

**U.S. HISTORY 11<sup>TH</sup> GRADE LESSON**  
**AMERICAN INVOLVEMENT IN WORLD WAR II:**  
**THE PACIFIC THEATER 1941-1945**

**Objectives:**

**TEKS**

**Social Studies**

US1A, US1C, US6A, US6B, US6C, US22B, US24A, US24B, US24C, US24D, US24E, US25A, US25D

1. The student will review historical events which contributed to American involvement in World War II.
2. The student will describe roles of key figures in the Pacific Theater of war during World War II.
3. The student will research key events of the Pacific Theater of War during World War II.
4. The student will explain the impact of new military technology on World War II (Pacific Theater)
5. The student will analyze primary source documents from World War II.
6. The student will frame questions to direct research, take notes from relevant and authoritative sources such as periodicals, or on-line searches, summarize and organize ideas gained from multiple sources in useful ways, present information in various forms using available technology, evaluate his/ her own research, raise new questions for further investigation, and follow accepted formats for writing research, including documenting sources.
7. The student will collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms.
8. The student will interpret important events, and ideas gathered from maps, charts, graphics, video segments or technology presentations.
9. The student will select, organize, or produce visuals to complement and extend meanings and produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.

**VOCABULARY:**

AIRCRAFT CARRIERS

SUBMARINES

BATTLE AT CORAL SEA

BATTLE AT MIDWAY

ISLAND HOPPING

CODE BREAKERS

ATOMIC BOMB

CODE TALKERS

PRIMARY SOURCES

BATTLE AT LEYTE GULF

CHICHIJIMA

OKINAWA

IWOJIMA

TARAWA

SAIPAN

**PEOPLE:**

FRANKLIN ROOSEVELT

WINSTON CHURCHILL

MACARTHUR

NIMITZ

YAMAMATO

GEORGE BUSH

TRUMAN

### Prior to the Museum Visit

- Review Causes of World War II
- Review events of Pearl Harbor
- Determine product to be produced for World War II activity.
- Familiarize students with activities to be performed during library visit.  
Review computer and internet skills including key word searches on-line, determining reliability of web-sites for research purposes.
- Divide classes into research teams for collaboration during Museum visit.  
(2-3 per group)
- Students will sign up for group topics

### Museum Visit

#### Classroom Activity

1. Warmup: (Optional depending on time):  
Students will read a primary source document on ***Roosevelt's Address to Congress Requesting a Declaration of War with Japan***  
The students will answer questions on this reading. (See Activity Page #5)
1. The students will view a Power Point that describes the events leading up to the island hopping campaign in Pacific Theater of War. This presentation will include the attack on Pearl Harbor, the extent of Japanese control in the Pacific, the significance of the battles of Coral Sea and Midway, and a definition of island hopping. This presentation will also include maps detailing the extent of Japanese control and the island hopping offensive by the Americans.
2. Students will break into their research groups. Students will begin researching their topics using computer workstations, and on-line research tools including encyclopedias, online databases and university archival information. Each group will write/ use guiding questions to guide their research (Topics Activity 4 Sheet). Groups will cite information sources (see Activity Sheet 2)
3. After students complete their research, students will use the computer workstations to create either a newspaper account, a power point presentation or a website page of their topic. (see Activity Page 1)
4. Each research group will present their findings and their product to the class as time permits. Each group should be prepared to electronically store their newspaper account, power point or website design for future sharing or use.

### Post –Museum Visit Activities

1. If it was not feasible to present group work at library, give students opportunity to present in class at a later date.
2. Students may use outline student Activity Page#3 to prepare students for a teacher created test over American Involvement in World War II.

### Assessment

Outline Activity Sheet 3

### Materials needed for Museum research activities:

Activity Page 1

Activity Page 2 (Xerox 3-4 of these for each group)

Outline Activity Page 3

Topics Activity 4 Sheet

Class Set of Readings

Question sheet for Readings

## AMERICAN INVOLVEMENT IN WORLD WAR II: THE PACIFIC THEATER 1941-1945

### Museum Visit Activity Page 1

Research Group Members

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Topic to Research:

Circle Product to be produced (to be determined by your teacher):

newspaper    Powerpoint    website

1. Use your Museum Visit Activity Page 2 sheet to begin your on-line research. Cite your sources for information
2. Create your product with your researched information. See topics activity sheet 4 for information to be included. Incorporate at least (minimum) of four images.
3. Be prepared to share your presentation with the other research groups. Answer any questions the others may have about your topic.

### Suggested Topics for Research

George Bush and Chichijima

Liberation of the Philippines (also search the Battle at Leyte Gulf)

Guadalcanal

Okinawa

Iwojima

Tarawa

Saipan

The dropping of the Atomic Bomb

Douglass MacArthur and Chester Nimitz

Codebreakers, Codetalkers (Navaho)



**AMERICAN INVOLVEMENT IN WORLD WAR II:  
THE PACIFIC THEATER 1941-1945  
Outline Activity Page 3**

	<b>WHO</b>	<b>WHAT</b>	<b>WHERE</b>	<b>WHEN</b>	<b>WHY</b>
<b>George Bush and Chichijima</b>					
<b>Liberation of the Philippines</b>					
<b>Guadalcanal</b>					
<b>Okinawa</b>					
<b>Iwojima</b>					

**AMERICAN INVOLVEMENT IN WORLD WAR II:  
THE PACIFIC THEATER 1941-1945  
Outline Activity Page 3 (continue)**

	<b>WHO</b>	<b>WHAT</b>	<b>WHERE</b>	<b>WHEN</b>	<b>WHY</b>
<b>Tarawa</b>					
<b>Saipan</b>					
<b>The dropping of the Atomic Bomb</b>					
<b>Douglass MacArthur and Chester Nimitz</b>					
<b>Codebreakers, Codetalkers Navaho</b>					

**AMERICAN INVOLVEMENT IN WORLD WAR II:  
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Topics Activity 4 Sheet**

<b>George Bush and Chichijima</b>	Briefly describe George Bush's military training and entry into World War II. Outline his military record during World War II up to his participation in Chichijima. Where is Chichijima? Detail the battle at Chichijima. Why was Chichijima important to the war effort? What happened to George Bush and his crew during this battle? Include interesting facts/ casualty rates.
<b>Liberation of the Philippines</b>	Where are the Philippines? Describe how the Philippines were initially lost to the Japanese in 1941-42? What happened to the prisoners of war under Japanese control? Outline how MacArthur and his troops retook the Philippines? Why were the Philippines important? What type of tactics did the Japanese use against the Americans? Include interesting facts/ casualty rates.
<b>Guadalcanal</b>	Why did fighting occur at Guadalcanal? Who was in charge of the American and Japanese forces? Where is Guadalcanal? Describe the battle. What type of hardships did the Americans face? Who was in charge of American and Japanese forces? Describe the war technology used. Why was this battle important? Include interesting facts/ casualty rates.
<b>Okinawa</b>	Why was this battle so important to the Japanese? What type of military tactics did the Japanese use? What made this invasion difficult? Describe the battle. Who was in charge of American and Japanese forces? Where is Okinawa? Include interesting facts/casualty rates.
<b>Iwojima</b>	Why did Iwojima have to be taken? Who was in charge of the American and Japanese forces? Where is Iwojima? What hardships existed for both forces? Describe technology and battle strategies use. Describe the battle. Include interesting facts/ casualty rates.
<b>Tarawa</b>	Why was Tarawa important to the Americans? What hardships did they face in battle? Who was in charge of American and Japanese forces? Where is Tarawa? Describe the Battle at Tarawa. Describe technology used in battle. Include interesting facts/ casualty rates.
<b>Saipan</b>	Why was Saipan important to the Americans? Who was in charge of American and Japanese forces? Describe the Battle at Saipan? What happened to the civilians on the island? What technology was used? Include interesting facts/ casualty rates.
<b>The Dropping of the Atomic Bomb</b>	What was the Manhattan Project? Who was responsible for Roosevelt pursuing this research project? When and under which president was this project completed? Describe the events of the dropping of the atomic bomb in both Japanese cities. Why did Truman decide to use the bomb? What happened to the Japanese civilians? What did this event mean to World War II conclusion?
<b>Douglass MacArthur and Chester Nimitz</b>	Describe the role these two men played during World War II? What were their responsibilities? What was their relationship like? Outline the battles they participated in. How does history view these men?
<b>Codebreakers Codetalkers Navaho</b>	What was the codetalkers role during World War II? Describe which battles their work played a key role in. Why was the enemy unable to break the Navaho code? What was the codebreakers role? Which battles were the codebreakers work a key factor in? Include interesting facts.

**AMERICAN INVOLVEMENT IN WORLD WAR II:  
THE PACIFIC THEATER 1941-1945  
Activity Sheet 5**

**Reading: Address to Congress  
Requesting a Declaration of War with Japan  
December 8, 1941**

1. How does Roosevelt refer to December 7, 1941?
2. How does Roosevelt describe the relationship between the United States of America and Japan prior to the attack at Pearl Harbor?
3. What is Roosevelt's opinion about the required planning for such an attack on Hawaii?
4. Where else did Japan attack besides Pearl Harbor?
5. What does Roosevelt ask of Congress due to the attack on Pearl Harbor?

**Address to Congress  
Requesting a Declaration of War with Japan  
December 8, 1941**



[Enlargement](#)

[Audio](#) (2.8 MB, [Real Audio](#))

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

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.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

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. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today 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.

But always will our whole Nation 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. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

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.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.