students within each group divide up the jobs.

Step 2: Divide the class into seven small groups. Assign each group one of the following military campaigns considered a major turning point for the Allies (United Nations) in World War II:

1. *The Battle for Britain: An Island Saved by Air Power* (Handout #40)
2. *The Coral Sea: Naval Battle Fought in the Air* (Handout #41)
3. *Midway: Five Minutes that Changed the War* (Handout #42)
4. *Stalingrad: Inferno on the Volga* (Handout #43)
5. *Normandy: The Longest Day* (Handout #44)
6. *Battle of Leyte Gulf: Return to the Philippines* (Handout #45)
7. *Bastogne: The Battle of the Bulge* (Handout #46)

Step 3: Inform students that the information on their handout sets the context of the campaign they are investigating and should be used as a *starting point* for their research.

Step 4: Working within assigned groups, students conduct research on their battle and prepare an oral report or a power point presentation to share with the class. The presentation should include the following information:

- Events leading up to the campaign
- Geographic importance of the campaign
- Major military leaders and their plan of action
- Importance of decision making in securing success of the campaign and how different decisions have changed the outcome
- Number of forces involved in the campaign
- Importance of air and/or sea power
- Weapons and any new technology that may have affected the outcome
- The long-range consequences of the campaign
- A cost-benefit analysis of the campaign

Step 5: To conclude the activity, have each group review the decisions they made in Activity #2 in which they assumed the role of military strategists proposing ways to stop the Axis advance. Students should compare and/or contrast the actual turning points in the war to the decisions made by their group.

Note: In Lesson 7: Leadership, students will examine the qualities of a good leader, both civilian and military, and each student will research one of the leaders of World War II.

Extended Activity:

Other Important Campaigns or Battles Encourage students to research another important campaign or battle during the war and prepare a presentation to the class in a "National History Day" format in the form of a written paper, backboard display, original website, or a dramatic presentation reflecting battle objectives, tactics, decision-making during the battle, and outcome. Recommend battles include:

- Doolittle Raid, Tokyo, Japan, (April 18, 1942)
- Second Battle of El Alamein, North Africa (October 23 - November 5, 1942)
- Anzio, Italy (January 22 - May 24, 1944)
- Iwo Jima, Kazan Retto (Volcano Islands), Japan (February 19 - March 26, 1945)
- Okinawa, Ryuku Islands, Japan (March 18 - June 21, 1945)



The landing of supplies at Normandy

Note: For information on the General Douglas MacArthur Army Leadership Awards go to www.macarthurmemorial.org/gdmfala.asp

Activity #3 Military Service and the Campaign for Presidency

Materials needed: Copy of *American Presidents who Served in the Armed Forces* (Handout #51). The teacher may use the handout as reference or duplicate a copy for each student.

In a brainstorming activity, ask students to name military leaders who have become presidents of the United States. Refer to Handout #51. Ask students questions such as:

- How important is military service in a *campaign* for the presidency?
- Is military service a necessary quality of a good leader during war time? Why?
- Do voters equate military service with political leadership?



While visiting the Palm Springs Air Museum, examine the displays dedicated to General Dwight D. Eisenhower and George H.W. Bush. Look for information related to President Franklin D. Roosevelt and President Harry S. Truman. Ask museum docents about the role of other future presidents who served during World War II (e.g., Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald R. Ford, George H.W. Bush, and Ronald W. Reagan). Helpful biographies of past presidents are available at <http://www.whitehouse.gov/history/presidents/>

Activity #4 Key Presidential Decisions

Have students analyze President Franklin D. Roosevelt's decision to concentrate on winning the war in Europe before an all-out assault against the Japanese Empire in the Pacific (Standard 11.7.4). Evaluate the decision making process. What factors did Roosevelt have to consider before coming to a decision? What alternative courses of action might have been taken?

Students should identify the connections, casual and otherwise, between this particular historical event and larger social, economic, and political trends and developments. Help students interpret these past events and issues within the context in which they unfolded rather than in terms of present-day norms and values.

Activity #5 Individuals Who Exhibit Leadership in a Time of Crisis

Conclude the lesson with a general class discussion on the importance of recognizing individuals that have shown outstanding leadership in times of crisis.



General George Patton

Extended Activities:

Military Leaders. Research military leaders of World War II such as General George Patton. Patton's bold, aggressive, and no-holds-barred combat style reflected his unique understanding that tanks were the cavalry of modern warfare. His aggressive and successful command proved to be a differentiating element in the Allies victory in Europe. In a study of General Patton, one must wonder where he got his unique understanding of mobile warfare, and how we was able to go toe-to-toe with Rommel, and come out on top. What was Patton's edge, and what gave him the advantage?

Military Service and Campaigns for Election. Using Handout #51 *American Presidents who Served in the Armed Forces* as a guide, have students each select a president or presidential candidate who served (or who did not serve) in the armed forces. Students should research the candidate's presidential campaign to determine how supporters and/or proponents used his/her military service, or lack of service, during the election process.

Lesson 9: Unconditional Surrender

The lesson explores the Allied wartime conferences setting forth a policy of unconditional surrender. Students examine the Casablanca and Cairo communiqués, the Potsdam Declaration, and the instruments of German and Japanese surrender. The lesson assists students in determining factors that influenced the decision-making of Allied leaders during the war.

Learning Objectives:

- Explain the importance of key strategic decisions made at the war conferences.
- Evaluate the Allied policy of unconditional surrender.
- Analyze the decision to use atomic weapons within its historical context rather than in terms of present-day norms and values.



President Franklin D. Roosevelt and Sir Winston Churchill meet to discuss the war.

LESSON ACTIVITIES

Activity #1 The Casablanca and Cairo Conferences

Materials needed: Display the online version of the radio broadcasts, print copies of the text for each student, or have a student orally read the text as suggested in the lesson.

Casablanca Conference: <http://www.yale.edu/lawweb/avalon/wwii/casablan.htm>

Cairo Conference: <http://www.yale.edu/lawweb/avalon/wwii/cairo.htm>

Background:

Wartime Conferences: In June 1940, forces from Britain and the Commonwealth Nations, along with exiles from occupied Europe, are fighting against combined German and Italian armies in what has come to be called the "Desert War" in North Africa. Considered one of the major turning points in the war, British General Bernard Montgomery stops the German advance into Egypt at the Second Battle of El Alamein in October 1942. In November, U.S. forces join the conflict landing in Morocco and Algeria. With ultimate victory in sight in North Africa, President Franklin Roosevelt and Prime Minister Winston Churchill meet at **Casablanca** in January 1943. Later in the year, Roosevelt, Churchill, and China's wartime leader Generalissimo Chiang Kai-shek meet in **Cairo** to discuss the war in the Pacific.

Casablanca Wartime Conference. President Franklin D. Roosevelt and Sir Winston Churchill met in Casablanca, Morocco in January 1943, to plan wartime strategy and confront Axis propaganda designed to cause friction among the Allies. Soviet Premier Josef Stalin was invited to attend but he declined because of bitter fighting around Stalingrad.

Students should be aware of the course of the war at the time of the Casablanca conference. On a world map, point out areas of major conflicts in early 1943:

- North Africa (Libya and Tunisia)
- Eastern Europe (Stalingrad)
- Pacific (New Guinea & the Solomon Islands)

Activity #2 Unconditional Surrender of Germany

Materials needed: For each student, copies of Handout #52, *Act of Military Surrender*.

Review with students the following sequence of events. Identify each location on a map of Europe.

- In Western Europe, German forces are pushed out of Belgium by February 1945.
- Although Italy surrenders in September 1943, fighting still rages in German occupied Northern Italy.
- On the eastern front, the Soviets turn the tide of battle and the German army is in full retreat along the entire front.
- By March 1945, American troops cross the Rhine River and General George Patton’s force captures Mainz, Germany. By April, Soviet forces begin an assault of Berlin.
- On April 25, 1945, American and Soviet troops meet at the Elbe River in Germany and five days later Hitler commits suicide in his Berlin bunker.
- On May 1, 1945, the German government attempts to negotiate a surrender but refuses to accept demands for unconditional surrender. Over the next few days several surrender documents are signed in different sectors.
- Germany submits to unconditional surrender in Reims, France, on May 7, 1945.
- On the following day, a second general surrender document, with only slightly different wording, is signed in Berlin by Admiral Hans-Georg von Friedeburg, Field Marshall Wilhelm Keitel, and Luftwaffe General Hans-Jurgen Stumpf. Admiral von Friedeburg commits suicide a few days after he signs the surrender document. Field Marshall Keitel is arrested, and latter is tried at Nuremberg and hung as a war criminal.

Have students examine the German surrender document, Handout #52, *Act of Military Surrender*.

Ask questions such as:

- Why did army, navy, and air force officers sign the document?
- What was the significance of the wording of the surrender document?
- Why did the document require that no damage be done to military equipment?
- What was the significance of item 4 in the surrender document?
- What would be the consequences if the provisions of the surrender were not carried out?



Germany's official surrender, 1945. (Photo credits: US National Archive and The History Place)

Activity #3 Unconditional Surrender of Japan

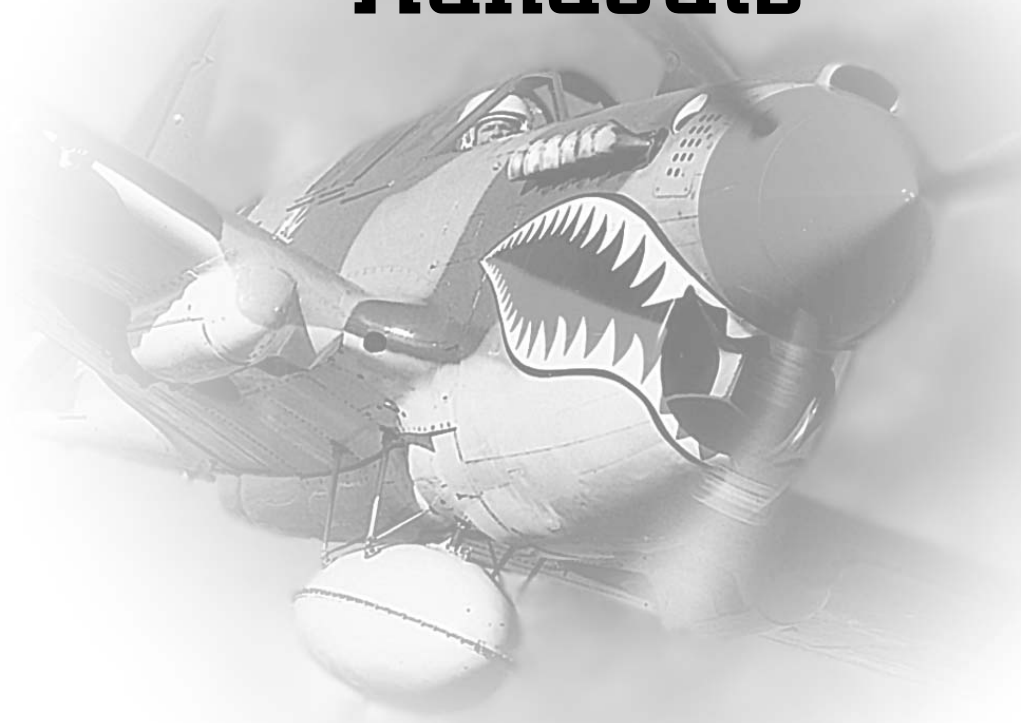
Materials needed: For each student, a copy of Handout #53, *The Potsdam Declaration*.

Review the sequence of events in the Pacific that follow the German surrender in Europe. Include the Japanese retreat from central China, the fall of Okinawa after three months of fighting, and the liberation of the Philippines General Douglas MacArthur proclaimed on July 4.

Have students read their text book account of the **Potsdam Conference**, July 17-August 2. Distribute Handout #53, ***The Potsdam Declaration***. Remind students that the Soviet Union had not yet declared war on Japan. Therefore, Stalin does not sign the declaration. Instead, Truman and Churchill invite Chiang Kai-shek to sign the declaration since China has suffered greatly during the Japanese invasion. Ask:

- How do you think the Japanese military government will respond to the Potsdam Declaration?
- What alternatives do the Japanese have if they do not agree to the terms of the declaration?

Handouts



Handout #2

A Chronological History of the Road to War, 1919 – 1941*

1. Which actions conform to Wilson’s Fourteen Points and to the Treaty of Versailles?
2. Which actions contradict the spirit of Wilson’s Fourteen Points and the Treaty of Versailles?
3. Which actions are neutral (do not confirm or contradict)?

1919	<ul style="list-style-type: none"> • Versailles Treaty ends war with Germany. • Japan occupies Shantung, a former Germany colony in China.
1920	<ul style="list-style-type: none"> • United States Senate rejects the Versailles Treaty and refuses to join the League of Nations.
1922	<ul style="list-style-type: none"> • Benito Mussolini takes power in Italy.
1923	<ul style="list-style-type: none"> • Value of the German mark falls, 130 billion marks have the value of one U.S. dollar. • Adolph Hitler attempts to seize power and is jailed.
1924	<ul style="list-style-type: none"> • U.S. establishes the Dawes Plan to help stabilize German currency and sets new schedule of reparations payments.
1925	<ul style="list-style-type: none"> • Germany joins the League of Nations.
1926	<ul style="list-style-type: none"> • Japanese nationalists demand acquisition of colonies in Asia to supply needed raw materials.
1928	<ul style="list-style-type: none"> • The Kellogg-Briand Pact outlaws war and is signed by nearly all countries including Britain, France, United States, Japan, Italy, and Germany.
1931	<ul style="list-style-type: none"> • Japanese army creates an incident at Mukden as an excuse to invade Chinese Manchuria.
1932	<ul style="list-style-type: none"> • Japan occupies Manchuria and creates the puppet state of Manchuko. • China appeals to the League of Nations for help.
1933	<ul style="list-style-type: none"> • League of Nations condemns Japanese annexation of Manchuria. • Japan withdraws from the League of Nations. • Japanese army attacks northern China. • Hitler is appointed Chancellor of Germany. • The Nazi Party begins campaign against German Jews; The League of Nations condemns German persecution of Jews. • Germany secretly builds up air force to 34 squadrons. • Germany withdraws from the League of Nations.
1934	<ul style="list-style-type: none"> • Japan renounces naval treaty signed in 1922 and begins to build super battleships. • Hitler orders further expansion of the German air force building over 4,000 new aircraft.

1935	<ul style="list-style-type: none">• Vote taken by the League of Nations during its supervision of the Saar approves the return of the territory to Germany.• Germany officially announces the formation of an air force; France objects arguing that this is in violation of the Versailles Treaty.• Britain and France agree to permit Germany to increase its navy.• Italy invades Ethiopia; Ethiopia calls upon the League of Nations for help.• U.S. Neutrality Act forbids shipment of arms to warring powers.
1936	<ul style="list-style-type: none">• League votes to impose economic sanctions against Italy over Ethiopia but fails to enforce sanctions.• German forces reoccupy the Rhineland in violation of the Versailles Treaty; Britain and France call on the League to condemn Germany.• The Spanish Civil War begins. Britain and France pledge non-intervention while Germany and Italy openly support Spain's nationalists.• Japanese government establishes a policy to expel Europeans from Asia and call for independence of the Philippines from U.S.• Italy and Germany form the Axis Alliance.• Japan and Germany sign the Anti-Comintern Pact (anti-Communist agreement).
1937	<ul style="list-style-type: none">• Germany calls for return of its former colonies and renounces the Versailles Treaty that blames Germany for causing World War I.• Italy withdraws from the League of Nations.• Japan goes to war with China.• U.S. gunboat Panay, operating in China, sunk by Japanese planes.• Japanese army takes Nanking. 200,000 civilians killed.
1938	<ul style="list-style-type: none">• Japanese army is defeated by the Russians in an attempt to occupy Soviet territory in Siberia.• Germany demands annexation of the Sudetenland in Czechoslovakia; France pledges to support Czechoslovakia.• At the Munich Conference, France and Britain agree to turn the Sudetenland over to Germany with the promise that Hitler will seek no further Czech land.• Germany announces it wishes to annex the "Polish Corridor" and the free city of Danzig.• League of Nations declares Japan an aggressor nation and calls on member states to send aid to China.• Japanese take Canton, China and occupy all of China's seaports.
1939	<ul style="list-style-type: none">• German troops occupy additional Czech land in violation of the Munich Agreement; Britain and France protest.• U.S. ambassador in Berlin recalled in protest over German action in Czechoslovakia.• Poland declares any attempt by Germany to take the Polish Corridor will be considered an act of war; Britain and France support Poland.• Germany and the USSR sign a non-aggression pact.• Germany invades Poland.• Britain and France declare war on Germany.• USSR annexes Latvia, Estonia, and Lithuania; USSR occupies eastern Poland.

Appendices

