

Name: _____

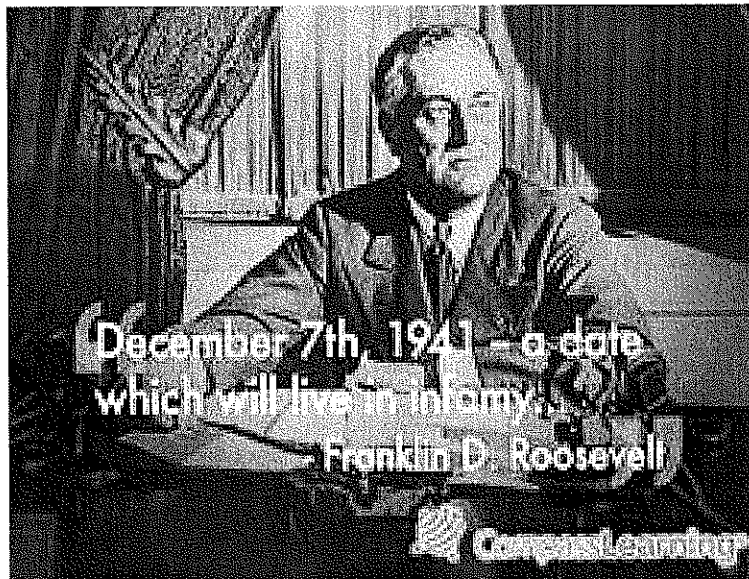
Block: _____

Unit Eight:

Great Depression, New Deal, World War II

Miss Goad

Test: _____



Unit 8 Vocabulary List:

Directions: Use your textbook or other online resource to help you find the definition for the words below. Hint: all definitions should have some historical context. If in doubt, ask.

- | | |
|--------------------------------------|---------------------------|
| 1. Hoovervilles | 17. Battle of Britain |
| 2. Fireside Chats | 18. Munich Conference |
| 3. Black Tuesday | 19. Battle of Midway |
| 4. New Deal | 20. D-Day |
| 5. Dust Bowl | 21. Island-hopping |
| 6. Tennessee Valley Authority (TVA) | 22. Navajo Code Talkers |
| 7. Hawley-Smoot Tariff/Act of 1930 | 23. Rosie the Riveter |
| 8. Social Security Act | 24. Tuskegee Airmen |
| 9. Civilian Conservation Corps (CCC) | 25. Bataan Death March |
| 10. Geneva Convention | 26. Selective Service Act |
| 11. Nuremberg Trials | |
| 12. Totalitarian State | |
| 13. Fascism | |
| 14. Lend-Lease Act | |
| 15. Neutrality Acts | |
| 16. Appeasement | |

Great Depression Photograph Analysis Webquest

Directions	Access the following website at http://history1900s.about.com/library/photos/blyindexdepression.htm . Analyze each of the group of pictures and answer the corresponding questions.
The Dust Storms	<ol style="list-style-type: none">1. What were the effects of Dust Storms on agriculture, livestock, and farms in general?2. In what region were the Dust Storms occurring most frequently?
Farms for Sale	<ol style="list-style-type: none">3. What happened to families once their home was foreclosed upon?4. What would happen if the family owed \$10,000 on the property, but were only able to sell it for \$6,000?
Relocating: On the Road and Migrant Workers	<ol style="list-style-type: none">5. Who are the "Okies"?6. What are three major difficulties that you can think of that the re-locaters had to contend with?
Women and Children	<ol style="list-style-type: none">7. How did the conditions of the Great Depression affect women and their role in society?8. How did the conditions of the Great Depression affect children?
Life During the Depression	<ol style="list-style-type: none">9. What was family life like for poor people during the Great Depression?
Breadlines and Soup Kitchens	<ol style="list-style-type: none">10. What struck you about the pictures from this section most of all? Why?

Name: _____

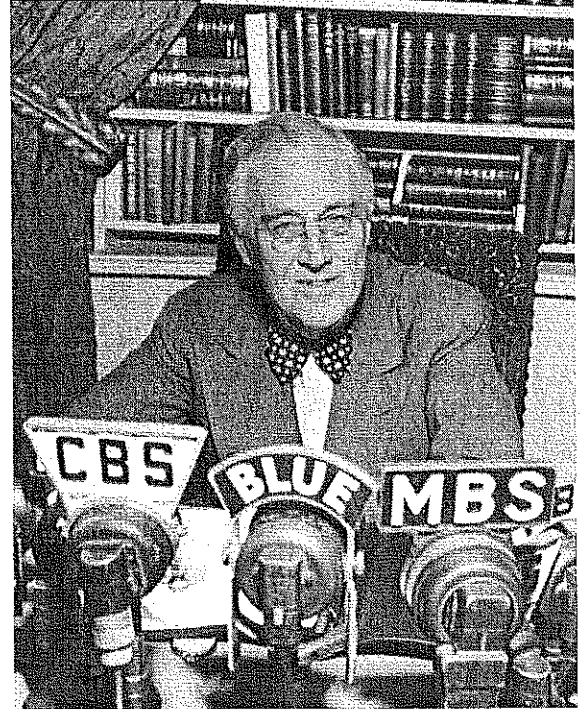
Date: _____

FDR's First Fireside Chat

On March 12, 1933, President Franklin Roosevelt delivered the following radio talk to the nation from the President's study in the White House at 10pm.

I want to talk for a few minutes with the people of the United States about banking -- with the comparatively few who understand the mechanics of banking but more particularly with the overwhelming majority who use banks for the making of deposits and the drawing of checks. I want to tell you what has been done in the last few days, why it was done, and what the next steps are going to be. I recognize that the many proclamations from State Capitols and from Washington, the legislation, the Treasury regulations, etc., couched for the most part in banking and legal terms should be explained for the benefit of the average citizen. I owe this in particular because of the fortitude and good temper with which everybody has accepted the inconvenience and hardships of the banking holiday. I know that when you understand what we in Washington have been about I shall continue to have your cooperation as fully as I have had your sympathy and help during the past week.

First of all let me state the simple fact that when you deposit money in a bank the bank does not put the money into a safe deposit vault. It invests your money in many different forms of credit-bonds, commercial paper, mortgages and many other kinds of loans. In other words, the bank puts your money to work to keep the wheels of industry and of agriculture turning around. A comparatively small part of the money you put into the bank is kept in currency -- an amount which in normal times is wholly sufficient to cover the cash needs of the average citizen. In other words the total amount of all the currency in the country is only a small fraction of the total deposits in all of the banks.



It was then that I issue the proclamation providing for the nation-wide bank holiday, and this was the first step in the government's reconstruction of our financial and economic fabric.

1. When was the first fireside chat given? _____
2. Is this a primary or secondary source? _____
3. Why did Roosevelt use the radio to talk to the public? _____
4. What was the main topic of the chat? _____
5. According to Roosevelt, what happens to money when it is deposited into a bank? Explain. _____
6. How do you think most Americans responded to FDR's Fireside Chats? _____

Name _____

The New Deal: An Alphabet Soup of Agencies

Directions: When Franklin D. Roosevelt took office in 1933, he promised a “New Deal” for Americans suffering through the Depression. He helped set up hundreds of organizations to provide direct *Relief* (direct help for the unemployed and poor), *Reform* (changes so that such a crisis could not happen again), and *Recovery* (bringing the economy back up to normal levels). For each agency, include the correct information in the chart below:

Initials	Full Name	Purpose and Information	Relief, Reform, or Recovery
CCC			
SEC			
AAA			
WPA			
TVA			
SSA			
FDIC			
HOLC			
NYA			

A War of Attrition



When World War I broke out, it looked like Germany might achieve an easy victory. The Germans surprised France by invading through Belgium, a neutral country. In September of 1914, the French stopped the Germans just 37 miles from its capital, Paris. If Paris had been captured, that would have meant defeat. Instead the Germans retreated and formed a battle line by digging deep trenches in the ground, stretching from the coast of

Belgium all the way to the Swiss mountains. The French and British built a similar line just a few miles away. So by the spring of 1915, the two armies faced each other in deeply dug trenches, unable to find a way to cross the space between them to break the enemy's line.

The fighting in World War I turned into a war of attrition, as quick and decisive victory seemed impossible. Each side tried to wear down the other by inflicting as many casualties as possible. The hope was that, eventually the other side wouldn't be able to take it anymore and surrender. From time to time, one side would charge "over the top" at the other, by sending foot soldiers running through "no man's land," as the area between the trenches was called. As the troops approached, enemy soldiers in the trenches would mow them down with high powered machine guns, a new weapon that could shoot off several rounds quickly. The efforts of charging troops were seen as suicidal since it was highly unlikely they would successfully make it to the other side. Life inside the trenches was not much better; rats, disease, filth, and constant noise and fear, made it unbearable for many.

The casualties suffered from the failed military tactics of trench warfare were terribly high. Hundreds of thousands of troops and medics died with little to no ground gained from either side. It wasn't until the arrival of American tanks in 1917, that the Allies were able to break through the German lines. Knowing all this, as German military advisors planned for World War II, they knew they needed to figure out a way to avoid another stalemate.

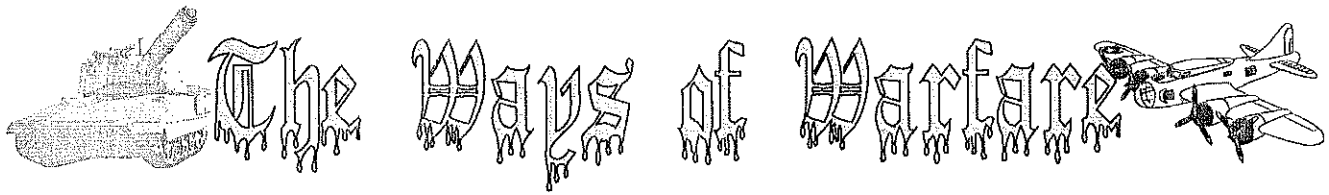
Which of these statements is **NOT** supported by passage information?

- A. Soldiers in WWI suffered worse conditions than in other wars.
- B. Machine guns made charging "over the top" a suicide mission.
- C. Warfare constantly changes due to new weapons and tactics.
- D. A war of attrition will usually result in high casualty numbers.

A likely synonym for the word "stalemate" in the last paragraph is

- A. tragedy.
- B. trench.
- C. deadlock.
- D. defeat.

Based on passage information, what do you think the Germans will do to avoid another war like this?



1. What was your strategy in the beginning? How did you line up your pieces? Did your first ideas pay off?
2. Why do you think the different types of pieces were able to move in different ways and at differing speeds?
3. Why do you think the pieces were lined up so the planes would move first, then tanks, and infantry last?
4. Why do you think the tanks could not pass planes and infantry were unable to pass tanks on the board?
5. What were the advantages and disadvantages of playing a game of chance (rock, paper, scissors) as opposed to taking turns to move? In what ways is this like a real combat situation?
6. What kinds of things made your military force stronger?
7. What kinds of things made your military force weaker?
8. Do you think this type of warfare would lead to a war of attrition? Why or why not?

WWII Map Assignment

Part I: Europe During WWII

Use the maps in your textbooks to locate the following information. Please follow all directions.

1. Label in **BLUE PEN** the following countries:

- | | | | |
|------------------|-----------------|---------------|---------------------------------------|
| • Albania | • France | • Lithuania | • Spain |
| • Austria | • Germany | • Luxembourg | • Sweden |
| • Belgium | • Great Britain | • Netherlands | • Switzerland |
| • Bulgaria | • Greece | • Norway | • Turkey |
| • Czechoslovakia | • Hungary | • Poland | • Union of Soviet Socialist Republics |
| • Denmark | • Ireland | • Portugal | • Yugoslavia |
| • Estonia | • Italy | • Romania | |
| • Finland | • Latvia | • Sicily | |

2. Draw and label Rhineland and Sudetenland in **BLUE PEN**.

(Not marked clearly in your book—we will identify together in class.)

3. Label in **BLUE PEN** the following bodies of water, and lightly color all of these **BLUE**:

- | | | | |
|------------------|-------------|---------------------|-------------|
| • Atlantic Ocean | • Black Sea | • Mediterranean Sea | • North Sea |
| • Baltic Sea | | | |

4. Locate and label the following cities. Mark their location with a *.

- | | | |
|-------------|------------|--------------|
| • Berlin | • Moscow | • Rome |
| • Leningrad | • Normandy | • Stalingrad |
| • London | • Paris | • Warsaw |

5. Color all the MAJOR AXIS powers as of 1941 in **PURPLE**

6. Color all the MAJOR ALLIED powers as of 1941 in **GREEN**

7. Color all of the NEUTRAL countries in **YELLOW**

****BE CAREFUL... AXIS POWERS ARE NOT ALL COUNTRIES CONTROLLED BY AXIS**

8. Shade in **ORANGE** the additional countries below that were overrun by Germany by the end of 1940.

- | | | | |
|------------------|-----------|---------------|----------|
| • Belgium | • Denmark | • Netherlands | • Poland |
| • Czechoslovakia | • France | • Norway | |

9. Shade in **GREY** these additional countries occupied by the Axis powers by 1945.

- | | | | |
|------------|-----------|-------------|--------------|
| • Albania | • Finland | • Latvia | • Yugoslavia |
| • Bulgaria | • Greece | • Lithuania | |
| • Estonia | • Hungary | • Romania | |

10. Draw a **SOLID BLACK LINE** in the U.S.S.R. showing the maximum advance of Germany.

Part II: World War II in the Pacific

Please follow all directions.

1. Go over the equator with **RED**
2. Name the following countries or island groups on the map neatly.
 - Aleutian Islands • Formosa (Taiwan) • Korea • New Zealand
 - Australia • Hawaiian Islands • Manchuria • Philippines
 - Borneo • Japan • New Guinea • United States
 - China
3. Using the latitude and longitude directions given, locate and label the following individual islands.
 - Okinawa 26 deg. N latitude - 129 deg. E longitude
 - Iwo Jima 22 deg. N latitude - 141 deg. E longitude
 - Midway 29 deg. N latitude - 178 deg. E longitude
4. Lightly color the bodies of water **BLUE** and name the following:
 - Coral Sea • Pacific Ocean • Atlantic Ocean • Indian Ocean
5. Name Indo-China
6. Color with **PURPLE** the fullest extent of Japanese control during World War II.
7. Did the Japanese hold territory in both the northern and southern hemispheres? _____
8. In which hemisphere were they stronger? _____

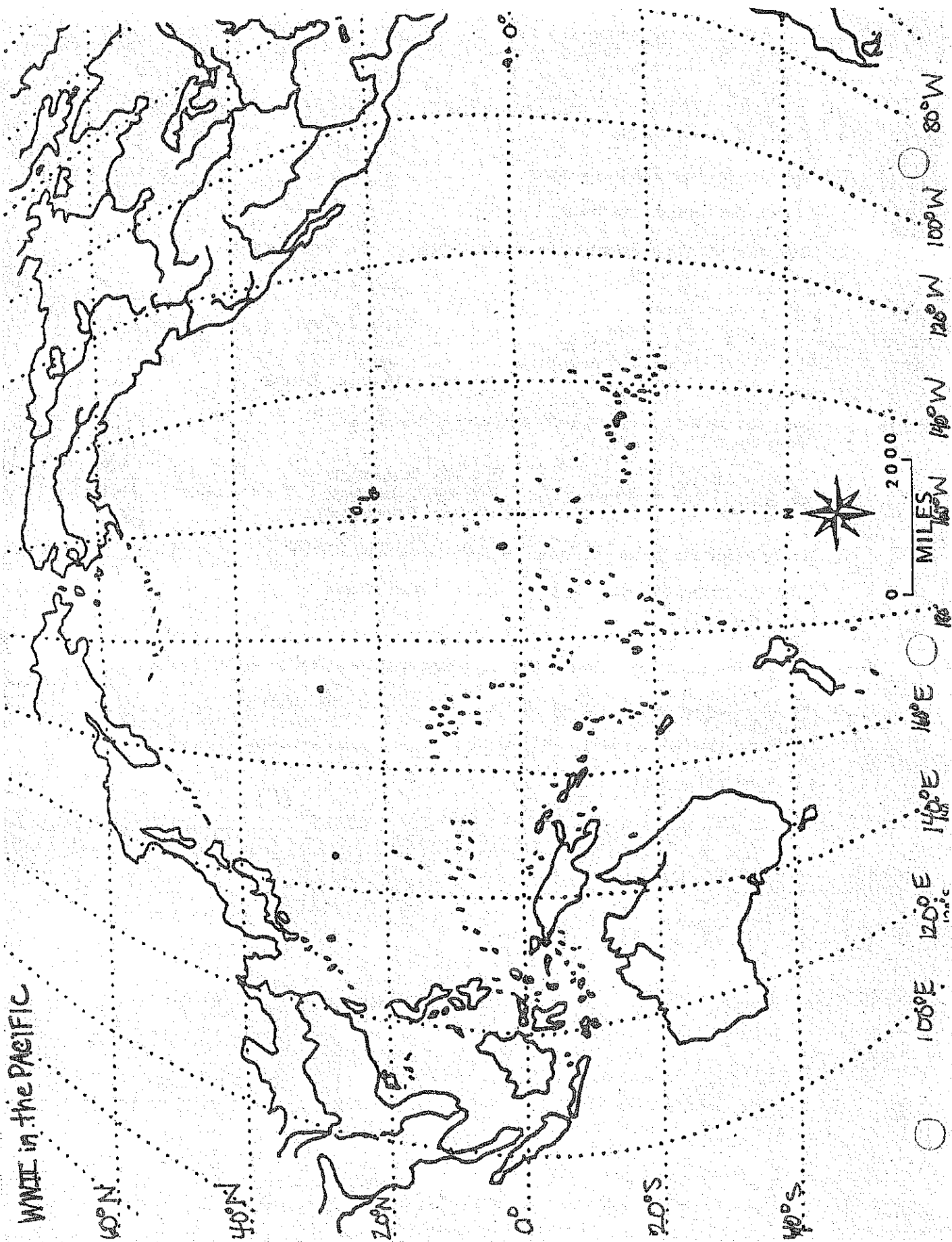
EUROPE IN 1939



EGYPT

ETHIOPIA

WWII in the PACIFIC



Holocaust- Nuremberg Laws Analysis Questions

Directions: Answer the following questions in relation to the sources.

1. What is Source 1 saying about German subjects?
2. Source 2 is a picture showing the after effects of Kristallnacht. In what ways was Kristallnacht a result of the Nuremberg Laws. Use Source 1, Source 4, and the reading below to answer this question.

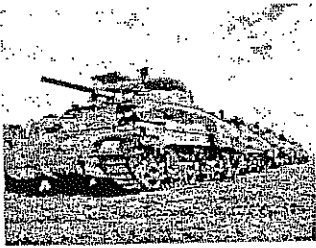
Kristallnacht is often referred to as "Night of the Broken Glass" and is referencing November 9th and 10th, 1938 when thousands of Jewish businesses and synagogues were destroyed by the Nazi's. Much of the violence was carried out by the SA (Sturmabteilungen: commonly known as Storm Troopers). It is often seen as an act of violence and prejudice against the Jewish.

3. Why would Articles 1 and 2 in Source 4 be important to the creators of the Nuremberg Laws?
4. What is the purpose or intended goal of Article 4 in Source 4?
5. How do Source 3 and Source 5 relate to Article 4 or Source 4?
6. Considering Source 5, why would the German government want the Jewish to wear the stars?
7. Considering all of the sources, describe what life would have been like for the Jewish living in Germany in the years leading up to World War Two.
8. Considering all of the sources, in what ways were the Jewish being discriminated against? (List types of discrimination)
9. Considering all of the sources, how did the Nuremberg Laws lead to the events of the Holocaust and eventual death of nearly 6 million Jewish?

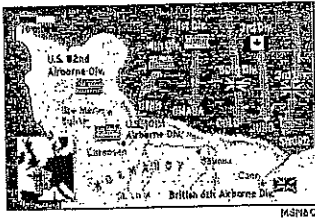
The Holocaust: From Those Who Lived it Comprehension and Analysis Questions:

1. What did "Father" ask "Mother" to hide?
2. Where did the carrier truck take her and her parents?
3. Describe how the German Sheppard's made the speaker feel in the apartment building.
4. List at least two things the speaker "complained" about regarding the trip in the train car.
5. What historical event is being described on the first page of the reading? How do you know? Reference details from the story.
6. As the family, in the story, is being loaded onto the trucks a soldier takes and throws the two suitcases back into the street. Why do you suppose the soldiers didn't allow them to take their belongings?
7. Considering what you've already learned about the Holocaust, why were the men and women separated before going on the trains?
8. The speaker tells us that the train they were riding on never stopped at any of the stations along the way to the final destination, and that the women and children on the train went without food and water for two days. Why do you suppose this was allowed to happen?

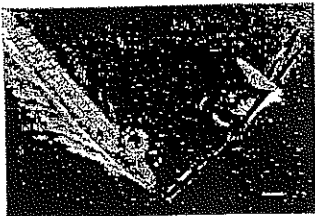
MAJOR BATTLES OF WORLD WAR II (pg. 790-798)



Where:
When:
Importance:



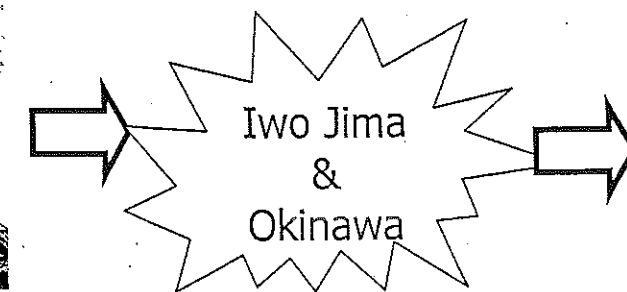
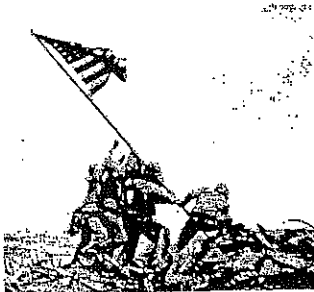
Where:
When:
Importance:



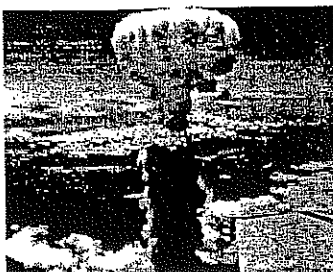
Where:
When:
Importance:



Where:
When:
Importance:



Where:
When:
Importance:



Where:
When:
Importance: