RLP-WHB · RLP World History B — World Wars, Cold War and the Contemporary World

Unit 2: The Second World War and the Holocaust

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 2.1 — Roads to War — Empire-Building and Appeasement in the 1930s

FLUENCY

1. Order: (a) Munich Agreement; (b) Japan seizes Manchuria; (c) Italy invades Ethiopia; (d) Stalin-Hitler Pact; (e) full-scale war between Japan and China begins.

2. Define *appeasement* and *isolationism*, with one example of each from the 1930s.

APPLICATION

3. Source the secret protocol's Article 2 (1939): the spheres of influence of Germany and the U.S.S.R. “shall be bounded approximately by the line of the rivers Narew, Vistula, and San.” Why was it secret, and how did the English text become available?

4. Roosevelt said in 1937: “It seems to be unfortunately true that the epidemic of world lawlessness is spreading.” What was he proposing, and why did it get a cool response at home?

5. Cause or sequence? “Britain and France signed the Munich Agreement in September 1938; Germany invaded Poland in September 1939.” Did Munich cause the war? What else must a causal explanation include?

REVIEW

6. Review (Unit 1): which weakness of the League of Nations did Japan's seizure of Manchuria and Italy's invasion of Ethiopia expose?

Lesson 2.2 — Theaters, Turning Points and Leaders of a Global War

FLUENCY

1. Order: (a) Stalingrad ends; (b) D-Day; (c) Midway; (d) Yalta Conference; (e) Battle of Britain.

2. Match each leader to a role: Tojo, Zhukov, MacArthur, Chiang Kai-shek. (Roles: Soviet general; Japanese prime minister 1941-1944; leader of China; U.S. commander in the Southwest Pacific.)

APPLICATION

3. The Atlantic Charter (1941) says the Allies “respect the right of all peoples to choose the form of government under which they will live.” How might a nationalist in India and Winston Churchill each read this sentence?

4. Explain one geographic factor as a cause in the war in the Pacific.

5. Cause or sequence? “The United States declared war in December 1941, and the Axis lost the war in 1945.” Give two other causes of Allied victory from the lesson.

REVIEW

6. Review (World History A, Unit 4): compare the Western Front of 1914-1918 with the German campaigns of 1939-1940. What changed?

Lesson 2.3 — Seminar — The Holocaust: Ideology, Perpetrators, Victims, Rescuers

FLUENCY

1. Order these steps of Nazi persecution: (a) Wannsee Conference; (b) Nuremberg Laws; (c) Kristallnacht; (d) boycott of Jewish businesses; (e) mass shootings in the occupied Soviet Union begin.

2. Define *antisemitism*, *Final Solution* and *bystander*.

APPLICATION

3. Source Robert Jackson's opening statement at Nuremberg (1945): “civilization cannot tolerate their being ignored, because it cannot survive their being repeated.” Who was Jackson, what was the occasion, and what was his purpose?

4. Corroborate: Eisenhower wrote in April 1945, “The things I saw beggar description,” and ordered soldiers and journalists to see the camps. How does his action strengthen the historical record?

5. Interpretations: Christopher Browning and Daniel Goldhagen studied the same kinds of evidence about German killers. How do their explanations differ?

REVIEW

6. Review (Unit 1): which features of the totalitarian model made the Holocaust possible to organize on a continental scale?

Lesson 2.4 — Workshop — Counting the Cost: The Human Toll of the Second World War

FLUENCY

1. Order: (a) Executive Order 9066; (b) Hiroshima; (c) Civil Liberties Act; (d) Battle of Manila; (e) Bengal famine.

2. Why is *incarceration* now preferred to *internment* for Japanese Americans in the Second World War?

APPLICATION

3. Compare the language of Executive Order 9066 (“any or all persons may be excluded”) with the Civil Liberties Act of 1988 (“motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership”). What changed, and what does the comparison show?

4. The Soviet Union lost roughly 25 million of about 190 million people; the United States about 420,000 of about 130 million. Compute each share and explain what the comparison shows.

5. Why do estimates of war deaths vary so widely, for example for China (roughly 15-20 million, some estimates higher)?

REVIEW

6. Review (World History A, Unit 3): the Chinese Exclusion Act of 1882 and Executive Order 9066 both targeted Asian communities in the United States. What pattern does the comparison suggest?

Unit 2 checkpoint

1. What did the secret protocol of the Stalin-Hitler Pact do?
   A. Created the UN
   B. Divided Poland and the Baltic region into German and Soviet spheres
   C. Promised Soviet help to Britain
   D. Ended the war in China
2. True or false: Estimates of the dead at Nanjing range from tens of thousands to 300,000.
3. Which was a reason given for appeasement in 1938?
   A. Confidence in military readiness
   B. Memory of the slaughter of 1914-1918
   C. Desire to help Germany conquer
   D. The Atlantic Charter
4. Which battle turned the war at sea in the Pacific?
   A. Stalingrad
   B. Midway
   C. El Alamein
   D. Kursk
5. At _____ in February 1945 the Allies agreed to divide Germany into occupation zones.
6. Who commanded Allied forces in Europe?
   A. MacArthur
   B. Eisenhower
   C. Zhukov
   D. Tojo
7. The Final Solution was coordinated at the _____ Conference in January 1942; about _____ million Jews were murdered in the Holocaust.
8. True or false: Jews resisted Nazi persecution in many ways, including the Warsaw Ghetto Uprising of 1943.
9. Which country suffered the largest number of deaths?
   A. Germany
   B. Britain
   C. The Soviet Union
   D. The United States

10. True or false: About two-thirds of the Japanese Americans incarcerated under Executive Order 9066 were U.S. citizens.

11. The best way to report a contested death toll is to…
    A. pick the largest figure
    B. give an attributed range
    C. avoid numbers
    D. average all estimates

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