

Name \_\_\_\_\_ Date \_\_\_\_\_

CHAPTER  
**16**

RETEACHING ACTIVITY *Dictators Threaten World Peace*

Section 1

**Reading Comprehension**

Choose the best answer for each item. Write the letter of your answer in the blank.

- \_\_\_\_\_ 1. Nationalism is an intense loyalty to one's  
a. family.  
b. race.  
c. religion.  
d. country.
- \_\_\_\_\_ 2. Throughout the 1930s, dictators seized control in many countries, but not in  
a. Germany.  
b. France.  
c. Italy.  
d. Japan.
- \_\_\_\_\_ 3. Benito Mussolini began building his new "Roman Empire" by seizing  
a. Ethiopia.  
b. Manchuria.  
c. Spain.  
d. the Rhineland.
- \_\_\_\_\_ 4. On the eve of World War II, Italy and Germany helped fascist forces win a civil war in  
a. Spain.  
b. China.  
c. Japan.  
d. Ethiopia.
- \_\_\_\_\_ 5. President Franklin Roosevelt's Good Neighbor policy applied to  
a. Asia.  
b. Canada.  
c. Great Britain.  
d. Latin America.
- \_\_\_\_\_ 6. America's Neutrality Acts outlawed arms sales to  
a. fascist countries.  
b. Communist countries.  
c. all European countries.  
d. all countries at war.

CHAPTER  
**16**

## Section 1

**PRIMARY SOURCE** from Franklin D. Roosevelt's  
"Quarantine Speech"

*During a tour of the nation in 1937 to drum up support for his domestic programs, President Roosevelt delivered a speech in which he indicated a shift in foreign policy. As you read this excerpt from his speech, consider why he felt the United States could no longer cling to isolationism and nonintervention.*

It is because the people of the United States under modern conditions must, for the sake of their own future, give thought to the rest of the world, that I, as the responsible executive head of the nation, have chosen this great inland city [Chicago] and this gala occasion to speak to you on a subject of definite national importance. . . .

There is a solidarity and interdependence about the modern world, both technically and morally, which makes it impossible for any nation completely to isolate itself from economic and political upheavals in the rest of the world, especially when such upheavals appear to be spreading and not declining. There can be no stability or peace either within nations or between nations except under laws and moral standards adhered to by all. International anarchy destroys every foundation for peace. It jeopardizes either the immediate or the future security of every nation, large or small. It is, therefore, a matter of vital interest and concern to the people of the United States that the sanctity of international treaties and the maintenance of international morality be restored.

The overwhelming majority of the peoples and nations of the world today want to live in peace. . . .

I am compelled and you are compelled, nevertheless, to look ahead. The peace, the freedom, and the security of 90 percent of the population of the world is being jeopardized by the remaining 10 percent who are threatening a breakdown of all international order and law. Surely the 90 percent who want to live in peace under law and in accordance with moral standards that have received almost universal acceptance through the centuries can and must find some way to make their will prevail. . . .

It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease.

It is my determination to pursue a policy of peace and to adopt every practicable measure to avoid involvement in war. It ought to be inconceivable that in this modern era, and in the face of experience, any nation could be so foolish and ruthless as to run the risk of plunging the whole world into war by invading and violating, in convention of solemn treaties, the territory of other nations that have done them no real harm and which are too weak to protect themselves adequately. Yet the peace of the world and the welfare and security of every nation is today being threatened by that very thing.

War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down.

If civilization is to survive, the principles of the Prince of Peace must be restored. Shattered trust between nations must be revived. Most important of all, the will for peace on the part of peace-loving nations must express itself to the end that nations that may be tempted to violate their agreements and the rights of others will desist from such a cause. There must be positive endeavors to preserve peace.

*from Franklin D. Roosevelt, Congressional Record Appendix, 75th Congress, 2nd Session, 20–21.*

### Discussion Questions

1. Why did Roosevelt believe the U.S. could not isolate itself from the rest of the world?
2. What was the epidemic of "world lawlessness" that Roosevelt referred to in this speech?
3. Do you agree with the sentiments expressed in this speech? Explain your opinion.

Name \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER

16

Section 2

## RETEACHING ACTIVITY *War in Europe*

**A. Sequencing** Put the events below in the correct chronological order.

- \_\_\_\_\_ 1. Britain and France declare war on Germany.
- \_\_\_\_\_ 2. Battle of Britain.
- \_\_\_\_\_ 3. Britain, France, and Germany sign the Munich Agreement.
- \_\_\_\_\_ 4. Hitler invades Denmark and Norway.
- \_\_\_\_\_ 5. Germany invades Poland.
- \_\_\_\_\_ 6. France surrenders to Germany.

**B. Completion** Select the term or name that best completes the sentence.

Austria  
air force  
Axis Powers

natural resources  
navy  
phony war

*blitzkrieg*  
nonaggression pact  
Poland

1. On the eve of the outbreak of war, Germany and the Soviet Union signed a \_\_\_\_\_, in which they vowed never to attack each other.
2. The first country conquered in Hitler's "lightning war" was \_\_\_\_\_.
3. The months-long lull in the war almost right after it began was referred to by newspapers as the \_\_\_\_\_.
4. Hitler sought to annex Czechoslovakia to provide more living space for Germans and control the region's important \_\_\_\_\_.
5. Britain repelled Germany's attack due mainly to the heroic effort by its \_\_\_\_\_.

CHAPTER  
**16**

**SKILLBUILDER PRACTICE** *Developing Historical Perspective*

**Section 2**

*How did Adolf Hitler, seen as a madman by many today, manage to come to power in Germany? Read this excerpt from a speech Hitler gave to German munitions workers near the end of 1940, and try to hear his words as the audience did—that is, without the knowledge history gives. Then answer the questions at the bottom of the page. (See Skillbuilder Handbook, p. R11.)*

We find ourselves amid a controversy which aims at more than victory of one or another country. In fact, it is a struggle of two worlds. Forty-six million English rule and govern a total territory of roughly 40,000,000 square kilometres in this world. Eighty-five million Germans have a living space of hardly 600,000 square kilometres and these only through our own initiative. This earth, however, was not distributed by Providence or by almighty God.

This distribution is being taken care of by the peoples themselves, and this distribution chiefly took place in the past 300 years at a time when our German people were domestically unconscious and torn apart.

The right to live constitutes a claim of fundamental nature. The right to live includes the right to the soil, which alone gives life. For this claim, peoples have even fought when a lack of wisdom threatened to interfere with their relationship for they knew that even bloody sacrifices are better than the gradual dying of the nations. National unity was our first demand. Piece by piece and move by move this was realized. . . .

Our ideal is that every position in the country

shall be filled by a true son of the people. We want a State in which birth matters nothing, achievement means everything. For this we are working with tremendous fanaticism. Contrasted with this is the idea of our enemies—a fight for egoism, for capital, for individual and family privileges. . . .

How often have I stretched out my hand! I was not in any mood to arm. That devours so much labor power. I wanted to use German labor power for other plans. My ambition is to make the German people rich and the German land beautiful. I would like us to have the most beautiful and the best culture. I was determined to rear our structure in the world, to widen our position and, secondly, to arm at home so that the German soldier must no longer stand alone on the front, lonely and the victim of superior forces.

Then I did everything humanly possible to avoid conflict. I made offer after offer to the English, but there wasn't anything to be done—they wanted war. For seven years Churchill said "I want war." Now he has it.

*from Adolf Hitler's speech, reprinted in Time (December 23, 1940), 17-18.*

1. Hitler referred to a number of subjects that appealed to the emotions of his audience. List some of those appeals.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do the topics Hitler chose to speak on tell you about the needs and views of the people in his audience?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER  
**16**

RETEACHING ACTIVITY *The Holocaust*

Section 3

**Finding Main Ideas**

The following questions deal with the Holocaust. Answer them in the space provided.

1. Why were the Jews especially targeted by the Nazis?

\_\_\_\_\_  
\_\_\_\_\_

2. What was the *Kristallnacht*?

\_\_\_\_\_  
\_\_\_\_\_

3. Why was the United States willing to accept only a limited number of Jewish refugees?

\_\_\_\_\_  
\_\_\_\_\_

4. How did Jews in the ghettos challenge the Nazis?

\_\_\_\_\_  
\_\_\_\_\_

5. What was the "Final Solution" and why was it implemented?

\_\_\_\_\_  
\_\_\_\_\_

6. What methods did the Nazi use to kill the occupants of their concentration camps?

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Introduction to the Holocaust

The Holocaust was the German government-sponsored persecution and murder of approximately six million Jews by the Nazi regime. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, a political party who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were a threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

## WHAT WAS THE HOLOCAUST?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would take over during World War II. By 1945, the Germans killed nearly two out of every three European Jews as part of the "Final Solution," the Nazi policy to murder the Jews of Europe. Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia Program.

## ADMINISTRATION OF THE "FINAL SOLUTION"

In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined opponents. Increasingly in the years before the outbreak of war, SS and police officials incarcerated Jews, Roma, and other victims of ethnic and racial hatred in these camps. To monitor the Jewish population, the Germans and created ghettos, transit camps, and forced-labor camps for Jews.

Following the invasion of the Soviet Union in June 1941, German SS and police units, murdered more



Prewar photograph of three Jewish children with their babysitter. Two of the children died in 1942.  
Warsaw, Poland, 1925-1926.

and 1944, Nazi German authorities deported millions of Jews from Germany, from countries they controlled to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities.

## THE END OF THE HOLOCAUST

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called "death marches," in an attempt to prevent the American Allies freeing large numbers of prisoners. As Allied forces moved across Europe, they began to liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to another.

Between 1948 and 1951, almost 700,000 Jews moved to Israel, including 136,000 Jewish displaced persons from Europe. Other Jews moved to the United States and other nations.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Look through the text and highlight these words:

**regime, persecution, occupy, the Final Solution, tyranny, concentration camp, detain, ghetto, incarcerate, deport, liberate, superior, inferior**

2. Skim read the text and look for the answers to these questions:

What does 'Holocaust' mean?	How many Jews died in the Holocaust?	What was the name of the program to kill off all the Jews?  <i>The Final ....</i>
Where did the surviving Jews move to after the war?	What percentage of European Jews were killed?	What other groups of people besides the Jews were victims of the Holocaust?

3. Guessing from where they're used in the article, match the words from question one to their meanings below:

- |                           |  |
|---------------------------|--|
| <b>regime</b>             | • a form of government that is dodgy                             |
| <b>persecution</b>        | • a small poor part of city where disadvantaged people live      |
| <b>occupy</b>             | • abuse of power by a leading group                              |
| <b>the Final Solution</b> | • better than  |
| <b>tyranny</b>            | • give freedom to  |
| <b>concentration camp</b> | • hold   |
| <b>detain</b>             | • move out of a country forcefully                               |
| <b>ghetto</b>             | • place where prisoners of war are held                          |
| <b>incarcerate</b>        | • put into prison  |
| <b>deport</b>             | • severely mistreating people on a big scale                     |
| <b>liberate</b>           | • the name of the policy under which all of the Jews were killed |
| <b>superior</b>           | • to take over   |
| <b>inferior</b>           | • worse than   |

4. Finish this word search for words from the article:

P B R T C L W L D V U I M L K  
 N E A O W M I O E H C N Y B L  
 B A R D I B O M W O C C U P Y  
 O A P S E R I U R E T A U O X  
 Q E O R E G E B H H J R C U Y  
 X J A W E C O F V M Z C Y V I  
 F T D R V W U F N O Q E N I K  
 E T O E F L B T E I Z R C S R  
 R O I R E P U S I A Y A G R I  
 B M D S C D F A J O N T H M F  
 R Q H E E J Y Z U G N E E H H  
 K I P P T S G Q H E A L T O H  
 X B O H O A H Y B N R V T E Z  
 F D P U V F I V D W Y C O V M

deport  
 incarcerate  
 occupy  
 superior  
 detain  
 inferior  
 persecution  
 tyranny  
 ghetto  
 liberate  
 regime

CHAPTER  
**16**

AMERICAN LIVES **Elie Wiesel**

*Dedicated to Memory and to Humanity*

Section 3

*"I have tried to keep memory alive. I have tried to fight those who would forget. Because if we forget, we are accomplices. . . . Our lives no longer belong to us alone; they belong to all those who need us desperately."—Elie Wiesel, Nobel Peace Prize acceptance speech (1986)*

When he accepted the 1986 Nobel Peace Prize, Elie Wiesel spoke of his life's work. As a survivor of the Holocaust, Wiesel felt that he bore a special duty. For more than four decades, he has devoted his life to remembering those who died in the Nazi death camps. Through his writings, speeches, and actions, he has tried to ensure that the world will never forget them. He has toiled with equal dedication to prevent any group anywhere in the world from suffering at the hands of others.

Born in 1928 in Romania, Wiesel was raised in the traditions of Hasidic Judaism. This faith stressed emotional belief. Its principles were embodied in collections of stories. Hearing these stories from his father and grandfather, Wiesel developed a strong faith and a love for the traditions. His life, with his parents and three sisters, was peaceful.

That peace was shattered in the 1940s. Word filtered from the outside that Nazi Germany was persecuting Jews. Many—even Wiesel's father—refused to believe the stories. However, in 1944 the truth became painfully clear. The Nazis entered Wiesel's village to deport all Jews. Wiesel, his parents, and his three sisters were taken to Birkenau in Poland, the first of two Nazi death camps where Wiesel was to be held for the next year.

Wiesel's parents and youngest sister did not survive the camps, though at the time Wiesel knew for certain only of the death of his father. After his liberation by the U.S. Army in April of 1945, Wiesel reached Paris, where a news photographer took a photo of him and other survivors arriving in the city. It appeared in a magazine, which happened to be seen by one of Wiesel's two older sisters. By this accident, they learned of the survival of each other.

To make a living, Wiesel became a journalist, and, while working, he studied philosophy in Paris and India. After his liberation in 1945, Wiesel had vowed to wait ten years before writing about the Holocaust. Finally the time passed, and in 1956 he published a memoir in Yiddish titled *And the*

*World Was Silent*. Four years later an abbreviated form of the book was published in English as an autobiographical novel, *Night*. The book gave a searing account of life in a Nazi death camp and the guilt of having survived the conditions.

With this book, Wiesel began his life's work. In novels, stories, plays, and essays, he retold stories from the Bible or Hasidic tradition or explored the spiritual crisis caused by the Holocaust. His early works were dark and despairing, but as time passed, Wiesel wrote of hope. "Just as despair can come to one only from other human beings," he once said, "hope, too, can be given to one only by other human beings." By this time he had made his home in New York City and became a U.S. citizen in 1963. He taught at universities and lectured all over the world. In New York, listeners packed his yearly lectures on Jewish tradition.

He places great faith in the power of writing. "Words could sometimes, in moments of grace, attain the quality of deeds." At the same time, Wiesel puts his ideas into action. In the 1960s he traveled to the Soviet Union. This trip spurred him to write a novel and a play protesting the persecution of Jewish people there. He has campaigned for human rights, traveling to Cambodia, South Africa, and Bangladesh as well as other strife-torn lands of the 1970s and 1980s. Among his awards, besides the Nobel Peace Prize of 1986, are the Presidential Medal of Honor (1992) and the Interfaith Council on the Holocaust Humanitarian Award (1994).

### Questions

1. What does Wiesel mean by saying that "if we forget, we are accomplices"?
2. One critic called Wiesel "part conscience . . . and part warning signal." How is that appropriate?
3. Do you agree or disagree with Wiesel's statement that words "can attain the quality of deeds"? Explain.



**CHAPTER**  
**16**

**RETEACHING ACTIVITY** *America Moves Toward War*

**Section 4**

**Summarizing**

**A.** Complete the chart below by summarizing the significance of each entry.

Event	Significance
Lend-Lease Act	
Atlantic Charter	
Attack on Pearl Harbor	

**Main Ideas**

**B.** Answer the following questions in the space provided.

1. How did the United States react to the early Nazi victories in Europe?

\_\_\_\_\_  
\_\_\_\_\_

2. How did the United States respond to Japanese aggression in Asia?

\_\_\_\_\_  
\_\_\_\_\_

3. Why did Japan launch an attack on U.S. naval forces at Pearl Harbor?

\_\_\_\_\_  
\_\_\_\_\_

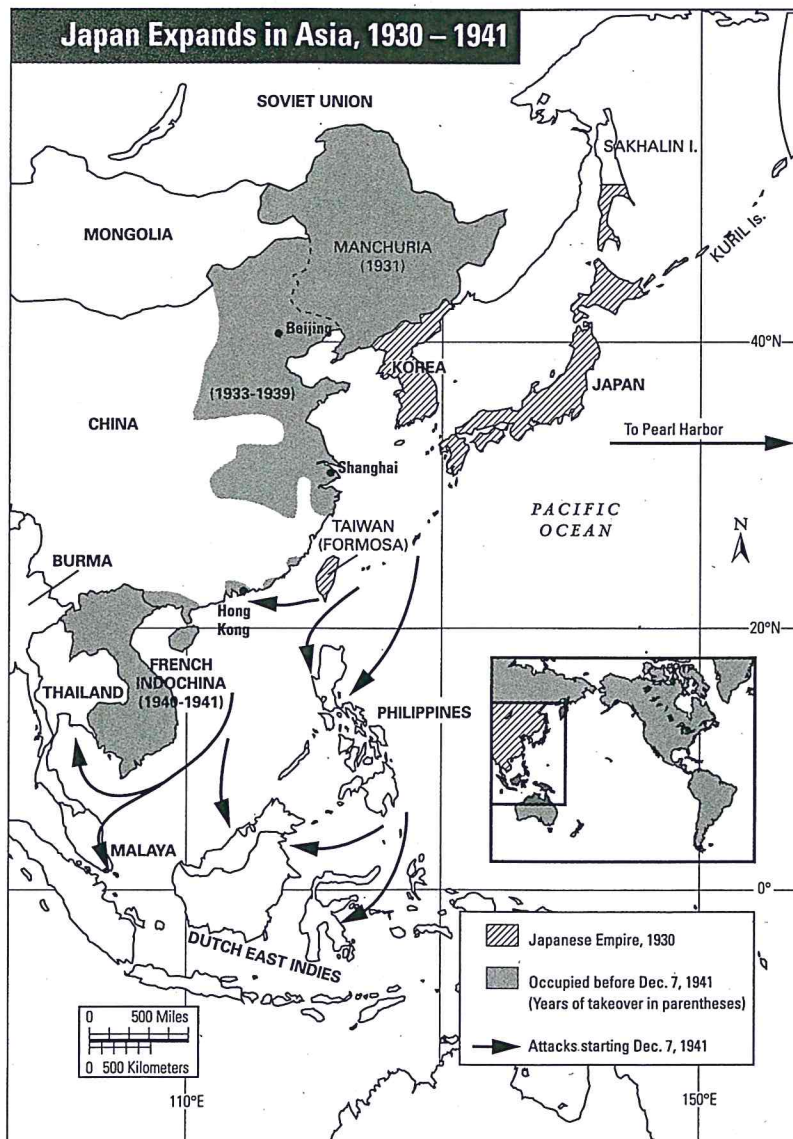
CHAPTER  
**16**  
Section 4

**GEOGRAPHY APPLICATION: REGION** *Japanese Aggression*

*Directions: Read the paragraph below and study the map carefully. Then answer the questions that follow.*

Japan, a densely populated country with few natural resources, substantially increased its territory in the late 1800s and early 1900s. Primarily as a result of wars with Russia and China, Japan gained "living space" during these years: the Kuril Islands (1875), the island of Taiwan (1895), Korea (1905), and the southern half of Sakhalin Island (1905). By

1931, Japanese militarists had thwarted the civilian government and begun seizing still more land. This time the emphasis was on controlling areas that held resources vital to the Japanese economy. Over the next ten years, targets included the Chinese region of Manchuria, rich in coal and iron, and the Dutch East Indies, with its abundant oil fields.



### Interpreting Text and Visuals

1. Describe Japan's empire as it existed in 1930. \_\_\_\_\_  
\_\_\_\_\_

2. Where did Japan first expand its empire after 1930? \_\_\_\_\_  
\_\_\_\_\_

Why do you think Japan targeted this region? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe the extent of Japanese influence in China in 1938. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What advantage did its control of French Indochina give Japan in attacks starting on December 7, 1941? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Japan seized Hong Kong on December 8, 1941. From where was the attack mounted? \_\_\_\_\_

6. Which objective of the attacks starting on December 7, 1941 is outside the area shown in the map? \_\_\_\_\_

7. What do you think made the Philippines a particularly attractive target for Japanese expansion? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHAPTER**  
**16****Section 4****PRIMARY SOURCE** **The Bombing of Pearl Harbor**

*On December 7, 1941, First Sergeant Roger Emmons witnessed the Japanese attack on Pearl Harbor. As you read this excerpt from his eyewitness account, think about the effects of the surprise assault.*

It was a beautiful morning with fleecy clouds in the sky, and the visibility was good. Aboard the *Tennessee* the usual Sunday schedule prevailed. Many of the officers had gone ashore over the weekend. The Marine Detachment was drawn up on the fantail for morning Colors, mess tables were being cleared away, some of the men were getting dressed preparatory to going on liberty, while others “batted-the-breeze” over their after-breakfast smoke. In its beginning the day was just another peaceful Sunday at the United States’ largest naval base.

A few minutes before 7:55 A.M., several squadrons of mustard-yellow planes flew over the Hawaiian island of Oahu from the southwest, but this caused no alarm as military planes overhead were the usual thing. When those squadrons approached Pearl Harbor, they maneuvered into attack formations at low altitude over Merry’s Point. At 7:55 A.M. wave after wave of those warplanes streamed across the harbor and hurled their deadly missiles upon the unsuspecting battle fleet. Every plane seemed to have its objective selected in advance, for they separated into groups and each group concentrated on a specific ship.

When the first wave of attacking planes came over, I was in the Marine Detachment office on the second deck of the *Tennessee*. Pfc. George W. Dinning, the clerk, was seated at the desk making out the Morning Report. Suddenly we felt a violent bump which gave us the feeling that the ship had been pushed bodily sideways, and as I did not hear any explosion I remarked that some ship had run into us.

Immediately after that the alarm gongs sounded “General Quarters.” I was so surprised that I could hardly believe my ears, but the noise of explosions through the open ports forced it upon me. George never did finish that Morning Report; he jumped seemingly sideways through the door and was gone like the wind. Snatching a detachment roster from the desk, I dashed after him.

My battle station was on the 5-inch broadside guns where I could see what actually was happening around us. I had a hurried look round from the casemates on the starboard side and then went over

to the port side. The sky was dotted with black puffs of anti-aircraft fire. A plane, trailing a plume of smoke, was plunging earthward over Ford Island. Off in the direction of Schofield Barracks, there was a vast cloud of black smoke. At the same time, two billowing pillars of smoke arose from the Navy Yard and Hickam Field area. The sky was full of planes bearing the Rising Sun emblem of Japan. Overhead droned a flight of horizontal bombers at an altitude of about 10,000 feet. Some sixty enemy planes were diving at our ships.

Then a great many things happened in a very short time. The Japanese planes struck time and time again to get in the killing blows. First came aerial torpedoes, then heavy bombers and dive bombers. Within a few minutes of the commencement of the attack, we were hit direct two times by bombs.

One bomb bursting on the forward turret disabled one gun, and a fragment from it penetrated the shield on the bridge above, killing a sailor and severely wounding Ensign Donald M. Kable. The commander of the *West Virginia*, Captain Mervyn S. Bennion, was mortally wounded by a portion of this bomb when he emerged from the conning tower to the bridge of his ship. The second (a 15- or 16-inch projectile, which the enemy was using as a bomb) hit the aft turret, but fortunately, it did not explode, but pierced the top, killing two men under the point of impact.

At about 8:00 A.M., a terrific explosion in the *Arizona*, astern of us, fairly lifted us in the water. She blew up in an enormous flame and a cloud of black smoke when her forward magazine exploded after a Japanese bomb had literally dropped down her funnel. Her back broken by the explosion, the entire forward portion of the ship canted away from the aft portion as the ship began to settle on the bottom.

It was a scene which cannot easily be forgotten—the *Arizona* was a mass of fire from bow to foremast, on deck and between decks, and the surface of the water for a large distance round was a mass of flaming oil from millions of gallons of fuel oil. Over a thousand dead men lay in her twisted wreck. Among those who perished were Rear Admiral Isaac C.

Kidd and Captain Franklin Van Valkenburgh.

A few moments after this disaster, our attention was absorbed in the *Oklahoma*. Stabbed several times in her port side by torpedoes, she heeled very gently over, and capsized within nine minutes. The water was dotted with the heads of men. Some swam ashore, covered from head to foot with thick, oily scum, but hundreds of men trapped in the vessel's hull were drowned.

We had only been in the attack a few minutes when the *West Virginia*, about 20 feet on our port beam, began slowly to settle by the bow, and then took a heavy list to the port. She had been badly hit by several torpedoes in the opening attack. Incendiary bombs started fires which filled her decks and superstructure with flame and smoke.

In the midst of all this turmoil, the *Nevada*, the next ship astern of the blazing *Arizona*, got under way and headed for the channel. As she moved down stream, the vessel was a target of many enemy planes until badly crippled by a torpedo, and after that she ran aground to prevent sinking.

The next picture was a destroyer, name unknown, leaving the harbor under a withering fire from Japanese planes.

But to return to the *Tennessee*. The real story of this ship lies in the splendid manner in which the officers and men on board arose to the emergency. When "General Quarters" was sounded, all hands dashed to their battle stations. There was no panic. The shock found each and every man ready for his job. Antiaircraft and machine guns were quickly manned, the first gun getting into action in less than three minutes after the alarm.

For the next forty minutes, the *Tennessee* was the center of a whirlwind of bombs and bullets. The Japanese planes bombed our ship and then bombed again. They opened up with machine guns in low flying attacks. The ship's gun crews fought with utmost gallantry, and in a most tenacious and

determined manner. . . . Hostile planes swooping down on what they thought an easy prey were greeted with volleys from our antiaircraft and machine guns. After such a warm reception, the Japanese gave the *Tennessee* a wide berth.

So terrific was the noise of explosions and our own antiaircraft guns that one could not hear himself speak and had to shout in anybody's ear. The air seemed to be full of fragments and flying pieces. In the general din, there was a *whoosh*, followed by a dull *whoomph* of huge explosives which struck so close to the ship that she shivered from end to end.

from Roger Emmons, "Pearl Harbor," *Marine Corps Gazette*, XXVIII (February 1944). Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past*, vol. 3, The Twentieth Century (New York: Dutton, 1962), 148-151.

## Research Options

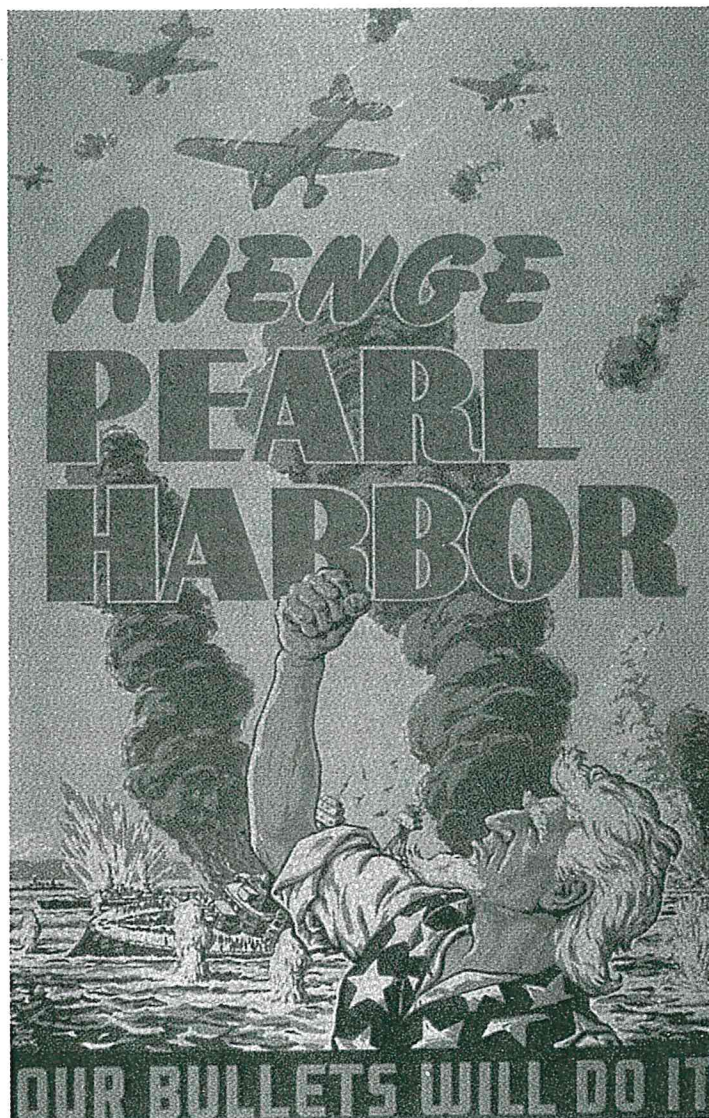
1. Find out more about the attack on Pearl Harbor. How did the Japanese avoid detection? Why was the United States unprepared for a sneak attack? When did the Japanese formally declare war on the United States? How did Congress respond to Roosevelt's request to declare war on Japan? Prepare a brief oral report and share it with your classmates.
2. Find and read President Roosevelt's address to Congress on December 8, 1941 or the text of his December 9 radio broadcast to the American people. Then discuss with classmates whether his remarks were consistent with what he said in his "quarantine speech" in 1937.
3. With a small group of classmates, brainstorm an appropriate memorial for the men who were killed during the attack on Pearl Harbor. Then find out about the U.S.S. *Arizona* National Memorial to compare your ideas with this memorial at Pearl Harbor, Oahu.

CHAPTER  
**16**

PRIMARY SOURCE **War Poster**

Section 4

*This poster was designed to stir up American workers' support for war after the attack on Pearl Harbor. How successful do you think its appeal for support is?*



National Archives

**Discussion Questions**

1. What persuasive images and slogans are featured in this poster?
2. To what emotions does this poster appeal?
3. Before the attack on Pearl Harbor, the United

States was determined to avoid war and remain neutral. In what ways does this poster attempt to change public opinion?

## Chapter 16: World War 2 and its Aftermath Review

### Section 1:

Totalitarian  
Fascism  
Nazism  
Neutrality Acts

### Know the Following:

What country Joseph Stalin was in control of  
What county Hitler was in control of  
What country did Benito Mussolini control  
What type of government did Germany, Russia, and Italy have during WW2  
Franco Francisco led a rebellion against what country  
What does Joseph Stalin's last name mean?  
What was the name of the book Hitler wrote while in prison?

### Section 2:

Appeasement  
Nonaggression Pact  
Blitzkrieg

### Know the Following:

What country is Winston Churchill the prime minister of  
What are the first two countries Hitler annexes into Germany? (Hint: Not Rhineland)  
Britains air force is known as RAF. What does RAF stand for?

### Section 3:

Holocaust  
Kristallnacht  
Genocide  
Ghetto  
Concentration Camp

### Know the Following:

What groups did the Nazi's target for the "Final Solution?"  
What is the "Final Solution?"

### Section 4:

Axis Powers  
Lend-Lease Act  
Atlantic Charter  
Allies

Selective Service Act

**Know the Following:**

Who was Hideki Tojo

Who was Emperor of Japan

Which country will Germany betray in World War II?

What were German groups of submarines called?