

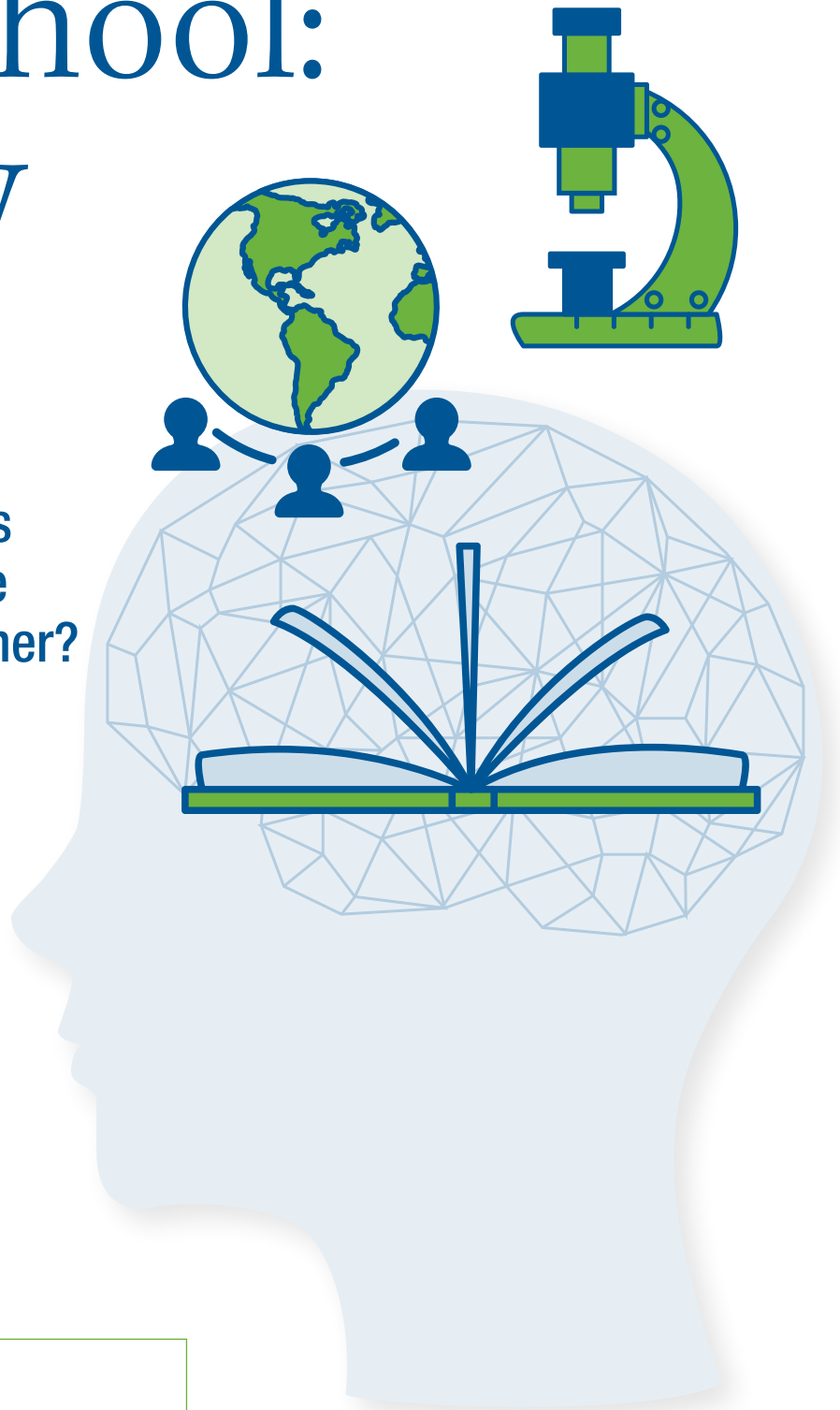
Ready for High School: Literacy

Academic Notebook

History Unit 1

World War II: What causes countries to take extreme actions against one another?

Informational Text



Name

Unit 1

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Course Overview

Welcome to the first literacy unit for history of the SREB Readiness Course - High School Ready. What does literacy mean in history? Literacy in history is based on an understanding that texts enable us to understand human experiences based on the perspective of how a historian would examine documents and events from a certain time period. Reading historical documents like a historian allows readers to apply strategies of disciplinary literacy. In this course, you will take part in several activities aimed at improving your disciplinary literacy, specifically as literacy is used in a history class. While certainly the content covered in this course is important, a principal purpose of this course is to equip you with the tools necessary to be more successful in your high school coursework. To that end, the creators of the course have developed this academic notebook. The theme for this six-week literacy course in history is “What caused countries take extreme actions against one another?” The reading texts for this course will be primary and secondary documents as well as informational texts centered on World War II. This course focuses on the kinds of disciplinary literacy you will be expected to undertake in a high school setting. The course as a whole includes six units, with two each in English, science and history.

In this unit, students will be expected to:

- Read and analyze primary and secondary sources
- Learn vocabulary from the text.
- Determine important evidence from the events in the texts and in additional readings to support a position.
- Summarize ideas from the reading selections.
- Develop stances on ideas from the central text.
- Write an essay on to answer a critical focus (essential) question and support a position with evidence from the texts.

Purposes of the Academic Notebook

The Academic Notebook has several roles in this course. First, you will keep a record of your reading of several text. You will be expected to use your Academic Notebook notes and ideas about your understanding of the texts in preparation for an essay that will answer the essential question.

A second role of the notebook is to provide you with a space in which you can make note of new vocabulary that you encounter in the text and collect information about the meanings of those words. To carry out this role, you will use vocabulary charts to make note of words that are new to you, write the context in which you find the word, rate your understanding of the word, and write a dictionary definition for the word as well as your own understanding of that definition.

The final role of the notebook is that of an assessment tool. Your instructor may periodically take up the notebooks and review your work to insure that you are completing the assigned work and to assess the thoroughness of your responses. Each activity will be assessed using a point system and the points will be part of your grade for the unit.

Lesson 1

Gateway Activity and Introduction of the Topic and Task

Use this notebook to keep track of your progress and keep your work organized. The more effort you put into completing the activities in this notebook, the better your final product (the essay) will be. You will also earn points toward your grade based on your effort, participation and completion of activities in this notebook. Remember to ask for additional guidance from your teacher whenever needed.

Overview

In this lesson you will be introduced to the topic and your task for this Unit of study. You will also be introduced to the activities of historians as well as learning the language of historians and how historians evaluate, utilize, and cite historical resources.

Gateway Activity 1:1

The essential question and final task are in the box below so that you may reference it as you go through the unit.

Essential Question:

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

Final Task

After reading primary and secondary sources on the political, economic, and social motivations contributing to WW II, write an informational/explanatory essay in which you compare and contrast the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WW II. Support your discussion with evidence from the texts.

Activity

1.1 Gateway Activity

Write at least two questions you think you would need to ask before you can answer the essential question:

1.

2.

Activity

1.2 What do historians do?

Before we start examining history, think about the sources of historical accounts. Since we were not present when most of the history we study occurred, how do we know what actually took place? Historians are people who write much of the history we study. What do you think they do to accomplish this task? Write your thoughts below.

Really try to think about this as you write your reflections.

Activity

1.3 Reading Like a Historian. Learning About and Using Resources

As you review these with your teacher, write the definitions for the following terms and include an example.

Bias:

Corroboration:

Primary sources:

Secondary sources:

Talk about why they are important to historians and people who study history. Write down some of your ideas in the space below.

Sources: Primary or Secondary?

Look at the following list of sources and write them in the correct box in the graphic organizer on the next page. Underneath each, write a positive aspect of using the source, and a negative (potential problem) aspect of using the source. Some sources are better than others, but all have potential problems. Your teacher will model the first source with you.

1. The Diary of Anne Frank
2. The Constitution of the United States
3. The Biography of Abraham Lincoln
4. A letter written by a civil war soldier to his parents
5. A recent medical journal report on the effects of 18th century medicine
6. A 1956 painting of Benjamin Franklin
7. A newspaper article written on December 7, 1941
8. A photograph of a ship sinking at Pearl Harbor taken on the day it occurred
9. A memoir of a person who had been in Hitler's Nazi Youth Corps about his experience, written 40 years later

Organizational Chart for Activity 1.3

Type of Source	Primary	Secondary
1. Source:		
Positive aspects:		
Negative aspects:		
2. Source:		
Positive aspects:		
Negative aspects:		

Type of Source	Primary	Secondary
<p>3. Source:</p> <p>Positive aspects:</p> <p>Negative aspects:</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. Source:</p> <p>Positive aspects:</p> <p>Negative aspects:</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Type of Source	Primary	Secondary
6. Source: Positive aspects: Negative aspects: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6. Source: Positive aspects: Negative aspects: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Type of Source	Primary	Secondary
7. Source:		
Positive aspects:		
Negative aspects:		
9. Source:		
Positive aspects:		
Negative aspects:		

Type of Source	Primary	Secondary
9. Source:		
Positive aspects:		
Negative aspects:		

Activity

1.4 Historical Essay Pre-Writing Activity: Organizational Chart

What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?

Task: After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast the political, economic and social motivations that led to the extreme actions of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the texts.

Planning your essay: Below, brainstorm some ideas and evidence you might use to answer the prompt. Share with a partner or group when you have finished. Add any of their ideas that you may also decide to include.

What is the prompt asking you to do?

Write down how you will go about answering this prompt. Do not just rewrite the question – identify the “what” in the prompt here:

After discussion, revise, if necessary, here:

What questions will you need to ask and have answered before proceeding with this essay? Write them below.

Activity

1.5 Reading Historical Texts

After discussion with your teacher and classmates, you are now going to read four historical texts that have significance in relation to the task topic. Before you read these texts, reflect on these questions: What problems might there be with reading someone else’s interpretation of historical events? What would you need to know about who wrote the texts? Write at least two questions you would need to have answered in the box provided below.

1.

2.

After discussing your questions, read the texts. Use the graphic organizer that follows the texts to record any evidence you see that relates back to the Essential Question. Try to organize it into the correct categories; this is where discussion with a partner will be useful. Recording and organizing the information into a graphic organizer like this one will be useful when you are ready to write your essay later in this unit. Be ready to share your answers with your classmates. At the bottom of the chart is a place to write down words for which you do not know the meaning. Try to decode the words by paying attention to how they are used in the sentence (context). After the reading, discuss the words with your teacher or, if your teacher allows, discuss with a partner.

Document 1

Italians, Germans, Japanese Aliens and European Jewry

Digital History ID 3494



The day after the Japanese attack on Pearl Harbor, Roosevelt suspended naturalization proceedings for Italian, German, and Japanese immigrants, required them to register, restricted their mobility, and prohibited them from owning items that might be used for sabotage, such as cameras and shortwave radios. In general, Italian and German aliens received lenient treatment, while Japanese aliens suffered gross injustices.

The United States and the Holocaust

The images are indelibly etched into our collective memory: slave laborers with protruding ribs; piles of hair; and bodies heaped like kindling. During World War II, Nazi Germany and its allies systematically exterminated approximately six million Jews. No more than 450,000 to 500,000 Jews survived World War II in German-occupied Europe.

Despite efforts by retreating Nazis to destroy incriminating evidence, meticulous German records allow us to document the number of people killed. In 1943, Heinrich Himmler, a top Hitler aide, stated that, “We have the moral right...to destroy this people,” and called the extermination program “a glorious page in our history.”

The Nazis operated six death camps in Eastern Europe between December 1941 and the end of 1944: Chelmno, Belzek, Majdanek, Treblinka, Sobibor, and Auschwitz. At Auschwitz in Poland, gas chambers and crematorium ovens killed 20,000 victims a day. Zyklon B crystals were injected into gas chambers by small openings in the ceiling or on the side of the wall. Altogether, 1.6 million people were killed at Auschwitz —1.3 million were Jews and 300,000 were Polish Catholics, Gypsies, and Russian prisoners —and their ashes were dumped in surrounding ponds and fields. The ashes of about 100,000 people lie in a small pond near one of the crematories.

As early as June 1942, word reached the United States that the Nazis were planning the annihilation of the European Jews. A report smuggled from Poland to London described in detail the killing centers at Chelmno and the use of gas vans, and it estimated that 700,000 people had already been killed.

Anti-Semitism fueled by the Depression and by demagogues, like the radio priest Charles Coughlin, influenced immigration policy. In 1939, pollsters found that 53 percent of those interviewed agreed with

the statement “Jews are different and should be restricted.” Between 1933 and 1945, the United States took in only 132,000 Jewish refugees, only 10 percent of the quota allowed by law.

Reflecting a nasty strain of anti-Semitism, Congress in 1939 refused to raise immigration quotas to admit 20,000 Jewish children fleeing Nazi oppression. As the wife of the U.S. Commissioner of Immigration remarked at a cocktail party, “20,000 children would all too soon grow up to be 20,000 ugly adults.” Instead of relaxing immigration quotas, American officials worked in vain to persuade Latin American countries and Great Britain to admit Jewish refugees. In January 1944, Secretary of the Treasury Henry Morgenthau, as the only Jew in the Cabinet, presented the president with a “Report to the Secretary on the Acquiescence of this Government in the Murder of the Jews.” Shamed into action, Roosevelt created the War Refugee Board, which, in turn, set up refugee camps in Italy, North Africa, and the United States.

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http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3494

Document 2

The United States officially entered World War II in December 1941, after the Japanese attack on Pearl Harbor. In reality, however, the United States had been fighting a war against the Axis powers for years. It was a war of words and a war of action, a war of secret meetings and public duplicity. And the prosecutor of this war was Franklin Delano Roosevelt, the 32nd president of the United States.

Roosevelt understood early on that territorial concessions would not satisfy Adolf Hitler and his fascist counterparts, Benito Mussolini of Italy and Emperor Hirohito of Japan. In 1931, Japan took Manchuria. In 1935, Mussolini took Ethiopia. In 1936, Nazi troops swept into the Rhineland. In 1938, Hitler annexed Austria, and at the Munich conference, Britain and France surrendered Czechoslovakia’s Sudetenland to the Germans.

Roosevelt condemned international aggression, but could do little else. The American public was decidedly isolationist and antiwar. Memories of the expense of World War I — in lives and money — were still fresh. In 1934, Congress passed the Johnson Act, which prohibited loans to nations behind on World War I debt repayment. The Neutrality Act of 1935 forbade the export of arms, ammunition or implements of war to belligerent nations — a 1937 amendment to the act forbade American citizens and ships from entering war zones or traveling on belligerents’ ships.

In early 1939, Roosevelt asked Congress to repeal the Neutrality Act, so the U.S. could sell arms to the free European forces. Congress refused. In September, World War II began as Germany invaded Poland. Roosevelt spoke before Congress again, and on November 4, it approved the Pittman Bill, which allowed America to sell arms to nations who could pay for their weapons in cash.

FDR realized Hitler must be stopped yet knew the value of consensus rule. Publicly, Roosevelt promised that America would not fight unless attacked. He condemned the fascists and suggested that the way to keep the peace was to create a strong national defense. Privately, he prepared America for battle.

Roosevelt dramatically increased the defense budget from 1939 on and began to convert America to a military economy. Using powerful industrialists who could skillfully cut through governmental red tape, Roosevelt began to build the “Arsenal of Democracy.” . . .

When France fell to the Nazis in May 1940, Britain stood alone. Roosevelt began a remarkable and

voluminous secret correspondence with Britain's prime minister, Winston Churchill. Although Churchill desperately needed American troops, he asked only for arms and ammunition. Roosevelt responded, using his presidential powers to circumvent the Neutrality Act. The U.S. swapped 50 aging U.S. destroyers in return for British bases in the Caribbean and Newfoundland. The British saw the trade as unfair. But Churchill needed all the help he could get.

On September 27, 1940, Germany, Italy, and Japan signed the Tripartite Pact, in which they promised to defend each other against U.S. attacks. The pact formally established the Axis alliance. Designed to enforce American neutrality, the pact had quite an opposite effect, increasing interventionist sentiment in America. FDR skillfully capitalized on this change.

In a December "fireside chat" on national radio, Roosevelt condemned Axis aggression, insisting that its objective was no less than world domination. He asked for military aid for Britain, which was rapidly running out of money to buy arms. Behind the scenes, FDR moved even closer to war. He secretly sent Harry Hopkins to London to plan an Anglo-American war against Germany.

In March of 1941, Roosevelt persuaded Congress to pass the Lend-Lease Act. The act allowed the U.S. to lend the Allies war materials in return for repayment after the war. FDR, understanding Britain's desperation, began Atlantic transshipment of materials days before signing the bill.

Using all of his political ingenuity, Roosevelt struggled against the constraints of neutrality. In April, he gave the Navy permission to attack German submarines west of 25 degrees longitude. That same month, the U.S. and Denmark agreed to place Greenland under American protection. In July, the U.S. occupied Iceland. On August 14th, the Selective Service Act, which allowed a peacetime draft, passed Congress by a single vote.

That same August day, the Atlantic Charter was made public. Signed during a secret five-day conference at sea between Roosevelt and Churchill, the charter called for national self-determination and stated that aggressor nations should be disarmed. If this was not a declaration of war, it was close. Roosevelt hoped it would provoke the Germans to war on America. . .

Excerpted from: <http://www.pbs.org/wgbh/americanexperience/features/general-article/fdr-foreign/>

Document 3

AMERICAN RESTRICTIONS ON IMMIGRATION

America's traditional policy of open immigration had ended when Congress enacted restrictive immigration quotas in 1921 and 1924. The quota system allowed only 25,957 Germans to enter the country every year. After the stock market crash of 1929, rising unemployment caused restrictionist sentiment to grow, and President Herbert Hoover ordered vigorous enforcement of visa regulations. The new policy significantly reduced immigration; in 1932 the United States issued only 35,576 immigration visas. State Department officials continued their restrictive measures after Franklin D. Roosevelt's inauguration in March 1933. Although some Americans sincerely believed that the country lacked the resources to accommodate newcomers, the nativism of many others reflected the growing problem of anti-Semitism.

Excerpted from AMERICAN RESPONSE TO THE HOLOCAUST Aaron Berman, Nazism, the Jews and American Zionism, 1933-1948(1990); David S. Wyman, Paper Walls: America and the Refugee Crisis, 1938-1941 (1968) and The Abandonment of the Jews: America and the Holocaust, 1941-1945 (1984).

<http://www.history.com/topics/world-war-ii/american-response-to-the-holocaust>

Document 4

War Relocation Authority, Washington D.C, Japanese-Americans in Relocation Centers:

The War Relocation Authority was established by Presidential Executive Order 9102 on March 18, 1942, to aid the military authorities in evacuation of any persons or groups from any designated areas and to relocate evacuated persons. Its immediate task was the relocation of the people of Japanese ancestry from the Pacific Coast areas.

As soon as it was determined that voluntary evacuation was not effective, and that public sentiment was opposed to large scale relocation in ordinary communities, the War Relocation Authority, in cooperation with the Army, began looking for locations for temporary communities where the evacuees might be maintained under protection until opportunities in private employment could be found. In the meantime, the Army hurriedly built 15 temporary "assembly centers" inside the evacuated area, at race tracks and fair grounds, where the evacuees could be housed until the relocation centers were ready.

<u>Center</u>	<u>State</u>	<u>Population</u>
Manzanar	California	10,000
Tule Lake	California	15,000
Colorado River	Arizona	17,000
Gila River	Arizona	14,000
Central Utah	Utah	8,000
Minidoka	Idaho	9,000
Heart Mountain	Wyoming	11,000
Granada	Colorado	7,000
Rohwer	Arkansas	8,000
Jerome	Arkansas	8,000
		<u>107,000</u>

Excerpted from Report, *Japanese-Americans in Relocation Centers*, March 1943. Papers of Philleo Nash.

Evidence Chart for Text Readings

Use this graphic organizer to write down evidence as you read the documents, preferably with a partner. In the citation boxes, be sure to write down all of the source information for each document (where it came from, dates, etc.). Ask your teacher to show you where this information is, if you are unsure. Also enter the name of the country or countries being discussed. You will learn how to correctly cite documents in your final essay in MLA format in a later lesson.

Essential Question: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

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Document 2

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Document 3

Citation

Country or Countries

Political

Economic

Social

Words which I did not understand:

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Questions I have for my teacher about the text readings:

Sourcing

You have now read different texts from or about the World War II era. Did you observe any bias (opinion-based observations) in the texts? You discussed earlier what you might need to know about the authors of each text. Read the following to see if it makes any difference in your interpretation of the readings, and write your reflections in the space provided on the next page.

Text Sources:

Document 1: digitalhistory.uh.edu

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Document 2: Excerpted from pbs.org/wgbh/americanexperience/features/general-article/fdr-foreign/ (The American Experience) PBS is a private, nonprofit corporation, founded in 1969, whose members are America's public TV stations — noncommercial, educational licensees that operate more than 350 PBS member stations and serve all 50 states, Puerto Rico, U.S. Virgin Islands, Guam and American Samoa.

Document 3: Excerpted from **AMERICAN RESPONSE TO THE HOLOCAUST** Aaron Berman, *Nazism, the Jews and American Zionism, 1933-1948*(1990); David S. Wyman, *Paper Walls: America and the Refugee Crisis, 1938-1941* (1968) and *The Abandonment of the Jews: America and the Holocaust, 1941-1945* (1984).

Document 4: Excerpted from Papers of Philleo Nash, Special Assistant to the Director for White House Liaison, Office of War Information, 1942-1946; http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/documents/pdf/32.pdf#zoom=100

LESSON 1

After considering the different types of texts you have learned about, write a reflection here about how you might go about researching an historical event, and which resources you think would be the best and most reliable to use and why. In the second box, write down what other sources you might like to look at when researching the question:

Other sources?

Lesson 2

Connecting Vocabulary and Annotating a Text – Hitler Youth

Activity 2.1: Warm-Up

Slide 8

Write two questions you have regarding the Hitler Youth Facts from Slide 8.

Q1

Q2

Activity

2.2 Vocabulary Connections

DIRECTIONS:

1. With a partner, read each vocabulary term and discuss possible meanings. Write or draw what you think each word means in the column titled ‘What I Think.’
2. With your partner, scan the text and circle the vocabulary words from your list. As you scan the text, mark words that you don’t know with a star (*).
3. With your partner, read the text. At the end of **each section** discuss the vocabulary terms in that section to determine their contextual meanings. When you finish reading, write or draw the definition of the words based on what you have learned about the vocabulary in the ‘What I Learned’ column.

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Hitler Youth	
	Indoctrinated	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Nazi	
	Glorification	
	Adolph Hitler	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Germany	
	Compulsory	
	Third Reich	

What I Think Write a definition or a synonym, or draw a picture.	Vocabulary Terms	What I Learned Write a definition or a synonym, or draw a picture
	Anti-Semitism	
	SA Stormtrooper	

Nazi Germany - Hitler Youth

In the early 1920s, the Nazi party had established a youth movement led by Kurt Gruber, with the aim of attracting young men who could be trained to become members of the SA (Stormtroopers).

On 4th July 1926 the group was renamed the Hitler Youth, League of German Worker Youth and became attached to and run by the SA.

The Hitler Youth (Hitler Jugend) wore uniforms and attended meetings and rallies where they were indoctrinated with Nazi views.

Adolf Hitler believed that the support of the youth was vital to the future of the third Reich and aimed, through the Hitler Youth programme, to produce a generation of loyal supporters of Nazi views.

Posters were used to attract more members and membership rose from 5,000 in 1925 to 25,000 in 1930.



When the Nazis came to power in 1933 other youth groups were forcibly merged into the Hitler Youth and by the end of 1933 membership stood at just over 2 million.

In December 1936, membership of the Hitler Youth became virtually compulsory for all boys and girls aged over 10 years - membership could only be avoided by not paying subscription fees, but this 'loophole' was relaxed in 1939 and membership increased to 8 million members by 1940.

There were separate Hitler Youth groups for boys and girls:

Boys aged 6 - 10 years joined the Little Fellows (Pimpf). They did mainly outdoor sports type activities such as hiking, rambling and camping.

Boys aged 10 - 13 years joined the German Young People (Deutsche Jungvolk). They still did sporting activities but these had a more military

emphasis such as parading and marching as well as map reading. They also learnt about Nazi views on racial purity and anti-semitism.

Boys aged 14 - 18 years joined the Hitler Youth (Hitler Jugend). They were prepared to be soldiers by doing military activities.

Girls aged 10 - 14 years joined the Young Maidens (Jungmadel) where they were taught good health practices as well as how to become good mothers and housewives. They also learnt about Nazi views on racial purity and anti-semitism.

Girls aged 14 - 21 joined the League of German Maidens (Deutscher Madel) where they were further prepared for their roles as the mother of future Germans.

Categorizing Vocabulary

DIRECTIONS:

1. Working with your partner, you will now group the vocabulary terms into categories. Look over each word and its definition and decide which words are similar to or connect to each other in some way. Using the category chart, group the words into three or four categories, write them in the columns, and give each category a title. How do the words connect? What makes them connect?
2. Write a three- to five-sentence summary using the vocabulary terms to connect what you have learned.

Category 1	Category 2	Category 3	Category 4

Summary

Activity

2.3 Model Annotating Text

Sample Annotated text from Slide Presentation

Directions: As your teacher presents each slide, follow along and trace the annotations.

Excerpt from HOW THE NAZIS BRAINWASHED VULNERABLE TEENAGERS IN A BID TO SPREAD THEIR FOUL RACIST IDEOLOGY

Activities such as the Landjahr, where teenagers would spend months working on a farm and practicing military discipline, helped members bond and shored up their belief in the Nazi cause.

After the start of the Second World War, the Hitler Youth was transformed into an auxiliary military force, initially attached to units such as the fire brigade and postal service.

Later in the war, with Germany suffering increasingly devastating losses, teenagers began fighting on the front line as part of their own SS division.

Hundreds of boys as young as 12 helped form the last line of defense when Berlin was besieged by the Allied forces and most were killed by the Soviet troops who entered the city.

Perhaps the best-known member of the Hitler Youth is Joseph Ratzinger, now Pope Benedict XVI, who was forced to join the movement but refused to attend meetings due to his family's anti-Nazi views.

Handwritten annotations:

- farm program for youth (pointing to Landjahr)
- German National Socialist (pointing to Nazi cause)
- back-up or support (pointing to auxiliary military force)
- JW groups in Africa make kids fight (pointing to auxiliary military force)
- Nazi police force (pointing to SS)
- Surrounded or overwhelmed (pointing to Berlin)
- Pope (pointing to Joseph Ratzinger)
- How did he get to become Pope if he was part of the Nazis? (pointing to Joseph Ratzinger)
- Children trained by Hitler (pointing to Hitler Youth)
- Why send Children into Battle? (pointing to fighting on the front line)
- Capital of Germany (pointing to Berlin)
- U.S. France Britain USSR (pointing to Allied forces)
- USSR (Russia) (pointing to Soviet troops)
- TM Saw Pope on TV (pointing to Joseph Ratzinger)

Guided Practice I

Directions: With your partner, annotate the text. Use the annotation techniques listed on the review slide.

Excerpt from “Nazi Education”

Education played a very important part in Nazi Germany in trying to cultivate a loyal following for Hitler and the Nazis. The Nazis were aware that education would create loyal Nazis by the time they reached adulthood. The Hitler Youth had been created for post-school activities and schools were to play a critical part in developing a loyal following for Hitler - indoctrination and the use of propaganda were to be a common practice in Nazi schools and the education system.

Enforcing a Nazi curriculum on schools depended on the teachers delivering it. All teachers had to be vetted by local Nazi officials. Any teacher considered disloyal was sacked. Many attended classes during school holidays in which the Nazi curriculum was spelled out and 97% of all teachers joined the Nazi Teachers’ Association. All teachers had to be careful about what they said as children were encouraged to inform the authorities if a teacher said something that did not fit in with the Nazi’s curriculum for schools.

“Nazi Education,” <http://www.historylearningsite.co.uk/nazi-germany/nazi-education/>

Activity

2.4 Annotating with Prompts, Inferring, and Reading for Details

Guided Practice II

The Hitler Youth had 100,000 members when Hitler took power January 1933. Membership jumped to 2 million by the end of the year and to 5.4 million by December 1936. The Nazis later banned competing youth organizations and, in March 1939, issued a decree requiring all German youth aged 10 to 18 to join the Hitler Youth. By the early years of World War II, about 90 percent of the country’s young people belong to the Hitler Youth.

INFERRING

1. Why would the Nazis ban other youth organizations?

2. Why would the Germans want young children to be in the Hitler Youth?

3. Could this type of indoctrination occur today? Why/Why not?

The goal of the Hitler Youth was to indoctrinate young Germans with the Nazi ideology – hatred of Jews, glorification of the German nation, and worship of Hitler. Hitler Youth members participated in party rallies and parades, distributed party literature, and kept an eye on teachers and their curricula for the Nazi party. The success of the organization was proven in World War II as young men eagerly signed up for the military, while youth on the home front collected scrap metal, served as air raid wardens, and helped wounded soldiers.

READING FOR DETAILS

1. What was the Nazi ideology?

2. What were the responsibilities of youth on the home front?

3. How was the Nazi Youth organization successful?

Activity

2.5 Annotating Independently, Drawing Conclusions and Making Predictions

Unit Essential Question: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Prompt: Based on your knowledge of the indoctrination of the youth in Germany and Hitler’s goal of world domination, what conclusions can you draw as to the extent political, economic, and social factors contributed to the extreme actions of WWII. Predict what the outcome may have been if the Hitler Youth program had been allowed to continue.

Directions: Write a paragraph to address each part of the prompt. Each paragraph should be three to five sentences in length. 1) What role did political, economic, and social factors of the Hitler Youth have in contributing to the extreme actions taken by the United States, Germany, and Japan. 2) If the Hitler Youth had been allowed to continue, predict what may have been the long-term impact on Germany and the world.

Lesson 3

Comparing/Contrasting and Analyzing Documents, Photos and Cartoons



Activity

3.1 Warm Up Activity

I. Describe four actions taking place in the headline.

1.

2.

3.

4.

II. After reading the newspaper headline about Japan declaring war on the United States, write three questions that you still have about the attack, that were not answered by the headline.

1.

2.

3.

Activity

3.2 Vocabulary and Note Taking/Cornell Notes

Vocabulary/Guided Practice I

Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
assaults				summoned	
holdings				decipher	
Context Definition	Pearl Harbor	Philippines	General Douglas MacArthur	Surrender	Context Definition
Context Definition	Harry Truman	War in the Pacific Text Title		Bataan Death March	Context Definition
Context Definition	Kamikaze	Fall back	Battle of Midway	Chester Nimitz	Context Definition
Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
selectively					
intensified					

Directions 1: With your partner, scan the text and annotate.

Directions 2: With your partner, read the text. Using context clues, write the definitions to the vocabulary terms. Write unknown words in the corner boxes and try to define them using context clues.

Directions 3: With your partner, read along as your teacher reads each paragraph. Look for information that would be important to write down as notes.

War in the Pacific

Defeating Germany was only part of America's mission.

Pearl Harbor was only the beginning of Japanese assaults on American holdings in the Pacific. Two days after attacking Pearl Harbor, they seized Guam, and two weeks after that they captured WAKE ISLAND. Before 1941 came to a close, the Philippines came under attack.

Led by GENERAL DOUGLAS MACARTHUR, the Americans were confident they could hold the islands. A fierce Japanese strike proved otherwise. After retreating to strongholds at BATAAN AND CORREGIDOR, the United States had no choice but to surrender the Philippines. Before being summoned away by President Roosevelt, General MacArthur promised: "I SHALL RETURN."

Before he returned however, the Japanese inflicted the BATAAN DEATH MARCH, a brutal 85-mile forced on American and Filipino POWs. 16,000 souls perished along the way.

In June 1942, Japan hoped to capture Midway Island, an American held base about 1000 miles from Hawaii. Midway could have been used as a staging point for future attacks on Pearl Harbor. The United States was still benefiting from being able to decipher Japanese radio messages. American naval commanders led by CHESTER NIMITZ therefore knew the assault was coming.

Airplane combat decided the BATTLE AT MIDWAY. After the smoke had cleared, four Japanese aircraft carriers had been destroyed. The plot to capture Midway collapsed, and Japan lost much of its offensive capability in the process. After the Battle of Midway, the Japanese were forced to fall back and defend their holdings.

Island hopping was the strategy used by the United States command. Rather than taking every Japanese fortification, the United States selectively chose a path that would move U.S. naval forces closer and closer to the Japanese mainland. In October 1944, MacArthur returned to the Philippines accompanied by a hundred ships and soon the islands were liberated. The capture of IWO JIMA and OKINAWA cleared the way for an all-out assault on Japan. Despite heavy losses, the Japanese refused to surrender. They intensified the attacks on American ships with suicide mission KAMIKAZE flights. In April 1945, President Roosevelt died of a brain hemorrhage, and HARRY TRUMAN was unexpectedly left to decide the outcome of the war in the Pacific.

War in the Pacific

Key Points/Main Ideas

Notes

Summary

Activity

3.3 Vocabulary and Note Taking Independent Practice

Directions:

1. Place the title of the text in the center block.
2. Place vocabulary term in the blocks around the title.
3. Place the context definition in the box outside of the vocabulary term.
4. Place words that you do not know or are unfamiliar with in the boxes at the corners, and write their definitions.

Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	
Context Definition					Context Definition
Context Definition		Japanese-American Internment			Context Definition
Context Definition					Context Definition
Words I Do Not Know		Context Definition	Context Definition	Words I Do Not Know	

Japanese-American Internment

Over 127,000 United States citizens were imprisoned during World War II. Their crime? Being of Japanese ancestry.

Despite the lack of any concrete evidence, Japanese Americans were suspected of remaining loyal to their ancestral land. ANTI-JAPANESE PARANOIA increased because of a large Japanese presence on the West Coast. In the event of a Japanese invasion of the American mainland, Japanese Americans were feared as a security risk.

Succumbing to bad advice and popular opinion, President Roosevelt signed an executive order in February 1942 ordering the RELOCATION of all Americans of Japanese ancestry to CONCENTRATION CAMPS in the interior of the United States.

Evacuation orders were posted in JAPANESE-AMERICAN communities giving instructions on how to comply with the executive order. Many families sold their homes, their stores, and most of their assets. They could not be certain their homes and livelihoods would still be there upon their return. Because of the mad rush to sell, properties and inventories were often sold at a fraction of their true value.



After being forced from their communities, Japanese families made these military style barracks their homes.

Until the camps were completed, many of the evacuees were held in temporary centers, such as stables at local racetracks. Almost two-thirds of the interns were NISEI, or Japanese Americans born in the United States. It made no difference that many had never even been to Japan. Even Japanese-American veterans of World War I were forced to leave their homes.

Ten camps were finally completed in remote areas of seven western states. Housing was spartan, consisting mainly of tarpaper barracks. Families dined together at communal mess halls, and children were expected to attend school.

Adults had the option of working for a salary of \$5 per day. The United States government hoped that the interns could make the camps self-sufficient by farming to produce food. But cultivation on arid soil was quite a challenge.

Evacuees elected representatives to meet with government officials to air grievances, often to little avail. Recreational activities were organized to pass the time. Some of the interns actually volunteered to fight in one of two all-Nisei army regiments and went on to distinguish themselves in battle.

On the whole, however, life in the relocation centers was not easy. The camps were often too cold in the winter and too hot in the summer. The food was mass produced army-style grub. And the interns knew that if they tried to flee, armed sentries who stood watch around the clock, would shoot them.



Many Americans worried that citizens of Japanese ancestry would act as spies or saboteurs for the Japanese government. Fear — not evidence — drove the U.S. to place over 127,000 Japanese-Americans in concentration camps for the duration of WWII.



Most of the ten relocation camps were built in arid and semi-arid areas where life would have been harsh under even ideal conditions.

FRED KOREMATSU decided to test the government relocation action in the courts. He found little sympathy there. In *KOREMATSU VS. THE UNITED STATES*, the Supreme Court justified the executive order as a wartime necessity. When the order was repealed, many found they could not return to their hometowns. Hostility against Japanese Americans remained high across the West Coast into the postwar years as many villages displayed signs demanding that the evacuees never return. As a result, the interns scattered across the country.

In 1988, Congress attempted to apologize for the action by awarding each surviving intern \$20,000. While the American concentration camps never reached the levels of Nazi death camps as far as atrocities are concerned, they remain a dark mark on the nation's record of respecting civil liberties and cultural differences.



Fred Korematsu challenged the legality of Executive Order 9066 but the Supreme Court ruled the action was justified as a wartime necessity. It was not until 1988 that the U.S. government attempted to apologize to those who had been interned.

Japanese-American Internment

Key Points/Main Ideas

Notes

Summary

Activity

3.4 Analyzing Primary Sources

Guided Practice I

PowerPoint Slide 14 Historical Context – The HIPPOS Method of Document Analysis

Analyze the cartoon and picture below. What do you see? What can you infer? Determine the historical context of each document and fill in the chart at the bottom of the page.



Historical Context

Evidence

Historical Context

Evidence

PowerPoint Slide 17 Intended Audience

Read the document below. Who wrote the document? Why was the document written? For whom was the document written? Fill in the chart at the bottom of the page.

Have you ever lain awake on Christmas Eve with everything about you strange, quiet and still as death? As Christmas drew nearer, we older children knew that this year there wouldn't be gifts and much fun for the little children, for out here in a concentration camp we thought no one would think of us. So we tried extra hard to make Christmas as happy as possible for the tots. Christmas was ushered in with cold, howling winds... Refusing to be discouraged, we panned for a party for which everyone gladly donated some money. We decorated the Mess Hall with red and green crepe papers and wreaths made of desert holly... As if with the waving of a magic wand the bare cold mess hall was changed into an enchanting place.

- Emiko Kamiya, who was interned at the Poston Relocation Center, quoted in Werner, Through the Eyes of Innocents, p. 94

Intended Audience

Evidence

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PowerPoint Slide 19 Purpose

Read each article below. When were the articles written? Why were the articles written? Fill in the chart at the bottom of the page.

400 Japanese Now West Coast Bound

ROHWER, Ark., Aug. 17. (AP)—Approximately 400 Japanese Americans will leave the Rohwer relocation center by special train tomorrow to return to their homes on the west coast, the public relations office announced yesterday.

Nearly 800 evacuees left Rohwer in July, with approximately half returning to California. Twelve or 15 have relocated in Arkansas, mostly on farms near Little Rock.

Peak population of the Rohwer project was 8564, but was cut to 3917 by Aug. 12. The project will be closed Dec. 15.

Report Tells Of Japanese Plot in U. S.

A confidential report on Japanese activities in California, made to the House Committee on un-American Activities, was obtained by The Washington Post last night. Replete with names, dates and other detailed information, the hitherto secret document, makes these assertions:

1. That the Japanese consulates in Los Angeles and San Francisco have organized Japanese residents of California for "sabotage and espionage purposes."
2. That the organization, which the report refers to as an "espionage gang," divides the Japanese colony into three groups, depending on whether they are farmers, fishermen, or engaged in other trades, and assigns specific subversive tasks to each group.
3. That "all the Japanese farmers are required to live or move as near as possible to areas where oil wells are strategically located; to furnish and keep up to date accurate diagrams, maps, plans for new wells, extent of operations, etc., of the oil fields."

Historical Context

Historical Context

Evidence

Evidence

PowerPoint Slide 21 Point of View

Read the document below. Who wrote the document? What do you know about the author? Does the author's background influence his point of view?

Colonel Bendetsen showed himself to be a little Hitler. I mentioned that we had an orphanage with children of Japanese ancestry, and that some of these children were half Japanese, others one fourth or less. I asked which children should we send.... Bendetsen said: "I am determined that if they have one drop of Japanese blood in them, they must go to camp.

– *Father Hugh T. Lavey of the Catholic Maryknoll Center, quoted in Werner, Through the Eyes of Innocents, p. 85*

Point of View

Evidence

How does this document connect with other documents in this time period? How can you use the document to connect to evidence that you might use in a historical claim?

Outside Information

Evidence

Comparing and Contrasting Video Practice

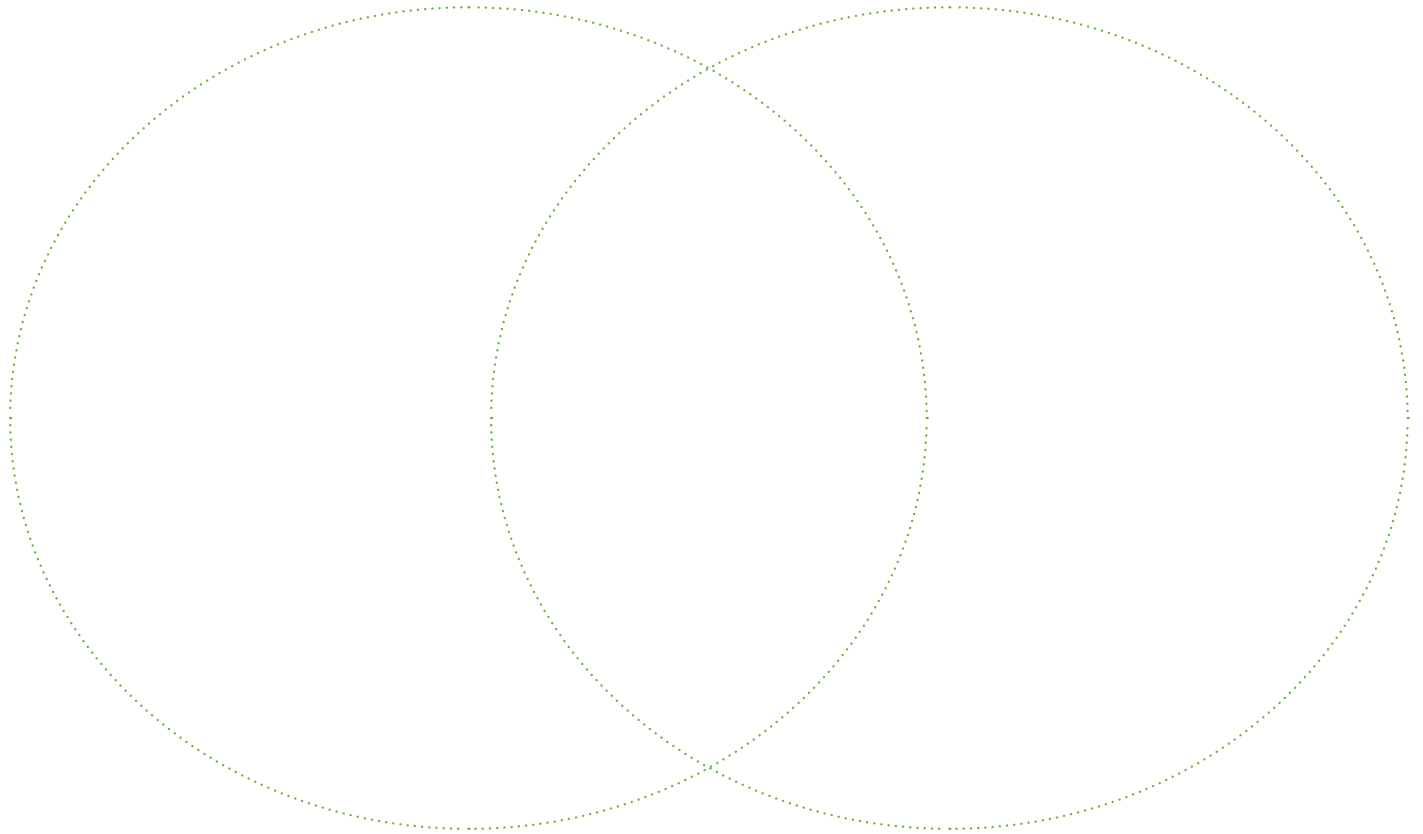
Compare

1. How are oranges and bananas the same?

Contrast

2. How are oranges and bananas different?

3. Fill in the Venn Diagram with information from the video.



4. What do you think *compare* means?

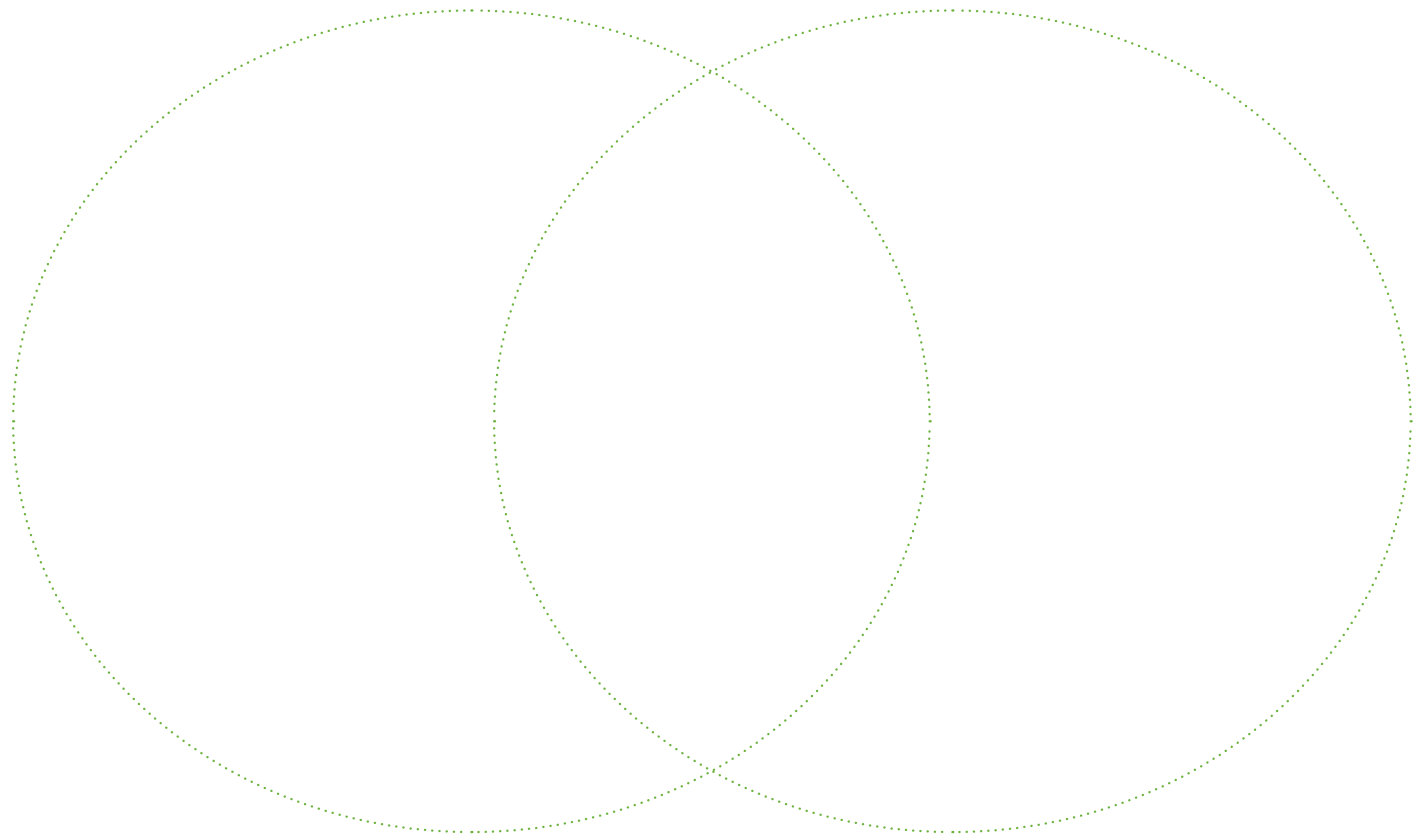
5. What do you think *contrast* means?

6. What can you use to organize your ideas?

Comparing and Contrasting Primary Sources

Guided Practice

Compare and contrast the documents below.



Compare and contrast the documents below.

400 Japanese Now West Coast Bound

ROHWER, Ark., Aug. 17. (AP)—Approximately 400 Japanese Americans will leave the Rohwer relocation center by special train tomorrow to return to their homes on the west coast, the public relations office announced yesterday.

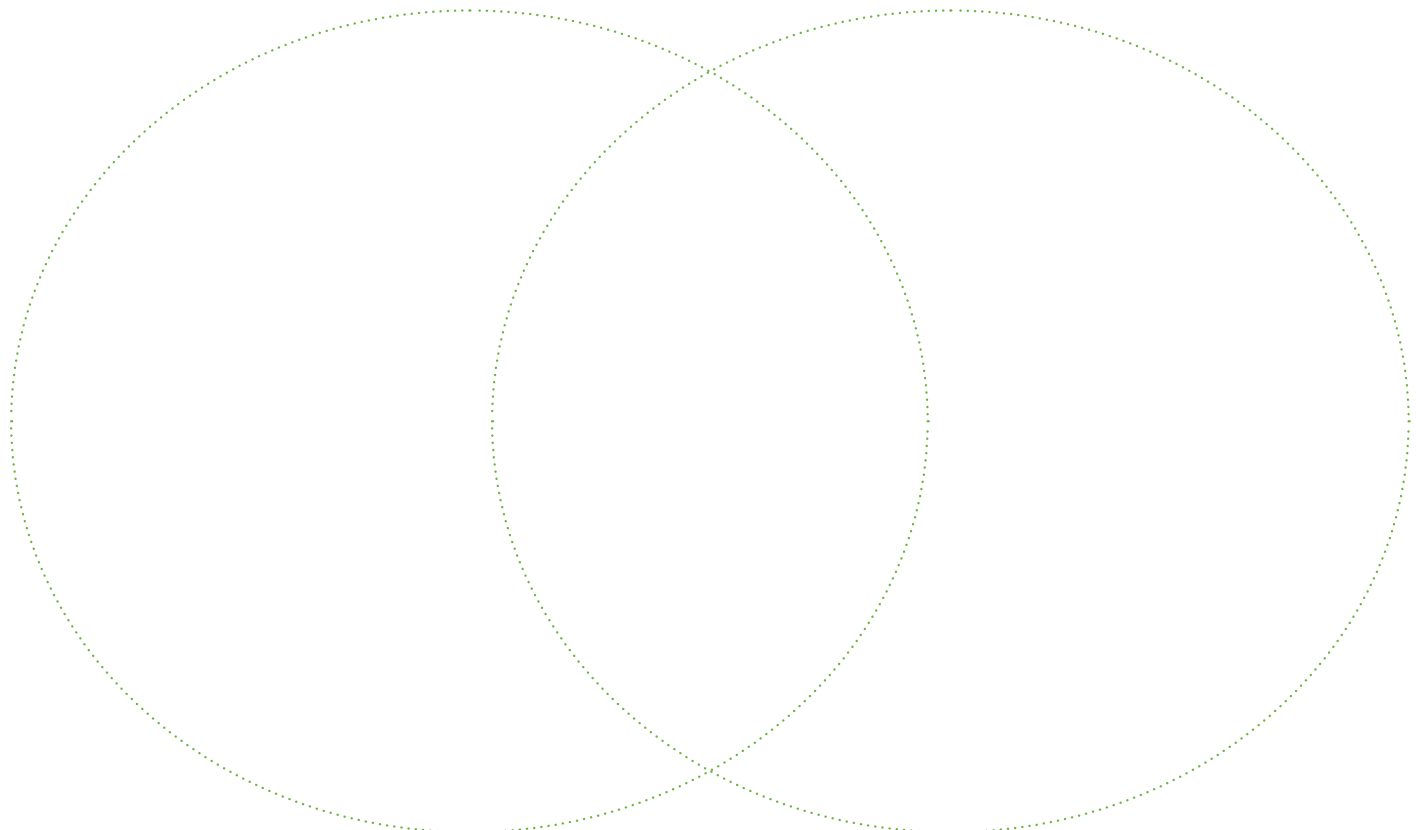
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3. That "all the Japanese farmers are required to live or move as near as possible to areas where oil wells are strategically located; to furnish and keep up to date accurate diagrams, maps, plans for new wells, extent of operations, etc., of the oil fields."



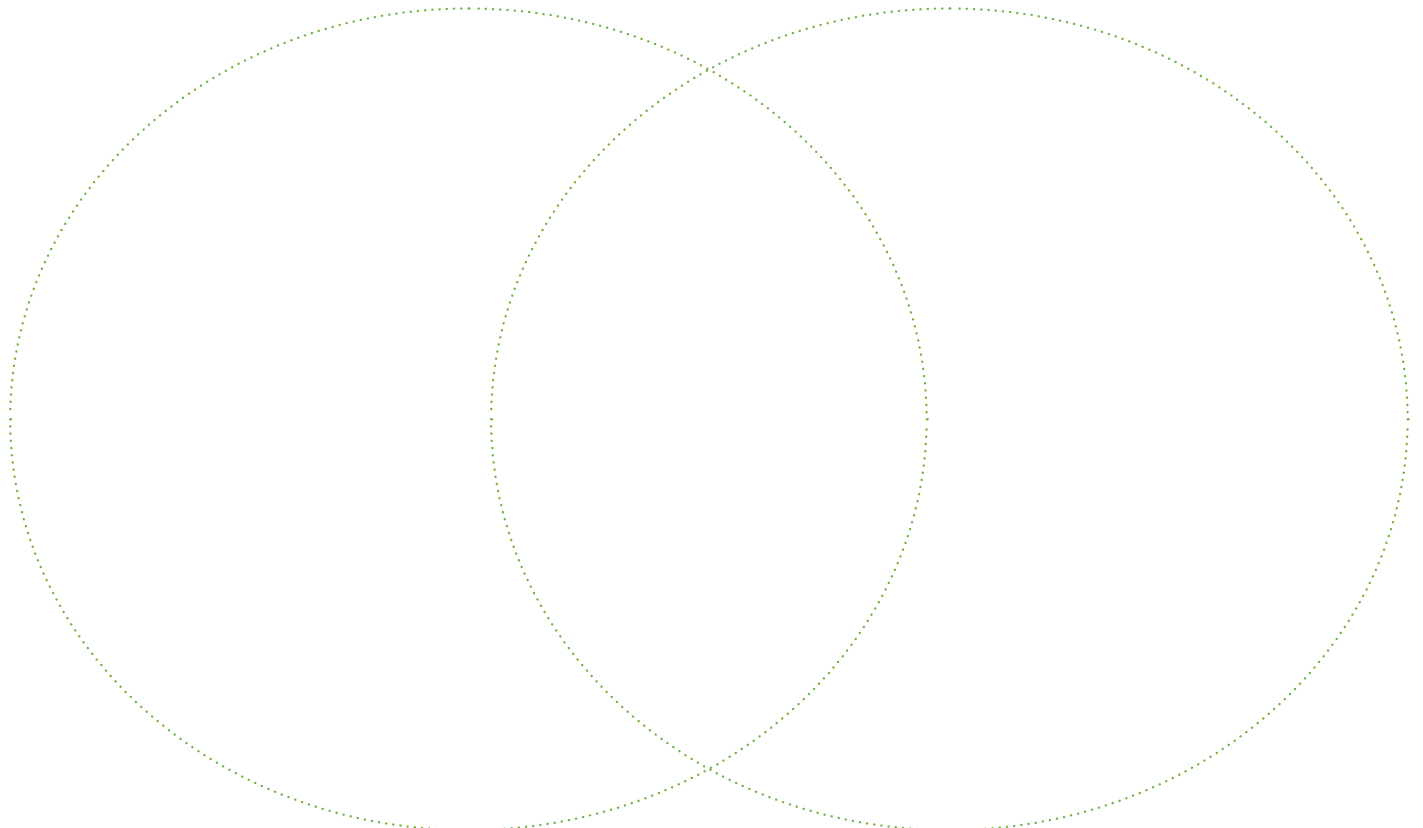
Compare and contrast the documents below.

Have you ever lain awake on Christmas Eve with everything about you strange, quiet and still as death?... As Christmas drew nearer, we older children knew that this year there wouldn't be gifts and much fun for the little children, for out here in a concentration camp we thought no one would think of us. So we tried extra hard to make Christmas as happy as possible for the tots. Christmas was ushered in with cold, howling winds... Refusing to be discouraged, we panned for a party for which everyone gladly donated some money. We decorated the Mess Hall with red and green crepe papers and wreaths made of desert holly... As if with the waving of a magic wand the bare cold mess hall was changed into an enchanting place.

– *Emiko Kamiya, who was interned at the Poston Relocation Center, quoted in Werner, Through the Eyes of Innocents, p. 94*

Colonel Bendetsen showed himself to be a little Hitler. I mentioned that we had an orphanage with children of Japanese ancestry, and that some of these children were half Japanese, others one fourth or less. I asked which children should we send... Bendetsen said: "I am determined that if they have one drop of Japanese blood in them, they must go to camp.

– *Father Hugh T. Lavey of the Catholic Maryknoll Center, quoted in Werner, Through the Eyes of Innocents, p. 85*



Activity

3.5 Analyzing and Comparing and Contrasting Primary Sources Independently

Directions: Analyze the series of primary source documents for HIPPOS. Be sure to document evidence to support your conclusions. After you analyze each pair of documents independently, you will then compare and contrast them with a partner.

Follow up: After completing the analysis activities independently, work with a partner and share your answers. Do you have the same answers? If not, document alternative answers in your notebook. After sharing, you and your partner will work together to compare and contrast the documents in sets of two. Label the sets.

Historical Context

What was going on during this time?

Where was this happening?

When was this happening?

Intended Audience

Who will see the document?

Where was it published?

When was it published?

Purpose

Why did the author create the document?

Is the author trying to provoke feelings in the reader?

Point of view

What is the author's attitude toward the event?

What is the author's bias? (prejudice in favor of or against)

What is the author's background?

Outside Information

What outside information can be connected with this document?

How does the document connect with other events during the time period?

Source

Who provided this information?

How does the source of this information affect its validity?

Document 1 – Primary Source Analysis/Document

Walter Lippmann “The Fifth Column”

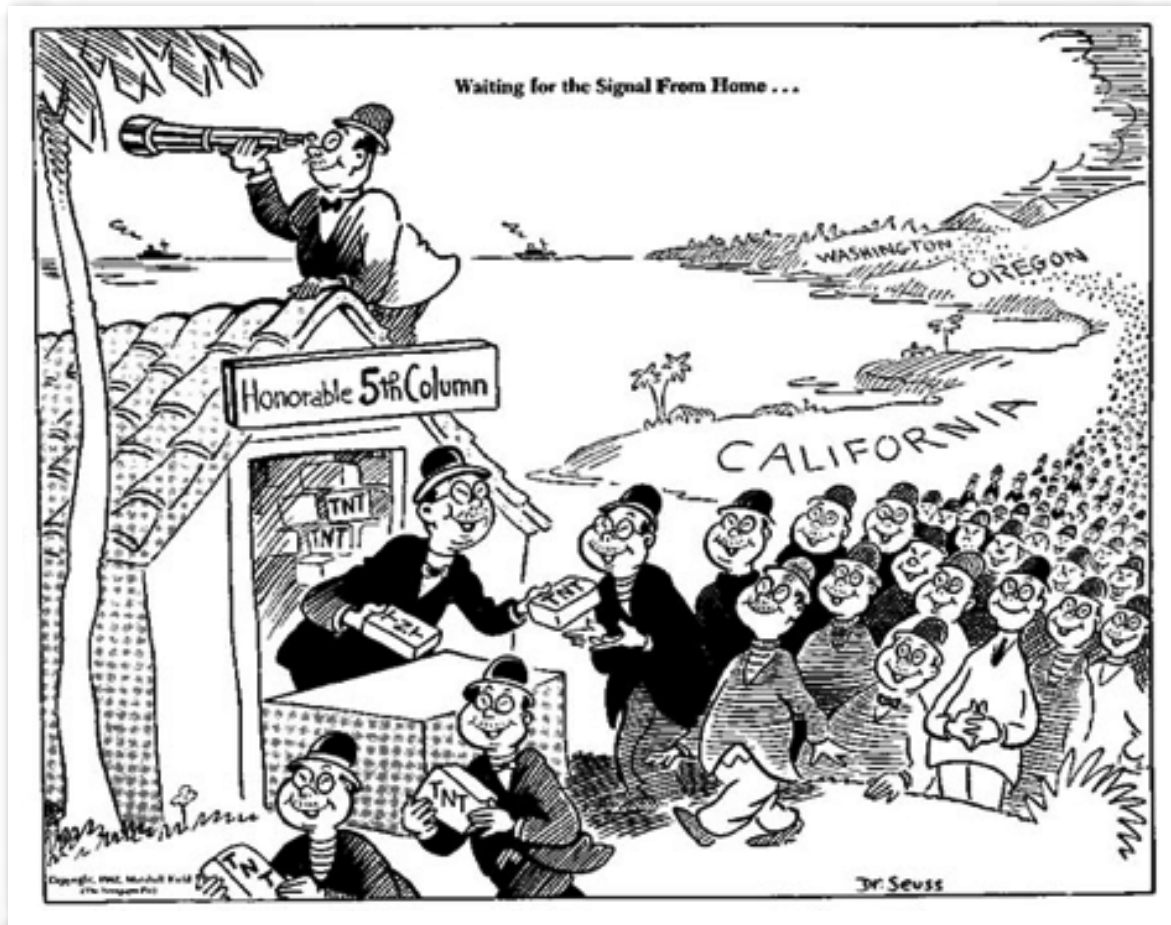
Los Angeles Times, February 13, 1942

Note: The term “fifth column” refers to people who engage in espionage or sabotage within their own country.

SAN FRANCISCO—The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without. . . The peculiar danger of the Pacific Coast is in a Japanese raid accompanied by enemy action inside American territory. This combination can be very formidable indeed. For while the striking power of Japan from the sea and air might not in itself be overwhelming at any one point just now, Japan could strike a blow which might do irreparable damage if it were accompanied by the kind of organized sabotage to which this part of the country is specially vulnerable . . . It is a fact that the Japanese navy has been reconnoitering the Pacific Coast more or less continually and for a considerable length of time, testing and feeling out the American defenses. It is a fact that communication takes place between the enemy at sea and enemy agents on land. These are facts which we shall ignore or minimize at our peril. It is also a fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well-organized and that it is held back until it can be struck with maximum effect.

Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 2 – Primary Source Analysis/Political Cartoon



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 1 and 2, complete the compare/contrast chart below.
Keep in mind political, economic, and social aspects.

Document 1	Document 2
Compare (How are they alike?)	
Contrast (How are they different?)	

Document 3 – Primary Source Analysis/Photograph



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 4 – Primary Source Analysis/Photograph



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 3 and 4, complete the compare/contrast chart below.
Keep in mind political, economic, and social aspects.

Document 3	Document 4
Compare (How are they alike?)	
Contrast (How are they different?)	

Document 5 – Primary Source Analysis/Painting

EVACUATION TO BE CARRIED OUT GRADUALLY

The San Francisco News

March 3, 1942

93,000 Nipponese in California Are Affected by Order

The entire California, Washington and Oregon coasts, as well as the Southern sections of California and Arizona along the Mexican border, today were designated Military Area No. 1 by Lieut. Gen. John L. DeWitt, commanding the Western Defense Command and Fourth Army.

From this vast area, General DeWitt announced “such persons or classes of persons as the situation may require will by subsequent proclamation be excluded.”

Eventually this vast area will be cleared of all alien and American-born Japanese, as well as many Italians and Germans, but General DeWitt emphasized there will be no mass evacuation of Japanese, as some state and local officials have suggested. Mass evacuations, said General DeWitt, would be “impractical.”

“Evacuation from military areas will be a continuing process,” he said. “Japanese aliens and American-born Japanese will be required by future orders to leave certain critical points within the military areas first. These areas will be defined and announced shortly. After exclusion has been completed around the most strategic area, a gradual program of exclusion from the remainder of Military Area No. 1 will be developed.”. . . While no immediate evacuation order was issued, General DeWitt suggested all Japanese—alien and American-born—might do well to get out of Military Area No. 1 as quickly as possible. “Those Japanese and other aliens who move into the interior out of this area now will gain considerable advantage and in all probability will not again be disturbed,” he said.

Where they might go, however, was uncertain.

Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 6 – Primary Source Analysis/Poster

**I AM AN
AMERICAN
TOO!**

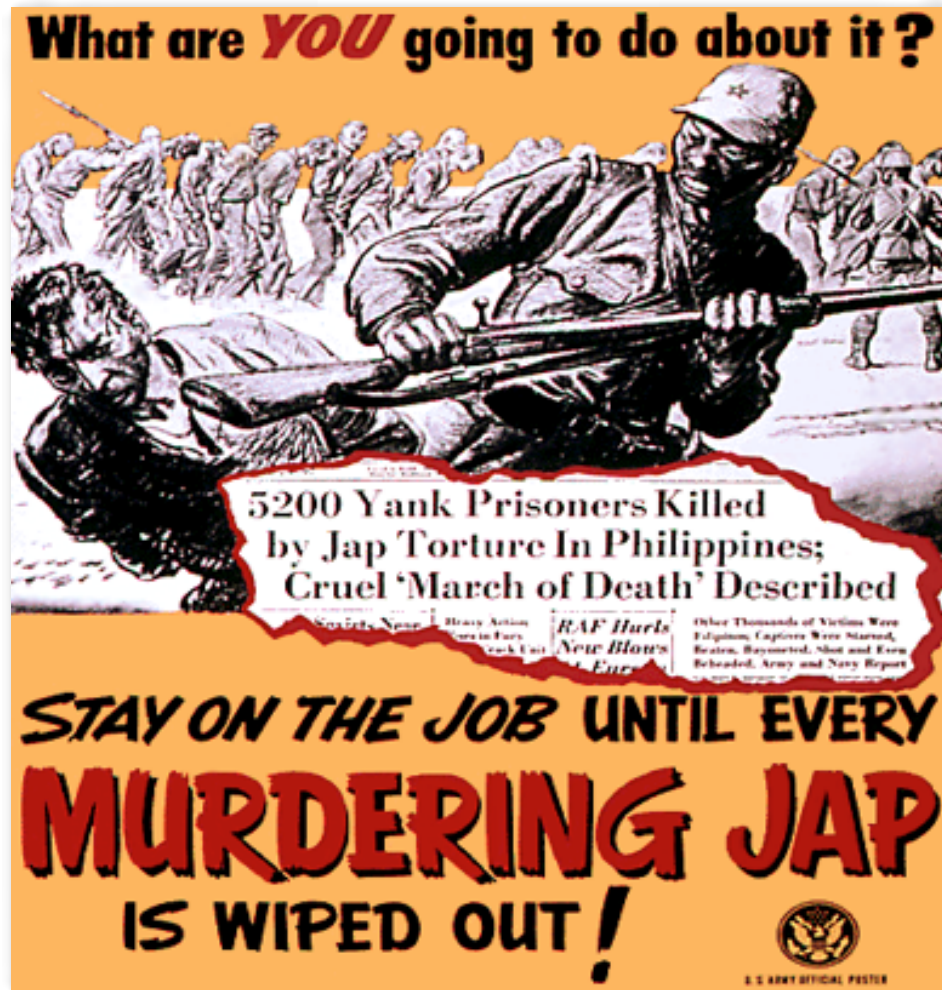
I came to the United States in 1903.
I worked hard to learn to be a good cook.
I was chef at the Marion hotel from 1914
to 1932, a total of 17 years.
I have operated my own restaurant in Salem
since 1934.
I have five children all born here in Salem.
I have been a resident of Salem for over 27
years. I love my wife, I love my children, I
love my home and I love my United States.

Member Salem Chamber of Commerce

Frank Tanaka, Owner
Tokio Sukiyaki
222½ N. Commercial

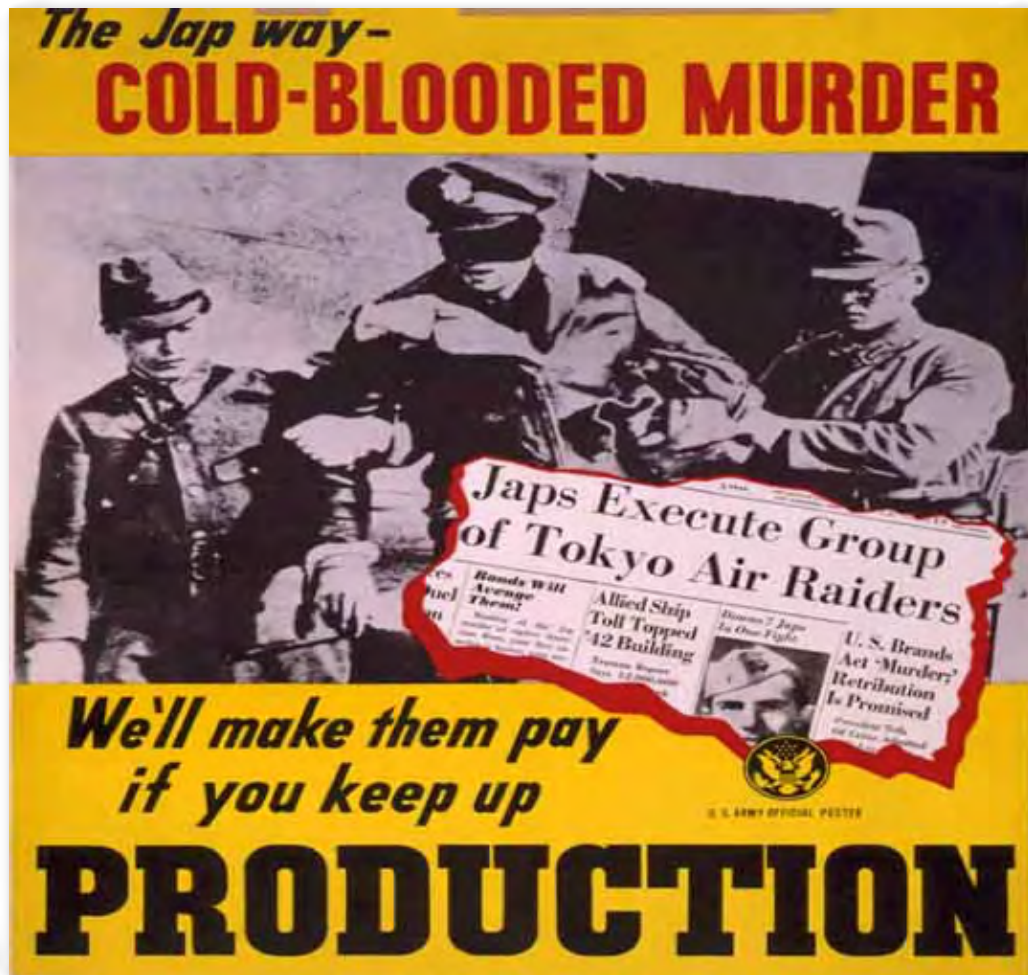
Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 7 – Primary Source Analysis/Political Cartoon



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Document 8 – Primary Source Analysis/Propaganda Poster



Supporting Evidence	
Historical Context	<hr/> <hr/>
Intended Audience	<hr/> <hr/>
Purpose	<hr/> <hr/>
Point of View	<hr/> <hr/>
Outside Information	<hr/> <hr/>
Source	<hr/> <hr/> <hr/>
Summary <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

After you analyze documents 7 and 8, complete the compare/contrast chart below.
Keep in mind political, economic, and social aspects.

Document 7	Document 8
Compare (How are they alike?)	
Contrast (How are they different?)	

Lesson 4

Close Reading

Activity

4.1 Warm-Up – Preparing for Close Reading

Consider the essential question of the unit: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Directions: Read this paragraph from the United States Holocaust Memorial Museum website. Choose the word to best describe what this paragraph is all about.

Now answer the following question:

During World War II, ghettos were city districts (often enclosed) in which the Germans concentrated the municipal and sometimes regional Jewish population and forced them to live under miserable conditions. Ghettos isolated Jews by separating Jewish communities from the non-Jewish population and from other Jewish communities. The Germans established at least 1,000 ghettos in German-occupied and annexed Poland and the Soviet Union alone. German occupation authorities established the first ghetto in Poland in Piotrków Trybunalski in October 1939.

“Ghettos.” *United States Holocaust Memorial Museum*. United States Holocaust Memorial Council, 20 June 2014. Web. 30 July 2015.

The one word this paragraph is all about is: a. Cities b. Germans c. Jews d. Ghettos

Part 1

Directions: Read the paragraph below as your teacher reads it aloud.

Smoking has been proven dangerous to people’s health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

Consider what is the topic of the paragraph and also what the author is saying about the topic. Then check the letter of the correct answer for both parts.

1. Topic:

- a. health b. smoking c. addiction d. nicotine

2. Main Idea:

- a. Smoking has been proven dangerous to people’s health in various ways.
b. Regular smokers become addicted to nicotine.
c. Although smoking is dangerous, people continue doing it for various reasons.
d. Nicotine is what smokers become addicted to both psychologically and physically.

Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that your teacher can explain the answer in detail.

Part 2

Directions: Read the paragraph below as your teacher reads it aloud.

There is some evidence that colors affect you physiologically. For example, when subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with intuitive feelings about blue being more soothing and red being more arousing. After changing a school’s walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

Consider what is the topic of the paragraph and also what the author is saying about the topic. On the next page, answer each question.

1. What's the topic?

2. What's the main idea?

Compare your responses with the answers on the slide. Be sure to ask questions if you picked a different response so that your teacher can explain the answer in detail.

Directions: Choose the BEST supporting detail. Check the letter of the answer that is the BEST supporting detail.

3. Which of these supporting details BEST supports the main idea that there is some evidence that colors affect you physiologically?
 - a. For example, when subjects are exposed to red light respiratory movements increase; exposure to blue decreases respiratory movements.
 - b. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with intuitive feelings about blue being more soothing and red being more arousing.
 - c. After changing a school's walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

Activity

4.2 Part 1: Close Reading – Teacher-Led Modeling

Directions: Follow along as your teacher reads aloud the following excerpt. Answer the questions along with your teacher.

Excerpt from *I Never Saw Another Butterfly*

...It lay nestled at the confluence of the two rivers: thick octagon-shaped walls, high escarpments, deep moats; narrow streets joined at right angles, homes dark and bleak, huge gray barracks. A fortress town set in a serene world of meadows and low rolling hills and summer butterflies against a distant background of bluish Bohemian mountains.

The Czechs called the town Terezin.

...

In October 1941, Terezin became Theresienstadt, a ghetto, to be administered by the SS, guarded by Czech gendarmes, and run internally by a Jewish Council of Elders.

The Theresienstadt ghetto was created by the Germans to solve an awkward problem they had unexpectedly come upon in their war against the Jews: what to do with certain special categories of Jews.

This much is clear: In the late summer or early fall of 1941, the Nazis determined to kill every living Jew they could lay their hands on. On October 28, 1941, the Gestapo issued a decree: Jews were henceforth prohibited from leaving Europe. The Final Solution - the Nazi term for the extermination of the Jews - had begun.

Two mysteries lie at the heart of the Nazi war against the Jews.

First, what was it about the Germans that so set them against the Jews? More specifically, how did it happen that in the mind and heart of one man, Adolf Hitler, there could rise so incendiary a hatred toward a people other than his own that it could be assuaged only by mass extermination?

And second, if the destruction of the Jews is a central element in one's ideology, a sacred task, then why conceal it? Why not proclaim it publicly, perform it publicly, relish it publicly, glory in it publicly? A profound self-contradiction lay at the very core of Nazi ideology.

There are as yet no answers to those mysteries.

Both mysteries, most especially the second, reverberate through any effort to comprehend and convey the nature of the ghetto of Theresienstadt.

What, some Nazis asked themselves, were they to do with old and sick German Jews? And the many decorated Jewish veterans of the First World War; the wounded, the amputees, the bemedaled - were they all to be rounded up and herded off like cattle? Was that a proper way for the vaunted German Army to treat its soldiers, men who fought valiantly for the Fatherland?

...

Theresienstadt was apparently conceived by Heinrich Himmler. Make Terezin a "model ghetto," exhibit it as "a town inhabited by Jews and governed by them and in which every manner of work is to be done" - Himmler's words - and solve all the awkward problems attending the Final Solution.

When the idea of such a town was broached by the Germans to the apprehensive Jewish community of Prague, it was greeted with considerable surprise and relief. Terezin would be patrolled by Czech

2. Key details:

2a. What was the purpose of Theresienstadt?

2b. Who ran the ghetto?

2c. Who lived there?

2d. What was life like in the ghetto?

3. Vocabulary and text structure: Define “the final solution.”

4. **Author's purpose:** Why did the author write this as an introduction to a book?

5. **Inferences:** What did the Germans hope to accomplish by creating Theresienstadt?

6. **Opinions and Arguments:** If the Germans were determined to destroy the Jews, why try to conceal that plan with a ghetto like Theresienstadt?

Identify Main Idea & Supporting Details

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Activity

4.2 Part 2: Close Reading – Practice with a Partner

Directions: Work along with your partner to read the following excerpt. Discuss and answer the questions with your partner.

Excerpt from *I Never Saw Another Butterfly*

Elderly Jews, when they arrived, were often found to have brought with them their laces, parasols, top hats, and tuxedos. What they discovered was a town built for a population of at most 8,000 that was soon to have within its walls close to 60,000.

...

Odd and terrifying events occurred.

Writing letters to members of one's family outside the ghetto was a criminal act.

On January 10, 1942, the daily order announced the arrest of a group in connection with the smuggling of a letter. They were guilty under martial law.

Nine were hanged.

On February 26 of that year, seven more were hanged.

The Council of Elders, the Jewish body governing the ghetto under the direction of the SS, and under orders to be present, stood watching.

In July 1943, a transport arrived with about 1200 Jewish children from Poland. Caked with dirt and crawling with lice, they were placed in an off limits area. Fifty-three doctors and nurses were selected to tend to them. No one else, not even the leader of the Council of Jews, was allowed near them. Someone managed to discover that they were the remnants of the Bialystok ghetto, which had risen against the Nazis and been burned to the ground.

Six weeks later, the children were loaded onto railroad cars, together with the doctors and nurses who had cared for them. All were taken to Auschwitz, where they died.

...

Bewildering ambiguities took place.

The Nazis had no intention of letting any of the Jews of Theresienstadt survive the war, and yet they seemed seriously concerned at times about the ghetto's appearance in the eyes of the outside world.

On June 23, 1944, a commission of the International Red Cross arrived to inspect the ghetto. Elaborate preparations were made for that inspection and for the propaganda picture that was filmed soon afterward: buildings were painted and gardens planted, invalids and poorly dressed old people were ordered off the streets, stores were filled with goods, new furniture appeared in the apartments of prominent prisoners, cultural events were planned, nurses were given clean white uniforms, lovely street signs were put up. Theresienstadt took on the look of a country resort.

The war was going poorly then for the Germans. Did they now feel it wise to attempt to convince the world that they were treating their Jews well?

The Red Cross officials looked around, asked polite questions, and seemed impressed. To this day, it is not clear if they were taken in by the ruse or reported positively on what they saw because there was little else they could do.

Text-Dependent Questions:

Directions: With your partner, discuss the answers to each of the following then write a short answer for each of the following questions.

- 1. **General understandings:** What unexpected and unusually cruel things happened to the people inside the ghetto?

- 2. **Key details:** What did the Germans do to Theresienstadt to make it look as if the people inside the ghetto were being treated well?

- 3. **Vocabulary & text structure:** Define *Anti-Semitic*, and *propaganda*.

4. **Author's purpose:** What did the author want the readers to understand from this excerpt about the Theresienstadt Ghetto?

5. **Inferences:** What does this excerpt imply about the nature of the Germans in charge of Theresienstadt?

6. **Opinions and Arguments:** Why might the Germans have gone to all this trouble to create Theresienstadt and deceive everyone about their intentions?

Identify Main Idea & Supporting Details

Directions: With your partner, discuss the answers to each of the following questions before writing down your response.

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Activity

4.2 Part 3: Close Reading – Independent Practice

Directions: Work alone to read the following excerpt. Think carefully about and answer the questions independently.

Excerpt from *I Never Saw Another Butterfly*

The ghetto - starved, sick, redolent of dread — throbbed with culture: lectures, concerts, theater. Theresienstadt was saturated with Jewish scholars, doctors, engineers, singers, diplomats, actors, composers, artists; it was a hothouse of European intellectuals. And there were 60,000 books in its library. Culture was a collective means of resisting the deceptions practiced by the Nazis as well as a weapon against despair, a way of warding off the fearful pink slip — the deportation order to the darkness in the East...

...

And the children - did they know that death lay waiting for them, too? It is probable that many of them did, in the way that children get to know things, by tunneling beneath adult deceptions and repressions and coming upon truths they sense with animal keenness, truths that fuel their darkest terrors.

Peter Fischl, age fifteen wrote:

We got used to standing in line at seven o'clock in the morning, at twelve noon, and again at seven o'clock in the evening. We stood in the long queue with a plate in our hand, into which they ladled a little warmed-up water with a salty or a coffee flavor...We got used to sleeping without a bed...We got used to undeserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled-up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing the helpless doctors.

Peter Fischl died in Auschwitz in 1944.

Children also wrote poetry, of which Pavel Friedmann's "The Butterfly," written in June 1942, is probably the best known:

For seven weeks I've lived here,
Penned up inside this ghetto.
But I have found what I love here.
The dandelions call to me
And the white chestnut branches in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don't live here,
In the ghetto.

What did it do to those children, that ghetto, the sunlight of the day and the terrors of the night, their dreamy remembrances of the past and their desolate encounters with the present? Much of what it did to them we can see in the art they left behind.

...

They drew flowers, butterflies, animals, cities, storms, rainbows, streets, railway stations, family portraits, holidays, merry-go-rounds. They drew their concealed inner worlds, their tortured emotions...

...

The children of Theresienstadt created about 5,000 drawings and collages. The last of the remaining Jews left Theresienstadt on August 17, 1945. Terezin has since returned to its tranquil surroundings. Virtually no trace remains of those nightmarish ghetto years. One sees the rolling hills, the gentle juncture of the two rivers, the Bohemian mountains. And butterflies.

Potok, Chaim. "Foreward." Foreword. *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944*. New York: Schocken, 1993. Xi-Xxi. Print.

Text-Dependent Questions:

1. **General understandings:** How did the Theresienstadt Ghetto affect the children who were forced to live there?

2. **Key details:** What did the children create to demonstrate the effect of Theresienstadt Ghetto?

3. **Vocabulary & text structure:** Define *saturated*.

4. **Author's purpose:** What did the author want the reader to learn about the children of Theresienstadt?

5. **Inferences:** Re-read this line:

“It is probable that many of them did, in the way that children get to know things, by tunneling beneath adult deceits and repressions and coming upon truths they sense with animal keenness, truths that fuel their darkest terrors.”

What do you think the children really understood about their lives in Theresienstadt?

6. **Opinions and Arguments:** Why would these children draw pictures of butterflies, flowers, animals, and other happy scenes?

Identify Main Idea & Supporting Details

7. What is the topic of this excerpt?

8. What is the main idea of this excerpt?

9. Choose one line from the text that BEST supports the main idea and explain why it is the best support.

Lesson 5

Thesis and Paragraphing

Activity

5.1 Warm-Up

Consider the essential question of the unit: *What were the political, economic, and social motivations that contributed to the extreme actions taken by the United States, Germany, and Japan during WWII?*

Read the following article from <http://www.pearlharbor.org/history-of-pearl-harbor.asp> and answer the question that follows.

September 1940. The U.S. placed an embargo on Japan by prohibiting exports of steel, scrap iron, and aviation fuel to Japan, due to Japan's takeover of northern French Indochina.

April 1941. The Japanese signed a neutrality treaty with the Soviet Union to help prevent an attack from that direction if they were to go to war with Britain or the U.S. while taking a bigger bite out of Southeast Asia.

June 1941 through the end of July 1941. Japan occupied southern Indochina. Two days later, the U.S., Britain, and the Netherlands froze Japanese assets. This prevented Japan from buying oil, which would, in time, cripple its army and make its navy and air force completely useless.

Toward the end of 1941. With the Soviets seemingly on the verge of defeat by the Axis powers, Japan seized the opportunity to try to take the oil resources of Southeast Asia. The U.S. wanted to stop Japanese expansion but the American people were not willing to go to war to stop it. The U.S. demanded that Japan withdraw from China and Indochina, but would have settled for a token withdrawal and a promise not to take more territory.

Prior to December 1941, Japan pursued two simultaneous courses: try to get the oil embargo lifted on terms that would still let them take the territory they wanted, and ... to prepare for war.

After becoming Japan's premier in mid-October, General Tojo Hideki {See Books about Tojo} secretly set November 29 as the last day on which Japan would accept a settlement without war.

The Japanese military was asked to devise a war plan. They proposed to sweep into Burma, Malaya, the East Indies, and the Philippines, in addition to establishing a defensive perimeter in the central and southwest Pacific. They expected the U.S. to declare war but not to be willing to fight long or hard enough to win. Their greatest concern was that the U.S. Pacific Fleet, based in Pearl Harbor could foil their plans. As insurance, the Japanese navy undertook to cripple the Pacific Fleet by a surprise air attack.

1. Were Japan's motivations for the attack on Pearl Harbor political, social, or economic? Explain using examples from the article.

Activity

5.2 Defining a Thesis

Directions: Follow along as your teacher as he/she discusses the definition for a thesis, and take notes here by filling in the blanks.

A thesis is a _____ statement that establishes the main topic of the essay and _____ the ideas, points, and details that are discussed throughout the rest of the essay. You can also think of a thesis as a statement that is making a claim about something. Another way of thinking of a thesis is as the “controlling idea.”

These ideas, points, and details can also be called _____ .

A thesis is a _____ sentence that comes at or near the _____ of the first paragraph of an essay. Historical essays actually can have the thesis as the first sentence.

Guided Practice: Identification

Directions: As your teacher goes through each example, underline or highlight the thesis statement in each one.

1. Robin Williams once said, “Spring is nature’s way of saying, ‘Let’s party!’” Depending on the region of the country, the four seasons can bring about a variety of reactions. The spring season creates positive reactions because the flowers are blooming, the weather is warmer, and there are more hours of daylight.
2. Isn’t it ironic that the firehouse burned down and the police station was robbed? Our lives are full of paradoxes just like these. The examples of situational irony found within the short story “The Ransom of Red Chief” are the hostage enjoys being kidnapped, the hostage mistreats the kidnappers, and the kidnappers pay the parents a ransom to take the hostage back.
3. Global warming is leading to widespread extinction of species and massive crop failures. It’s up to humans to make the necessary changes to protect the earth. Some causes of global warming are the burning of fossil fuels, methane emissions, and deforestation.
4. Manifest Destiny is defined as the 19th century belief that expanding the United States was inevitable and justified. The people of the newly created United States believed that the land was theirs for the taking. People’s belief in Manifest Destiny was demonstrated by the acquisition of Oregon, the Gold Rush of 1849, and the Mexican-American War.

Purpose of a Thesis

Directions: Follow as with your teacher as he/she discusses the purpose for a thesis, and take notes here by filling in the blanks.

A thesis statement _____ the reader of the points discussed in the essay and _____ the rest of the paragraphs in the essay. A controlling idea presents a clear purpose that is maintained throughout the response.

Guided Practice: Identification

Directions: For each of the following examples, answer both questions to practice identifying the controlling idea and what would be the subtopics of the essay written to support it.

Example 1

Sample Thesis: Some household pets in America are dogs, cats, and ferrets.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 2

Sample Thesis: The United States offers many great resources such as health care, high-quality education, and well-organized cities.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 3

Sample Thesis: Cigarette smoking harms the body by constricting the blood vessels, accelerating the heartbeat, and activating excess gastric secretions in the stomach.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Example 4

Sample Thesis: Studying the American Revolution allows one to understand why people rebelled against England, how the United States government was formed, and how citizens are still impacted today.

1. What is the topic of this essay?

2. What are the three subtopics of the essay?

Independent Practice

Directions: Check the items that fit with the topic provided.

1. Topic: Fruits
peanut, onion, watermelon, spaghetti, lemon, grape, apple
2. Topic: Flowers
tulip, basil, zinnia, fern, marigold, cabbage, rose
3. Topic: American Cities
Boston, Madrid, London, Los Angeles, Miami, Paris

Directions: Add two new items to the list that fit with the given topic.

4. Topic: sports
baseball, tennis, golf, _____ , _____
5. Topic: cars
Camaro, Mustang, Charger, _____ , _____
6. Topic: drinks
orange juice, soda, milk, _____ , _____

Directions: Write a thesis using the topic and subtopics provided.

7. Topic: fast-food restaurants
Subtopics: McDonald's, Burger King, Taco Bell

8. Topic: Civil War generals
Subtopics: Grant, Lee, McClellan

9. Topic: presidents
Subtopics: Washington, Adams, Jefferson

Directions: Write a thesis using the topic and by adding subtopics of your own.

10. Topic: video games

11. Topic: books

12. Topic: social media

Activity

5.3 Apply What You Have Learned

Consider all the texts you have read throughout this unit, refer to your notes, and prepare a thesis to answer the prompt: ***After reading primary and secondary sources on the political, economic, and social motivations contributing to WWII, write an informational/explanatory essay in which you compare and contrast either the political, economic or social motivations of the United States, Germany, and Japan during WWII. Support your discussion with evidence from the text(s).***

1. What is the topic of the thesis statement?

2. What are the three subtopics of the thesis statement?

3. Write the thesis statement that answers the prompt:

Activity

6.2 Learning How to Correctly Cite Your Sources

In-Text Citations

Guided Practice I

In this activity you and a partner will practice using the correct in-text citation. You will be given a list of sources from a Works Cited page. You are to determine what part of the source would be used for in-text citation.

1. "American-Indian Wars." *The History Channel Website*. N.p., 2012. Web. 4 Feb. 2012.

Citation _____

2. Land, Michael, Andy Fitch, and Paula Degen. "American Indians." *Captain John Smith Chesapeake*. N.p., 2008. Web. 12 Feb. 2012.

Citation _____

3. Barringer, Mark D. "American Indians in Texas." *The Texas Heritage*. 4th ed. Wheeling: Harlan Davidson, 2003. 18-19. Print. (page 65)

Citation _____

4. "U.S.: Infanticide and Forced Abortions Rampant in China." Web log post.*Newsmax.com*. N.p., 15 Dec. 2004. Web. 24 Mar. 2012.

Citation _____

5. Markham, Clements R. *History of Peru*. New York: Greenwood, 1968. Print. (Page 212)

Citation _____

6. "Titu Cusi's Account of Manco's Rebellion." *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*. Ed. J. H. Parry and Robert G. Keith. Vol. 4. New York: Times, 1984. 134-45. Print. (page 141)

Citation _____

7. Klaren, Peter F. "Peru's Great Divide." *The Wilson Quarterly* (1976-) Summer 14.3 (1990): 23-32. *JSTOR*. Woodrow Wilson International Center for Scholars. Web. 24 Sept. 2012. <<http://www.jstor.org/stable/40258258>>. (page 28)

Citation _____

Guided Practice II

In this activity you will independently read a text and write a summary. You will then correctly cite the source from the Works Cited provided at the beginning of each text.

1. Perritano, John. *World War II*. New York: Tangerine Press, 2010. Print (page 33) Midway Island

In June 1942, The Japanese took aim at Midway Island, a tiny atoll in the Pacific about 1,000 miles (1609 km) northwest of Hawaii. Japan wanted to force U.S. carriers into the open and destroy them. Instead, the Americans broke a secret Japanese code and discovered Japan's plan. The U.S. immediately attacked the Japanese fleet. After Midway, the Japanese navy never recovered. From then on, America was on the offensive in the Pacific.

2. "First Kamikaze Attack of the War Begins." History.com. A&E Television Networks, 2009. Web. 25 July 2015.

First Kamikaze Attack of the War Begins

On this day in 1944, during the Battle of the Leyte Gulf, the Japanese deploy kamikaze ("divine wind") suicide bombers against American warships for the first time. It will prove costly—to both sides.

This decision to employ suicide bombers against the American fleet at Leyte, an island of the Philippines, was based on the failure of conventional naval and aerial engagements to stop the American offensive. Declared Japanese naval Capt. Motoharu Okamura: "I firmly believe that the only way to swing the war in our favor is to resort to crash-dive attacks with our planes... There will be more than enough volunteers for this chance to save our country."

The first kamikaze force was in fact composed of 24 volunteer pilots from Japan's 201st Navy Air Group. The targets were U.S. escort carriers; one, the *St. Lo*, was struck by a A6M Zero fighter and sunk in less than an hour, killing 100 Americans. More than 5,000 kamikaze pilots died in the gulf battle-taking down 34 ships.

Guided Practice III

In this activity you will read texts and write a summary or quote, citing the author in your writing.

1. December 8, 1941, **President Franklin D. Roosevelt** – Excerpt: Address to Congress after the attack on Pearl Harbor

“Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph, so help us God.”

2. August 15, 1945, **Japanese Emperor Hirohito** – Excerpt: speech surrendering at the end of WWII

“After pondering deeply the general trends of the world and the actual conditions obtaining in Our Empire today, We have decided to effect a settlement of the present situation by resorting to an extraordinary measure.

The hardships and sufferings to which Our nation is to be subjected hereafter will be certainly great. We are keenly aware of the inmost feelings of all of you, Our subjects. However, it is according to the dictates of time and fate that We have resolved to pave the way for a grand peace for all the generations to come by enduring the unendurable and suffering what is unsufferable.”

Activity

6.3 Pre-writing – Creating A Box Outline

After reviewing the instructions with your teacher, fill in the box outline Organizer below:

Pre-Writing: The Box Outline

Introduction – Your thesis statement should be in your introductory paragraph. A thesis statement should not simply restate the question. Write your proposed thesis here, and a couple of ‘bullet points’ of information underneath that you would include in your introductory paragraph:

Body Paragraph 1:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Body Paragraph 2:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Body Paragraph 3:
Topic Sentence or Subject:

Should contain at least three pieces of historical evidence that supports the topic sentence – more if possible:

Pre-Writing: The Box Outline

Additional support paragraph here if needed, same outline as above:

Conclusion: Refer back to your thesis without restating it.

When writing historical essays, be as specific as possible. Use only evidence from your resources, and above all, avoid using ‘inspecific subjects’ in your essay (ex. Everybody in Germany supported everything Hitler did; Many things contributed to the feelings held by all the Japanese people against everybody in the United States). A historical essay should be as factual and as concise as possible. It should be written in the third person; that is, no personal pronouns should be used.

Activity

6.5 Peer Review

Share your draft of your essay with at least two partners for a review of your writing. Use the checklist below as you read drafts from two other students. Complete a checklist for each essay that you read.

Student Checklist for First Draft and Peer Review

Student's Name _____

Reviewer's Name _____

1. Thesis in first paragraph?
2. Does my thesis answer the question?
3. Do I have at least three paragraphs of supporting evidence?
4. Do my body paragraphs contain a topic sentence?
5. Does all of the evidence presented in the body paragraph relate back to the topic sentence?
6. Do I have a concluding paragraph?
7. Does my concluding paragraph refer back to my thesis without exactly restating it?
8. Did I correctly cite my sources using MLA format? Refer back to Lesson 6 PowerPoint for a refresher if necessary.
9. Did my essay answer the question asked in the prompt?
10. Did I read at least two other essays? Have the person whose essay you read initial below.
Initials _____ Initials _____
11. Did I write down and/or check with my teacher about any questions I still have after writing my first draft?
12. After completing this activity and checklist, what do I still need to do before writing my final essay?
13. Look at the rubric that will be used to grade this essay. What do you think the essay will score on these categories?

Controlling Idea

Development/Use of Sources

Organization

Conventions

Add any other comments about the essay that were not covered above.

Student Checklist for First Draft and Peer Review

Student's Name _____

Reviewer's Name _____

1. Thesis in first paragraph?
2. Does my thesis answer the question?
3. Do I have at least three paragraphs of supporting evidence?
4. Do my body paragraphs contain a topic sentence?
5. Does all of the evidence presented in the body paragraph relate back to the topic sentence?
6. Do I have a concluding paragraph?
7. Does my concluding paragraph refer back to my thesis without exactly restating it?
8. Did I correctly cite my sources using MLA format? Refer back to Lesson 6 PowerPoint for a refresher if necessary.
9. Did my essay answer the question asked in the prompt?
10. Did I read at least two other essays? Have the person whose essay you read initial below.
Initials _____ Initials _____
11. Did I write down and/or check with my teacher about any questions I still have after writing my first draft?
12. After completing this activity and checklist, what do I still need to do before writing my final essay?
13. Look at the rubric that will be used to grade this essay. What do you think the essay will score on these categories?

Controlling Idea

Development/Use of Sources

Organization

Conventions

Add any other comments about the essay that were not covered above.

Informational/Explanatory Teaching Task Rubric – Grades 6-8							
Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Attempts to address the prompt and make a claim, but it is unclear or unfocused.		Addresses the prompt appropriately and makes a claim, with an uneven focus.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear claim.		Addresses all aspects of the prompt appropriately and establishes and maintains a clear, generally convincing claim.
Development/ Use of Sources	Refers to details from sources, with irrelevant, incomplete, or inaccurate elements.		Includes relevant details, examples, and/or quotations from sources to support and develop the argument, with minimal explanation or minor errors in explanation.		Accurately explains relevant details, examples, and/or quotations from sources to support and develop the argument.		Thoroughly and accurately explains well-chosen and relevant details, examples, and/or quotations from sources to effectively support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.		Uses a basic organizational structure to develop argument. Attempts to use transition words to connect ideas, with minor lapses in coherence or organization.		Uses an appropriate organizational structure to develop argument. Uses transitional phrases to clarify the relationships among claim(s), reasons, and evidence.		Maintains an appropriate, logical organizational structure to develop a cohesive argument. Uses varied syntax and transitional phrases that clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Lacks control of grammar, usage, and mechanics. Uses inappropriate language or tone. Rarely or never cites sources.		Demonstrates an uneven command of standard English conventions. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions, with few errors. Uses language and tone appropriate to the audience and purpose. Cites sources with minor formatting errors.		Demonstrates and maintains a well-developed command of standard English conventions, with few errors. Consistently uses language and tone appropriate to the audience and purpose. Cites sources using appropriate format.