

Name: _____



Interactive Notepad

Lesson 14.3 The Home Front

Key Terms

War Production Board _____

Rationing _____

Victory Garden _____

Rosie the Riveter _____

“Double V” Campaign _____

Tuskegee Airmen _____

Bracero Program _____

Internment _____

Academic Vocabulary

linger to stick around longer than expected

loyalty having strong, unwavering support for someone

mobilize to get people prepared for battle or another kind of work

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Describe** how Americans mobilized the economy to provide materials and funds for World War II.
2. **Summarize** how women in the workforce helped the war effort.
3. **Describe** the impact the war had on African Americans.
4. **Explain** how and why Japanese Americans and other groups faced wartime restrictions.

Mobilizing for War: Text

1. **Analyze Interactions** How did women's service in the military help the United States prepare for World War II? Use evidence from the text to support your answer.

Women and African Americans Join the War Effort: Text

2. **Draw Conclusions** Why do you think President Roosevelt ended job discrimination for African Americans at home, yet kept segregation of African American soldiers fighting overseas in World War II? Use evidence from the text to support your answer.

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Problems for Other Americans at Home: Text

3. **Compare and Contrast** Roosevelt's treatment of Japanese Americans with his treatment of African Americans during World War II.

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Lesson 14.4 Winning a Deadly War

Key Terms

Battle of Midway _____

Operation Overlord _____

D-Day _____

Battle of the Bulge _____

Island-hopping _____

Navajo Code Talkers _____

Kamikaze _____

Potsdam Declaration _____

Bataan Death March _____

Concentration Camps _____

Death Camps _____

Holocaust _____

Nuremberg Trials _____

Academic Vocabulary

bleak very depressing; hopeless

emaciated extremely thin and weak

intrepid to be fearless or very brave

strew to spread out or scatter

(Things we *SHOULD KNOW* by the end of our discussions...
YOU DO NOT HAVE TO ANSWER THESE. 😊)

Lesson Objectives

1. **Identify** the early defeats and hardships the Allies suffered.
2. **Explain** how changes to Allied tactics later in the war turned the tide of the war in Europe.
3. **Summarize** how the war in Europe ended.
4. **Explain** why Japan finally surrendered.
5. **Describe** what made World War II the deadliest war in history.

The Allies Suffer Early Defeats: Text

4. **Determine Author's Purpose** Reread the quote from Norman Reyes in "Japan Advances Across the Pacific." Why do you think Reyes would say something positive about the fall of Bataan, since it was a defeat for the Allies?

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The Allies Agree on a Strategy: Text

5. **Summarize** what the United States did to hold off Japan while they worked with the Allies and their strategy to “beat Hitler first.”

6. **Analyze Interactions** How did Stalin, Churchill, and Roosevelt work together to eventually free France and get the upper hand against Germany? Use evidence from the text to support your answer.

Germany’s Defeat: Text

7. **Identify Cause and Effect** How did British and American bombers affect Germany’s ability to continue fighting?

Japan Surrenders: Text

8. **Determine Central Ideas** Why was the Japanese code of *Bushido* so dangerous for the Allied forces who were trying to defeat Japan? Use evidence from the text to support your answer.

The Devastation of World War II: Text

9. **Draw Conclusions** Why do you think so many more people died in World War II than in World War I? Use evidence from the text to support your answer.
