NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIT 6: WW I, THE GREAT DEPRESSION & WW II**

DATES/ASSIGNMENTS

* WW I: World, U.S. & Utah AND Propaganda Poster \_\_\_\_\_\_\_\_\_\_\_/20 points
* The Game of Life: Great Depression Edition \_\_\_\_\_\_\_\_\_\_\_/20 points
* Understanding The Great Depression Through Music \_\_\_\_\_\_\_\_\_\_\_/10 points
* WWII Video Notes & Timeline \_\_\_\_\_\_\_\_\_\_\_/20 points
* Primary Source Analysis \_\_\_\_\_\_\_\_\_\_\_/15 points
* Test Review (NO ASSIGNMENT IN PACKET)
* Navajo Code Talkers \_\_\_\_\_\_\_\_\_\_\_\_/0 points

 TOTAL\_\_\_\_\_\_\_\_\_\_\_/85 points

**(May 16th & 17th) UNIT 6 TEST**



**WWI: World, U.S., & Utah**

DIRECTIONS: Fill in the chart below with notes from the in-class presentation

|  |  |
| --- | --- |
| **4 CAUSES OF WW1** | 1.2.3.4. |
| **The Spark** |  |
| **Women in the War Effort** |  |
| **Utah in the War** |  |
| **America Joins the Allies** |  |
| **Propaganda** | **What does Propaganda mean?*** Propaganda is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that is spread for the purpose of promoting a cause or belief.
* During World War One, British propaganda posters were used to:-

1-2-3-4-**Why were propaganda posters needed during World War One?*** When Britain declared war in \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_it had only a small professional army, the BEF;
* They desperately needed men to join up and fight;
* Most people did not own radios and TV had not yet been invented;
* The easiest way for the government to communicate with the people was through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stuck up on walls in all the towns and cities. Posters became the “weapon on the wall.”

**How were men encouraged to join the army?** **How were women used to encourage men to join the army?** H**ow was fear used?****Posters encouraged everyone to do their bit...*** Through joining up;
* Through working for the war effort;
* By not wasting food;
* Through investing in government bonds.
 |

**Propaganda Posters of World War I**

TASK : Your task is to produce a World War One Propaganda Poster on the page that follows. Your poster must be neat and colored and include both pictures and words.

* **Remember to focus on one of the key reasons for why propaganda posters were produced:-**
* To recruit men to join the army;
* To recruit women to work in the factories and in the Women’s Land Army;
* To encourage people to save food and not to waste;
* To keep morale high and encourage people to buy government bonds.

**Write 1 paragraph to explain your poster. Also explain why propaganda was important during WW1.**

**The Game of Life:**

**The Great Depression Edition**

*If you are absent for this activity/ please see your teacher for alternate assignment—staple the alternate assignment to the back of this packet.*

1. What is your occupation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 If you had the chance, what would you change it to?

2. What happened leading up to and on Black Tuesday? (answer in 2-3 complete sentences)

3. What can you do if you’ve lost your job, but you still need to eat?

4. Is there any hope for you and your family?? What would you suggest to help Utah recover from this financial crisis?

5. What are the 3 R’s in President Roosevelt’s New Deal? What does that mean?

6. Describe, briefly, the CCC, FERA, and WPA. Include specific aid it gave to Utah.

 CCC –

 FERA –

 WPA -

7. Have you made all your money back? Is the work you do through the help of the New Deal the job you really want? Is everything back to “normal” (what you had before the Stock Market crashed)? Answer in 2-3 complete sentences.

8. How did the Great Depression have an effect on Utah? Answer in 2-3 complete sentences.

**Understand the Great Depression through Popular Music**

Both film and radio were new technologies during the difficult years of the Great Depression, yet these industries thrived. Music in movies and on the radio reflected that nation’s hope for better times. Music was often an escape from the hard times and reality of life.

DIRECTIONS: Study the lyrics from these depression era songs, then answer the questions on the back of the page.

**“There’s a New Day Coming”**

**1933**

New day's comin',
As sure as you're born!
There's a new day comin',
Start tootin' your horn,
While the cobbler's shoeing,
The baker will bake,
When the brewer's brewin',
We'll all get a break!

Now, a new day's comin',
For Levee and Burke,
New day's comin',
For boss and for clerk,
No more bummin',
We'll all get to work,
There's a new day coming soon!

**“We’re In the Money”**

**1933**

We're in the money,
We're in the money;
We've got a lot of what it takes to get along!
We're in the money,
The sky is sunny;
Old Man Depression, you are through,
You done us wrong!

We never see a headline
'Bout breadline, today,
And when we see the landlord,
We can look that guy right in the eye .

We're in the money
Come on, my honey
Let's spend it, lend it,
Send it rolling around!**"**

**Brother, Can You Spare a Dime," lyrics by Yip Harburg, music by Jay Gorney (1931)**

They used to tell me I was building a dream, and so I followed the mob,

When there was earth to plow, or guns to bear, I was always there right on the job.

They used to tell me I was building a dream, with peace and glory ahead,

Why should I be standing in line, just waiting for bread?

Once I built a railroad, I made it run, made it race against time.

Once I built a railroad; now it's done. Brother, can you spare a dime?

Once I built a tower, up to the sun, brick, and rivet, and lime;

Once I built a tower, now it's done. Brother, can you spare a dime?

1. What is the message of “There’s a New Day Comin’?”

2. What is the message of “We’re in the Money?”

3. How do the lyrics in “Brother Can you Spare a Dime?” reflect the frustrations of out-of-work Americans at the time?

4. Write some lyrics from one of your favorite songs. (at least 5 lines or more) Then write 3 sentences to answer the question on the right.

Song Lyrics: What does the music you listen to reflect about how you view the world around you?

**WW II Video NOTES**

INTRODUCTION: It is 1939 and while war breaks out in Europe, America remains mired in the Great Depression. The Japanese attack on Pearl Harbor in December of 1941 thrusts the U.S. into the war, changing the nation from an isolationist continent to a global player.

The nation taps into the vast manufacturing reserves that have been idle for ten years: factories, electrical plants, railroads. The war gives jobs to seven million unemployed – many of them women,

nicknamed “Rosie the Riveters.” By 1944, the U.S. is producing 40% of the world’s armaments. The might of America’s strategy and supplies turns the tide of war. The U.S. Air Force launches pioneering daylight bombing raids over occupied Europe in B-17 bombers.

Under the command of General Dwight Eisenhower, D-Day is an astonishing success. In 1945, war in the Pacific is brought to a close by the atomic bomb. The enormous consequences of the atomic bomb would be debated for decades. Much of Europe is in tatters, and millions of Jews lost their lives in the Holocaust. As the war ends in 1945, a new world order has been created – and America has changed forever.

DIRECTIONS: As you watch the video, answer the questions below in 2-3 complete sentences.

1. Why did the U.S. avoid involvement in WWII until December 1941? Why was the Pearl Harbor attack such a shock to the U.S.?

2. Why was the invention of penicillin so important in the context of WWII? What were some other advances in medicine that were important during the war?

3. How were women affected by WWII? Do you think the war advanced the rights of women?

4. During WWII, the American armed forces were still segregated by race. Why do you think this issue became increasingly important during this era, leading to the desegregation of the Armed Forces a few years after the war?

5. What were some of the arguments for and against using the atomic bomb?

6. Overall, what were the consequences of WWII for the United States? How was the U.S. changed by the war?

**WW II TIMELINE & LEADERS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1938** | **1939** | **1940** | **1941** | **1942** | **1943** | **1944** | **1945** | **1946** |

(2 events)

WHO WAS THE LEADER FOR EACH COUNTRY?

1. Britain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Germany \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Italy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. U.S.A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Soviet Union (Russia) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRIMARY SOURCE ANALYSIS**

INTRODUCTION: Before the United States entered the war, Joe Ichiuji, an American citizen of Japanese descent, was a corporal in the U.S. Army. Within two months of the attack on Pearl Harbor, the Army discharged him and placed his family in an internment camp. When government recruiters came to this camp seeking recruits for an all Japanese American combat unit in 1943, Ichiuji was one of the first to volunteer. Below are Ichiuji’s recollections of this turbulent period, which proved to be the ultimate test of allegiance.

**Recollections of a Japanese-American World War II Veteran**

**On loyalty:**

**“Japanese-Americans had to prove that they were loyal Americans because they had two battles to fight. One against the enemy in Europe and the Pacific, and the other against racial prejudice in the United States…”**

**On Pearl Harbor:**

**“I felt very badly because the country of my parents would attack the United States. Here I’m an American citizen. I’m in uniform and I just wondered why would they do a thing like that and how would I face my friends, my comrades in the Army, that was my concern…”**

**On the interment camp:**

**“The morale of the relocation camp was low after being uprootedfrom their home and friends and placed in the middle of the desert. On top of that the camp was surrounded by barbed wire and it was guarded by armed soldiers. The camp life was regimented like the Army – you were assigned a number, you had to line up for mess,shower and toilet. And my family lost the control and as time went by they adjusted to camp life and they made the best of it.”**

**On the possibility of rejoining the Army:**

**“I just didn’t want to give up this chance to show my loyalties as an American citizen and serve my country. Even though I was discharged and evacuated and placed in a camp and treated as an enemy alien. I thought that by proving that I was a loyal American, the people**

**outside, you know, they would have confidence in us and remove us from the camp – that was my aim.” (from Save Our History: The National World War II Memorial, an original documentary by The History Channel, 1999.)**

QUESTIONS TO ANSWER ON NEXT PAGE

1. What do you think were some of the reasons Ichiuji wanted to serve in the Army despite the prejudice he might have faced?

2. Why do you think Japanese Americans were interned in camps during WWII? The U.S. government later apologized to Japanese Americans for these actions.

3.Do you think a similar situation could happen in our world today? Explain

**World War II – Navajo Code Talkers**

|  |  |  |
| --- | --- | --- |
| Letter | English Word | Navajo Word |
| A | ANT | WOL-LA-CHEE |
| B | BEAR | SHUSH |
| C | CAT | MOASI |
| D | DEER | BE |
| E | EAR | AH-JAH |
| F | FOX | MA-E |
| G | GUM | JEHA |
| H | HAT | CHA |
| I | ICE | TKIN |
| J | JAW | AH-YA-TSINNE |
| K | KID | KLIZZIE-YAZZIE |
| L | LEG | AH-JAD |
| M | MOUSE | NA-AS-TSO-SI |
| N | NOSE | A-CHIN |
| O | OWL | NE-AHS-JAH |
| P | PRETTY | NE-ZHONI |
| Q | QUIVER | CA-YEILTH |
| R | RICE | AH-LOSZ |
| S | SHEEP | DIBEH |
| T | TOOTH | A-WHO |
| U | UNCLE | SHI-DA |
| V | VICTOR | A-KEH-DI-GLINI |
| W | WEASEL | GLOE-IH |
| X | CROSS\* | AL-NA-AS-DZOH |
| Y | YUCCA | TSAH-AS-ZIH |
| Z | ZINC | BESH-DO-TLIZ |

**Decode the following Navajo transmissions:**

1. SHUSH / WOL-LA-CHEE / A-WOH / A-WOH / AH-JAD / AH-JAH

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

1. AH-JAH / A-CHIN / AH-JAH /

NA-AS-TSO-SI / TSAH-AS-ZIH

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

1. Create two code words of your own.

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

**Answer the following questions in 2-3 COMPLETE and thoughtful sentences.**

1. What do you think life was like for the Navajo Code Talkers during World War II?

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

1. What effect did the Navajo Code Talkers have on the War in the Pacific?

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