

TEACHABLE MOMENTS

WORLD WAR II



COMBINING DOCUMENTS AND DOCUMENTARIES FOR USE IN THE CLASSROOM

Teachable Moments in Your Classroom

The Roosevelt Presidential Library and Museum's Education Department is proud to present this fourteen part curriculum guide titled, *Teachable Moments: World War II*. This guide has been developed for teachers as a multi-purpose teaching tool. It contains material appropriate for students in all grade levels from 4th-12th grade, and beyond.

The guide is centered on fourteen short film segments which are the core of the "teachable moments." These were created by the Pare Lorentz Center from archival film footage and still photographs culled from the holdings of the Roosevelt Presidential Library and Museum; part of the National Archives and Records Administration. With more than 17 million pages of documents, it is the world's premier research center for the study of the Roosevelt era.

The segments are suitable for classroom viewing and are designed to provide a short, concise presentation of an historic topic or event. Each is supported with a transcript of the segment's script and is accompanied by a set of short answer questions. Copies of historic primary source documents, each with its own set of in-depth questions, are provided to give students experience gathering and interpreting information from a variety of primary sources.

When viewed in sequence the teachable moments' segments tell the story of the world's most deadly and destructive conflict. When viewed selectively, they can be used as points of departure to highlight the current connections between the issues and concerns we face in our own times and those that were faced in the times of Franklin and Eleanor Roosevelt.

For example:

Tab 7: December 7, 1941: A Date which will Live in Infamy - offers a useful parallel between the surprise attack on December 7, 1941 and the surprise attack on September 11, 2001.

Tab 8: Japanese American Internment - offers an intriguing historic case study about the importance of protecting civil rights against racial profiling, an issue that is still very much alive today.

Tab 9: The Home Front - explores how the war created economic opportunity for women and minorities, and helped encourage the growth, importance, and influence of labor unions: issues we still grapple with today.

We are sure you will find other ways to use this material to highlight important historic and contemporary events for your classes. Any questions you may have regarding this guide can be addressed by the Library's education specialist at Jeffrey.urbin@nara.gov or (845) 486-7761.

The Pare Lorentz Center at the Franklin D. Roosevelt Presidential Library and Museum

www.fdrlibrary.marist.edu www.parelorentzcenter.org



Teachable Moments: World War II

Combining Documents and Documentaries for Use in the Classroom

This curriculum package is aimed at meeting two goals. The first is to help students realize that, at the most basic level, understanding an event in history uses the same skills as understanding any story. There are protagonists, antagonists, settings, plots, and themes that all combine to complete a narrative. Pare Lorentz, FDR's ground-breaking film maker, was one of the first to recognize the power of a compelling story - as told through film - to educate and inform mass audiences of important social issues and concerns.

The second goal is to familiarize students with the use of primary sources, especially vintage film clips, and to train them in using documents, and documentary film based historical research techniques. Interpreting historical documentary film and documents helps students gain a better understanding of history as the rich tapestry that it is, rather than a series of loosely connected facts, dates, and events. It also helps them to develop and refine their critical thinking skills.

This guide contains a series of fourteen sections relating to events surrounding World War II. Each section is comprised of:

- a short documentary film segment compiled from the audio visual archives of the Roosevelt Presidential Library and Museum
- a transcript of the film segment's script
- relevant vocabulary words
- short answer questions relating to the film segments
- one to five primary source documents from the archival collection of the Roosevelt Presidential Library and Museum
- document based questions
- document analysis worksheets for film diagramming, written documents, photographs, and political cartoons

This guide is made possible through a grant from the New York Community Trust.



Documents and Documentaries for Use in Today's Classroom

Who was Pare Lorentz?

Pare Lorentz was born on December 11, 1905 in Clarksburg, West Virginia and graduated from Buckhannon High School in 1921. He attended West Virginia Wesleyan University for a year and in 1923 transferred to West Virginia University where he became the editor of the University's humor magazine, *Moonshine*. Within a year he was hired by the popular humor magazine, *Judge*, and soon after became the magazine's motion picture critic.

Before long he was writing film critiques for the *New York Evening Journal*, *Vanity Fair*, *Town and Country*, and later *McCalls*. Pare Lorentz was not afraid to hold an unpopular position and his film reviews were known for their directness and honesty. He strongly believed that movies held enormous potential for advancing social justice and education, two qualities he felt were being stifled in Hollywood by corporate and commercial interests.

Fascinated by the Roosevelt presidency, Pare Lorentz tried unsuccessfully to raise funds to produce a film titled *The Roosevelt Year*. He described the film's concept as a "Newsreel of the tragic events that were going on in our country...including foreclosures on homes, dispossession of farms, and the failure of [the] banks." Unable to raise the necessary funds, he converted the concept to a book which was published in 1934 under the same title. A year later he was introduced to Rex Tugwell, Roosevelt's chief of the Resettlement Administration. Together they planned to make eighteen "films of merit" which were to be produced by the federal government and of sufficient quality to be shown on commercial screens. The two most famous films to come from this project were: *The Plow That Broke the Plains* and *The River*.

You can learn more about the life and work of Pare Lorentz by visiting us online at:

www.fdrlibrary.marist.edu
www.parelorentzcenter.org
www.youtube.com/fdrlibrary
www.facebook.com/PareLorentzCenterattheFDRPresidentialLibrary

or by contacting the Library's Education Specialist at 845-486-7761.



Using Documentary Film to Improve Document Analysis

History as a Narrative; a Story

Pare Lorentz understood the importance and power of a well told story. If we consider that history exists as a narrative; that is a story; it would stand to reason that any person who can understand a story can understand an historic narrative.

A story has a beginning: where we are introduced to the setting, the main characters - protagonists (generally considered the “good guys”) and antagonists (generally considered the “bad guys”) - supporting characters, the theme, tone, and mood.

A story has a middle: where the protagonist and the antagonist come into some sort of conflict with each other and then struggle to resolve it.

A story has an end: where the conflict between the protagonist and the antagonist has been resolved and from which lessons (perhaps a moral) can be identified. The significance of the lessons and moral, and the methods used by the protagonist and antagonist to resolve their conflict can then be examined and debated.

Stories Teach Us Lessons

An historic narrative exists with elements that we are all familiar with from a young age. These elements when placed in an historic context and carefully examined (as a detective would examine clues while trying to solve a crime) can teach us many lessons about our past and perhaps our future. As children we are read and told stories as a form of entertainment, yet from these stories we were taught many lessons. For example, the wise pig builds his home from bricks, not twigs or grass.

A key difference is that unlike a story, an historic narrative is not read by a narrator or played out through a script; it unfolds through the deeds (actions) of many players and is told by primary source documents (the records of those actions). The records, like pieces of a puzzle, must be carefully examined, compared, and brought together as a whole in order for a clearer and more meaningful understanding of an historic event to emerge.



Index of Segments and Documents

Tab 1: Document Analysis Worksheets

Worksheets:

- Film Diagramming Worksheet
- Written Document Analysis Worksheet
- Photograph Analysis Worksheet
- Cartoon Analysis Worksheet

Tab 2: Prelude to War

Documents:

- Franklin D. Roosevelt, Fireside Chat, May 7, 1933.
- Political cartoon, “Dr. Roosevelt’s Prescription,” Portland (Ore.) Journal, October 6, 1937.
- Political cartoon, “No One Can Be Sure,” Chicago (Ill.) News, October 31, 1936.

Tab 3: Reluctant Neutral

Documents:

- Radio address of the President, regarding the United State’s neutrality policy, September 3, 1939.
- Political cartoon, “Which is the best way of Securing National Unity,” Chicago, Ill. Tribune, October 22, 1940.

Tab 4: Arsenal of Democracy

Documents:

- Transcript of HR 1776, the Lend-Lease Act, 1941 (U.S. National Archives and Records Administration).
- Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
- Political cartoon, “Sky Writing,” Washington, D.C. Post, November 1, 1940.

Tab 5: Trouble in Asia

Documents:

- Excerpt of memoranda from the Papers of Sumner Welles, referencing the freezing of Japanese assets in the U.S., July 1941.
- Telegram to President Roosevelt from Governor Charles Sprague, suggesting that the U.S. take a strong position against Japanese aggression in Asia, February, 20, 1941.
- Political cartoon, “A Modern Nursery Rhyme,” Christian Science Monitor, Boston, MA, December 5, 1941.

**Tab 6: The Four Freedoms**

Documents:

- Excerpt from President Franklin D. Roosevelt's draft of the "Four Freedoms" speech, January 6, 1941.
- "Freedom from Fear" poster by Norman Rockwell, 1943, Office of War Information.
- "Freedom from Want" poster by Norman Rockwell, 1943, Office of War Information.
- "Freedom of Speech" poster by Norman Rockwell, 1943, Office of War Information.
- "Freedom of Worship" poster by Norman Rockwell, 1943, Office of War Information.

Tab 7: December 7, 1941: A Date Which Will Live in Infamy

Documents:

- Map of the 1941 Pearl Harbor attack, including the routes of Japanese carrier strike forces and submarine units, undated.
- Eleanor Roosevelt's remarks regarding the attack on Pearl Harbor, December 7, 1941.
- President Franklin D. Roosevelt's draft of the "Day of Infamy" speech, December 7, 1941.
- Political cartoon, [untitled], Washington D.C. Star, December 11, 1941.
- Political cartoon, "Taxpayer's Prayer," N.Y. Sun, New York, January 9, 1942.

Tab 8: War!

Documents:

- Telegram from Ambassador Bullitt to the President regarding Germany's attacks on France, May 14, 1940.
- FDR's bedside note recording his notification of Germany's invasion of Poland, September 1, 1939, 3:05 A.M.
- Telegram to the President from Joseph Kennedy reporting the need for more war supplies in Britain, May 15, 1940.

Tab 9: Japanese American Internment

Documents:

- U.S. Executive Order 9066, authorization of Japanese relocation, February 19, 1942.
- Wartime Civil Control Committee Broadside, "Instructions to All Persons of Japanese Ancestry," April 1, 1941.

Tab 10: The Home Front

Documents:

- President Franklin D. Roosevelt's war ration book cover, undated.
- Memo to Franklin D. Roosevelt, from Wilson Brown, explaining that his son, Franklin D. Roosevelt, Jr. was not harmed in the attack on the USS Mayrant, July 29, 1943.
- Application for a gasoline ration card, Office of Price Administration, undated.
- War Manpower Committee poster, "Longing won't bring him home sooner...Get a War Job!" undated.

WORLD WAR II



COMBINING DOCUMENTS AND DOCUMENTARIES FOR USE IN THE CLASSROOM

Tab 11: Towards Racial Equality

Documents:

- U.S. Executive Order 8802 signed by President Franklin D. Roosevelt on June 25, 1941.
- Memo regarding the “employment of negro man power in war”, November 10, 1925.
- Photograph of First Lady Eleanor Roosevelt and “Chief” Charles Alfred Anderson, 1941.

Tab 12: The Holocaust

Documents:

- Letter to Eleanor Roosevelt regarding the situation in Germany, July 24, 1935.
- Political cartoon, “The 10-Year Book Shelf,” Philadelphia P.A. Record, January 30, 1943.

Tab 13: The Atomic Bomb

Documents:

- Letter to President Franklin D. Roosevelt from Albert Einstein and FDR’s response, August 2, 1939.
- “Tube Alloys” memo regarding President Roosevelt and Prime Minister Churchill’s discussion about the use of the Atomic bomb against the Japanese, September 18, 1944.

Tab 14: The United Nations

Documents:

- President Roosevelt’s sketch of UN, November 30, 1943.
- Political cartoon (Eleanor Roosevelt), “A Tree Grows in Manhattan,” undated.
- FDR’s proposed list of nations that would be included in the United Nations with his notations that certain countries be listed on their own, not as part of the British Empire, undated.



Analysis Worksheets for Use in the Classroom

We have prepared four worksheets for you to download, copy, and use with your students. These sheets were prepared by National Archives staff in Washington and modified by the Education Department of the Roosevelt Presidential Library to be used as guides for students as they examine and extract information from primary source material.

- **Film Diagramming Worksheet** – for use with films and videos
- **Written Document Analysis Worksheet** – for use with documents such as letters, reports, newspapers, magazines, certificates and so forth
- **Photograph Analysis Worksheet** – for use with photographs
- **Cartoon Analysis Worksheet** – for use with political cartoons



Cartoon Analysis Worksheet

- 1) Carefully study the cartoon for two minutes. Form an overall impression of the cartoon and examine individual elements contained therein. List the people, objects and symbols found in the cartoon.

- 2) What (if any) words appear in the cartoon? Which of these words appear to be most significant? Why?

- 3) What is the date of the cartoon? _____

- 4) To what issue is the artist seeking to bring attention? _____

5) What statement or point-of-view does the artist seem to be making or taking? What is his/her message?

6) Explain why you agree or disagree with the artist's statement or point-of-view? _____

7) Compare the issue or concern portrayed in the cartoon to one we face today. _____



Photograph Analysis Worksheet

- 1) Carefully study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. List the people, objects, and activities found in this photograph. _____

- 2) Based on what you have observed above, list 3 things you might infer from this photograph. _____

- 3) What questions does this photograph raise in your mind? _____

4) Write two or three sentences that describe what you think happened in the moments immediately preceding the creation of the photograph. _____

5) Write two or three sentences that describe what you think happened in the moments immediately following the creation of the photograph. _____

6) Write a caption for the photograph. _____



Film Diagramming Worksheet

Subject, Topic, or Event Title: _____

The Beginning

1) What is the Setting? Date: _____ Place: _____

2) What is the mood or tone? _____

3) Who is/are the Protagonist(s)? _____

4) Who is/are the Antagonist(s)? _____

The Middle

1) Source/nature of the conflict: _____

2) What is the pace/tempo of events? _____

The End

1) How was the conflict resolved? _____

2) What consequences resulted from the way the conflict was resolved? _____

3) Describe an alternative way the conflict might have been resolved. _____

4) How might the conflict have been avoided in the first place? _____



Written Document Analysis Worksheet

1) Type of Document (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2) Unique Physical Qualities of the Document (Check one or more):

- | | |
|---|--|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "Received" Stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other Types of Stamps |
| <input type="checkbox"/> Seals | <input type="checkbox"/> Other |

3) Date(s) of Document: _____

4) Position of Author (or Creator) of the Document: _____

5) For what Audience was the Document intended? _____

6) Document Information

A. List three things you think are important about the document:

B. Why do you think this document was created? What evidence supports this?

C. List two things the document tells you about the life and times of its author/creator.

D. Write a question to the author that you think is left unanswered by the document.



Prelude to War

Main Idea/Enduring Understanding

World-wide economic problems helped to fuel the tensions that led to World War II.

Film Script

Quote 1:

“So first of all let me assert my firm belief, that the only thing we have to fear is fear itself...”

- Franklin D. Roosevelt

When Franklin Roosevelt took office in 1933, Americans were struggling to survive in a world churning with economic problems and increasing tension and aggression overseas.

As the Great Depression engulfed the globe, millions experienced hard times; they lost their jobs, their savings, and their ability to provide for their families.

In democratic countries political gridlock and bickering hampered efforts to resolve the economic crisis. In some countries authoritarian dictators such as Hitler in Germany, Mussolini in Italy, and the new military government in Japan, took advantage of the fear and chaos, and came to power promising solutions backed by military power and territorial expansion.

Quote 2:

“It seems to be unfortunately true that the epidemic of world lawlessness is spreading.”

- Franklin D. Roosevelt

Notes:

Short Answer Questions

1) What did Franklin Roosevelt mean when he said we had 'nothing to fear but fear itself?' _____

2) What problems did Franklin Roosevelt face when he became president in 1933? _____

3) What impact did the Great Depression have on families? _____

4) What hampered the government's efforts to address and solve the economic problems facing the United States? _____

5) In what ways did authoritarian dictatorships take advantage of the economic problems in their countries? _____

Vocabulary

Great Depression - period of severe economic hardship lasting in the United States from 1929 to 1941

Political gridlock - inaction caused by the inability of political groups or parties to compromise and/or agree on a course of action

Authoritarian dictators - leaders who demand and exercise total control over their people

Adolf Hitler - Chancellor of Germany from 1933-1945, creator and head of the Nazi Party

Benito Mussolini - Fascist Dictator of Italy from 1922 to 1943

Document Based Questions

Document 1:

1) Review President Roosevelt’s May 7, 1933 “Fireside Chat” and underline the sections where he describes how the declining economic conditions in the United States could impact our national institutions, spiritual values, American political traditions, and national resources and infrastructure. _____

2) What does the President propose to do to improve our economic conditions and thus reduce the threat to national institutions, spiritual values, American political traditions, and national resources and infrastructure? _____

Document 2:

1) How does the cartoon “Dr. Roosevelt’s Prescription” indicate FDR’s attitudes and awareness of the danger of European dictatorships in the 1930s? _____

Document 3:

1) How does the cartoon “No One Can be Sure” underscore Roosevelt’s concerns? _____

2) What do the tattered clothes hanging from the cliff’s side represent? _____

DOCUMENT 1 - Franklin D. Roosevelt, Fireside Chat, May 7, 1933.

PAGE 1 of 4

RADIO ADDRESS OF THE PRESIDENT
DELIVERED FROM THE PRESIDENT'S STUDY
IN THE WHITE HOUSE
* * * * *

May 7, 1933

On a Sunday night a week after my Inauguration I used the radio to tell you about the banking crisis and the measures we were taking to meet it. I think that in that way I made clear to the country various facts that might otherwise have been misunderstood and in general provided a means of understanding which did much to restore confidence.

Tonight, eight weeks later, I come for the second time to give you my report -- in the same spirit and by the same means to tell you about what we have been doing and what we are planning to do.

Two months ago we were facing serious problems. The country was dying by inches. It was dying because trade and commerce had declined to dangerously low levels; prices for basic commodities were such as to destroy the value of the assets of national institutions such as banks, savings banks, insurance companies, and others. These institutions, because of their great needs, were foreclosing mortgages, calling loans, refusing credit. Thus there was actually in process of destruction the property of millions of people who had borrowed money on that property in terms of dollars which had had an entirely different value from the level of March, 1933. That situation in that crisis did not call for any complicated consideration of economic panaceas or fancy plans. We were faced by a condition and not a theory.

There were just two alternatives: The first was to allow the foreclosures to continue, credit to be withheld and money to go into hiding, and thus forcing liquidation and bankruptcy of banks, railroads and insurance companies and a recapitalizing of all business and all property on a lower level. This alternative meant a continuation of what is loosely called "deflation", the net result of which would have been extraordinary hardship on all property owners and, incidentally, extraordinary hardships on all persons working for wages through an increase in unemployment and a further reduction of the wage scale.

It is easy to see that the result of this course would have not only economic effects of a very serious nature but social results that might bring incalculable harm. Even before I was inaugurated I came to the conclusion that such a policy was too much to ask the American people to bear. It involved not only a further loss of homes, farms, savings and wages but also a loss of spiritual values -- the loss of that sense of security for the present and the future so necessary to the peace and contentment of the individual and of his family. When you destroy these things you will find it difficult to establish confidence of any sort in the future. It was clear that mere appeals from Washington for confidence and the mere lending of more money to shaky institutions could not stop this downward course. A prompt program applied as quickly as possible seemed to me not only justified but imperative to our national security. The Congress, and when I say Congress I mean the members of both political parties, fully understood this and gave me generous and intelligent support. The members of Congress realized that the methods of normal times had to be replaced in the emergency by measures which were suited to the serious and pressing requirements of the moment. There was no actual surrender of power, Congress still retained its constitutional authority and no one has the slightest desire to change the balance of these powers. The function of

DOCUMENT 1 - Franklin D. Roosevelt, Fireside Chat, May 7, 1933.

PAGE 2 of 4

Congress is to decide what has to be done and to select the appropriate agency to carry out its will. This policy it has strictly adhered to. The only thing that has been happening has been to designate the President as the agency to carry out certain of the purposes of the Congress. This was constitutional and in keeping with the past American tradition.

The legislation which has been passed or in the process of enactment can properly be considered as part of a well grounded plan.

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources and second, we are relieving an appreciable amount of actual distress. This great group of men have entered upon their work on a purely voluntary basis, no military training is involved and we are conserving not only our natural resources but our human resources. One of the great values to this work is the fact that it is direct and requires the intervention of very little machinery.

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire Nation.

Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people.

Our next step in seeking immediate relief is a grant of half a billion dollars to help the states, counties and municipalities in their duty to care for those who need direct and immediate relief.

The Congress also passed legislation authorizing the sale of beer in such states as desired. This has already resulted in considerable reemployment and incidently has provided much needed tax revenue.

We are planning to ask the Congress for legislation to enable the Government to undertake public works, thus stimulating directly and indirectly the employment of many others in well-considered projects.

Further legislation has been taken up which goes much more fundamentally into our economic problems. The Farm Relief Bill seeks by the use of several methods, alone or together, to bring about an increased return to farmers for their major farm products, seeking at the same time to prevent in the days to come disastrous over-production which so often in the past has kept farm commodity prices far below a reasonable return. This measure provides wide powers for emergencies. The extent of its use will depend entirely upon what the future has in store.

Well considered and conservative measures will likewise be proposed which will attempt to give to the industrial workers of the country a more fair wage return, prevent cut-throat competition and unduly long hours for labor, and at the same time to encourage each industry to prevent over-production.

DOCUMENT 1 - Franklin D. Roosevelt, Fireside Chat, May 7, 1933.

PAGE 3 of 4

dustry.

We are working toward a definite goal, which is to prevent the return of conditions which came very close to destroying what we call modern civilization. The actual accomplishment of our purpose cannot be attained in a day. Our policies are wholly within purposes for which our American Constitutional Government was established 150 years ago.

I know that the people of this country will understand this and will also understand the spirit in which we are undertaking this policy. I do not deny that we may make mistakes of procedure as we carry out the policy. I have no expectation of making a hit every time I come to bat. What I seek is the highest possible batting average, not only for myself but for the team. Theodore Roosevelt once said to me: "If I can be right 75 per cent of the time I shall come up to the fullest measure of my hopes."

Much has been said of late about Federal finances and inflation, the gold standard, etc. Let me make the facts very simple and my policy very clear. In the first place, government credit and government currency are really one and the same thing. Behind government bonds there is only a promise to pay. Behind government currency we have, in addition to the promise to pay, a reserve of gold and a small reserve of silver. In this connection it is worth while remembering that in the past the government has agreed to redeem nearly thirty billions of its debts and its currency in gold, and private corporations in this country have agreed to redeem another sixty or seventy billions of securities and mortgages in gold. The government and private corporations were making these agreements when they knew full well that all of the gold in the United States amounted to only between three and four billions and that all of the gold in all of the world amounted to only about eleven billions.

If the holders of these promises to pay started in to demand gold the first comers would get gold for a few days and they would amount to about one twenty-fifth of the holders of the securities and the currency. The other twenty-four people out of twenty-five, who did not happen to be at the top of the line, would be told politely that there was no more gold left. We have decided to treat all twenty-five in the same way in the interest of justice and the exercise of the constitutional powers of this government. We have placed every one on the same basis in order that the general good may be preserved.

Nevertheless, gold, and to a partial extent silver, are perfectly good bases for currency and that is why I decided not to let any of the gold now in the country go out of it.

A series of conditions arose three weeks ago which very readily might have meant, first, a drain on our gold by foreign countries, and, secondly, as a result of that, a flight of American capital, in the form of gold, out of our country. It is not exaggerating the possibility to tell you that such an occurrence might well have taken from us the major part of our gold reserve and resulted in such a further weakening of our government and private credit as to bring on actual panic conditions and the complete stoppage of the wheels of industry.

The Administration has the definite objective of raising commodity prices to such an extent that those who have borrowed money will, on the average, be able to repay that money in the same kind of dollar which they borrowed. We do not seek to let them get such a cheap dollar that they will be able to pay back a great deal less than they borrowed. In other words we seek to correct a wrong

DOCUMENT 1 - Franklin D. Roosevelt, Fireside Chat, May 7, 1933.

PAGE 4 of 4

Our Railroad Bill falls into the same class because it seeks to provide and make certain definite planning by the railroads themselves, with the assistance of the Government, to eliminate the duplication and waste that is now resulting in railroad receiverships and continuing operating deficits.

I am certain that the people of this country understand and approve the broad purposes behind these new governmental policies relating to agriculture and industry and transportation. We found ourselves faced with more agricultural products than we could possibly consume ourselves and surpluses which other nations did not have the cash to buy from us except at prices ruinously low. We have found our factories able to turn out more goods than we could possibly consume, and at the same time we were faced with a falling export demand. We found ourselves with more facilities to transport goods and crops than there were goods and crops to be transported. All of this has been caused in large part by a complete lack of planning and a complete failure to understand the danger signals that have been flying ever since the close of the World War. The people of this country have been erroneously encouraged to believe that they could keep on increasing the output of farm and factory indefinitely and that some magician would find ways and means for that increased output to be consumed with reasonable profit to the producer.

Today we have reason to believe that things are a little better than they were two months ago. Industry has picked up, railroads are carrying more freight, farm prices are better, but I am not going to indulge in issuing proclamations of over enthusiastic assurance. We cannot bally-ho ourselves back to prosperity. I am going to be honest at all times with the people of the country. I do not want the people of this country to take the foolish course of letting this improvement come back on another speculative wave. I do not want the people to believe that because of unjustified optimism we can resume the ruinous practice of increasing our crop output and our factory output in the hope that a kind providence will find buyers at high prices. Such a course may bring us immediate and false prosperity but it will be the kind of prosperity that will lead us into another tailspin.

It is wholly wrong to call the measures that we have taken Government control of farming, control of industry, and control of transportation. It is rather a partnership between Government and farming and industry and transportation, not partnership in profits, for the profits would still go to the citizens, but rather a partnership in planning and partnership to see that the plans are carried out.

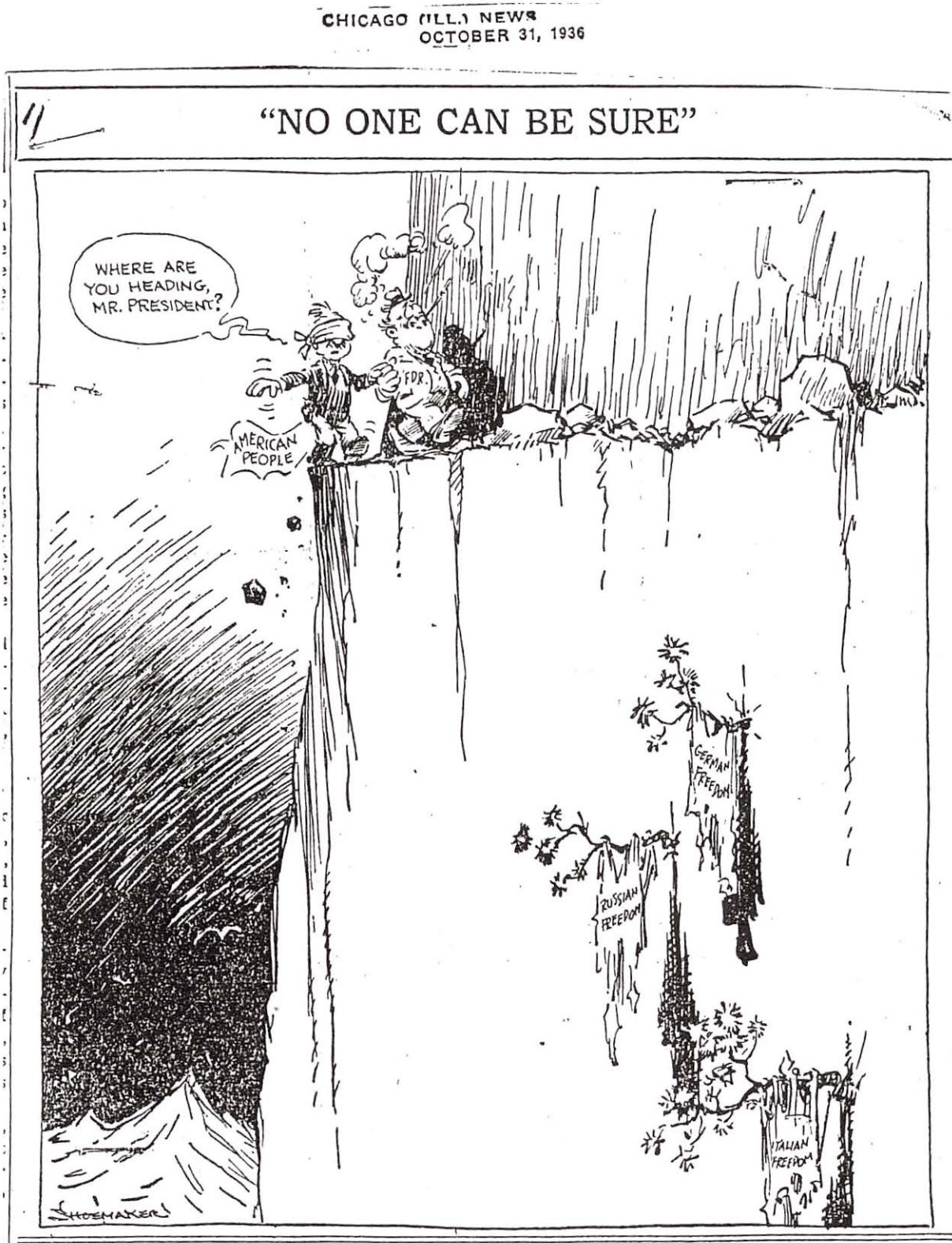
Let me illustrate with an example. Take the cotton goods industry. It is probably true that ninety per cent of the cotton manufacturers would agree to eliminate starvation wages, would agree to stop long hours of employment, would agree to stop child labor, would agree to prevent an overproduction that would result in unsalable surpluses. But, what good is such an agreement if the other ten per cent of cotton manufacturers pay starvation wages, require long hours, employ children in their mills and turn out burdensome surpluses? The unfair ten per cent could produce goods so cheaply that the fair ninety per cent would be compelled to meet the unfair conditions. Here is where government comes in. Government ought to have the right and will have the right, after surveying and planning for an industry to prevent, with the assistance of the overwhelming majority of that industry, unfair practice and to enforce this agreement by the authority of government. The so-called anti-trust laws were intended to prevent the creation of monopolies and to forbid unreasonable profits to those monopolies. That purpose of the anti-trust laws must be continued, but these laws were never intended to encourage the kind of unfair competition that results in long hours, starvation wages and overproduction.

DOCUMENT 2 - Political cartoon, "Dr. Roosevelt's Prescription," Portland (Ore.) Journal, October 6, 1937.

PORTLAND (ORE.) JOURNAL
OCTOBER 6, 1937



DOCUMENT 3 - Political cartoon, "No One Can Be Sure," Chicago (Ill.) News, October 31, 1936.





Reluctant Neutral

Main Idea/Enduring Understanding

Though President Roosevelt recognized the threat posed by the Axis Powers, most Americans were more concerned with their own economic hardships. Many still had haunting memories of the horrors of World War I and were reluctant to become involved in another European conflict.

Film Script

Quote 1:

“When Peace is broken anywhere the peace of all countries everywhere is in danger... This nation will remain a neutral nation, but I cannot ask that every American remain neutral in thought as well.”

- Franklin D. Roosevelt

The outbreak of war in Europe came after years of trying to peacefully appease Hitler. Roosevelt watched the developments with increasing concern.

Most Americans felt protected by the vast oceans separating us from the conflicts in Europe and Asia. Remembering the horrific loss of American lives in the First World War, and still suffering from the effects of the Great Depression, Americans were focused more on their own hardships than the conflicts emerging overseas.

But Roosevelt recognized the grave danger the Axis Powers posed to America’s security. He believed that our best defense was to aid nations that were fighting Hitler.

Isolationists argued America should look to its own defenses rather than aid other nations. At the time the U.S. military was woefully unprepared for war. Neutrality laws passed by Congress during the 1930s prohibited the sale of American arms to warring nations. These factors placed limits on FDR’s ability to act.

Quote 2:

“Our neutrality laws may operate unevenly and unfairly, may actually give aid to an aggressor and deny it to the victim.” - Franklin D. Roosevelt

Short Answer Questions

1) What was President Roosevelt's attitude concerning the events in Europe? _____

2) What was the average American's attitude concerning the events in Europe? _____

3) Why was the United States so reluctant to enter World War II? _____

4) What factors limited President Roosevelt's ability to act? _____

5) What were the Neutrality Acts? _____

6) What arguments did the isolationists use to defend their point of view? _____

7) What arguments did FDR use to defend his point of view? _____

Vocabulary

Appease - to bring peace, usually by buying off or giving in to an aggressor by concessions often made at the sacrifice of principles

Axis Powers - the aggressor nations during WWII: Germany, Japan and Italy

Isolationist - a policy of keeping to one's self, refraining from joining alliances or partnerships

Neutrality - not aligned with any particular side in a conflict

Document Based Questions

Document 1:

1) Review President Roosevelt's September 3, 1939 radio address to the nation. How does FDR describe how well the American people are informed? What does he want them to do when they see or hear fresh information? _____

2) What does FDR mean when he says that "When the peace has been broken anywhere, peace of all countries everywhere is in danger?" How true is that in today's world? _____

3) FDR asks for "national unity." At the same time he expresses the idea, "I cannot ask that every American remain neutral as well." Isn't this a contradiction? _____

Document 2:

1) Describe the two points of view depicted in the cartoon "Which is the best way of securing national unity." _____

2) Compare the clothing of the two men featured in the cartoon. What groups of people do the two styles represent? _____

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 1 of 7

RADIO ADDRESS OF THE PRESIDENT

SEPTEMBER 3, 1939

My countrymen, my friends:

Tonight my single duty is to speak to the whole of
America.

Until four-thirty this morning I had hoped against
hope that some miracle would prevent a devastating war in
Europe and bring to an end the invasion of Poland by Germany.

For four long years a succession of actual wars and
constant crises have shaken the entire world and have
threatened in each case to bring on the gigantic conflict
which is today unhappily a fact.

It is right that I should recall to your minds the
consistent and at times successful efforts of your Government
in these crises to throw the full weight of the United States
into the cause of peace. In spite of spreading wars I think
that we have every right and every reason to maintain as a
national policy the fundamental moralities, the teachings
of religion and the continuation of efforts to restore peace --

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 2 of 7

-2-

for a time
~~some~~ some day, though the time may be distant, we can be of
even greater help to a crippled humanity.

It is right, too, to point out that the unfortunate events of these recent years have been based on the use of force or the threat of force. And it seems to me clear, even at the outbreak of this great war, that the influence of America should be consistent in seeking for humanity a final peace which will eliminate, as far as it is possible to do so, the continued use of force between nations.

It is, of course, impossible to predict the future. I have my constant stream of information from American representatives and other sources throughout the world. You, the people of this country, are receiving news through your radios and your newspapers at every hour of the day.

You are, I believe, the most enlightened and the best informed people in all the world at this moment. You are subjected to no censorship of news, and I want to add that your Government has no information which it ~~hesitates~~ ~~to~~ withholds ~~from you~~ or which it has any thought of withholding from you.

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 3 of 7

-3-

At the same time, as I told my Press Conference on Friday, it is of the highest importance that the press and the radio use the utmost caution to discriminate between actual verified fact on the one hand, and mere rumor on the other.

I can add to that by saying that I hope the people of this country will also discriminate most carefully between news and rumor. Do not believe of necessity everything you hear or read. Check up on it first.

You must master at the outset a simple but unalterable fact in modern foreign relations. When peace has been broken anywhere, peace of all countries everywhere is in danger.

It is easy for you and me to shrug our shoulders and say that conflicts taking place thousands of miles from the continental United States, and, indeed, the whole American Hemisphere, do not seriously affect the Americas -- and that all the United States has to do is to ignore them and go about our own business. Passionately though we may desire detachment, we are forced to realize that every word that

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 4 of 7

-4-

comes through the air, every ship that sails the sea, every battle that is fought does affect the American future.

Let no man or woman thoughtlessly or falsely talk of America sending its armies to European fields. At this moment there is being prepared a proclamation of American neutrality. This would have been done even if there had been no neutrality statute on the books, for this proclamation is in accordance with international law and with American policy.

This will be followed by a proclamation required by the existing Neutrality Act. I trust that in the days to come our neutrality can be made a true neutrality.

It is of the utmost importance that the people of this country, with the best information in the world, think things through. The most dangerous enemies of American peace are those who, without well-rounded information on the whole broad subject of the past, the present and the future,

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 5 of 7

-5-

AS I HAVE
undertake to speak with authority, to talk in terms of
glittering generalities, to give to the nation assurances
or prophecies which are of little present or future value.

I myself cannot and do not prophesy the course of
events abroad -- and the reason is that because I have of
necessity such a complete picture of what is going on in
every part of the world, ~~that~~ I do not dare to do so. And
the other reason is that I think it is honest for me to be
honest with the people of the United States.

I cannot prophesy the immediate economic effect of
this new war on our nation but I do say that no American
has the moral right to profiteer at the expense either of
his fellow citizens or of the men, women and children who
are living and dying in the midst of war in Europe.

Some things we do know. Most of us in the United
States believe in spiritual values. Most of us, regardless
of what church we belong to, believe in the spirit of the
New Testament -- a great teaching which opposes itself to

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 6 of 7

-6-

peace -- peace at home, and the kind of peace in other lands which will not jeopardize peace at home.

We have certain ideas and ideals of national safety and we must act to preserve that safety today and to preserve the safety of our children in future years.

That safety is and will be bound up with the safety of the Western Hemisphere and of the seas adjacent thereto. We seek to keep war from our firesides by keeping war from coming to the Americas. For that we have historic precedent that goes back to the days of the Administration of President George Washington. It is serious enough and tragic enough to every American family in every State in the Union to live in a world that is torn by wars on other Continents. Today they affect every American home. It is our national duty to use every effort to keep them out of the Americas.

And at this time let me make the simple plea that partisanship and selfishness be adjourned and that national unity be the thought that underlies all others.

DOCUMENT 1 - Radio address of the President, regarding the United State's neutrality policy, September 3, 1939.
PAGE 7 of 7

-7-

This nation will remain a neutral nation, but I cannot ask that every American remain neutral in thought as well.

Even a neutral has a right to take account of facts. Even a neutral cannot be asked to close his mind or his conscience.

I have said not once but many times that I have seen war and that I hate war. I say that again and again.

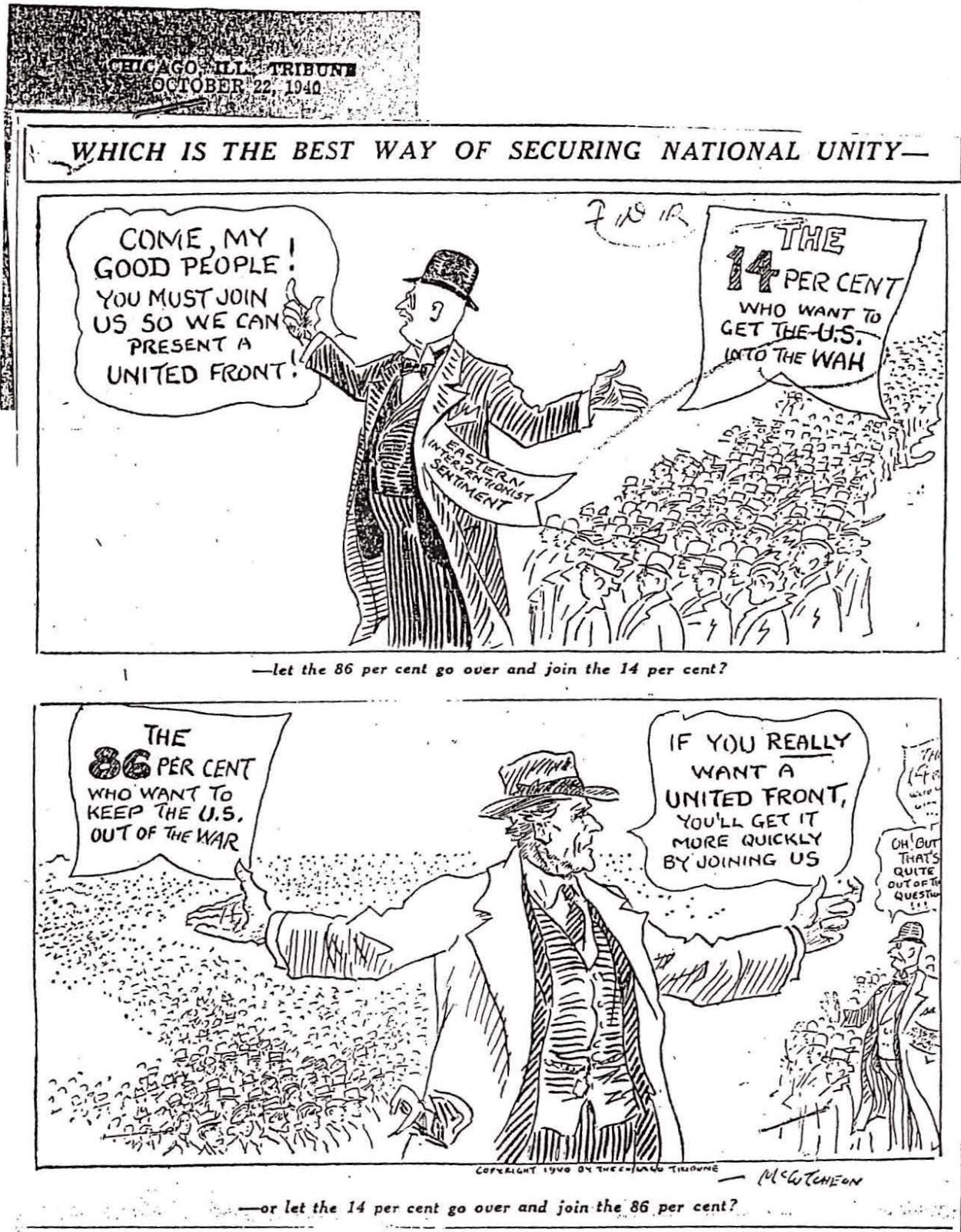
I hope the United States will keep out of this war. I believe that it will. And I give you assurances that every effort of your Government will be directed toward that end.

As long as it remains within my power to prevent, there will be no blackout of peace in the United States.





DOCUMENT 2 - Political cartoon, "Which is the best way of Securing National Unity," Chicago, Ill. Tribune, October 22, 1940.





The Arsenal of Democracy

Main Idea/Enduring Understanding

During times of war nations enter into alliances and cooperate in ways that they might not have during times of peace.

Film Script

Quote 1:

"We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war." - Franklin D. Roosevelt

From September 1, 1939 through the fall of 1941, FDR worked to loosen the grip of America's Neutrality Acts, which barred U.S. weapon sales to warring nations.

Cautiously, but deliberately, he pursued a policy of aiding first Great Britain and then the Soviet Union in their war with Germany and Italy.

In the spring of 1940 German armies had swept across Denmark, Norway, the Netherlands, and Belgium. In June, France collapsed. Suddenly, Britain stood alone.

FDR responded by increasing military spending and supporting a peacetime draft. He arranged a deal to give Britain 50 aged American destroyers in exchange for leases to British bases in the Atlantic.

In December 1940, having received sobering news from Winston Churchill that Britain was nearly bankrupt and could no longer pay for U.S. weapons and supplies, Roosevelt declared America "must be the great arsenal of democracy."

He continued selling Britain arms despite warnings that America's own military was under-equipped and put forth a proposal to "lend" or "lease" war materials to the British.

At every step, FDR had to contend with deep-seated American fears of involvement in the war.

He also had to manage a growing crisis in the Pacific, where Japan was expanding its empire into China and threatening Southeast Asia. These twin crises put Roosevelt's intellectual and political skills to a stern test.

FDR sometimes stretched the limits of executive power to respond to this extraordinary situation. Critics charged he exceeded those limits.

Quote 2:

"At this time, when the world is threatened with forces of destruction, it is my resolve, and yours, to build up our armed defense." - Franklin D. Roosevelt

Short Answer Questions

1) How seriously was Britain being threatened in the spring of 1940? _____

2) What did the phrase 'Arsenal of Democracy' mean to most Americans? _____

3) Why did FDR decide to 'lend' and 'lease' weapons to Britain? _____

4) Why couldn't FDR just sell or give the material to Britain? _____

5) What might have been the consequences if Britain had not secured help from the United States? _____

Vocabulary

Arsenal - storage area for weapons and munitions

Neutrality Acts - laws passed in 1935 and 1937 which prohibited loans and sale of war implements to warring nations

Patriotism - sense of loyalty, duty, and support for one's country

Document Based Questions

Document 1:

1) How did bill HR 1776 enable FDR to provide the weapons Britain needed and still maintain our neutrality? Indicate the specific parts of HR 1776: _____

2) Why were American citizens so determined to remain neutral? _____

Document 2:

1) What kinds of war materials did the United States “lend” to our allies? Why were these so valuable to them and expendable to us? _____

Document 3:

1) Describe how the political cartoon articulates the fear of placing too much power with the chief executive. _____

DOCUMENT 1 - Transcript of HR 1776, the Lend-Lease Act, 1941 (U.S. National Archives and Records Administration).
PAGE 1 of 3

Transcript of Lend-Lease Act (1941)

A BILL

Further to promote the defense of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as "An Act to Promote the Defense of the United States".

SEC. 2. As used in this Act -

(a) The term "defense article" means -

- (1) Any weapon, munition, aircraft, vessel, or boat;
- (2) Any machinery, facility, tool, material, or supply necessary for the manufacture, production, processing, repair, servicing, or operation of any article described in this subsection;
- (3) Any component material or part of or equipment for any article described in this subsection;
- (4) Any agricultural, industrial or other commodity or article for defense.

Such term "defense article" includes any article described in this subsection: Manufactured or procured pursuant to section 3, or to which the United States or any foreign government has or hereafter acquires title, possession, or control.

(b) The term "defense information" means any plan, specification, design, prototype, or information pertaining to any defense article.

SEC. 3. (a) Notwithstanding the provisions of any other law, the President may, from time to time, when he deems it in the interest of national defense, authorize the Secretary Of War, the Secretary of the Navy, or the head of any other department or agency of the Government -

(1) To manufacture in arsenals, factories, and shipyards under their jurisdiction, or otherwise procure, to the extent to which funds are made available therefor, or contracts are authorized from time to time by the Congress, or both, any defense article for the government of any country whose defense the President deems vital to the defense of the United States.

(2) To sell, transfer title to, exchange, lease, lend, or otherwise dispose of, to any such government any defense article, but no defense article not manufactured or procured under paragraph (1) shall in any way be disposed of under this paragraph, except after consultation with the Chief of Staff of the Army or the Chief of Naval Operations of the Navy, or both. The value of defense articles disposed of in any way under authority of this paragraph, and procured from funds heretofore appropriated, shall not exceed \$1,300,000,000. The value of such defense articles shall be determined by the head of the department or agency concerned or such other department, agency or officer as shall be designated in the manner provided in the rules and regulations issued hereunder. Defense articles procured from funds hereafter appropriated to any department or agency of the Government, other than from funds authorized to be appropriated under this Act, shall not be disposed of in any way under authority of this paragraph except to the extent hereafter authorized by the Congress in the Acts appropriating such funds or otherwise.

(3) To test, inspect, prove, repair, outfit, recondition, or otherwise to place in good working order, to the extent to which funds are made available therefor, or contracts are authorized from time to time by the Congress, or both, any defense article for any such government, or to procure any or all such services by private contract.

(4) To communicate to any such government any defense information pertaining to any defense article furnished to such government under paragraph (2) of this subsection.

(5) To release for export any defense article disposed of in any way under this subsection to any such government.

(b) The terms and conditions upon which any such foreign government receives any aid authorized under

DOCUMENT 1 - Transcript of HR 1776, the Lend-Lease Act, 1941 (U.S. National Archives and Records Administration).
PAGE 2 of 3

subsection (a) shall be those which the President deems satisfactory, and the benefit to the United States may be payment or repayment in kind or property, or any other direct or indirect benefit which the President deems satisfactory.

(c) After June 30, 1943, or after the passage of a concurrent resolution by the two Houses before June 30, 1943, which declares that the powers conferred by or pursuant to subsection (a) are no longer necessary to promote the defense of the United States, neither the President nor the head of any department or agency shall exercise any of the powers conferred by or pursuant to subsection (a) except that until July 1, 1946, any of such powers may be exercised to the extent necessary to carry out a contract or agreement with such a foreign government made before July 1, 1943, or before the passage of such concurrent resolution, whichever is the earlier.

(d) Nothing in this Act shall be construed to authorize or to permit the authorization of convoying vessels by naval vessels of the United States.

(e) Nothing in this Act shall be construed to authorize or to permit the authorization of the entry of any American vessel into a combat area in violation of section 3 of the neutrality Act of 1939.

SEC. 4 All contracts or agreements made for the disposition of any defense article or defense information pursuant to section 3 shall contain a clause by which the foreign government undertakes that it will not, without the consent of the President, transfer title to or possession of such defense article or defense information by gift, sale, or otherwise, or permit its use by anyone not an officer, employee, or agent of such foreign government.

SEC. 5. (a) The Secretary of War, the Secretary of the Navy, or the head of any other department or agency of the Government involved shall when any such defense article or defense information is exported, immediately inform the department or agency designated by the President to administer section 6 of the Act of July 2, 1940 (54 Stat. 714). of the quantities, character, value, terms of disposition and destination of the article and information so exported.

(b) The President from time to time, but not less frequently than once every ninety days, shall transmit to the Congress a report of operations under this Act except such information as he deems incompatible with the public interest to disclose. Reports provided for under this subsection shall be transmitted to the Secretary of the Senate or the Clerk of the House of representatives, as the case may be, if the Senate or the House of Representatives, as the case may be, is not in session.

SEC. 6. (a) There is hereby authorized to be appropriated from time to time, out of any money in the Treasury not otherwise appropriated, such amounts as may be necessary to carry out the provisions and accomplish the purposes of this Act.

(b) All money and all property which is converted into money received under section 3 from any government shall, with the approval of the Director of the Budget, revert to the respective appropriation or appropriations out of which funds were expended with respect to the defense article or defense information for which such consideration is received, and shall be available for expenditure for the purpose for which such expended funds were appropriated by law, during the fiscal year in which such funds are received and the ensuing fiscal year; but in no event shall any funds so received be available for expenditure after June 30, 1946.

SEC. 7. The Secretary of War, the Secretary of the Navy, and the head of the department or agency shall in all contracts or agreements for the disposition of any defense article or defense information fully protect the rights of all citizens of the United States who have patent rights in and to any such article or information which is hereby authorized to be disposed of and the payments collected for royalties on such patents shall be paid to the owners and holders of such patents.

SEC. 8. The Secretaries of War and of the Navy are hereby authorized to purchase or otherwise acquire arms, ammunition, and implements of war produced within the jurisdiction of any country to which section 3 is applicable, whenever the President deems such purchase or acquisition to be necessary in the interests of the defense of the United States.

SEC. 9. The President may, from time to time, promulgate such rules and regulations as may be necessary and proper to carry out any of the provisions of this Act; and he may exercise any power or authority conferred on him by this Act through such department, agency, or officer as he shall direct.

SEC. 10. Nothing in this Act shall be construed to change existing law relating to the use of the land and naval forces of the United States, except insofar as such use relates to the manufacture, procurement,

DOCUMENT 1 - Transcript of HR 1776, the Lend-Lease Act, 1941 (U.S. National Archives and Records Administration).
PAGE 3 of 3

and repair of defense articles, the communication of information and other noncombatant purposes enumerated in this Act.

SEC 11. If any provision of this Act or the application of such provision to any circumstance shall be held invalid, the validity of the remainder of the Act and the applicability of such provision to other circumstances shall not be affected thereby.

Approved, March 11, 1941.

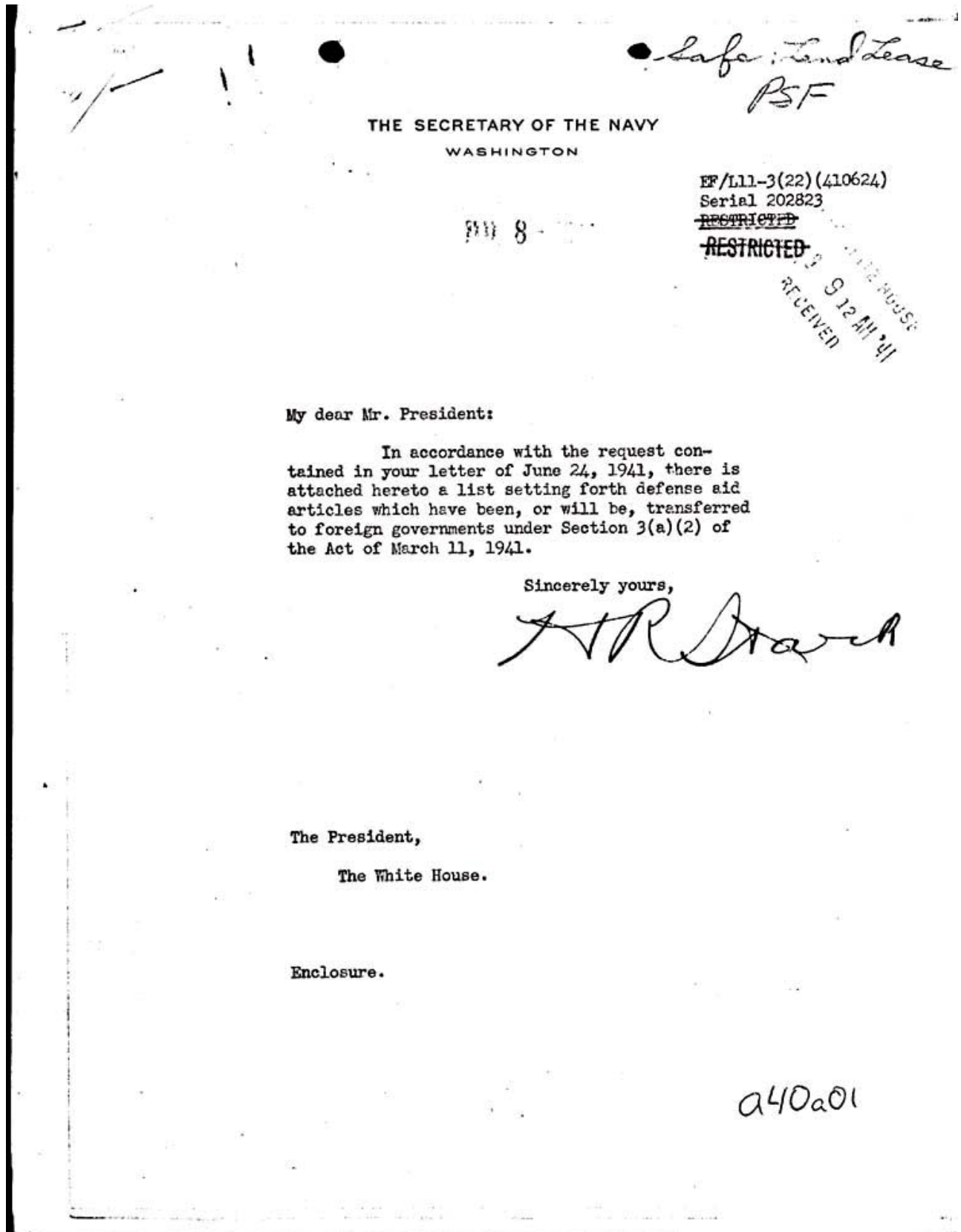
Transcription courtesy of the United States Department of the Navy's [Naval Historical Center](#).

Page URL: <http://www.ourdocuments.gov/doc.php?doc=71&page=transcript>

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DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
PAGE 1 of 6



DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
PAGE 2 of 6

Listed below are the Defense Aid Articles which have been or are expected to be transferred to Foreign Governments under the provisions of Section 3(a)(2) of the Lease-Lend Act

REQ. NO.	ITEM	QUANTITY	DATE OF AVAIL- ABILITY	ESTIMATED VALUE	COUNTRY
274	Salvage Pumps	20	Already transferred	\$ 31,326.53	United Kingdom
321	USS Catlin (Ex-SS George Washington)	1	Already transferred	1,761,729.00	" "
496	Bomb Hoists Mk. III	7	Already transferred	1,400.00	" "
728	4"/50 LA Guns & Mounts	150	Already transferred	1,624,699.13	" "
1465	Ordnance for Grumman F4F4 Aircraft (without guns)	30	Already transferred	48,000.00	" "
2381	Spare parts - 4" LA Guns Coast Guard Cutters delivered (Ordnance Material)	Misc. 10	Already transferred	20,000.00 1,750,000.00	" "
2490	Motor Torpedo Boats (Including Ordnance Material)	28	19 transferred; 9 to be transferred about 8-1-41	10,100,000.00	" "
1989	30' Motor Launches	4	Indefinite	30,000.00	" "
2270	Flexible Bracket Assemblies	40	4-1-41	11,846.40	" "
2345	Parachutes	126	4-15-41	12,600.00	" "
884	Fittings for Ruckstell-Burkhart Engines	2	4-18-41	10,700.00	" "
596	Life Rafts	10	4-26-41	4,000.00	" "
1465	F4F-3A Aircraft	30	4-29-41	1,574,974.82	" "
595	Navigational Octants	50	5-10-41	12,000.00	" "

DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.

PAGE 3 of 6

REQ. NO.	ITEM	QUANTITY	DATE OF AVAIL- ABILITY	ESTIMATED VALUE	COUNTRY
597	Navigational Watches	50	5-10-41	\$ 2,000.00	United Kingdom
2224	26' Motor Launch	1	6-12-41	5,600.00	" "
287	Float lights, MK. IV U.S.N. Type	1,548	2nd Quarter	3,150.00	" "
612	3"/50 Rds. LA Practice ammunition	600	2nd Quarter	8,400.00	" "
	3"/50 Rds. HA Practice ammunition	700	2nd Quarter	14,000.00	" "
1430	Propelling Charges for "Y" Guns	3,000	2nd Quarter	6,500.00	" "
2340	Hydrostatic Depth Bombs Mk. IV	12	2nd Quarter	2,400.00	" "
56	Radio Buoys and Receiver	6 1	7-1-41	10,000.00	" "
1222	Pump	1	7-1-41	250.00	" "
1205	Roebling Amphibian Tractor	1	8-1-41	16,200.00	" "
459	Packard Engines	3	8-41	34,000.00	" "
223	3"/50 Rds. LA ammunition	6,300	2nd & 3rd Quarters	245,700.00	" "
369	3"/23 Rds. HA ammunition Practice Shell	1,200	3rd Quarter	25,200.00	" "
460	3"/50 LA Guns & Mounts (Reconditioned under #95)	300	2nd & 3rd Quarters	1,500,000.00	" "
539	4"/50 Rds. Mk. IX ammunition	5,000	2nd & 3rd	220,000.00	" "
	4"/50 Practice Shell	7,500	Quarters	225,500.00	" "
540	4"/50 Rds. Common Shell	16,100	2nd & 3rd Quarters	708,400.00	" "
	4"/50 Rds. Practice Shell	9,000	3rd Quarter	270,000.00	" "
	4"/50 Cartridge Cases Primed with Propellant	3,000	2nd Quarter	81,000.00	" "

DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
PAGE 4 of 6

REQ. NO.	ITEM	QUANTITY	DATE OF AVAIL- ABILITY	ESTIMATED VALUE	COUNTRY
652	3"/50 Rds. LA for Mk. III Guns-Ammunition	18,000	2nd & 3rd Quarters	\$ 702,000.00	United Kingdom
666	Pyrotechnics for Grumman G21 Aircraft	50	3rd Quarter	1,250.00	" "
796	5"/38 Rd. H.E. Ammunition	2,525	3rd Quarter	154,025.00	" "
815	Microphones & Telephones	140	3rd Quarter	2,500.00	" "
853	5"/38 Guns, Mounts & Fire Control	5	3rd Quarter	1,500,000.00	" "
878	Reserve Ammunition, Spare Parts, etc. to maintain 50 ex U.S. destroyers	Misc. Fire Control	3rd Quarter	38,000.00	" "
	Ordnance Material for Coast Guard Cutters	Misc.	3rd Quarter	100,000.00	" "
899	3"/23 H.E. fuzeed Ammun. Target	1,200	3rd Quarter	26,400.00	" "
1058	Radio Parts	10	3rd Quarter	6,400.00	" "
1381	18" Mk. VII USN Torpedoes (6 ordered - 4 to BuShips)	4	3rd Quarter	36,000.00	" "
1482	4"/50 Rds. Com. Ammun.	8,000	3rd Quarter	352,000.00	" "
2086	Darex Balloons	12,500	2nd Quarter 2500 3rd Quarter 10,000	50,000.00	" "
2195	Arbors for Thornycraft Depth Charge Guns	605	3rd Quarter	25,400.00	" "
2274	Sets of tools for 4"/50 Cal. LA Equipments	150	2nd & 3rd Quarters	3,000.00	" "
	Sets of tools for 3"/50 Cal. LA Equipments similar to those re- quired for 4"/50	300	2nd & 3rd Quarters	6,000.00	" "

DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
PAGE 5 of 6

REQ. NO.	ITEM	QUANTITY	DATE OF AVAIL- ABILITY	ESTIMATED VALUE	COUNTRY
NW-4	3" AA Guns	50	3rd Quarter	\$ 200,000.00	Norway
TOTAL				-- \$23,574,550.88	

There are no other requisitions on hand or in prospect for assistance to Foreign Governments under Section 3(a)(2) of Public Law 11. It is possible and probable that some requisitions for material in this category will be received in the future but it is anticipated that they will be minor in nature and amount. There is very little material left in stock which can be so transferred since practically all surplus Navy material has been, or is in process of being, disposed of.

For purpose of accounting, it is recommended that the total tentative aid program contemplated by the Navy Department for future transfer to Foreign Governments under the provisions of Section 3(a)(2) Public Law 11 be estimated at \$750,000.00.

DOCUMENT 2 - Secretary of the Navy to President Franklin D. Roosevelt regarding Lend-Lease war materials, undated.
PAGE 6 of 6

THE WHITE HOUSE
WASHINGTON

Box

July 11, 1941

MEMORANDUM FOR HARRY HOPKINS:

For your information and
return.

F.D.R.

a40a06

DOCUMENT 3 - Political cartoon, "Sky Writing," Washington, D.C. Post, November 1, 1940.





Trouble in Asia

Main Idea/Enduring Understanding

Japan's desperate need for resources (especially oil) drove its conquest to dominate all of Asia, while recognizing that only the United States stood in its way.

Film Script

Quote 1:

"I tell the American people solemnly that the United States will never survive as a happy and fertile oasis of liberty surrounded by a cruel desert of dictatorship." -Franklin D. Roosevelt

While FDR struggled to assist the British and Soviets, he also confronted a growing crisis in Asia. During the 1930s, Japan began expanding its borders, occupying Manchuria and then mounting a full-scale invasion of China in 1937. In September 1940, after the fall of France, Japan signed a mutual defense pact with Germany and Italy.

America had long opposed Japanese aggression. In July 1941, when Japan moved to occupy all of French Indo-China, FDR sharpened that opposition. He froze Japan's assets in the United States and banned Japanese purchase of American oil. Without this oil, Japan's military would soon grind to a halt.

Japan's leaders faced a choice - end their aggression or confront the United States. During the summer of 1941, they began secret preparations for war.

Quote 2:

"In these days we cannot save freedom with pitchforks and muskets alone after a dictator combination has gained control of the rest of the world." - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) What was Japan doing throughout the 1930s? _____

2) What did Japan do in 1937? _____

3) What did Japan do in September of 1940? _____

4) What was FDR's response to Japan's move to occupy all of French Indo-China? _____

5) What choice did Japanese leaders face near the end of 1941? _____

Vocabulary

Mutual Defense Pact - agreement between two or more nations to provide military assistance when faced with aggression

Occupy - to seize or take possession of something or someplace

Freeze assets - to legally prevent access to resources such as cash, real estate, and equipment

Document Based Questions

Document 1:

1) In the July 1941 statement, what clear message is woven into the two paragraphs of official sounding diplomatic talk? _____

Document 2:

1) In the February 20, 1941 telegram, what are the concerns being voiced by the states along the American West Coast in regard to Japanese aggression? _____

2) What other steps might the President have taken to prevent Japanese aggression? _____

Document 3:

1) Describe how the December 5, 1941 political cartoon expresses Japanese aggression toward the United States. What is the reaction by FDR? Would this cartoon be considered appropriate today? Why or why not? _____

DOCUMENT 1 - Excerpt of memoranda from the Papers of Sumner Welles, referencing the freezing of Japanese assets in the U.S., July 1941.

Papers of Sumner Welles

" The Japanese Government will no doubt be aware that the action taken by the United States Government to freeze Japanese assets in the United States, following upon the recent acquisition by Japan of further bases in French Indo-China, is clear evidence that the United States Government is determined to resist the new threat to American vital interests in the Pacific.

Any further aggressive action by Japan directed against these interests can only be regarded by the United States Government as proof of a wilful refusal by Japan to recognize these interests and will only increase the fixed determination of the United States Government and the American people to protect them. In these circumstances the United States Government desires to make clear to the Japanese Government in advance that the responsibility for the consequences of any such further threat by Japan will rest solely with the Japanese Government."

Welles

DOCUMENT 2 - Telegram to President Roosevelt from Governor Charles Sprague, suggesting that the U.S. take a strong position against Japanese aggression in Asia, February, 20, 1941.

TELEGRAM

16poh 86NL.

The White House
Washington

SALEM, OREGON, Feb. 20, 1941

THE PRESIDENT:

I urge adherence to a strong position with respect to Japan's aggression in the Orient, the Pacific Coast States are vitally concerned because of their close commercial and cultural relations with the Far East. We desire friendly relations with Japan but strongly oppose Japan's policies which threaten the security of the Orient and endanger the national interests of the United States. I believe the people of the Pacific Coast will approve a solemn warning from you that this country will not tolerate a southward thrust by Japan.

CHARLES A. SPRAGUE, Governor.

x

DOCUMENT 3 - Political cartoon, "A Modern Nursery Rhyme," Christian Science Monitor, Boston, MA, December 5, 1941.





The Four Freedoms

Main Idea/Enduring Understanding

FDR saw World War II as a fight to defend democracy and ensure basic human freedoms across the world.

Film Script

Quote 1:

“The world order which we seek is the cooperation of free countries working together in a friendly civilized society.” - Franklin D. Roosevelt

Even before America entered the World War II, FDR saw the conflict as a struggle to defend freedom around the world. In his January 6, 1941 Annual Message to Congress, Roosevelt clearly laid out his vision for the post war period. “In future days which we seek to make secure,” he declared, “we look forward to a world founded on four essential human freedoms.” He defined these as: “freedom of speech and expression; freedom of every person to worship God in his own way; freedom from want; and freedom from fear.” Two years later these freedoms were immortalized in a series of paintings by Norman Rockwell.

Quote 2:

“Freedom means the supremacy of human rights everywhere.” - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) What is meant by the film's assertion that FDR saw WWII as a 'struggle to defend freedom around the world?' _____

2) What were the four essential freedoms FDR spoke of? _____

3) What did FDR mean by the terms 'freedom from want' and 'freedom from fear?' _____

4) How are these freedoms being threatened in the world today? _____

Vocabulary

Speech and expression - the ability to communicate ideas and beliefs freely without fear of punishment

Want - to lack, to have too little of the basic comforts of life

Fear - feeling of anxiety caused by the threat of danger, pain, or loss

Norman Rockwell - renowned illustrator and painter of idyllic scenes representing simple American life

Document Based Questions

Document 1:

1) If FDR asked you to come up with a Fifth Freedom, what would you suggest he add? _____

2) Are FDR’s comments as relevant today as they were in 1941? Give at least one example proving or disproving your point. _____

Documents 2-5:

1) Ask your students to illustrate the Four Freedoms by drawing a picture of each of the freedoms in action. Then ask them to locate the paintings that Norman Rockwell did for each. How do they compare?_____

2) Ask your students to select one of the Office of War Information posters that feature Rockwell’s Four Freedoms paintings. What feelings, emotions, and ideas are raised? Have them share and compare their impressions with the rest of the class. _____

DOCUMENT 1 - Excerpt from President Franklin D. Roosevelt's draft of the "Four Freedoms" speech, January 6, 1941.
PAGE 1 of 2

FIFTH DRAFT -20- 17 235

~~We should widen the opportunities for adequate medical care in many parts of the country. With it we must make better provision for the care of those who are handicapped in life by physical or mental causes or by personal conditions which make them exceptions to the normal.~~

~~We must go further than ever before in planning a nationwide system by which all persons desiring gainful employment may obtain it in private or in government work.~~

I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call. ~~A part of the response involves harder work and the giving up of certain things in life which are not essentials.~~

A part of the sacrifice means the payment of more money in taxes. In my budget message I recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program. The principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation. H 17 A

→ That is the kind of system which we have been seeking to build. That is the kind of system which we shall continue to build for the future. ~~In that future~~ *the days which we seek to make secure* we look forward to a world founded fundamentally upon four essential human freedoms.

DOCUMENT 1 - Excerpt from President Franklin D. Roosevelt's draft of the "Four Freedoms" speech, January 6, 1941.
PAGE 2 of 2

FIFTH DRAFT

-18- 18 178

The first is freedom of speech and expression everywhere in the world.

The second is freedom of every person to worship God in his own way everywhere in the world.

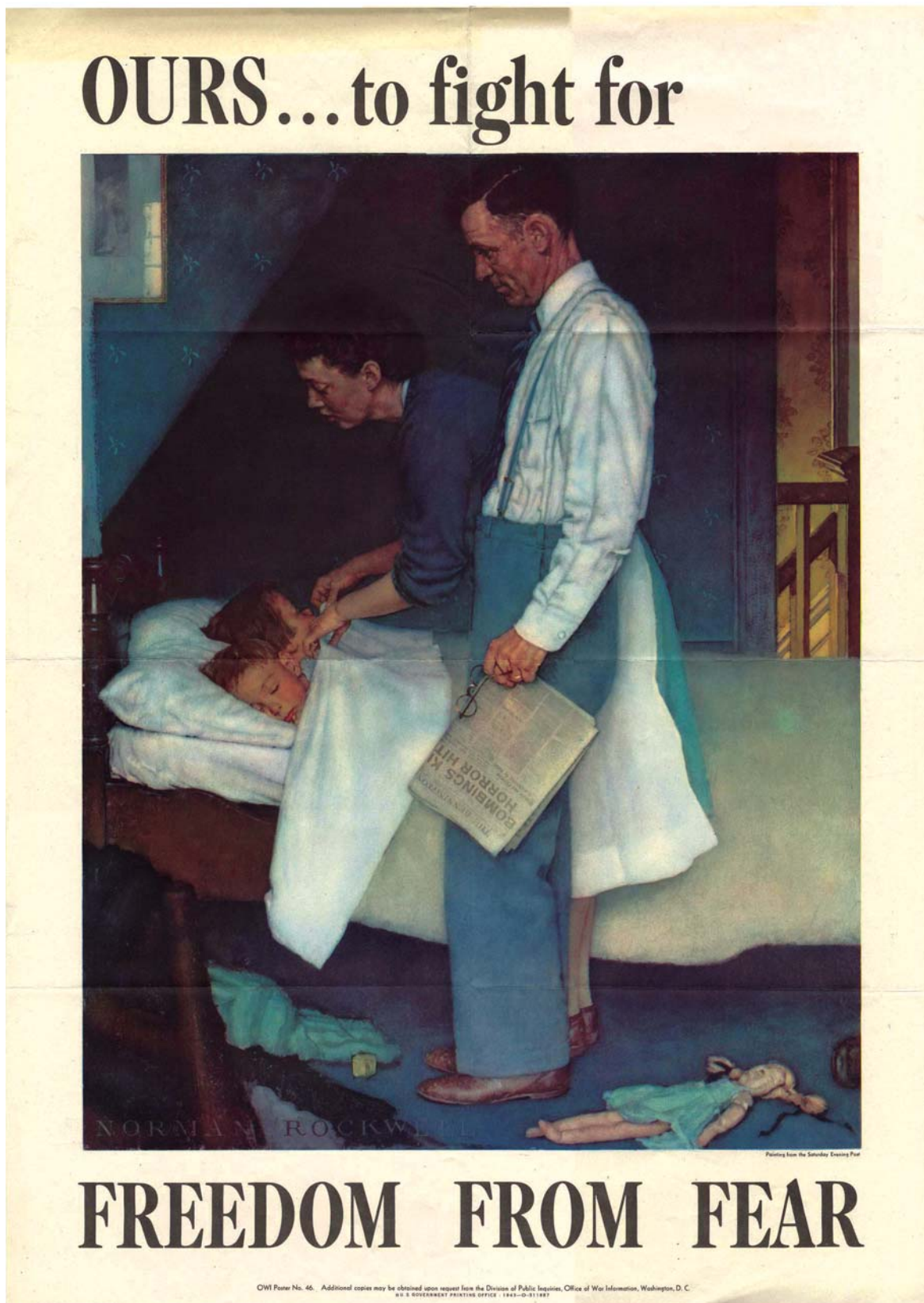
The third is freedom from want — which translated into *world* ~~international~~ terms means economic understandings which will secure to every nation ~~everywhere~~ a healthy peace time life for its inhabitants. — *everywhere in the world*

The fourth is freedom from fear — which translated into *world* ~~international~~ terms means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation ~~anywhere~~ will be in a position to commit an act of physical aggression against any neighbor. — *anywhere in the world.*

A-17A That kind of a world is the very antithesis of the so-called "new order" which the dictators seek to create *with the crash of a* ~~at the point of a gun~~ *branch* in Europe and in Asia.

To that "new order" we oppose the greater conception ^{the} moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear. It has no need either for the one or for the other.

DOCUMENT 2 - "Freedom from Fear" poster by Norman Rockwell, 1943, Office of War Information.



DOCUMENT 3 - "Freedom from Want" poster by Norman Rockwell, 1943, Office of War Information.

OURS...to fight for



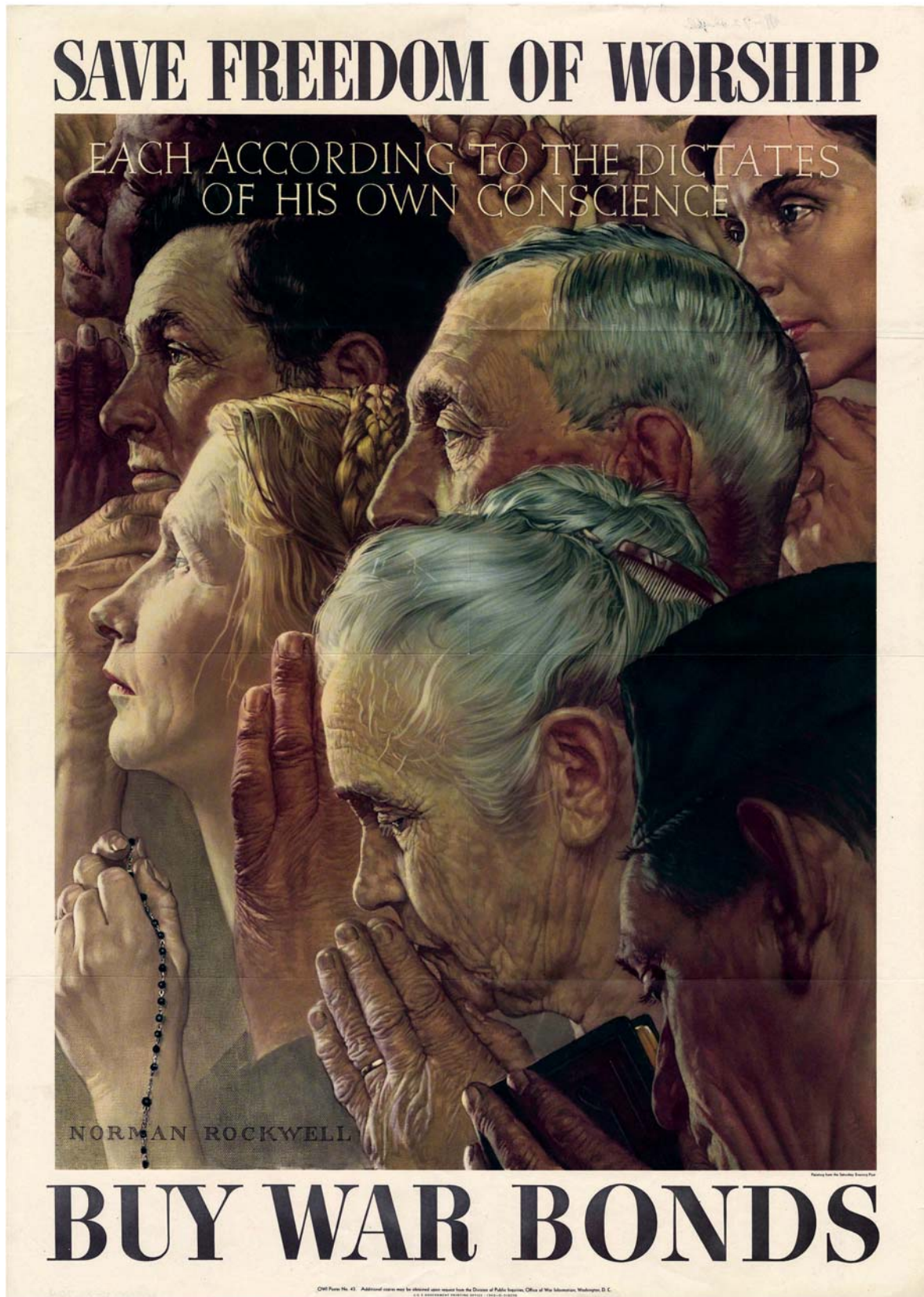
FREEDOM FROM WANT

OWI Poster No. 45. Additional copies may be obtained upon request from the Division of Public Inquiries, Office of War Information, Washington, D. C. and a corresponding request address 1-244-0400-0000.

DOCUMENT 4 - "Freedom of Speech" poster by Norman Rockwell, 1943, Office of War Information.



DOCUMENT 5 - "Freedom of Worship" poster by Norman Rockwell, 1943, Office of War Information.





December 7, 1941: A Date Which Will Live in Infamy

Main Idea/Enduring Understanding

Japan's surprise attack at Pearl Harbor stunned the nation out of its isolationist mindset and unified the country in its determination to achieve absolute victory.

Film Script

Quote 1:

"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." - Franklin D. Roosevelt

On December 7, 1941 - a date that still lives in American memory - America entered World War II. In the early morning hours of Sunday, December 7, 1941, Japan unleashed a devastating surprise attack on the giant American naval base at Pearl Harbor, Hawaii. The attack was the largest element in a coordinated series of assaults on American installations from Wake Island to the Philippines.

Japanese bombers destroyed or damaged 21 American naval vessels and over 300 aircraft. The attacks killed 2403 military personnel and civilians and shattered the U.S. Pacific Fleet.

The offensive was part of a bigger Japanese plan to seize oil-rich territories in Southeast Asia. To prevent American interference, Japan's leaders decided to first strike a crippling blow against U.S. military power in the Pacific.

Japan's surprise attack at Pearl Harbor stunned the nation. Debate over American involvement in World War II ended abruptly. Isolationist sentiment disappeared and the country emerged united and determined, in FDR's words, to "win through to absolute victory."

Quote 2:

"Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger." - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) Why is December 7, 1941, called a 'date which will live in infamy?' _____

2) What was the immediate objective of the Japanese attack on Pearl Harbor? _____

3) What was the larger objective of the Japanese attack on Pearl Harbor? _____

4) How did Americans feel about their place in the world before the attack? _____

5) How did Americans feel about their place in the world after the attack? _____

Vocabulary

Infamy - having an evil reputation, famous in a bad or unpleasant way

Pearl Harbor - American navel base on the island of Oahu, Hawaii

Isolationist - a policy of keeping to one's self, refraining from joining alliances or partnerships

Document Based Questions

Document 1:

1) Looking at the map of the Pacific Ocean, why do you think the Japanese fleet went undetected on its voyage from Japan to Hawaii? _____

Document 2:

1) Read the transcript of First Lady Eleanor Roosevelt’s address to the nation. Imagine you had just learned of the Japanese attack. How would the First Lady’s broadcast strengthen or weaken your confidence in the country’s leadership?_____

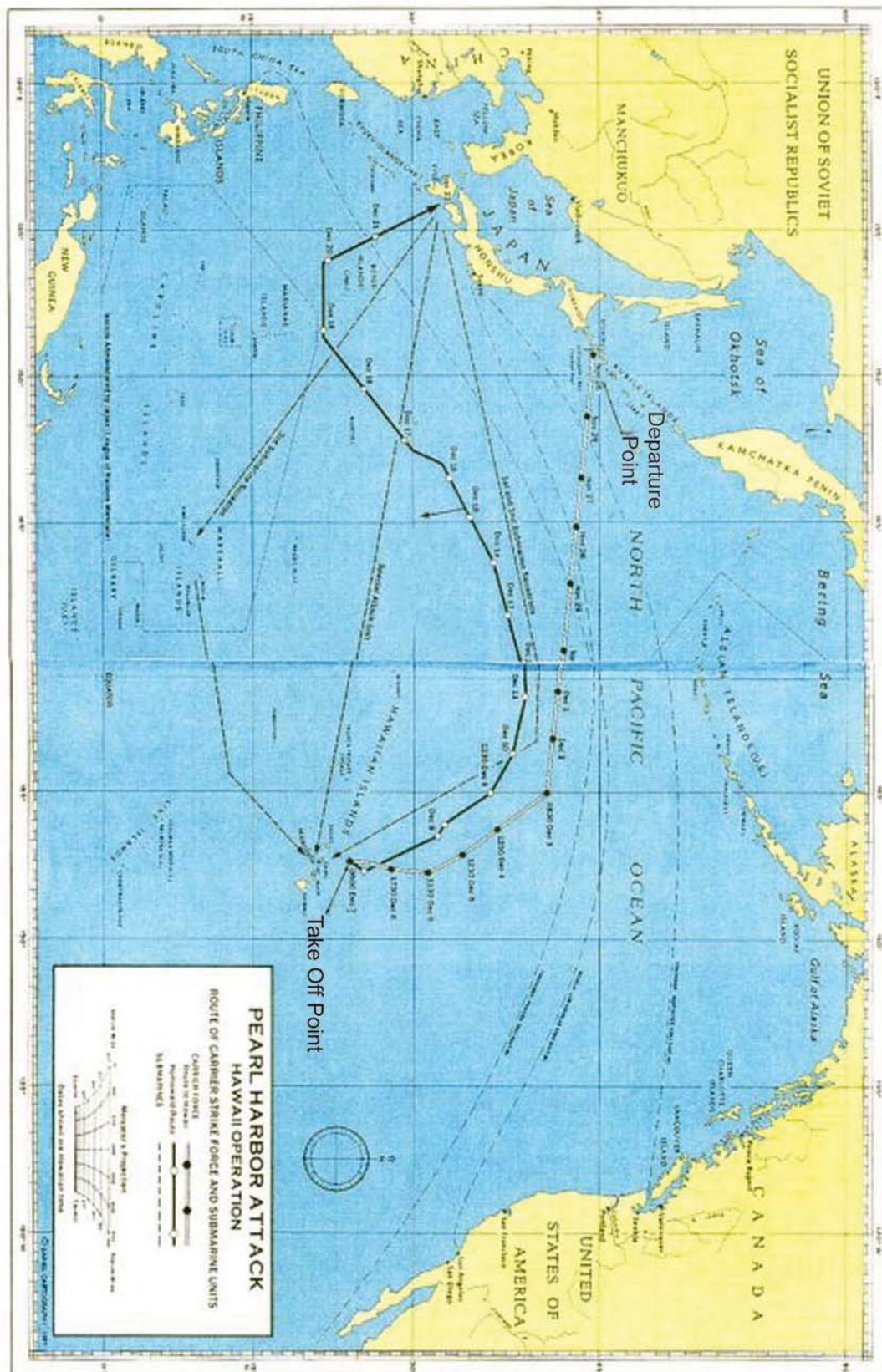
Document 3:

1) Looking over FDR's draft of his address to Congress, do you think his editing improved the message? What edits would you have made to the draft? _____

Documents 4 & 5:

1) Describe how attitudes and circumstances changed in the United States in the weeks immediately after the Pearl Harbor attack: _____

DOCUMENT 1 - Map of the 1941 Pearl Harbor attack, including the routes of Japanese carrier strike forces and submarine units, undated.



DOCUMENT 2 - Eleanor Roosevelt's remarks regarding the attack on Pearl Harbor, December 7, 1941.
PAGE 1 of 2

Good evening, ladies and gentlemen. I am speaking to you tonight at a very serious moment in our history. The Cabinet is convening, and the leaders in Congress are meeting with the President. The State Department and Army and Navy officials have been with the President all afternoon. In fact the Japanese Ambassador was talking to the President at the very time that Japan's airships were bombing our citizens in Hawaii and the Phillipines and ^{Leaving} ~~getting~~ one of our transports ^{Coastal Guard tender} on its way ~~from San Francisco~~ to Hawaii.

By tomorrow morning, the members of Congress will have a full report and be ready for action. In the meantime we, the people, are already prepared for action. For months ^{that} now the knowledge ~~of~~ something of this kind might happen has been hanging over our heads and yet it seemed impossible to believe, impossible to drop ^{the} everyday things of life and feel that there was only one thing which was important, ~~and~~ ~~was~~ preparation to meet an enemy, no matter where he struck.

That is all over now and there is no more uncertainty. We know what we have to face and we know that we are ready to face it.

I should like to say just a word to the women in the country tonight. I have a boy at sea on a Destroyer. For all I know he may be on his way to the Pacific. Two of my children are in coast cities on the Pacific. Many of you all over this country have boys in the services who ~~are~~ will now be called upon to go into action. You have friends and families in what has suddenly become danger zones. You

DOCUMENT 2 - Eleanor Roosevelt's remarks regarding the attack on Pearl Harbor, December 7, 1941.

PAGE 2 of 2

- 2 -

can not escape anxiety, you can not escape a clutch of fear
 at your heart and yet I hope that the certainty of what we
 have to meet will make you rise above these fears. and will
~~make you~~ ^{we must} go about ~~your~~ ^{know} daily business more determined to ^{know}
 do the ordinary things as well as you can and when ~~you~~ ^{we} find
 a way to do anything more in ~~your~~ ⁱⁿ community to help others,
 to build morale, to give a feeling of security because ^{we must do it.}
 whatever is asked, ~~you are~~ ^{of all I care} sure ~~you~~ ^{we} can accomplish it, ^{we are the free &}
 To the young people of the nation I ~~can only say~~ ^{must speak to you} ~~that they~~ ^{people of the} are going to have a great opportunity -high ^{to S. 9}
 moments in which ~~their~~ ^{your} strength and ~~their~~ ^{you} ability will be
 tested. I have faith in ~~them~~. ^{you} I have faith in all of my ^{but at this I have standing upon}
~~fellow citizens~~ and now we will go back to the program which ^{look to my}
 we had arranged for tonight and as ~~a~~ ^{few} weeks ago I spoke ^{into in}
 to you on the subject of army morale ^{my fellow}
^{citizens}

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DOCUMENT 3 - President Franklin D. Roosevelt's draft of the "Day of Infamy" speech, December 7, 1941.
PAGE 1 of 3

DRAFT No. 1
December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in ~~world history~~ ^{infamy}
the United States of America was ~~suddenly~~ ^{suddenly} and deliberately attacked
by naval and air forces of the Empire of Japan, ~~with out warning~~.

The United States was at the moment at peace with that nation and was
~~still in~~ ^{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 ~~Hawaii~~ ^{Oahu} and the Philippines,
the Japanese Ambassador to the United States and his colleague delivered
to the Secretary of State a formal reply to a ~~former~~ ^{recent American} message, ~~from the~~
~~Secretary~~ ^{While} ~~This reply contained a statement that diplomatic negotiations~~ ^{started} ~~must be considered at an end, but contained no threat and no hint of an~~ ^{it seemed useless to continue the negotiations}
~~armed attack.~~ ^{or war or}

It will be recorded that the distance ~~between~~ ^{was} of
Hawaii from Japan make it obvious that the attack ~~was~~ ^{was} deliberately
planned many days ago. During the intervening time the Japanese Govern-
ment has deliberately sought to deceive the United States by false
statements and expressions of hope for continued peace.

DOCUMENT 3 - President Franklin D. Roosevelt's draft of the "Day of Infamy" speech, December 7, 1941.
PAGE 2 of 3

DRAFT NO. 1

-2-

The attack ~~yesterday~~ *the Hawaiian Islands* on ~~Manila and on the Island of Oahu~~ *has*

caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ~~ships~~ ships have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

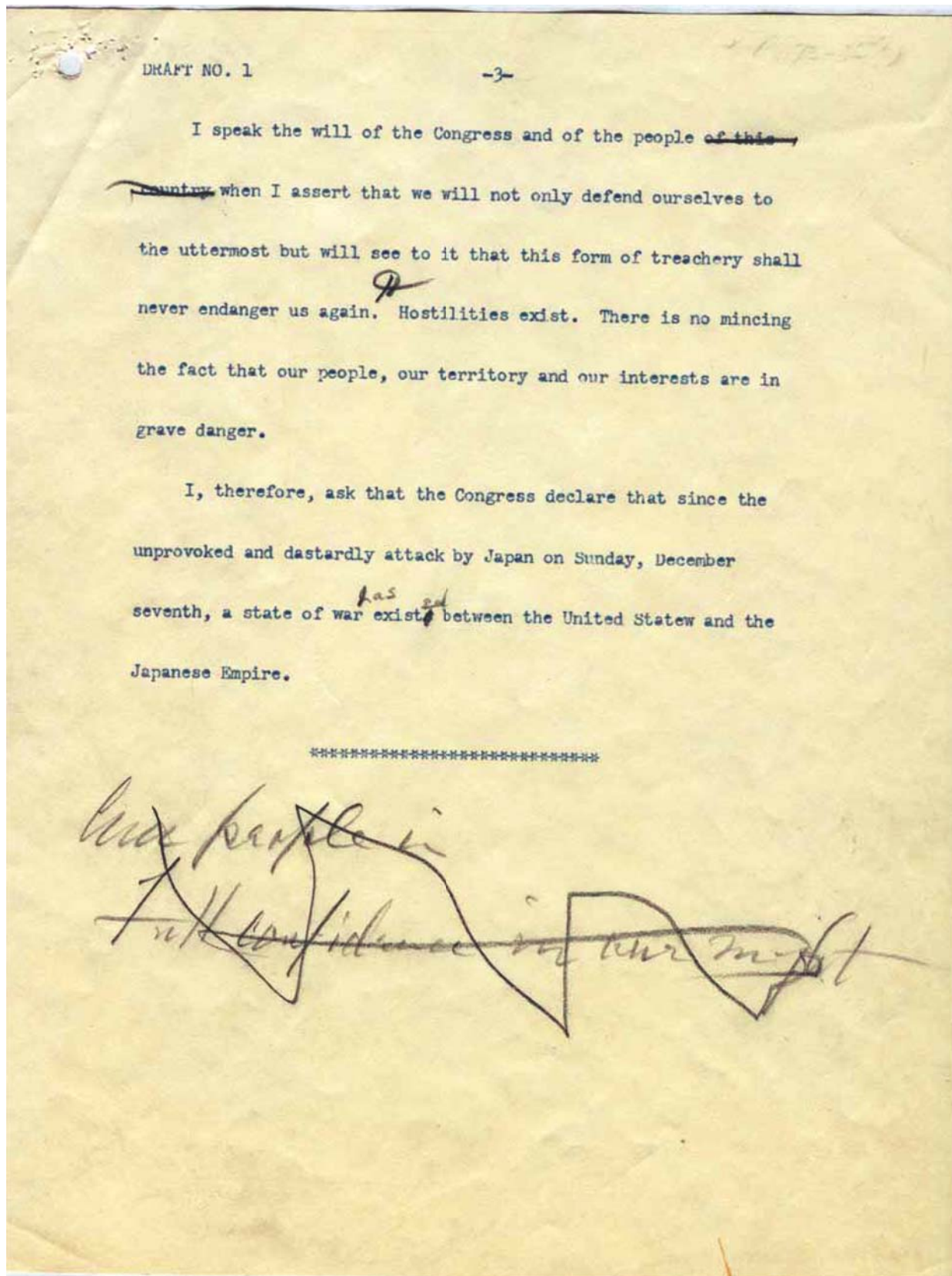
I Last night Japanese forces attacked Guam.
Japan has, therefore, undertaken a surprise offensive *the Philippines* extending *Islands* throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications ~~these attacks~~ *to very* ~~on~~ the safety of our nation.

As Commander-in-Chief of the Army and Navy I have, ~~of course,~~ directed that all measures be taken for our defense.

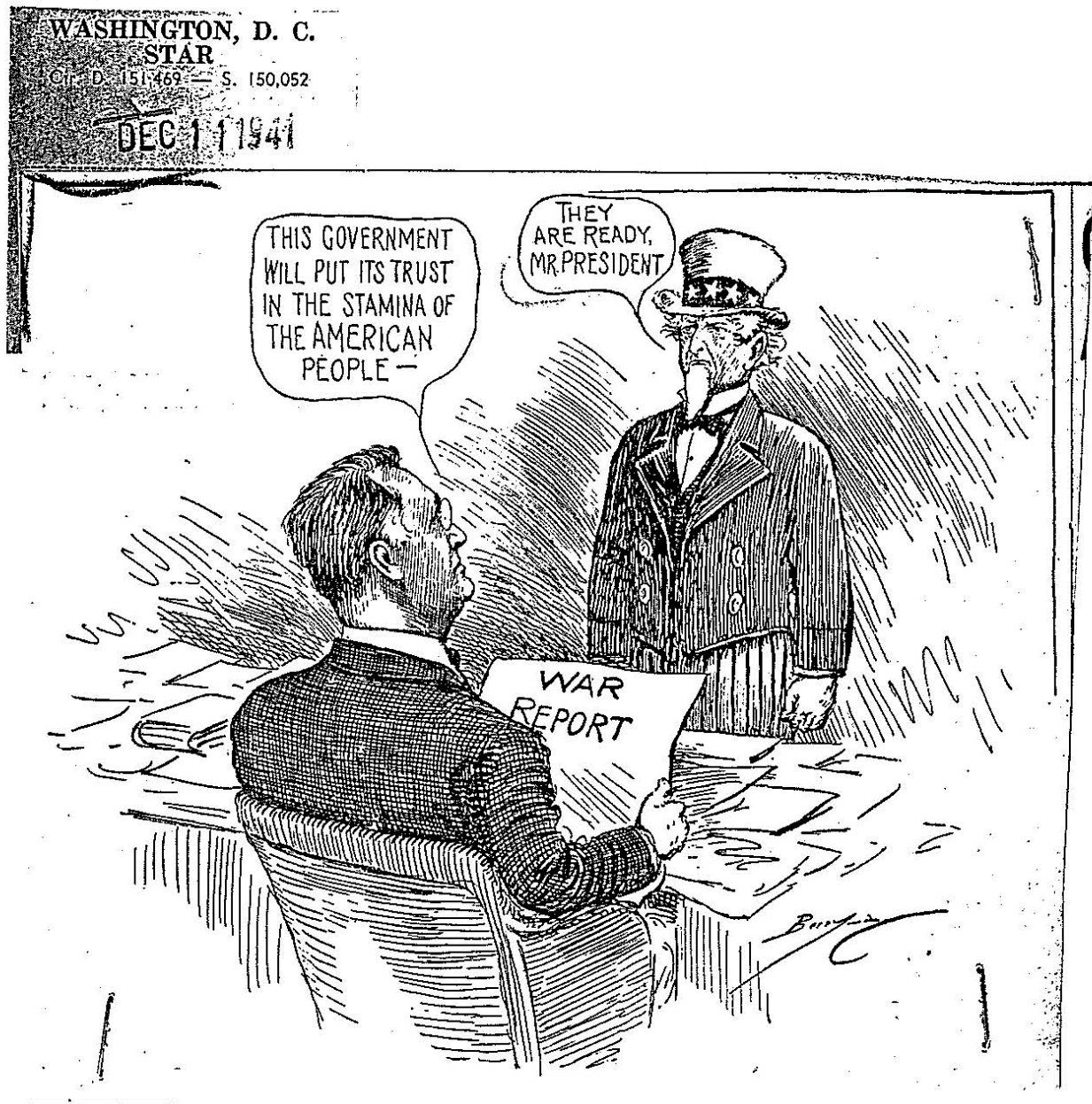
Long will we remember the character of the onslaught against us.

(A) No matter how long it may take us to overcome this peremptory invasion, the American people will in their righteous might win through to absolute victory.

DOCUMENT 3 - President Franklin D. Roosevelt's draft of the "Day of Infamy" speech, December 7, 1941.
PAGE 3 of 3



DOCUMENT 4 - Political cartoon, [untitled], Washington D.C. Star, December 11, 1941.



DOCUMENT 5 - Political cartoon, "Taxpayer's Prayer," N.Y. Sun, New York, January 9, 1942.

New York, N. Y. Sun
Cir. D. 312,112

JAN 9 1942

THE TAXPAYER'S PRAYER.

By Rube Goldberg.





War!

Main Idea/Enduring Understanding

The Second World War was the most deadly, destructive, and costly war in human history.

Film Script

Quote 1:

“We are now in this war. We are all in it-all the way. Every single man, woman and child is a partner in the most tremendous undertaking of our American history. We must share together the bad news and the good news, the defeats and the victories-the changing fortunes of war.” - Franklin D. Roosevelt

At 2:50 a.m. on September 1, 1939 President Roosevelt was asleep at the White House when the phone by his bedside rang. The German army was invading Poland. World War II had begun.

Just two days later, Great Britain and France, who had pledged to defend Poland if Germany attacked, entered the swiftly widening conflict.

This Second World War would be the most destructive war in human history. More than 60 million people would be killed before it was over. It would transform the United States and the world.

Quote 2:

“The time for active defense is now.” - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) When did World War II begin? _____

2) Why did Germany attack Poland? _____

3) How were Great Britain and France drawn into the war? _____

4) How many people were killed in the war? _____

Vocabulary

Isolationist - a policy of keeping to one's self, refraining from joining alliances or partnerships

Neutrality - not aligned with any particular side in a conflict

Third Reich - name given to Germany under the regime of Adolf Hitler 1933-1945

Document based Questions

Document 1:

1) As president of a strongly isolationist country, how might FDR have felt when he received the telegram dated May 14, 1940? _____

Document 2:

1) FDR wrote himself a note when he received the news that Germany had invaded Poland. Where and when did the President get the news? What does this tell you about the complexity of the job of being President?

2) In the note that FDR writes to himself he indicates that he has notified all military commands. As a neutral nation why was it important that FDR immediately notify all military commands of the unfolding events? _____

Document 3:

1) Review Ambassador Bullitt's telegram to Secretary of State Stimson and FDR, and Ambassador Joseph P. Kennedy's telegram to Stimson and FDR. If you were president what would be one decision you might have to make based on these telegrams? _____

2) Why would both Ambassadors feel it necessary to inform Secretary of State Stimson and President Roosevelt of the events? _____

DOCUMENT 1 - Telegram from Ambassador Bullitt to the President regarding Germany's attacks on France, May 14, 1940.
PAGE 1 of 2

[RSE, Safe, Bullitt]

JT
This telegram must be
closely paraphrased be-
fore being communicated
to anyone. (D)

PARIS
Dated May 14, 1940
Rec'd 3:53 p.m.

Secretary of State,
Washington.

RUSH
657, May 14, 7 p.m.

~~SECRET~~ AND PERSONAL FOR THE PRESIDENT.

The Germans have launched the greatest attack of
modern times on the French army from the point where the
Maginot line ends at Montmedy northwestward to the line
Sedan Givet Dinant Namur. They have put in four armored
divisions and many other troops and an overwhelming number
of tanks and airplanes. This^{is}/as you know, the shortest
road to Paris.

The Belgians have been obliged to fall back to the line
of Namur Louvain Malines Antwerp. Dutch resistance has
been almost crushed.

At this moment news has reached the French general
staff that certain dispositions of airplanes and troops
indicate that Mussolini is contemplating making a direct
attack on France and that he has adjourned his attack on
Yugoslavia.

REGRADED UNCLASSIFIED

There

DOCUMENT 1 - Telegram from Ambassador Bullitt to the President regarding Germany's attacks on France, May 14, 1940.
PAGE 2 of 2

-2- #657, May 14, 7 p.m., from Paris

There are literally no French planes available to face an Italian attack and the Italian aviation would be able to bomb southern and southwestern France at will.

(END SECTION ONE)

BULLITT

CSB

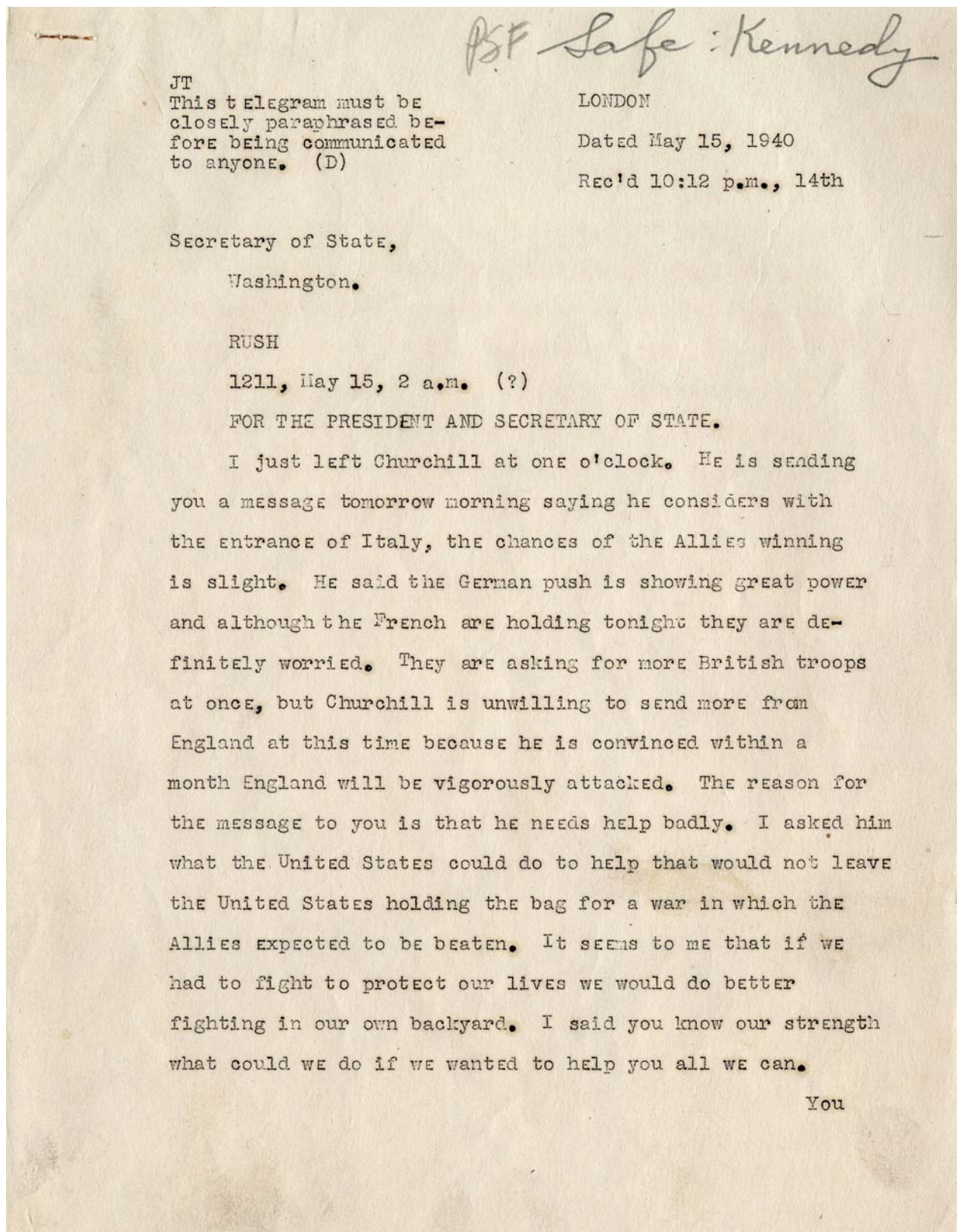
DOCUMENT 2 - FDR's bedside note recording his notification of Germany's invasion of Poland, September 1, 1939, 3:05 A.M.

The President received
 word ^{at 2:50 a.m.} by telephone from
 Amb. Biddle through
 Amb. Bullitt that
 Germany has invaded
 Poland and that German
 cities are being bombed.
 The Pres. directed that
 all Navy ships and Army
~~ships~~ commands be
 notified by radio at
 once
 a

In bed
 3:05 a.m.
 Sept 1
 1939
 108

DOCUMENT 3 - Telegram to the President from Joseph Kennedy reporting the need for more war supplies in Britain, May 15, 1940.

PAGE 1 of 2



DOCUMENT 3 - Telegram to the President from Joseph Kennedy reporting the need for more war supplies in Britain, May 15, 1940.

PAGE 2 of 2

-2- #1211, May 15, 2 a.m. from London

You do not need money or credit now. The bulk of our navy is in the Pacific and we have not enough airplanes for our own use and our army is not up to requirements. So if this is going to be a quick war all over in a few months what could we do. He said it was his intention to ask for the loan of 30 or 40 of our old destroyers and also whatever airplanes we could spare right now.

(END SECTION ONE)

KENNEDY

NPL



Japanese American Internment

Main Idea/Enduring Understanding

In the face of national crisis, civil liberties are often threatened and curtailed.

Film Script

Quote 1:

“The Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.” - Franklin D. Roosevelt

In the uncertain weeks following the Japanese attack at Pearl Harbor many Americans - particularly those on the Pacific coast - feared additional enemy attacks and saw danger around every corner.

These fears, coupled with racial prejudice led to a great injustice. Though no real evidence existed, military leaders on the West Coast complained that some members of the large Japanese American communities there could be working with the Japanese military and planning further attacks. The Roosevelt administration was pressed to do something.

In February 1942, President Roosevelt, bowing to pressure from civilian and military leaders on the West Coast, issued Executive Order 9066. This order led to the forced relocation of more than 110,000 Japanese Americans from the West Coast to internment camps miles inland and operated by the military.

More than two - thirds of these people were native born American citizens! In the rush of relocation, they were forced to abandon or sell their homes and businesses, leaving behind their friends and communities that they loved.

At the time the Supreme Court upheld the President’s order, but forty years later, in the 1980s, Congress recognized this was wrong and violated the civil liberties of these American citizens. They voted to pay back some of what had been lost by the Japanese Americans.

Quote 2:

“We have learned to be citizens of the world, members of the human community.” - Franklin D. Roosevelt

Short Answer Questions

1) What was the result of Executive Order 9066? _____

2) What was the justification for issuing Executive Order 9066? _____

3) What evidence was there that Japanese Americans were involved in sabotage or espionage in the United States? _____

4) Approximately how many Japanese Americans were relocated? Where were they sent? _____

5) Who was in charge of operating the camps? _____

6) How did the Japanese Americans respond to the order? _____

Vocabulary

Prejudice - unreasonable feelings, opinions, attitudes or beliefs, especially of a hostile nature, against racial, religious, national groups, or others

Executive Order - a command issued by the President having the force of law

Internment - being confined with limited rights and freedom and no ability to leave

Document Based Questions

Document 1:

1) If we experienced a crisis like the Pearl Harbor attack, would an executive order similar to 9066 be possible today? Would such an order be a good idea? Why or why not? _____

2) If you were a Japanese American how would you have tried to convince FDR to repeal 9066? _____

3) Is there ever a circumstance where a measure such as executive Order 9066 is justified? What evidence or criteria would you require before you would accept such an order as necessary and justifiable? _____

Document 2:

1) Review the April 1, 1942 broadside, "Instructions to All Persons of Japanese Ancestry." How would this have affected Japanese American families? Why are the words "alien and non-alien" used? _____

DOCUMENT 1 - U.S. Executive Order 9066, authorization of Japanese relocation, February 19, 1942.

PAGE 1 of 3

EXECUTIVE ORDER

- - - - -

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE
MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U. S. C., Title 50, Sec. 104):

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military

DOCUMENT 1 - U.S. Executive Order 9066, authorization of Japanese relocation, February 19, 1942.

PAGE 2 of 3

- 2 -

Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

DOCUMENT 1 - U.S. Executive Order 9066, authorization of Japanese relocation, February 19, 1942.
PAGE 3 of 3

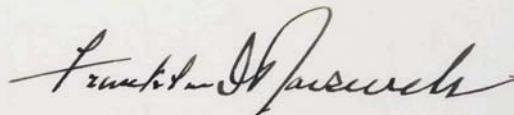
- 3 -

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

THE WHITE HOUSE,

February 19, 1942.



THE NATIONAL ARCHIVES
FILED AND MADE AVAILABLE
FOR PUBLIC INSPECTION

FEB 21 12 51 PM '42

IN THE DIVISION OF THE
FEDERAL REGISTER

9066

DOCUMENT 2 - Wartime Civil Control Committee Broadside, "Instructions to All Persons of Japanese Ancestry," April 1, 1941.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**
Presidio of San Francisco, California
April 1, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a. m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or between 8:00 a. m. and 5:00 p. m., Friday, April 3, 1942.



The Home Front

Main Idea/Enduring Understanding

World War II was a ‘total war’ requiring the help, support, and cooperation of all segments of American society.

Film Script

Quote 1:

“Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain these rights and keep them.” - Franklin D. Roosevelt

World War II was a global war. To fight effectively, every segment of the population had to be engaged. Soldiers fought on the front-line battle fields, while civilians of all ages and all walks of life fought on what became known as the ‘home front.’

To conserve scarce goods for military use, products ranging from gasoline to sugar were rationed. Adults drove less, ate less meat, drank less coffee, planted Victory Gardens in their back yards and organized their children to collect scrap rubber and metal for war industries.

The need for war workers created economic opportunities for women and minorities and helped encourage the growth of labor unions.

Our factories produced a staggering amount of supplies: 299,293 aircraft; 634,569 jeeps; 88,410 tanks; 5,777 merchant ships; 1,556 naval vessels; 6.5 million rifles; and 40 billion bullets. By 1944, the United States was producing 60 percent of all Allied munitions and 40 percent of the world’s arms.

Quote 2:

“Whatever stands in the way of speed and efficiency in defense, in defense preparations of any kind, must give way to the national need.” - Franklin D. Roosevelt

Short Answer Questions

1) What is meant by the term 'total war?' _____

2) What was the 'Home Front?' _____

3) What items and commodities were people asked to conserve? _____

4) What specific groups contributed to the Home Front? What contributions did they make? _____

5) What types of supplies and equipment did the factories back home produce? _____

6) How did people feel about the work and sacrifices they were asked to make? _____

Vocabulary

Global war - a military conflict fought on a world-wide scale

Total war - a conflict involving and impacting not just the military, but all other segments of a society including industry, agriculture, finance, entertainment, and the civilian population

Scrap drives - rallies held to collect discarded and unwanted, but usable, materials that could be made into material and munitions for war

Labor unions - groups of workers who join together to bargain and negotiate for improved wages, benefits and working conditions

Document Based Questions

Document 1:

1) What does the fact that even FDR at the White House was issued a war ration book tell you about the importance of rationing during the war? _____

Document 2:

1) Ask students to look at the memo to the White House dated July 29, 1943. Have half the class consider the information in the memo from the point of view of a father, and the other half of the class consider it from the point of view of a president. Then pair them up to share their perspectives and ask one or two of the partners to share their views with the class. _____

2) How did ordinary American families find out if their loved ones had been injured in battles? When were they informed of the fate of their loved ones? _____

Document 3:

1) Ask students to work with an adult to fill out the application for a gasoline ration card. Then have them interview the adult about how they might have felt about rationing if they really had to do it. Survey the class to see how the reactions of the adults played out collectively. _____

Document 4:

1) Examine the WWII employment poster. Who does it appear to be aimed at? Why? How might this group have assisted in the war effort? _____

DOCUMENT 1 - President Franklin D. Roosevelt's war ration book cover, undated.

4

1738 ★

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION

WAR RATION BOOK FOUR

OFFICE OF PRICE ADMINISTRATION

Issued to FRANKLIN D. ROOSEVELT
(Print first, middle, and last names)

Complete address WHITE HOUSE
WASH. D. C.

READ BEFORE SIGNING

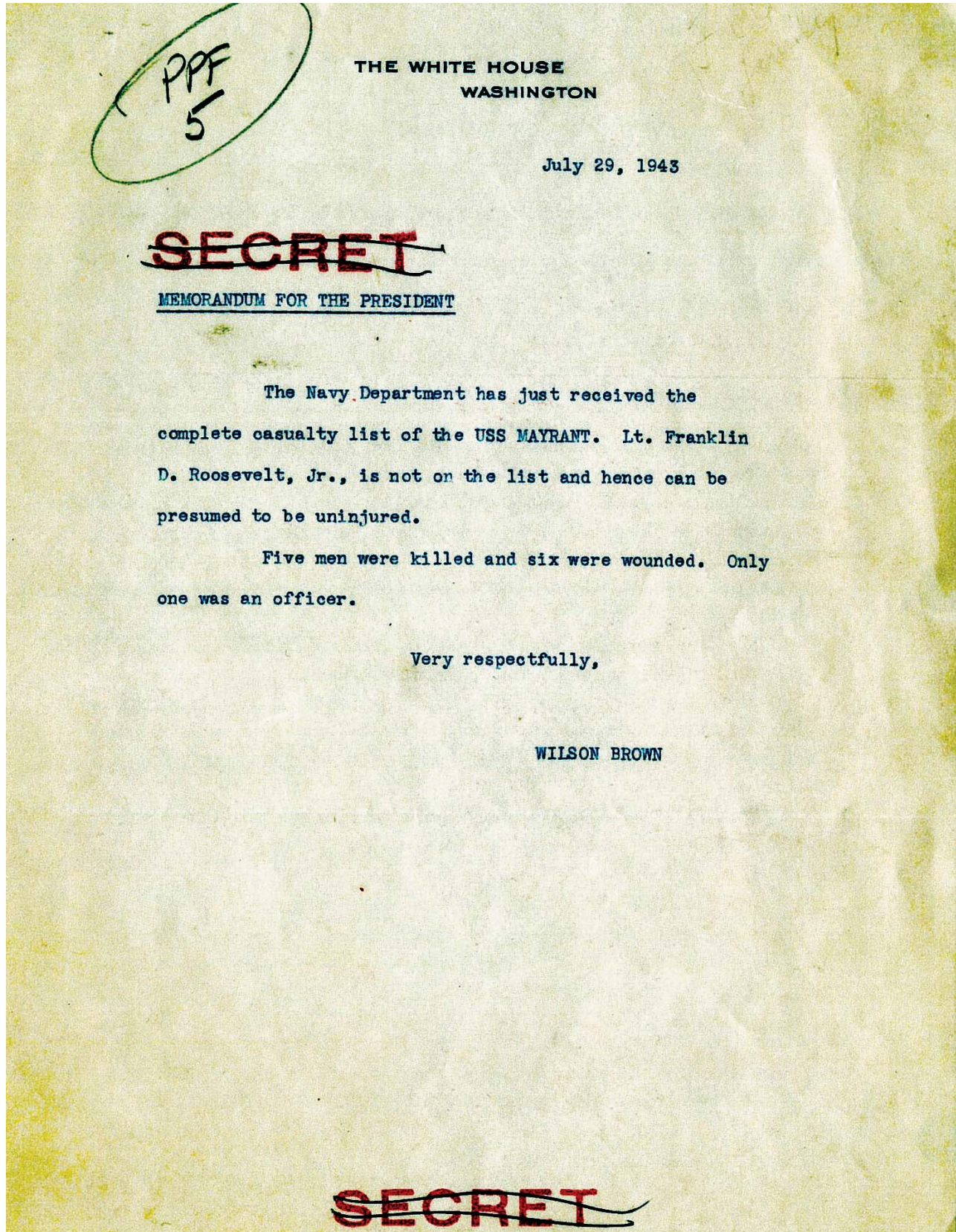
In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.

Void if Altered _____
(Signature)

It is a criminal offense to violate rationing regulations.

OPA Form R-145 16-35570-1

DOCUMENT 2 - Memo to Franklin D. Roosevelt, from Wilson Brown, explaining that his son, Franklin D. Roosevelt, Jr. was not harmed in the attack on the USS Mayrant, July 29, 1943.



DOCUMENT 3 - Application for a gasoline ration card, Office of Price Administration, undated.

Form OPA R-506

(This form may be reproduced)

UNITED STATES OF AMERICA
OFFICE OF PRICE ADMINISTRATION**B**

APPLICATION FOR GASOLINE RATION CARD

"B-1," "B-2," "B-3"

The owner or person entitled to possession of a motor vehicle (or his authorized agent) may apply for a Class "B" gasoline ration card. Application for such card should be made by filling out this form. A separate form must be filled out for each motor vehicle for which a ration card is desired. At the time of executing this form, the registration card of such motor vehicle must be presented.

DO NOT WRITE IN THIS SPACE!

Date

City

State

Ration Card No.

(Print Plainly or Type)

1. Owner's name Date

2. Owner's residence address (Phone)

(R. F. D. or street number)

(City or post office)

(County)

(State)

3. Owner's business address (Phone)

(R. F. D. or street number)

(City or post office)

(County)

(State)

4. What is the exact nature of your work? ("Work" means gainful occupation)

5. Describe below the motor vehicle for which you desire a ration card:

MAKE	BODY STYLE	ENGINE No.	VEHICLE LICENSE No.	STATE
.....

6. If you drive to your work, what is the shortest mileage from your home to your regular place of work or commuting point?

7. How many miles do you drive each working day in carrying on your work (other than from home to work and back)?

8. What is the total average daily mileage customarily driven in the car described above to get to and from work and to carry on work?

9. Are you making every possible effort to reduce this mileage by using public transportation and by "doubling-up" with your neighbors? (Yes or No)

I CERTIFY that the motor vehicle described above is in use and that each of the foregoing statements is true, and I further certify that the gasoline obtained with the ration card issued on the basis of this application will be used solely in the motor vehicle described herein and will not be used for any other purpose.

Section 35 (A) of the United States Criminal Code makes it a criminal offense, punishable by a maximum of 10 years' imprisonment, \$10,000 fine, or both, to make a false statement or representation to any Department or Agency of the United States as to any matter within the jurisdiction of any Department or Agency of the United States.

Signed

(Applicant or agent)

(Address of applicant or agent)

THIS APPLICATION IS SUBJECT TO THE VERIFICATION OF YOUR LOCAL RATIONING BOARD
Save Gasoline and Help Win the War

16-506-1 U. S. GOVERNMENT PRINTING OFFICE

DOCUMENT 4 - War Manpower Committee poster, "Longing won't bring him home sooner...Get a War Job!"
undated.





Towards Racial Equality

Main Idea/Enduring Understanding

World War II brought opportunities to begin to chip away at racism and segregation in some areas of American society.

Film Script

Quote 1:

“Our sons pride of our nation, this day have set upon a mighty endeavor. A struggle to preserve our republic, our religion, and our civilization, and to set free a suffering humanity.” - Franklin D. Roosevelt

In 1941, as millions of Americans took up arms to fight totalitarianism and racism abroad, America was a deeply racist nation. The military, like many American institutions, was largely segregated. At the time Congress was largely controlled by powerful southern Democrats who staunchly supported racial separation. FDR felt he could not directly challenge military segregation without jeopardizing other parts of his administration’s social and military goals.

Roosevelt looked for opportunities to take action against discrimination without having to go to Congress. In 1940, Benjamin O. Davis, Sr. became the army’s first black brigadier general, and during this war, blacks were admitted to the Marine Corps and the Army Air Corps for the first time.

With the strong public support of First Lady Eleanor Roosevelt, nearly 1000 black pilots were trained at Alabama’s Tuskegee Institute. Many of these pilots went on to serve in combat in Europe and North Africa in the all-black 99th Pursuit Squadron. They were known as the Red Tailed Angels because of their distinctive painted red tail fins.

Quote 2:

“They fight not for the lust of conquest. They fight to end conquest. They fight to liberate. They fight to let justice arise and tolerance and good will among all the people.” - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) What were conditions like for blacks in the United States in the 1930s and 40s? _____

2) What group had control of Congress in the 1930s and 40s? What were their views on race? Why did they think this way? _____

3) Why didn't President Roosevelt push for a more active civil rights agenda? _____

4) What approach did FDR take to bring about progress to end racism in the United States military? _____

5) What role did Mrs. Roosevelt play? _____

Vocabulary

Segregated - the separation of racial, religious, or other groups from the privileges and rights afforded to others

Prejudice - unreasonable feelings, opinions, attitudes or beliefs, especially of a hostile nature, against racial, religious, national groups, or others

Tuskegee Institute - a vocational college for blacks located in Alabama, opened in 1881. During WWII it became the location of a special experiment to train young blacks as Air Corp pilots

Document Based Questions

Document 1:

1) Ask students to review Executive Order 8802. As this was created before Pearl Harbor, what might this hint at regarding FDR’s outlook toward future events? _____

Document 2:

1) Review the memo for the Chief of Staff dated November 10, 1925. In what ways have racial attitudes changed since 1925? What evidence is there to support your views? _____

2) Given the attitudes towards blacks expressed in the material from 1925, how was FDR able to muster the support necessary to conduct the Tuskegee experiment? _____

Document 3:

1) What impact do you suppose the photograph of First Lady Eleanor Roosevelt and Chief Andersen had on attitudes regarding blacks serving in the military in the 1940s? Do you think a First Lady of the 21st century could aid in advancing racial equality as much as Mrs. Roosevelt did? Why or why not? _____

DOCUMENT 1 - U.S. Executive Order 8802 signed by President Franklin D. Roosevelt on June 25, 1941.

PAGE 1 of 2

EXECUTIVE ORDER

REAFFIRMING POLICY OF FULL PARTICIPATION IN
THE DEFENSE PROGRAM BY ALL PERSONS, REGARDLESS
OF RACE, CREED, COLOR, OR NATIONAL ORIGIN, AND
DIRECTING CERTAIN ACTION IN FURTHERANCE OF
SAID POLICY.

WHEREAS it is the policy of the United States to encourage full participation in the national defense program by all citizens of the United States, regardless of race, creed, color, or national origin, in the firm belief that the democratic way of life within the Nation can be defended successfully only with the help and support of all groups within its borders; and

WHEREAS there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of considerations of race, creed, color, or national origin, to the detriment of workers' morale and of national unity:

NOW, THEREFORE, by virtue of the authority vested in me by the Constitution and the statutes, and as a prerequisite to the successful conduct of our national defense production effort, I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries ^{or Government} because of race, creed, color, or national origin, and I do hereby declare that it is the duty of employers and of labor organizations, in furtherance of said policy and of this order, to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin;

And it is hereby ordered as follows:

1. All departments and agencies of the Government of the United States concerned with vocational and training programs for defense production shall take special measures appropriate to assure that such programs are administered without discrimination because of race, creed, color, or national origin;


DOCUMENT 1 - U.S. Executive Order 8802 signed by President Franklin D. Roosevelt on June 25, 1941.

PAGE 2 of 2

- 2 -

2. All contracting agencies of the Government of the United States shall include in all defense contracts hereafter negotiated by them a provision obligating the contractor not to discriminate against any worker because of race, creed, color, or national origin;

3. There is established in the Office of Production Management a Committee on Fair Employment Practice, which shall consist of a chairman and four other members to be appointed by the President. The chairman and members of the Committee shall serve as such without compensation but shall be entitled to actual and necessary transportation, subsistence and other expenses incidental to performance of their duties. The Committee shall receive and investigate complaints of discrimination in violation of the provisions of this order and shall take appropriate steps to redress grievances which it finds to be valid. The Committee shall also recommend to the several departments and agencies of the Government of the United States and to the President all measures which may be deemed by it necessary or proper to effectuate the provisions of this order.



THE WHITE HOUSE,

June 25, 1941.

THE NATIONAL ARCHIVES
FILED AND MADE AVAILABLE
FOR PUBLIC INSPECTION

JUN 25 12 17 PM '41

IN THE DIVISION OF THE
FEDERAL REGISTER

DOCUMENT 2 - Memo regarding the "employment of negro man power in war", November 10, 1925.

PAGE 1 of 3

AWC 127-25

HBC/hjb

November 10, 1925 - 42(?)

MEMORANDUM FOR THE CHIEF OF STAFF:

Subject: Employment of negro man power in war.

I am enclosing a study on the Employment of Negro Man Power in War, made by a committee of The Army War College composed of Colonel Bishop, Major Drain and Major Somervell. It is based on research by previous classes, by the Faculty, as well as on War Department experiences during the World War. It is believed to be of such value in lieu of further study by the General Staff, as to furnish a basis for the employment of the negro in the next war. I recommend, unless and until a more complete study be made on the subject by the General Staff, that it be accepted as the War Department policy in handling this problem.

While the basic communication is not marked "Secret", it has been so regarded at the War College.

H. E. Ely,
Major General U. S. A.
Commandant.

2 incls.
(in dup)

Some of the historical documents contained in this curriculum guide reflect deep-seated and disturbing racial prejudices regarding African-Americans that were common among many white Americans in the early and middle years of the twentieth century. It is important to remember that these documents must be viewed in the context of their own time. While offensive to modern readers, they help us understand the intense opposition the Roosevelts and the Tuskegee Airmen faced over the issue of allowing black men to pilot military aircraft. FDR Presidential Library and Museum

DOCUMENT 2 - Memo regarding the "employment of negro man power in war", November 10, 1925.
PAGE 2 of 3

Notes on proposed plan for use of negro manpower.
(Not a part of the plan)

1. The fundamental conception upon which this plan is based is that the military man power of the United States, white or black, should be assigned to duties in the Army for which it is qualified. Military considerations alone should govern in war.

2. The negro does not perform his share of civil duties in time of peace in proportion to his population. He has no leaders in industrial or commercial life. He takes no part in government. Compared to the white man he is admittedly of inferior mentality. He is inherently weak in character.

3. The negro issue should be met squarely. The War Department had no pre-determined and sound plan for the use of negro troops at the beginning of the World War. It had no adequate defense against political and racial pressure and was forced to organize negro combat divisions and commission unqualified negro officers. The results are well known.

4. The War Department when occasion demands should be able to present this matter frankly to those who make demands or should know the facts.

The negro, particularly the officer, failed in the World War. The door will not be closed against him on this account.

He will be given an opportunity to take part in war in accordance with his qualifications in exactly the same field of activity as are allotted the white man.

He will be accepted for service by the identical standards applied to the white man.

While in the service he will be measured by the standards applied to the white man. This includes, reclassification, elimination, and rewards of promotion and decoration.

He will be given a sound plan of organization, training and leadership.

He will be given tasks he may reasonably be expected to perform.

If he makes good he will have the opportunity eventually to fight in the war with all-negro organizations.

If he fails to qualify to fight as a race he will be limited to such tasks as he can perform under white leadership.

What he accomplishes in War will depend upon the negro.

5. There should be no sentiment about the use of negro troops in war.

It is not sound to contend that he should bear losses in war in proportion to his population relative to white population. The basis of his employment in war should be that applied to white soldiers, viz., qualifications and capabilities for military service.

In the American Expeditionary Forces in France the negro's total share of losses was 1-1/2%.

DOCUMENT 2 - Memo regarding the "employment of negro man power in war", November 10, 1925.

PAGE 3 of 3

6. If the negro should be called into service on a plan based on the numerical strength of his population his share of man power for the Mobilization Plan would be almost twice the quota, which under the standards developed in the World War, he can furnish.

7. The Mobilization Plan provides for approximately 140,000 negroes for non-combatant duty. This would leave approximately 30,000 for the experiment of combat duty.

8. The majority of negroes left at home will be in the southern states where they will be needed for labor and where they can best be handled by competent whites.

DOCUMENT 3 - Photograph of First Lady Eleanor Roosevelt and “Chief” Charles Alfred Anderson, 1941.





The Holocaust

Main Idea/Enduring Understanding

In 1941 Hitler began implementation of the “Final Solution” of the “Jewish Question.” It was a carefully planned and organized effort to destroy every Jew on the European continent.

Film Script

Quote 1:

“Give us faith. Help us to conquer the apostles of greed and racial arrogances.” - Franklin D. Roosevelt

Immediately after coming to power in 1933, Adolf Hitler began to bully and persecute the Jewish population in Germany. The Nazi, the political party Hitler founded, held the belief that Jews were inferior beings and thus threatened the Nazi concept of racial purity.

The “Final Solution” the effort to eliminate the entire Jewish population of Europe is known today as the Holocaust.

As details of Hitler’s horrific deeds reached the Allies, it was difficult for the public and many government officials to grasp just how horrible the Nazi were. One famous newsman of the time described it as “a horror beyond what the imagination can grasp.”

It was difficult for anyone to know what to do. President Roosevelt believed that the surest way to stop the killing of innocent civilians was to defeat Hitler and the Nazis in Germany as quickly and decisively as possible. Whether the President could have, or should have, done more to rescue the European Jews is a question that lingers to this day.

Quote 2:

“This day has set upon a mighty endeavor, a struggle to preserve our republic, our religion, and our civilization, and to set free a suffering humanity.” - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) What were conditions like for Jews in Germany in the 1930s? _____

2) What was Hitler's goal for the Jews of Europe? _____

3) As Hitler's troops advanced through Europe, what happened to the Jews? _____

4) What were conditions like for those in the concentration camps? _____

Vocabulary

Persecution - the act of harassing or oppressing groups or individuals usually on the grounds of religious or political beliefs

Holocaust - the systematic mass extermination of European Jews by the Nazis before and during World War II

Concentration Camp - a guarded compound for the detention or imprisonment of groups or individuals

Prejudice - unreasonable feelings, opinions, attitudes or beliefs, especially of a hostile nature, against racial, religious, national groups, or others

Document Based Questions

Document 1:

1) What was James McDonald trying to accomplish in writing to Mrs. Roosevelt? _____

2) Do you feel the “evidence” presented in the first three paragraphs warrants the suggestion of intervention proposed in the forth paragraph? If so, what could or should have been done? If not; what further evidence would you have like to have seen? _____

Document 2:

1) FDR and Hitler became leaders of their respective countries in 1933. Describe the differences in their leadership styles as depicted in the January 1943 political cartoon. _____

2) Ask students to select a topic from one of the books on the shelves and research what FDR or Hitler accomplished regarding that topic. Compare the two sets of accomplishments.

DOCUMENT 1 - Letter to Eleanor Roosevelt regarding the situation in Germany, July 24, 1935.

Telegrams: }
Cables: } HICOMMISSA, WESTCENT, LONDON.
Telephone: HOLBORN 9200.

SENTINEL HOUSE, SOUTHAMPTON ROW,
LONDON, W.C.1.

July 24, 1935

PERSONAL

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I wish I might have now an opportunity to sit down and talk with you. Not since my visit to Germany in March and April, 1933 - about which I told you and the President on my return home - have I had as deep a sense of impending tragedy as now. Unless present tendencies are sharply reversed, the world will be faced in the near future with the problem of another great exodus of refugees from Germany. And in that event the percentage of non-Jews will be higher than in the first exodus. That problem would be literally overwhelming, and would fall - as the problem of the refugees so far has fallen - upon the countries of refuge and upon the generosity of the citizens of those countries.

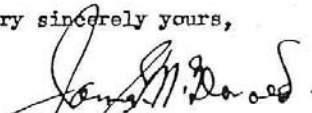
It is my conviction that the party leaders in the Reich have set for themselves a program of forcing gradually the Jews from Germany by creating conditions there which make life unbearable. That many of us closely in touch with German affairs, have feared for some time. The news of the last few weeks brings confirmation.

There is also another phase of the Reich's program, even broader in its scope. This is the determination, openly avowed in high party quarters, to establish a State church, loyalty to which, particularly of the children and the younger people, would take priority over loyalty to any of the established religions - Catholic, Protestant or Jewish. This extreme form of statism must have repercussions far beyond the German frontier.

Under these circumstances I wonder how long the Governments of the world can continue to act on the assumption that everything which is taking place in Germany and the threat implicit in present developments, are matters purely of German domestic concern? Is that not merely to evade for a time an issue which must sooner or later be faced? And is not the refusal to face it now, giving aid and encouragement to the extremist forces within the Reich?

In short, I am raising a question whether the time has not come when, in harmony with many precedents in American history, the American Government should take the initiative in protesting against the prevailing violations of elementary civil and religious rights in Germany. Such a protest would, I anticipate, evoke enthusiastic and grateful response from millions of Americans.

Very sincerely yours,



DOCUMENT 2 - Political cartoon, "The 10-Year Book Shelf," Philadelphia P.A. Record, January 30, 1943.





The Atomic Bomb

Main Idea/Enduring Understanding

The Atomic Bomb was a game changer in WWII. Control of this ultimate weapon determined the identity of the ultimate winner.

Film Script

Quote 1:

“The world will note that the first atomic bomb was dropped on Hiroshima, a military base. We won the race of discovery against the Germans.” - President Harry S. Truman

On October 11, 1939 Franklin Roosevelt received an historic letter from Albert Einstein. The letter described the potential for an atomic weapon and warned that nuclear research was already underway in Germany.

Roosevelt responded to Einstein’s letter by authorizing the “Manhattan Project,” a top-secret effort to build an atomic weapon. President Roosevelt and Winston Churchill agreed to keep the bomb project code-named “Tube Alloys” - secret from Soviet leader Josef Stalin. What neither knew, was that Russian spies were keeping Stalin informed about its progress.

FDR was prepared to use atomic weapons against both Germany and Japan, but a bomb was not ready for testing until after his death and Germany’s surrender. In July 1945, President Harry S. Truman authorized the use of the atomic bombs against Japan and they were dropped on the cities of Hiroshima and Nagasaki the following month.

Quote 2:

“We have used it in order to shorten the agony of war in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan’s power to make war.”
- President Harry S. Truman

Notes:

Short Answer Questions

- 1) What did the 1939 letter from Albert Einstein describe? _____

- 2) What warning was outlined in the letter? _____

- 3) What action did FDR take in response to the letter? _____

- 4) Who ultimately ordered the dropping of the atomic bombs? _____

- 5) On what Japanese cities were they dropped? _____

Vocabulary

Albert Einstein - Jewish physicist who fled Nazi Germany and alerted FDR to the work of German scientists to develop a weapon of mass destruction using an uranium based chain reaction

Manhattan Project - code name for the American secret atomic bomb development project

Tube Alloys - code name for the atomic bomb

Winston Churchill - British Prime Minister and close ally to FDR during WWII

Josef Stalin - Premier and Communist Party leader of the Soviet Union from 1928 to 1952

Harry Truman - Vice President of the United States who assumed the presidency after FDR's sudden death on April 12, 1945

Hiroshima - Japanese city destroyed by the first atomic bomb, "Little Boy." It was dropped by the United States August 6, 1945

Nagasaki - Japanese city destroyed by the second atomic bomb, "Fat Man." It was dropped by the United States on August 9, 1945

Document Based Questions

Documents 1 & 2:

1) Why would FDR be so inclined to agree with, and act upon, the suggestions Einstein's letter recommends? _____

2) In what other countries was nuclear experimentation being conducted? _____

Document 3:

1) What motives or reasons might have driven FDR and Winston Churchill to keep the Russians from participating in the "tube alloys" meeting? _____

2) How might you expect the Russians would have reacted when they discovered the "tube alloy" meeting had taken place? Would they be justified in their reaction? _____

DOCUMENT 1 - Letter to President Franklin D. Roosevelt from Albert Einstein and FDR's response, August 2, 1939.

PAGE 1 of 3

Albert Einstein
Old Grove Rd.
Nassau Point
Peconic, Long Island

August 2nd, 1939

F.D. Roosevelt,
President of the United States,
White House
Washington, D.C.

Sir:

Some recent work by E. Fermi and L. Szilard, which has been communicated to me in manuscript, leads me to expect that the element uranium may be turned into a new and important source of energy in the immediate future. Certain aspects of the situation which has arisen seem to call for watchfulness and, if necessary, quick action on the part of the Administration. I believe therefore that it is my duty to bring to your attention the following facts and recommendations:

In the course of the last four months it has been made probable - through the work of Joliot in France as well as Fermi and Szilard in America - that it may become possible to set up a nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium-like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable - though much less certain - that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

DOCUMENT 1 - Letter to President Franklin D. Roosevelt from Albert Einstein and FDR's response, August 2, 1939.

PAGE 2 of 3

-2-

The United States has only very poor ores of uranium in moderate quantities. There is some good ore in Canada and the former Czechoslovakia, while the most important source of uranium is Belgian Congo.

In view of this situation you may think it desirable to have some permanent contact maintained between the Administration and the group of physicists working on chain reactions in America. One possible way of achieving this might be for you to entrust with this task a person who has your confidence and who could perhaps serve in an unofficial capacity. His task might comprise the following:

a) to approach Government Departments, keep them informed of the further development, and put forward recommendations for Government action, giving particular attention to the problem of securing a supply of uranium ore for the United States;

b) to speed up the experimental work, which is at present being carried on within the limits of the budgets of University laboratories, by providing funds, if such funds be required, through his contacts with private persons who are willing to make contributions for this cause, and perhaps also by obtaining the co-operation of industrial laboratories which have the necessary equipment.

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under-Secretary of State, von Weizsäcker, is attached to the Kaiser-Wilhelm-Institut in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,

A. Einstein

(Albert Einstein)

DOCUMENT 1 - Letter to President Franklin D. Roosevelt from Albert Einstein and FDR's response, August 2, 1939.

PAGE 3 of 3

October 19, 1939

My dear Professor:

I want to thank you for your recent letter and the most interesting and important enclosure.

I found this data of such import that I have convened a Board consisting of the head of the Bureau of Standards and a chosen representative of the Army and Navy to thoroughly investigate the possibilities of your suggestion regarding the element of uranium.

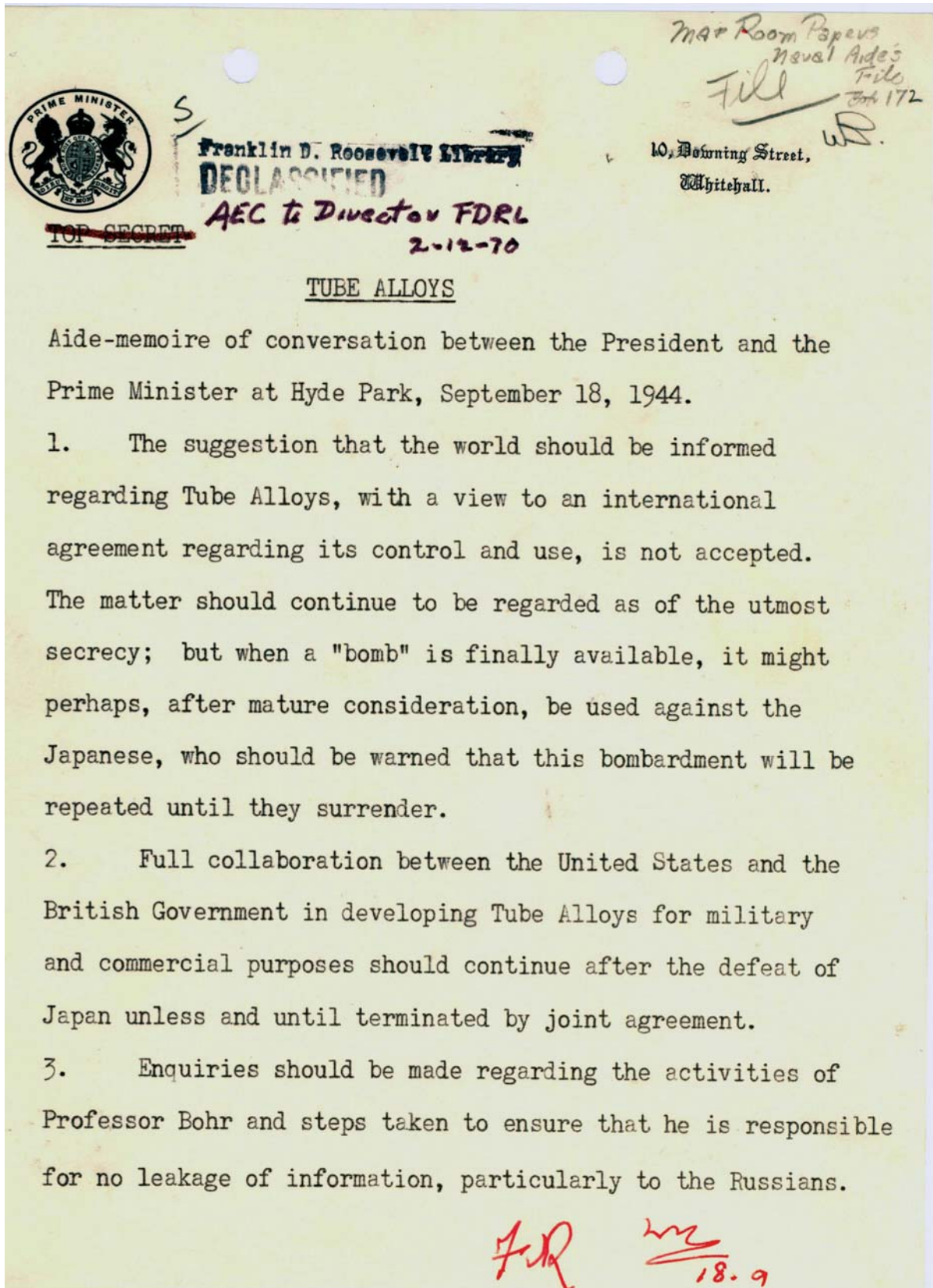
I am glad to say that Dr. Sachs will cooperate and work with this Committee and I feel this is the most practical and effective method of dealing with the subject.

Please accept my sincere thanks.

Very sincerely yours,

Dr. Albert Einstein,
Old Grove Road,
Massau Point,
Peconic, Long Island,
New York.

DOCUMENT 2 - "Tube Alloys" memo regarding President Roosevelt and Prime Minister Churchill's discussion about the use of the Atomic bomb against the Japanese, September 18, 1944.





The United Nations

Main Idea/Enduring Understanding

FDR hoped a world organization created on the basis of equality and cooperation would promote peace and prevent a third World War.

Film Script

Quote 1:

“Never before have the major Allies been more closely united, not only in their war aims, but also in their peace aims.” - Franklin D. Roosevelt

From the earliest days of World War II, FDR envisioned creating an organization that would promote global cooperation and peace through collective security. On January 1, 1942 representatives of twenty-five Allied nations met at the White House to sign a declaration pledging each “to defend life, liberty, independence, and religious freedom, and to preserve human rights and justice...” FDR called this wartime coalition the “United Nations.”

Roosevelt imagined that after the war this organization of nations would promote equality and mutual security. The institution’s backbone was to be the “Four Policemen” - The United States, Great Britain, Soviet Union, and China - who would enforce the peace.

Roosevelt died just days before he was to address the opening session of the conference that created the United Nations.

Quote 2:

“This time we are not making the mistake of waiting until the end of the war to set up the machinery of peace.” - Franklin D. Roosevelt

Notes:

Short Answer Questions

1) How early was FDR thinking about and planning for the creation of the United Nations? _____

2) What goals did the participants of the 26 Nation Conference set for themselves? _____

3) What does the term 'collective security' mean? _____

4) Who were the 'Four Policemen' as FDR envisioned them? _____

5) What is FDR referring to in his statement, "This time we are not making the mistake of waiting until the end of the war to set up the machinery of peace?" _____

Vocabulary

Collective Security - a policy of maintaining peace by entering a series of military alliances with multiple nations pledged to defend each other

Liberty - Freedom to choose how to live and conduct one's business

United Nations - world organization founded in 1945 to collectively keep the peace and work for the betterment of all the world's people

"Four Policemen" - The United States, Soviet Union, Great Britain, and China. In the original concept of the United Nations, these countries were to collectively keep the peace among the rest of the nations of the world

Document Based Questions

Document 1:

- 1) Judging from FDR’s sketch of the United Nations drawn in Tehran in 1943, what were three of his priorities in setting up the UN? _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- 2) Why do you suppose FDR wanted the “Four Policemen” in the U.N.? _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- 3) If the United Nations was created today, what countries might be selected as the ‘Four Policemen’? Why?
- _____
- _____
- _____
- _____
- _____
- _____

Document 2:

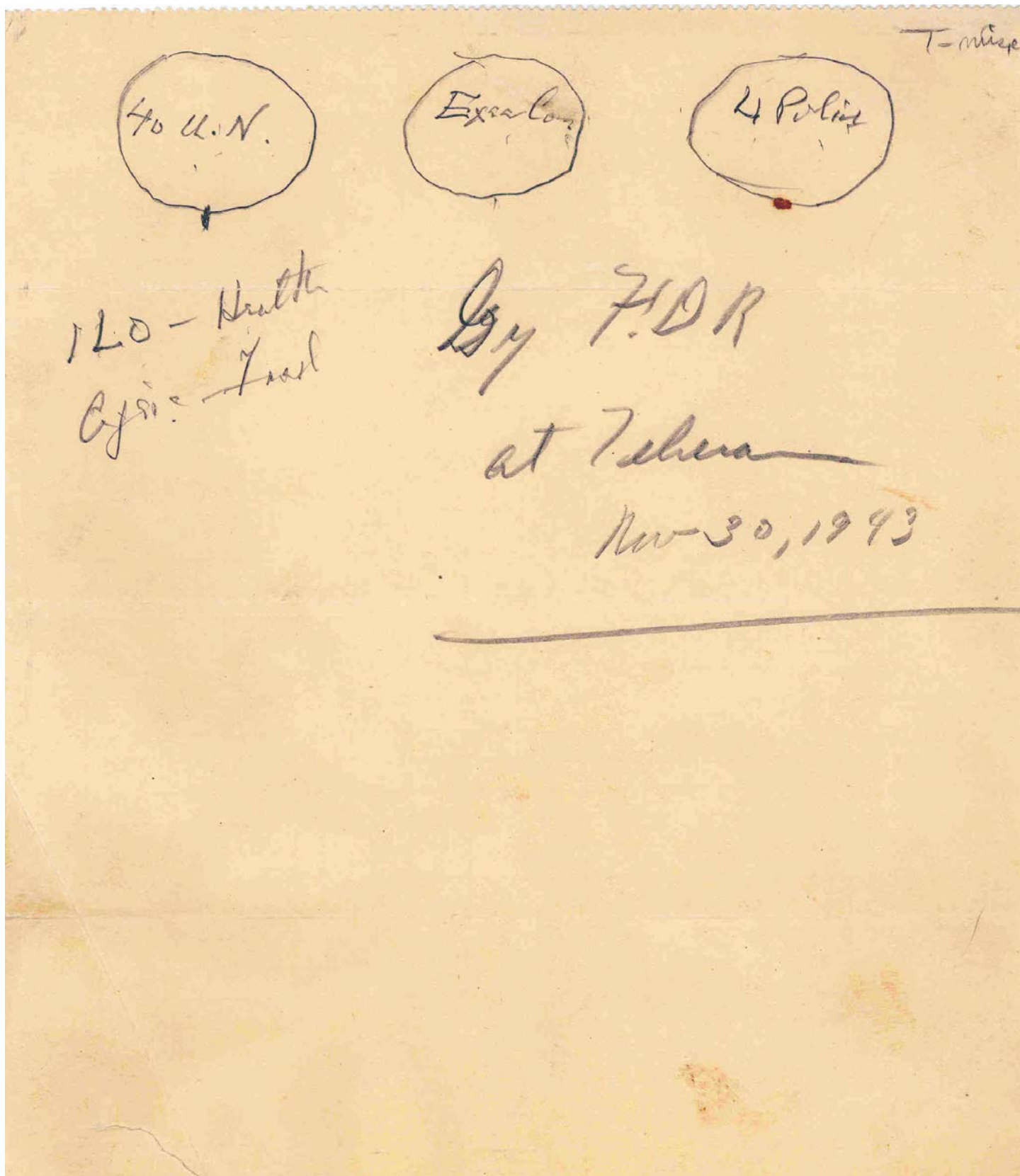
1) Explain the meaning of the Eleanor Roosevelt cartoon. When the tree is fully grown, what fruit is it expected to bear? What benefits can it provide as it grows? _____

Document 3:

1) What do you suppose was the main purpose or goal behind the Joint Declaration? _____

2) FDR made the arrows moving the countries of Great Britain to their alphabetical order among nations. What message was he sending to our closest ally? _____

DOCUMENT 1 - President Roosevelt's sketch of UN, November 30, 1943.



DOCUMENT 2 - Political cartoon (Eleanor Roosevelt), "A Tree Grows in Manhattan," undated.



DOCUMENT 3 - FDR's proposed list of nations that would be included in the United Nations with his notations that certain countries be listed on their own, not as part of the British Empire, undated.

