

WWII Events

1. Turn in DBQ Essay/Check Absent Binder
2. Take out your Chromebooks / Sacat tus Chromebooks
3. Open your Do Now Template for this week
4. Make sure the name is correct
Last Name, First Initial Week of Monday's Date
Nombre lo correctamente
5. Take out your FDR Speech
Sacat tu discurso de FDR
6. Be ready to complete the Do Now when the bell rings

Thursday's Do Now:

Fill in the blank twice in your box.

What are two things you were afraid of? What are two things you learned for each fear?

Rellene el espacio en blanco dos veces en su casilla.

¿Cuáles son las dos cosas que temías?

¿Cuáles son las dos cosas que aprendiste para cada miedo?

- I used to be afraid of _____.
- Solía tener miedo de _____.
- What I've learned is _____.
- Lo que he aprendido es _____.



Things you should know...

You have 10 school days before your final exam.
Tienes 10 días escolares antes de tu examen final.

Attendance Recovery will be offered Monday, Tuesday, Thursday, and Saturday.

La recuperación se ofrecerá los lunes, martes, jueves y sábado.

Tutoring will be on Thursday from 2:30 to 4:00pm.
La tutoría será los martes y jueves de 2:30 a 4:00 pm.

Signed forms and letters need to be returned.

El paquete de aumento de grado se publica y enviado por correo electrónico.

2nd Quarter Grade Boost Formal Assignment due 1/4/19
Asignación formal del segundo trimestre de aumento de grado, vencimiento
1/4/19

Ms. Hall's SMART GOALS

1.

I will have students following procedures more than 75% of the time by the end of December. I'll reach my goal by reviewing procedures, reward students following procedures, and remind students of what the procedures are.

2.

I will have at least 50% of my students passing with a C or better by the end of December 14. I'll reach this goal by reminding students of work, reviewing vocabulary more, and creating opportunities for more hands on activities.

Smart Goal Result

Thank you to those who consistently removed hoods, headphones, head gear, said good morning, and put away your phones.

Gracias a quienes siempre quitaron las capuchas, los auriculares, los accesorios para la cabeza, dijeron buenos días y guardaron sus teléfonos.

Passing Percentage:

2nd Block 15% [3]

3rd Block 36% [9]

4th Block 32% [9]

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Rellene el espacio en blanco dos veces en su casilla.

¿Cuáles son las dos cosas que temías?

¿Cuáles son las dos cosas que aprendiste para cada miedo?

- I used to be afraid of _____.
- Solía tener miedo de _____.
- What I've learned is _____.
- Lo que he aprendido es _____.

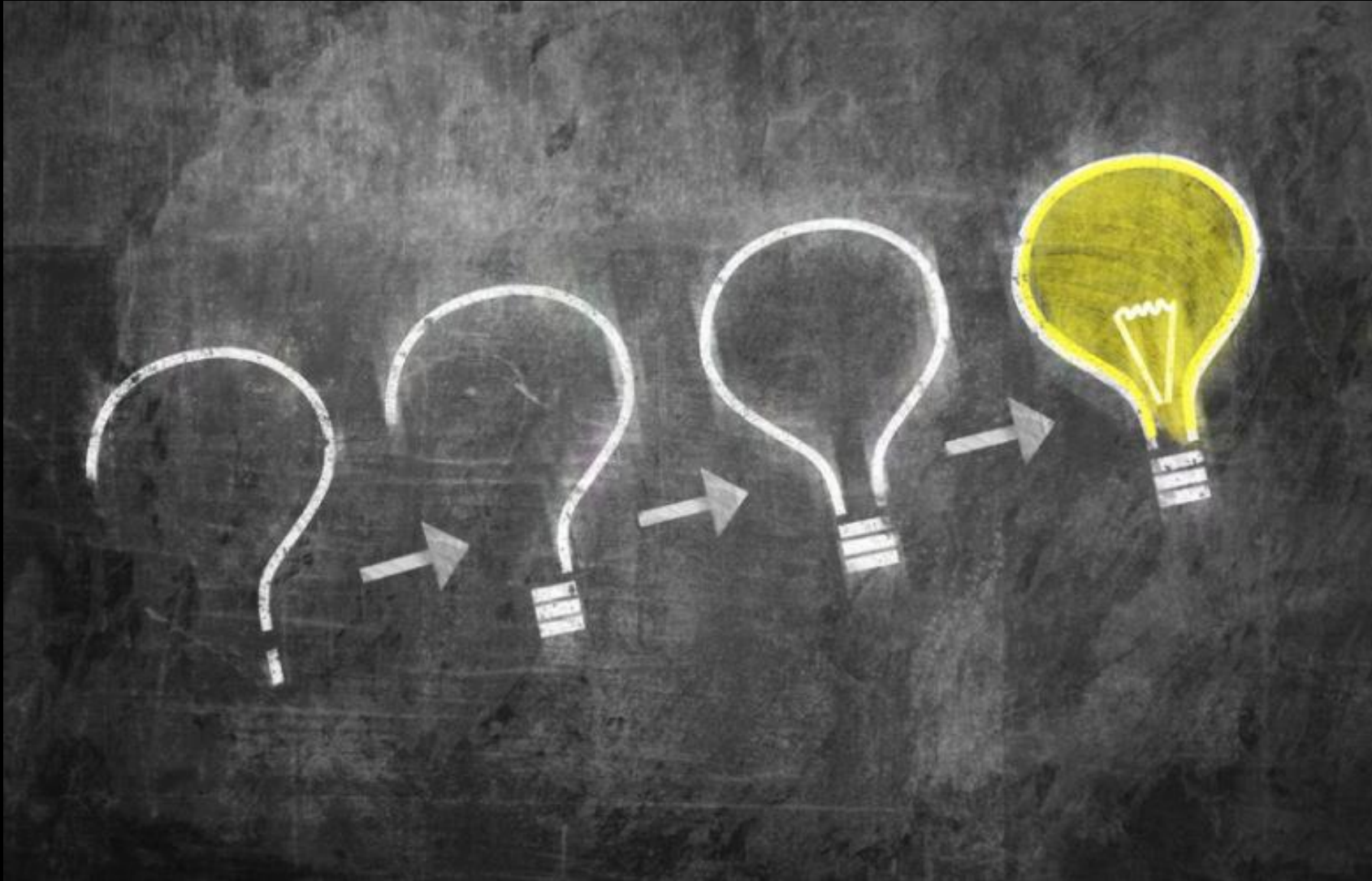
- I used to be afraid of Failure.
Solía tener miedo al fracaso.

- What I've learned is ...



Everything will be okay in the end. If it's not okay, then it's not the end.

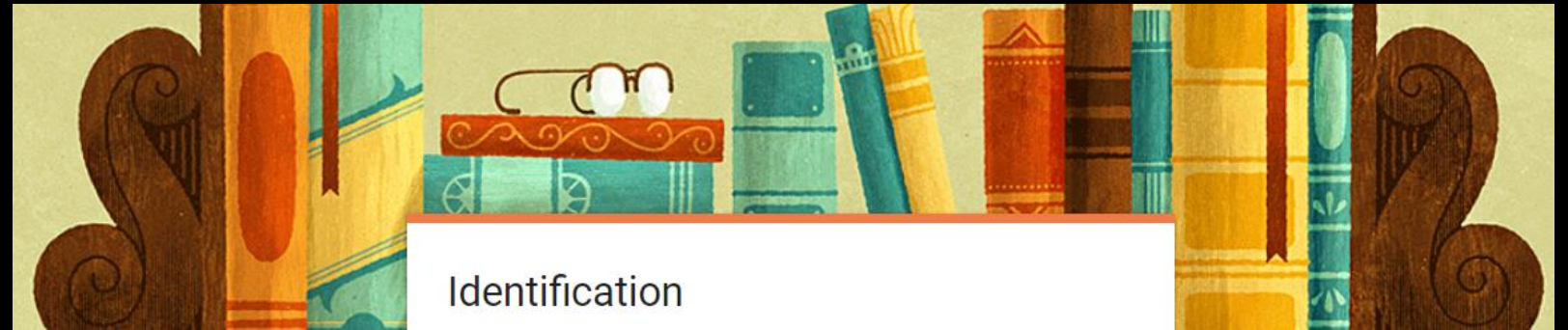
Question? Preguntas?



Final Exam Review

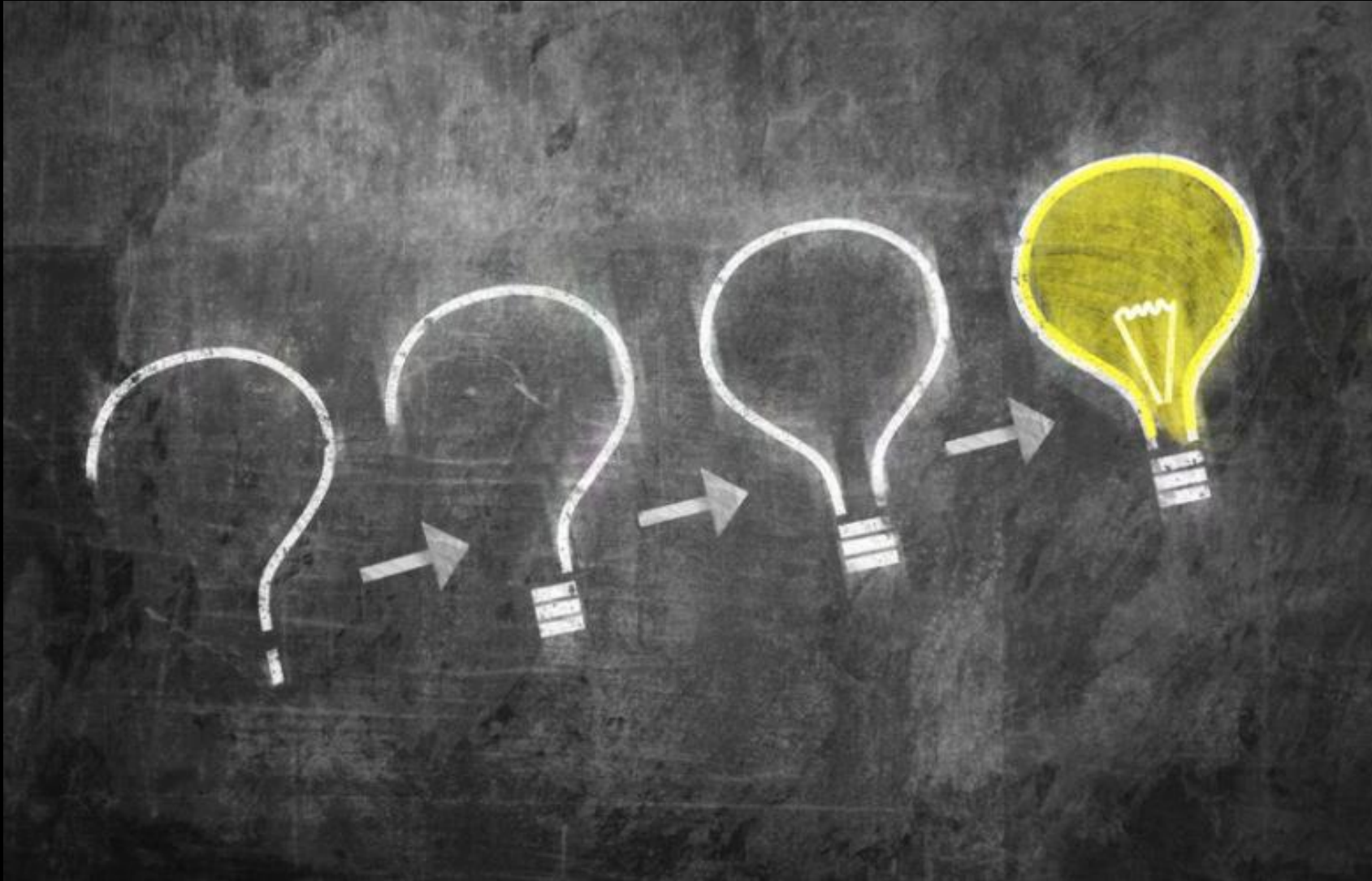


- Check your school email.
- Click on the Email with the subject Final Exam Review
- Take the Survey
- **You have 7 minutes.**



- Revisa el correo electrónico de tu escuela.
- Haga clic en el correo electrónico con el asunto Revisión del examen final
- Tomar la encuesta
- Tienes 7 minutos.

Question? Preguntas?



Franklin D. Roosevelt's Address to Congress

Readers **Annotate** their texts

Underline unfamiliar words.

Draw arrows  to show related ideas.

Number

1. steps
2. lists
3. details

? Jot questions and confusions in the margin.

* Label important ideas.

! Note ideas that you disagree with in the margin.

LOL Mark humorous ideas.

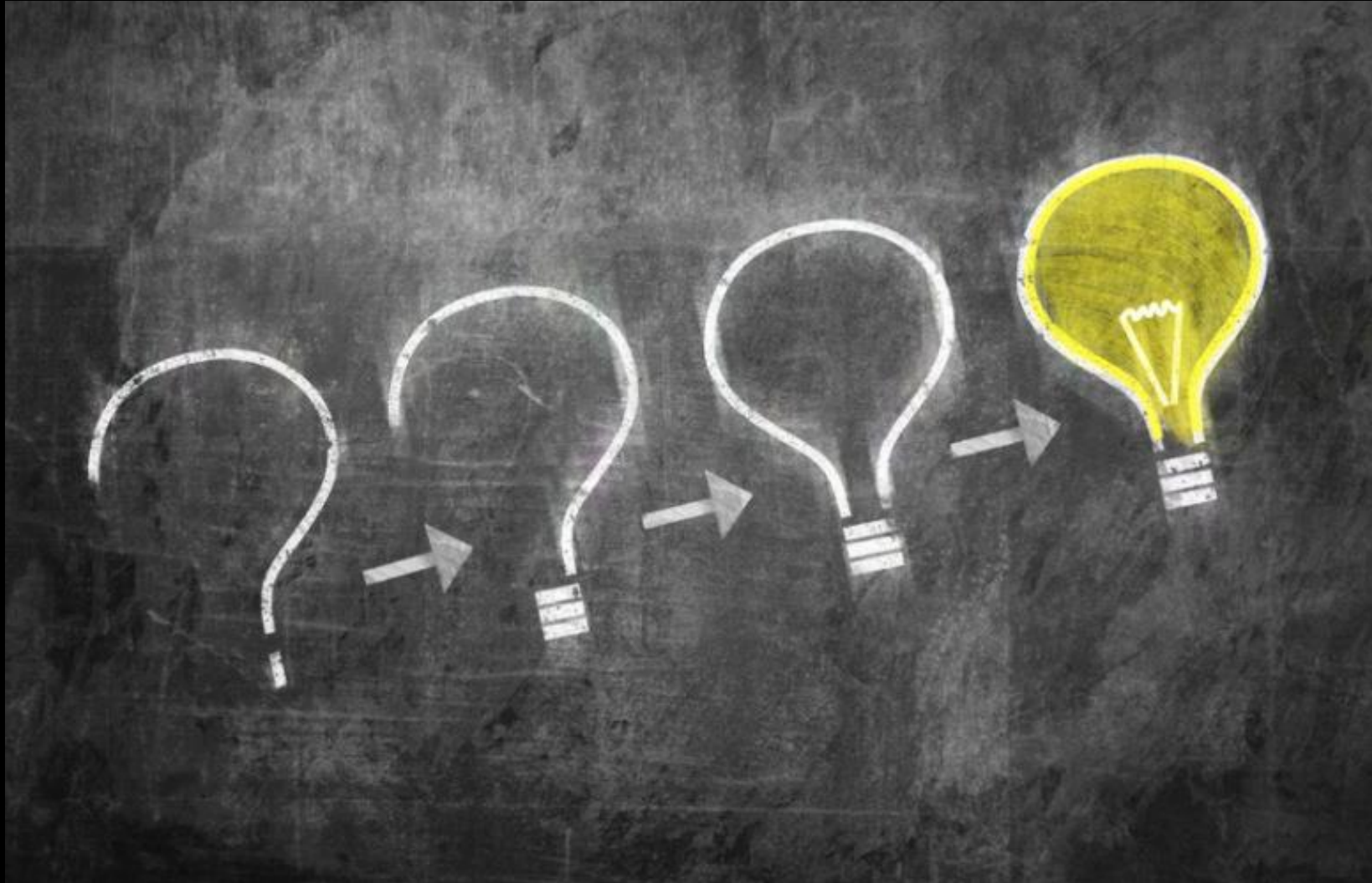
<https://youtu.be/cnCkUY7jJ6k?t=1m44s>

- Skim the text for unfamiliar words and underline them.
Hojee el texto en busca de palabras desconocidas y subrayelas.
- We are going to listen and read the text.
Vamos a escuchar y leer el texto.
- Annotate the text. **Anota el texto.**
- Exclamation mark (!) where the President emphasizes the text
Signo de exclamación (!) Donde el presidente enfatiza el texto
- Squares [] when the crowd claps
Cuadrados cuando la multitud aplaude
- Stars (*) when you see/hear a good point.
Estrellas cuando ves / escuchas un buen punto.

Franklin D. Roosevelt's Address to Congress

- What words does Roosevelt put emphasis on?
 - Why do you think these were emphasized?
 - What part got a reaction from the audience?
- What are the great points that you mentioned?
- What do you think was the purpose of the speech?
 - ¿En qué palabras pone énfasis Roosevelt?
 - ¿Por qué crees que estos fueron enfatizados?
 - ¿Qué parte tiene una reacción de la audiencia?
- ¿Cuáles son los grandes puntos que mencionaste?
 - ¿Cuál crees que fue el propósito del discurso?

Question? Preguntas?



Pick up your notes from the TRAY
Recoge tus notas de la BANDEJA

Japan's Pacific Empire and the U.S.

- Japan wanted to create a Pacific Empire
 - 1931- Invaded Manchuria
 - 1937- Invaded China
- United States supported China to stop the spreading of Japan's empire
- Japan retaliated with **Pearl Harbor**
 - Located in Hawaii
 - **December 7, 1941**
 - Japanese soldiers flew into the fleet in the harbor

U.S. declares WAR!



The Allies Strike Back: Pacific

In **April 1942**, United States drop bombs on Tokyo

In **May 1942**, The Allies, **U.S., U.S.S.R., and G. Britain** lose the Battle of the Coral Sea but save Australia



The Allies Strike Back: Pacific

June 1942: The U. S. wins the Battle of Midway and destroy four Japanese ships. This turns the tide

February 1943: The U. S. push the advantage and win the Battle of Guadalcanal.



The Allies Strike Back: Europe and Africa

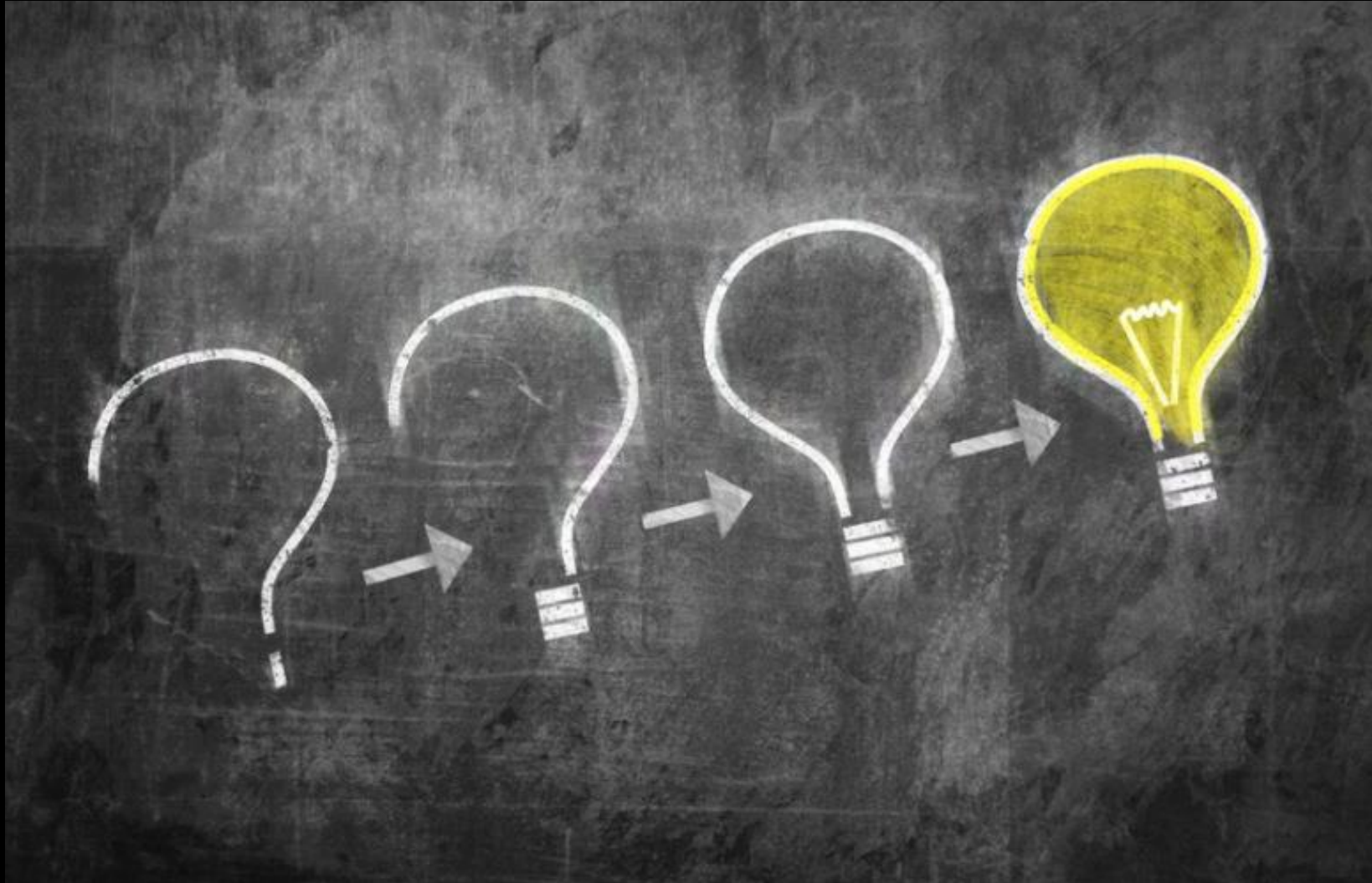
May 1943: The Allies drive Germany out of Africa.

February 1943: The Soviets win the Battle of Stalingrad

August 1943: American and British invades Italy. Mussolini is driven out of power and Italy surrenders.



Question? Preguntas?

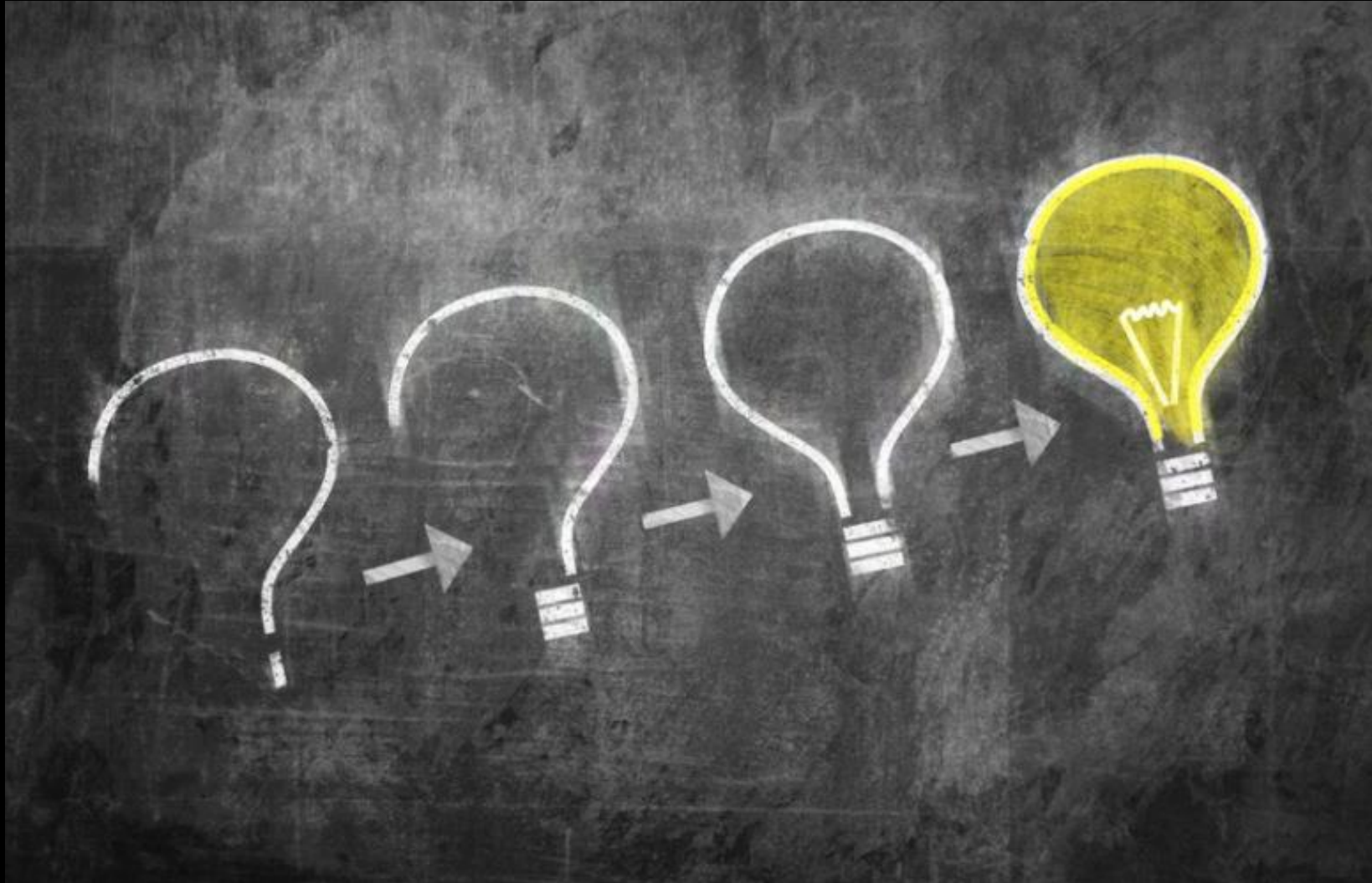


The United States: Home Front

- Like during WWI, the home front had to **ration** things like food, gas, tires, and clothes.
- The United States government placed thousands of **Japanese** Americans into **internment** or relocation camps because of fear and bitterness.
 - $\frac{2}{3}$ of the people were U.S. **citizens**.



Question? Preguntas?



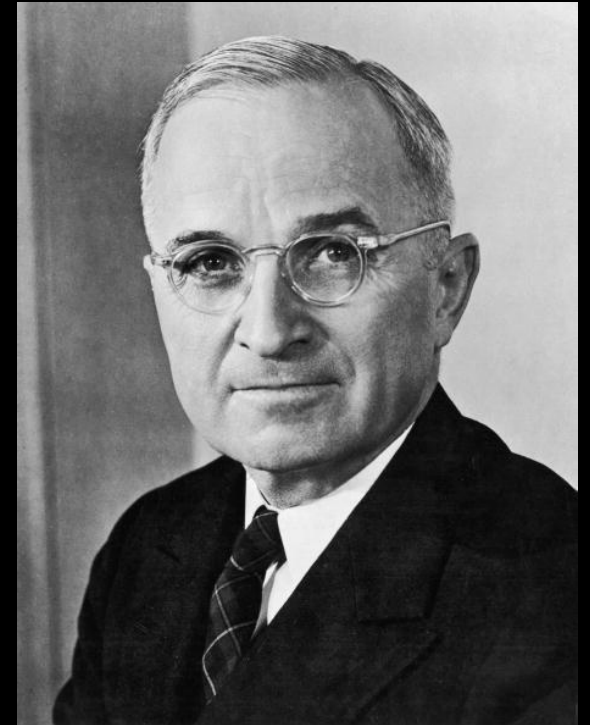
Victory in Europe!

- In early **1944**, the Allies made a move to retake France.
 - June 6, 1944, they invaded France with thousands of ships, planes, and soldiers at Normandy.
 - This day is known as **D-Day**.
- Would go on to retake all of France, Belgium, Luxembourg, and the Netherlands by **August**.



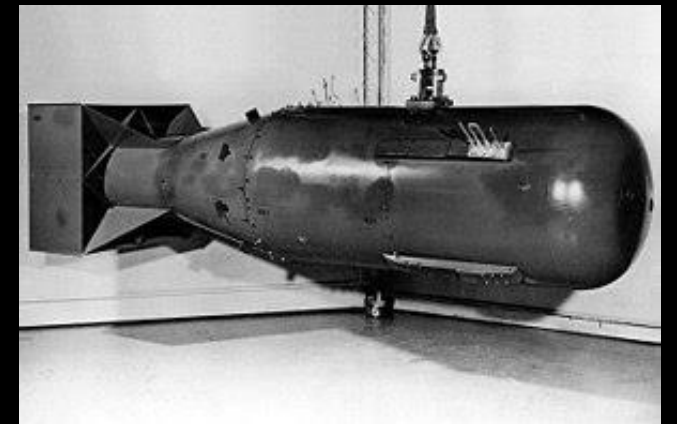
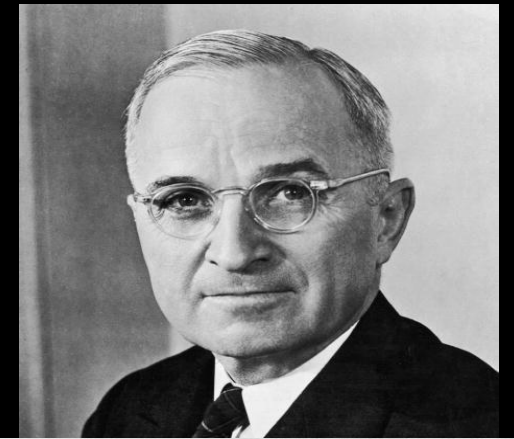
Victory in Europe!

- The **Battle of the Bulge** was the last large-scale attack by Hitler to regain territory he lost. Germany was not successful.
- **April of 1945** Soviets surround Berlin and Germany surrenders. Hitler claimed his own life.
- President **Roosevelt** dies before and now President **Harry Truman** leads.

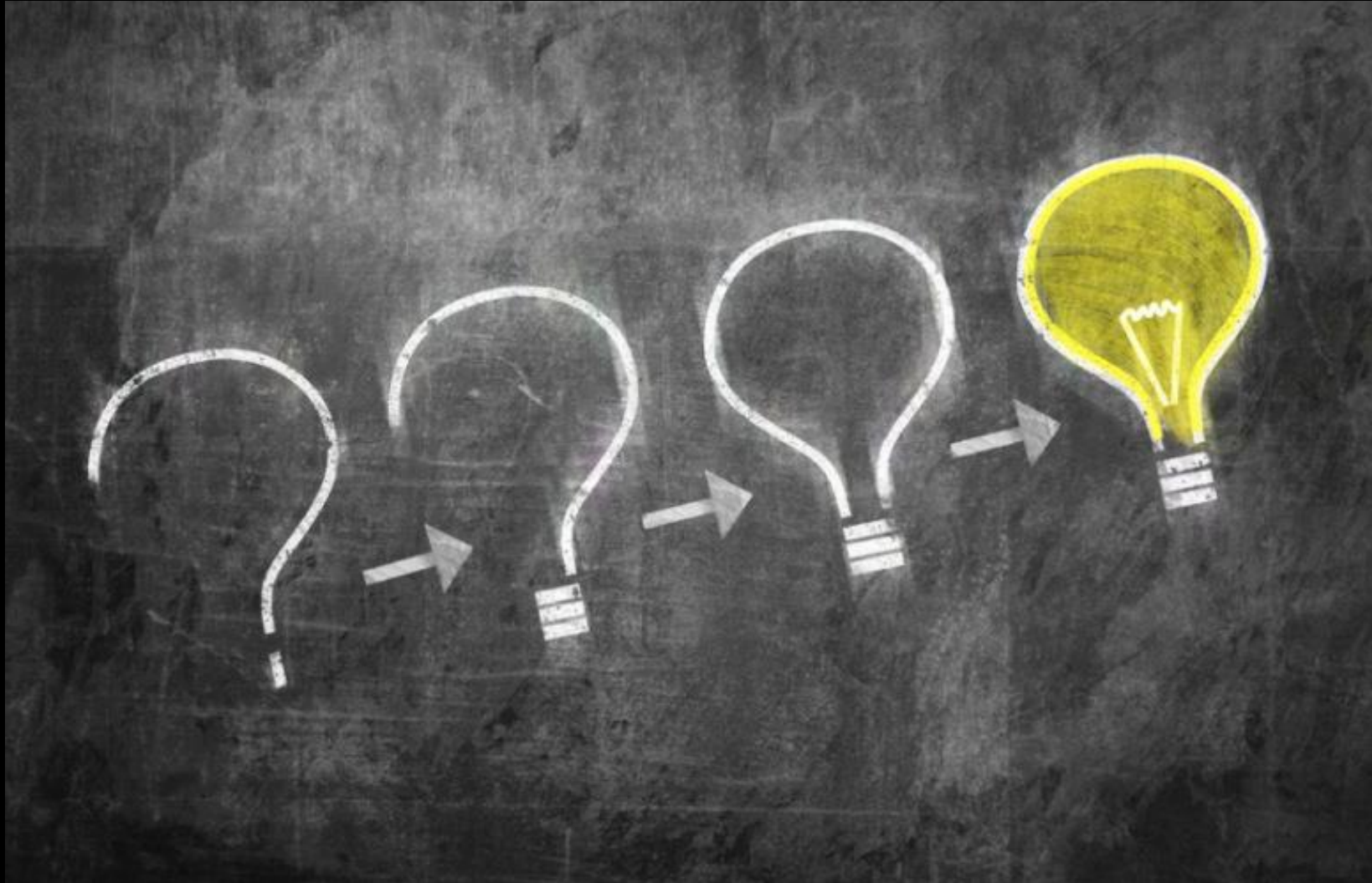


Victory in the Pacific!

- The Allies slowly began to move towards Japan in **1943 and 1944**.
- In **March 1945**, U.S. Marines capture Iwo Jima and by June control Okinawa.
- **Truman** was afraid that attacking Japan straight on would cost millions of American lives.
 - Decided to drop the **atomic bomb**.
 - August 6, 1945, the first bomb was dropped on **Hiroshima**, Japan.
 - August 9, 1945, the second bomb was dropped on **Nagasaki**, Japan.
 - Tens of thousands of people died.
- Japan surrendered in **September** of 1945.

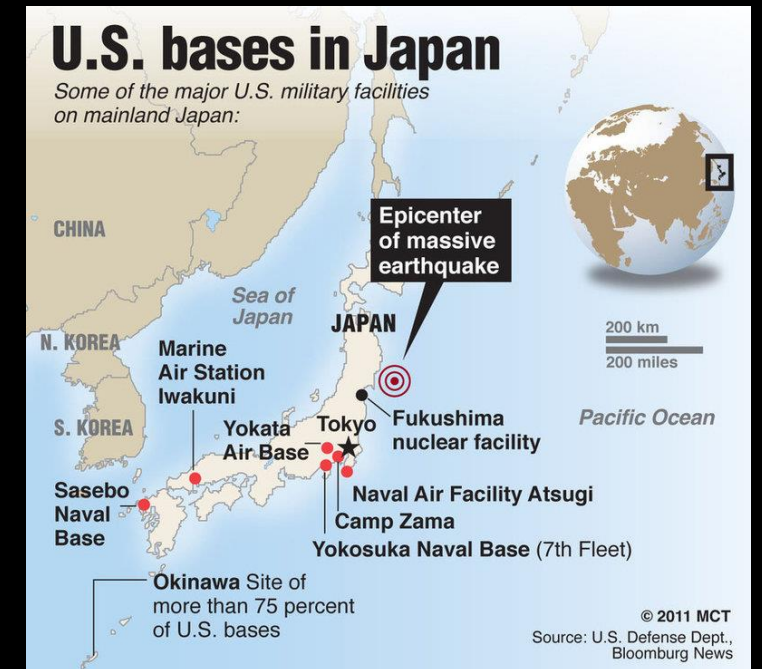


Question? Preguntas?



Aftermath

- Over **40** million people died and cities were in rubble.
- There was **no water or electricity**. There was very little food.
- Government was **blamed** for the war and **fascism** disappeared from Germany and Italy.
- Many Nazi leaders were put on trial for crimes against humanity during the **Nuremburg Trials** and were found guilty.
- The United States **occupied** Japan.
 - Began **demilitarization** or the breaking down of the military and **democratization** or creating a government elected by the people.



Historical Narratives

Narrativas históricas


1. Take a sheet of paper
2. Write your heading
3. Title: Hiroshima and Nagasaki
4. Draw the table.
 1. Toma una hoja de papel.
 2. Escribe tu encabezado
 3. Título: Hiroshima and Nagasaki
 4. Dibujar la mesa

○ First and Last Name 12.13.18
World History Block #

Hiroshima and Nagasaki

Japanese	American

○



○

Historical Narratives / Narrativas históricas

- We are going to see how Hiroshima is looked at from a Japanese and an American point of view. *Vamos a ver cómo se ve Hiroshima desde un punto de vista japonés y estadounidense.*
- In the table, you will summarize the viewpoint in one to two complete sentences. *En la tabla, resumiré el punto de vista en una o dos oraciones completas.*



Hiroshima as Victimization / Hiroshima como victimización

Japanese still recall the war experience primarily in terms of their own victimization. For them, World War II calls to mind the deaths of family and acquaintances on distant battlefields, and, more vividly, the prolonged, systematic bombings of their cities.

Los japoneses todavía recuerdan la experiencia de la guerra principalmente en términos de su propia persecución. Para ellos, la Segunda Guerra Mundial recuerda las muertes de familiares y conocidos en campos de batalla distantes, y, más vívidamente, los prolongados, Bombardeos sistemáticos de sus ciudades.

If it is argued that the nuclear bombing of Hiroshima was necessary to shock the Japanese to surrender, how does one justify the hasty bombing of Nagasaki only three days later, before the Japanese had time to investigate Hiroshima and formulate a response?

Si se argumenta que el bombardeo nuclear de Hiroshima fue necesario para impactar al Los japoneses se rinden, ¿cómo se justifica el rápido bombardeo de Nagasaki? Tres días después, antes de que los japoneses tuvieran tiempo de investigar Hiroshima y formular una respuesta?

Summarize / Resumir

Hiroshima as Triumph / Hiroshima como triunfo

To most Americans, Hiroshima—the shattered, atomized, irradiated city – remains largely a symbol of triumph – marking the end of a horrendous global conflict and the effective demonstration of a weapon that has prevented another world war.

Para la mayoría de los estadounidenses, Hiroshima, la ciudad destruida, atomizada e irradiada, sigue siendo en gran medida un símbolo de triunfo, lo que marca el final de un conflicto global horrible y la demostración efectiva de un arma que ha impedido otra guerra mundial.

Summarize / Resumir

It is hard to imagine that the Japanese would have surrendered without the atomic bomb. Japanese battle plans that were in place when the bombs were dropped called for a massive, suicidal defense of the home islands, in which the imperial government would mobilize not only several million fighting men but also millions of ordinary citizens who had been trained and indoctrinated to resist to the end with primitive makeshift weapons. For Japanese to even discuss capitulation (surrender) was seditious (against the law).

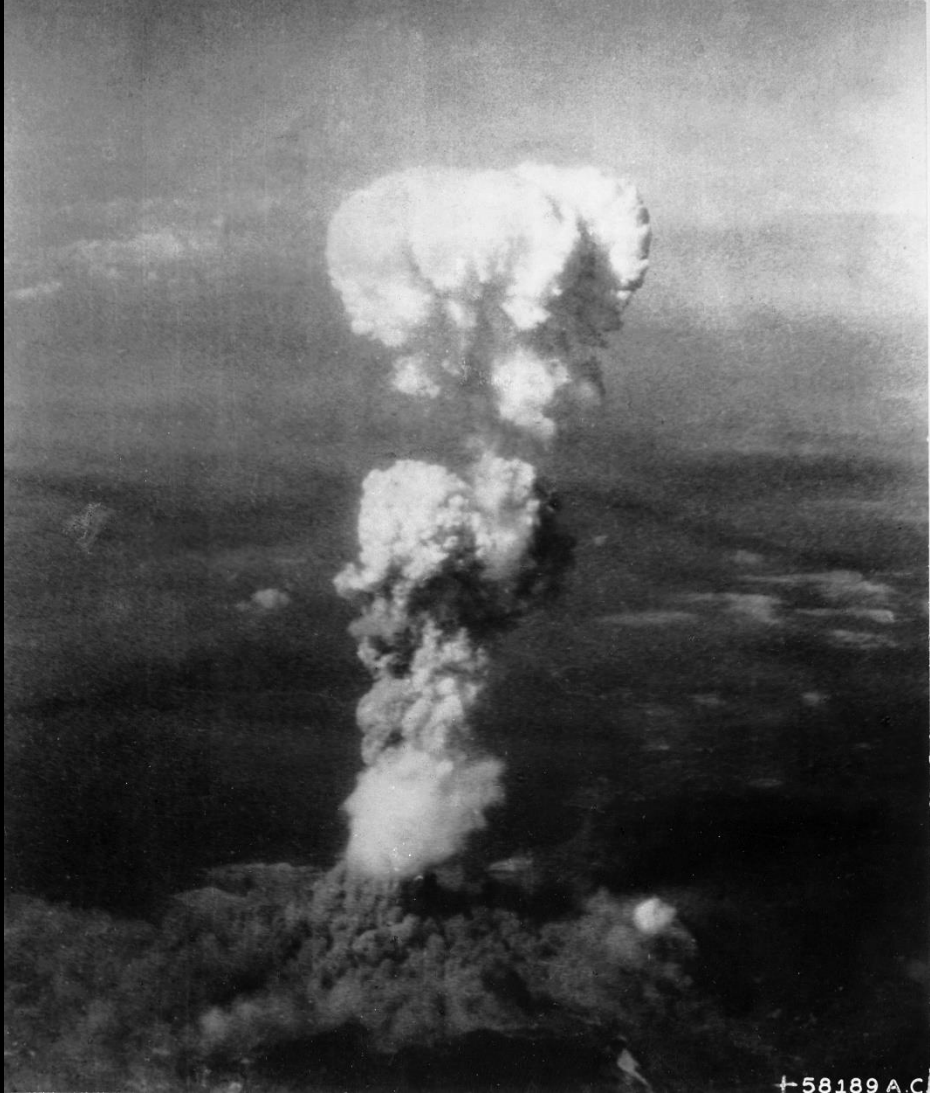
Es difícil imaginar que los japoneses se hubieran rendido sin la bomba atómica. Los planes de combate japoneses que estaban en marcha cuando se lanzaron las bombas exigían una defensa masiva y suicida de las islas de origen, en la que el gobierno imperial movilizaría no solo a varios millones de combatientes, sino también a millones de ciudadanos comunes que habían sido entrenados y adoctrinados para Resistir hasta el final con armas primitivas improvisadas. Para los japoneses, incluso discutir la capitulación (rendición) fue sedicioso (contra la ley).

Pick a Narrative

- We are going to look at documents, visuals, and videos to answer the below question.
Vamos a ver documentos, imágenes y videos para responder a la siguiente pregunta.
- You should take notes on each exhibit or piece of evidence to help you answer the question with a thesis statement.
Debe tomar notas sobre cada exposición o pieza de evidencia para ayudarlo a responder la pregunta con una declaración de tesis.

Which narrative do you agree with more? Why?
¿Con qué narrativa estás de acuerdo? ¿Por qué?

Exhibit A



+58189 A.C.

Exhibit B



Exhibit C

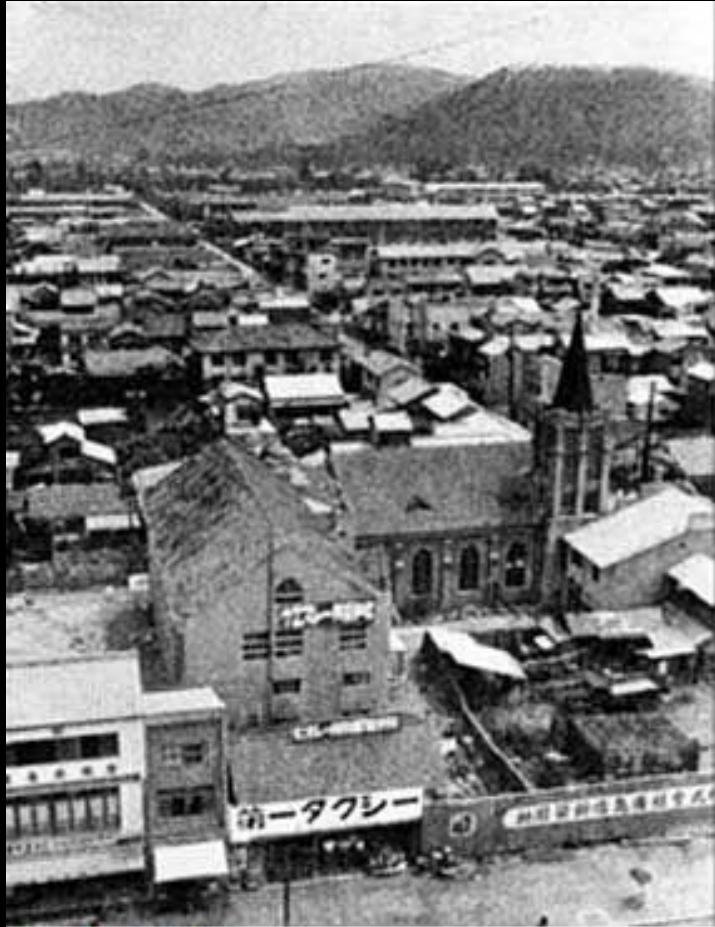


Photo: AFP



www.terror-victims.com

Exhibit D



Exhibit E

Thank God for the Atomic Bomb / Gracias a Dios por la bomba atómica

“My division, like most of the ones transferred from Europe was going to take part in the invasion at Honshu (an island of Japan). The people who preferred invasion to A-bombing seemed to have no intention of proceeding to the Japanese front themselves. I have already noted what a few more days would mean to the luckless troops and sailors on the spot... On Okinawa, only a few weeks before Hiroshima, 123,000 Japanese and Americans killed each other. War is immoral. War is cruel.”

“Mi división, como la mayoría de los transferidos desde Europa, iba a participar en la invasión en Honshu (una isla de Japón). Las personas que preferían la invasión al bombardeo A parecían no tener intención de proceder al frente japonés por sí mismas. Ya he notado lo que significarían unos días más para las afortunadas tropas y marineros en el lugar ... En Okinawa, solo unas pocas semanas antes de Hiroshima, 123,000 japoneses y estadounidenses se mataron entre sí. La guerra es inmoral. La guerra es cruel ”.

Source: Paul Fussell, a World War II Soldier, Thank God for the Atom Bomb, 1990.

Exhibit F



<https://www.youtube.com/watch?v=ya3et3mhdWw>

Exhibit G

TABLE A: Estimates of Casualties

	Hiroshima	Nagasaki
Pre-raid population	255,000	195,000
Dead	66,000	39,000
Injured	69,000	25,000
Total Casualties	135,000	64,000

TABLE B: Cause of Immediate Deaths

Hiroshima	
Cause of Death	Percent of Total
Burns	60%
Falling debris	30
Other	10
Nagasaki	
Cause of Death	Percent of Total
Burns	95%
Falling debris	9
Flying glass	7
Other	7

Narrative Thesis Statement

Which narrative do you agree with more? Why?
¿Con qué narrativa estás de acuerdo? ¿Por qué?

What could be your thesis? ¿Cuál podría ser tu tesis?

The American narrative is the better point of view because...

La narrativa estadounidense es el mejor punto de vista porque ...

The Japanese narrative is the better point of view because...

La narrativa japonesa es el mejor punto de vista porque ...

PUT THESIS IN THE TRAY

CONPONER TESIS EN LA BANDEJA

You have until the end of the song.

Tienes hasta el final de la canción.

1. Take a sheet of paper

2. Write your heading

1. Toma una hoja de papel.

2. Escribe tu encabezado



Exit Ticket

Should the United States have
dropped the bomb on
Hiroshima and Nagasaki?

¿Debería Estados Unidos
haber lanzado la bomba sobre
Hiroshima y Nagasaki?

<input type="radio"/>	First and Last Name	12.13.18
	World History	Block #
	Exit Ticket	
<input type="radio"/>		
<input type="radio"/>		

****Electronic Submissions ONLY****

Homework

Homework

1. Finish DBQ Essay
2. Study

Electronic Submission Rules

- If work is emailed, it must arrive the night before the due date.
 - If the due date is Monday, your work needs to be in my inbox on Sunday night at 11:59:59!
- If the email comes in at 12:00, it will be assessed a late penalty.
- Print outs of assignments maybe turned in within the first five minutes of class.
- If the assignments is handed in after five minutes, it will be assessed a late penalty.
- Handwritten assignments will NOT be accepted unless given express permission

Extra Help Materials {Cont.}

- Russia Revolution

- <https://youtu.be/A5Y0zZqhEn8>
- <https://youtu.be/9N8hsXQapjY>
- <https://youtu.be/kp9vGSTqWvI> (Stop 2:40)

- China's Revolution

- <https://youtu.be/1NLX-AmdyNg>
- <https://youtu.be/kIAjaujdE6M> (Stop at 4)
- <https://youtu.be/UUCEeC4f6ts> (Stop 5:50)

- India's Revolution

- <https://youtu.be/X2ZHv-pcle0>
- <https://youtu.be/WW3uk95VGes>
- https://youtu.be/MRxc_f-7zm8
- <https://youtu.be/jq9a5eGU5Ds>

- Great Depression

- <https://youtu.be/HupNDQwLN08>
- <https://youtu.be/Sv7IP2qL0gg>
- <https://youtu.be/fFu7us6bNSQ>

- World War II Causes

- <https://youtu.be/aUcYU95kCAI>
- <https://youtu.be/iuikQXAYVAK>
- <https://youtu.be/H-2q-QMUIgY>
- https://youtu.be/B_PifbNOMew

- World War II Events

- <https://youtu.be/wvDFsxjaPaE>
- <https://youtu.be/NF4LQaWJRDg>
- <https://youtu.be/3YuVIFNqQBE>
- <https://youtu.be/Q78COTwT7nE>

- Holocaust

- <http://bit.ly/USHolocaustM>
- https://youtu.be/Ag7_VvruVNk

- Cold War

- <https://youtu.be/y9HjvHZfCUI>
- <https://youtu.be/lAsMBgnt3mA>
- <https://youtu.be/7f-jTEVkfBA>

Test Taking Strategies

- <https://youtu.be/mPnt9AFaTdc>
- https://youtu.be/Q1y8c_MZYvE
- <https://youtu.be/AlsdnhNDmyY>
- <https://youtu.be/l-gQLqv9f4o>

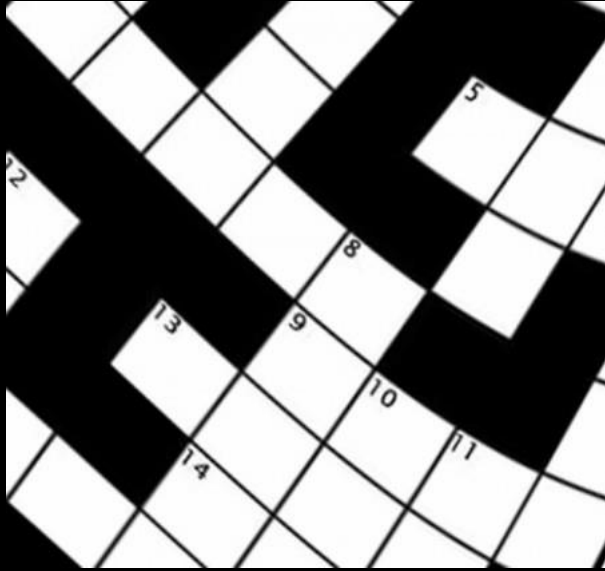
Extra Help Materials {Cont.}

- First Quarter Materials
 - Review Game:
 - <https://join.quizizz.com/696922>
- Historical Tools:
 - Primary and Secondary Sources
 - <https://youtu.be/xldm6RguzRM>
 - Timeline
 - <https://youtu.be/842mEdbuTJs>
 - Continents and Oceans
 - <https://youtu.be/OCihWUruLRY>
- Reformation
 - <https://youtu.be/D7gtYwQ1ubk>
 - <https://youtu.be/1o8oIElbnxE>
 - https://youtu.be/Q2t9ZlbnJ_s
 - https://youtu.be/C4d_7dOC-GQ
 - <https://youtu.be/TOufxhVywKw>
 - https://youtu.be/M-9F7GPI_J4
- Early Americans and Africans
 - <https://youtu.be/S5Lp0KrQTqM>
 - <https://youtu.be/O3YJMaL55TM>
- Exploration
 - <https://youtu.be/vf82WAw0lqw>
 - <https://youtu.be/GD3dgiDreGc>
 - Flocabulary Video: Class code: **NJCSVB**
- Columbian Exchange
 - <https://youtu.be/dRBipnpq6Wg>
 - <https://youtu.be/OwMcRljS3SM>
 - <https://youtu.be/HQPA5oNpfM4>
- Economics
 - <https://youtu.be/b4pnutYN97U>
 - <https://youtu.be/NWFXiHaGcWg>
- Atlantic Slave Trade
 - <https://youtu.be/0IJrhQE6DZk>
 - https://youtu.be/dnV_MTFEGiY
 - <http://bit.ly/2pbPbNv>
- Scientific Revolution/Enlightenment
 - <https://youtu.be/drgsZc8Gjb8>
 - <https://youtu.be/9hodYUDDfsY>
 - <https://youtu.be/LNBkHhUZdro>
 - https://youtu.be/u84di7LHS_M
 - https://youtu.be/CP8k_f3PFq8
- American Revolution
 - <https://youtu.be/p8BwWBc571k>
 - <https://youtu.be/HlUiSBXQHcW>
- French Revolution
 - <https://youtu.be/VEZqarUnVpo>
 - <https://youtu.be/ITTvKwCyIFy>
 - https://youtu.be/IF4lPWU_qxY
 - <http://bit.ly/FrenchRevVideos>
- Napoleon Bonaparte/Cong. of Vienna
 - <https://youtu.be/t05O-iVx2R8>
 - <https://youtu.be/hrR8H8roNI8>
 - <https://youtu.be/9l21Mbhnguk>
 - https://youtu.be/Kw_aFcqizWU
- Industrial Revolution
 - <https://youtu.be/7mxhObloHdg>
 - <https://youtu.be/zhL5DCizj5c>
 - https://youtu.be/6QKIts2_yJ0
- Economics
 - <https://youtu.be/gFJlivYEdAI>
 - <https://youtu.be/zBxW2WLO9d8>
 - <https://youtu.be/B3u4EFTwprM>
- World War I:
 - <https://youtu.be/Cd2ch4XV84s>
 - <https://youtu.be/tletwavDMgM>
 - <https://youtu.be/24i4ncHuf6A>
 - <http://bit.ly/TrenchWGame>
 - <https://youtu.be/j8HmPNgOC2Q>
 - <https://youtu.be/DHn1Egt6Xdg>
 - <https://youtu.be/k7v3cq1ZJjM>
 - <https://youtu.be/oEFo4o579G8>
 - <https://youtu.be/-3Uj5kxiLI>

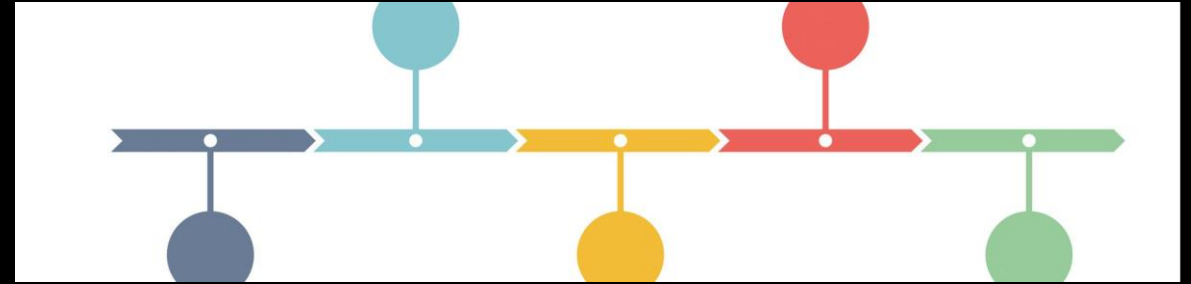
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- Early Humans
 - <https://youtu.be/bhzQFIZuNFY>
 - <https://youtu.be/Y1FaVW1nCuc>
- River Valley Civilizations
 - Fertile Crescent:
 - <https://youtu.be/RbKEASap4OE>
 - https://youtu.be/sohXPx_XZ6Y
 - Egypt:
 - <https://youtu.be/960mk5JRSBk>
 - <https://youtu.be/Z3Wvw6BivVI>
 - China:
 - <https://youtu.be/t4ADyduFCys>
 - <https://youtu.be/yIWORyTo4>
 - Indus River:
 - <https://youtu.be/9peDRkO-TLc>
 - <https://youtu.be/n7ndRwqJYDM>
- Religions
 - Hinduism: <https://youtu.be/lmV2Wd8bOcc>
 - Buddhism: <https://youtu.be/uajX2cSTmll>
 - Judaism: <https://youtu.be/HyEaAcPGAhA>
 - Christianity: <https://youtu.be/Ut-UOhY0s8E>
 - Islam:
 - <http://bit.ly/IslamPopQ>
 - <https://youtu.be/Tpbcfxtdol8>
 - <https://youtu.be/IOF5Xsh7K5Y>
 - <https://youtu.be/zvy0Cb0iHa8>
- Greece
 - <https://youtu.be/5FVpL4ma8nQ>
 - <https://youtu.be/Q-mkVSasZIM>
 - <https://youtu.be/0F5qlu3nSDY>
 - <https://youtu.be/JgG9Go1Pdug>
 - <https://youtu.be/KbhUtZB5EqY>
- Rome
 - <http://bit.ly/RomanVocab122>
 - <http://bit.ly/RomanFallFactors>
 - <https://youtu.be/m5V-1K1cEtE>
 - <https://youtu.be/mFYHmln0qLg>
 - <https://youtu.be/3PszVWZNWVA>
 - <https://youtu.be/FI1ylg4GKv8>
 - <https://youtu.be/rCzqxSpu9wM>
- Test Taking Strategies
 - <https://youtu.be/mPnt9AFaTdc>
 - https://youtu.be/Q1y8c_MZYvE
 - <https://youtu.be/AIsdnhNDmyY>
 - <https://youtu.be/l-gQLqv9f4o>
- Middle Ages
 - <https://youtu.be/QV7CanyzhZg>
 - https://youtu.be/Gqey_ZvFHO
 - <https://youtu.be/cTTaVnZyG2g>
 - <https://youtu.be/Gd4lopIPObA>
 - <https://youtu.be/GVMvl05hCrl>
- Crusades
 - https://youtu.be/Dv_Gussoya8
- Development of England/France:
 - <http://bit.ly/100YWG>
 - https://youtu.be/F_5My8XH-n0
 - <https://youtu.be/ZdHdZ77WvWM>
 - <https://youtu.be/EsMenflFprw>
- Conflicts in the Middle Ages
 - <https://youtu.be/5Wre7IF9rKs>
 - https://youtu.be/Ya_BL8nqkUk
 - https://youtu.be/fu_ZU9P2fv8
 - <https://youtu.be/CgoBCyOixdQ>
- Black Death
 - <https://youtu.be/v8Gk1a-RMAM>
 - <https://youtu.be/kScxc9DPrnY>
 - <https://youtu.be/sFUQCWghjWc>
 - <https://youtu.be/mVSHieg9Jac>

Study Strategies!



- Go to <https://crosswordlabs.com/>
- Go through your packet of notes
- Create a TWENTY clue crossword
- Use vocabulary and proper nouns
- Save and email to a peer for a great review!



- Write the main historical events of the day on individual flash cards.
- Place the date on one side and the event on the other.
- Mix up the cards with the event facing you
- Put the cards in chronological order without looking at the dates