

COMMON CORE  
Lessons & Activities

Key Events of

**WORLD WAR II**

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

**REPRODUCIBLE**

*One teacher is allowed to make copies for use in her/his classroom!*



## About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

## How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21<sup>st</sup> century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

## Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled “GO” in the Table of Contents by going to: [www.gallopade.com/client/go](http://www.gallopade.com/client/go)
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

# Common Core Lessons & Activities: Key Events of World War II

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Published by Gallopade International, Inc.

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Printed in the U.S.A. (Peachtree City, Georgia)

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**G:** Includes Graphic Organizer

**GO:** Graphic Organizer is also available 8½” x 11” online  
download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

# World War II Begins

Read the text and answer the questions.

The events leading to World War II began in 1919 with the Treaty of Versailles at the end of World War I. The Treaty of Versailles demanded that Germany pay reparations to the Allies for causing most of the destruction of World War I. In addition, Germany was forced to give up much of its military, weapons, and land. After World War I, Germany had many economic and political problems.

In 1933, Adolf Hitler and the Nazi Party took power in Germany. Hitler was a strong leader and convinced the German people that he could make Germany a powerful country again. Hitler began to rebuild the German military. In 1938, Germany invaded Austria and part of Czechoslovakia, the Sudetenland. In 1939,

In order to avoid another world war, Great Britain and France signed an appeasement plan called the Munich Pact with Germany. In the agreement, Hitler promised he would not invade any other territories.

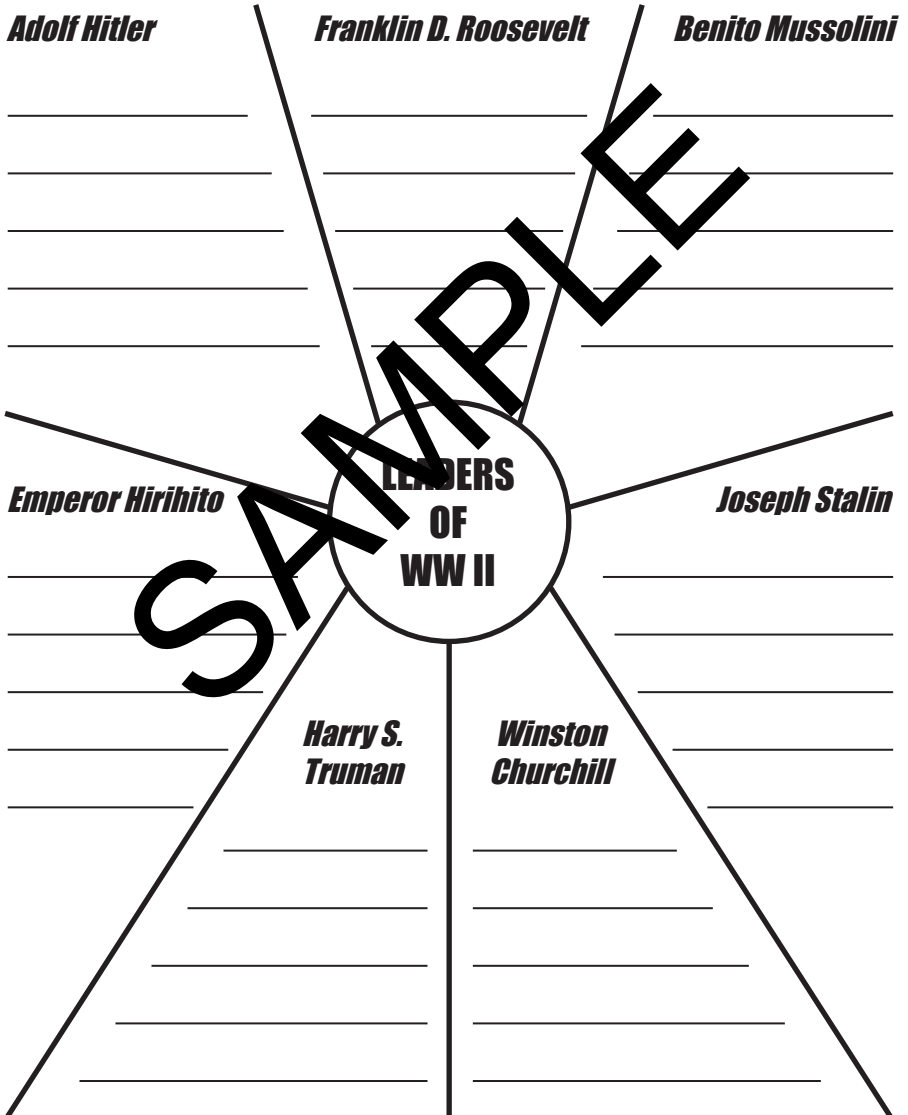
On September 1, 1939, Hitler broke his promise when Germany invaded Poland. As a result, Great Britain and France declared war on Germany. Soon afterward, Germany's allies declared war on Great Britain and France. World War II had begun!

1. A. Use a dictionary to define reparations as it is used in the text.  
B. Why was Germany required to pay reparations?
2. A. Use a dictionary to define appeasement as it is used in the text.  
B. What was the purpose of the appeasement plan? Did it succeed?
3. Based on the text, why did Hitler rebuild Germany's military? Cite evidence from the text to support your answer.
4. What does it mean to "declare war"? Why did Great Britain and France declare war on Germany? Explain.
5. Explain the cause and effect relationship between the Treaty of Versailles in 1919 and Hitler's rise to power in 1933.

MAIN IDEA ORGANIZER

# Leaders of World War II

Use a classroom or online resource to research the major leaders of World War II. Complete the organizer by identifying each leader as either an Allied leader or an Axis leader and describe the roles of each in World War II.



## PRIMARY SOURCE ANALYSIS

# Attack on Pearl Harbor

*This photograph was taken from the Ford Island seaplane base December 7, 1941, during the Japanese military bombing of the U.S. naval base in Pearl Harbor, Hawaii.*

**Look at the photograph and answer the questions.**



Courtesy of Wikimedia Commons

1. What do you notice first? Why? Make 3-5 other observations.
2. Write a title for this photograph to express the main idea.
3. Describe the tone of this photograph. How do light and dark elements affect the tone?
4. What inferences can you make about the men in the foreground of the photograph? Explain.
5. Write a short fictional narrative from the perspective of an American sailor during the Attack on Pearl Harbor. Describe what you see, hear, smell, and feel. Proofread and edit your work.

## PRIMARY SOURCE ANALYSIS

# Day in Infamy Speech

Read the text and answer the questions.

### **Address Delivered by President Franklin D. Roosevelt to the Congress**

By: President Franklin D. Roosevelt  
December 8, 1941 (excerpt)

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

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost.

The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory...

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 unbounded determination of our people—we will gain the inevitable triumph—so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, a state of war has existed between the United States and the Japanese Empire.

**PART A:** Use the text to determine whether each statement is **true** or **false**.

1. \_\_\_\_\_ Before December 7, 1941, the United States Military was not directly involved in World War II.
2. \_\_\_\_\_ The Japanese accidentally bombed Pearl Harbor.
3. \_\_\_\_\_ No Americans died in the Pearl Harbor Attack.
4. \_\_\_\_\_ The Japanese government lied about wanting to maintain peace with the U.S.

**PART B:** Use the text to identify what is being described.

5. “onslaught” “invasion” “unprovoked and dastardly attack”
6. “Commander in Chief of the Army and Navy”
7. “a date which will live in infamy”
8. “state of war”

**PART C:** Make inferences from the text to answer the questions.

9. A. Use a dictionary to define infamy.  
B. What does Roosevelt mean by the phrase “a date which will live in infamy”?  
C. Was he correct?
10. Explain the historical context of the address. What is Franklin D. Roosevelt’s purpose for writing this address?
11. What evidence does Roosevelt give to conclude that the attack was deliberate?
12. Use the text to make three inferences about Franklin Delano Roosevelt’s leadership as president.
13. According to the address, how has attack affected the American people?
14. Use evidence from the text to explain the relationship between the attack on Pearl Harbor and the United States’ involvement in WWII.

**BONUS:** Why was this address given to Congress?



## PRIMARY SOURCE ANALYSIS

# Iwo Jima

*From February 19, 1945 to March 26, 1945, United States Armed Forces invaded the island of Iwo Jima, Japan where they fought the Japanese military. This photograph depicts five Marines and a Navy corpsman raising the flag of the United States atop Mount Suribachi on the island of Iwo Jima.*

**Analyze the photograph and answer the questions.**



Courtesy of the National Archives

1. What is the mood of this photograph? Cite details from the photograph to explain your answer.
2. Which details from the photograph best support the idea of “patriotism”?
3. What inferences can you make about the Battle of Iwo Jima?
4. What is the purpose of raising a U.S. flag on Iwo Jima?
5. Write a title for the photograph that characterizes the people or the event.