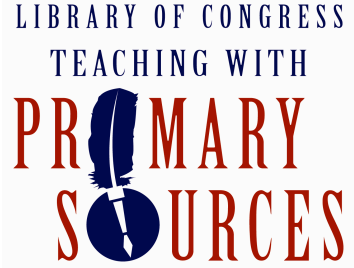

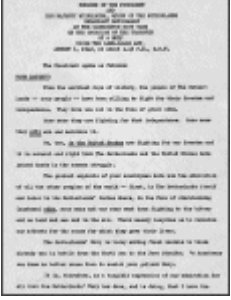
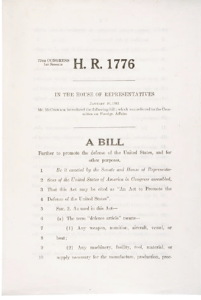
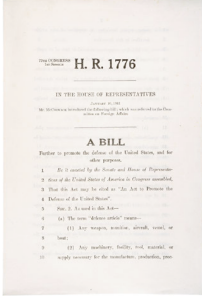
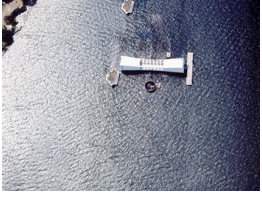


Annotated Resource Set (ARS)

Content Theme:	Impact of World War II Alliances	
Developed by:	Debbie Cline	
Contextual Paragraph for Resource Set: This is a resource set that addresses the seventh standard of the 11 th grade U.S. History II, Utah state core curriculum. The lessons are specific to the first objective and indicator (c) Explain how the alliance systems led the United States into World War II. The primary sources in this set will help students understand how the lend-lease act contributed to the U.S. entry into the European theater of World War II and how alliances are formed and how they lead to intervention in world conflicts.		

Resource Set

(Resource Title Here)	Relations with Churchill	Further Bill Promoting the Lend Lease Agreement	Quote on the repeal of neutrality	Transcript of the Lend Lease Act	Film footage of bombing of Pearl Harbor
			<p><i>"If we repeal it, we are helping England and France. If we fail to repeal it, we will be helping Hitler and his allies. Absolute neutrality is an impossibility."</i></p> <p>Senator George W. Norris on the repeal of the Neutrality Acts, 1939</p>		
<p>http://memory.loc.gov/ammem/fsahtml/fahome.html</p> <p>click on the link and then click on Keyword search and then type in Lend Lease to view all photos.</p>	<p>http://www.archives.gov/education/lessons/fdr-churchill/</p>	<p>http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=110</p>	<p>http://www.archives.gov/exhibits/treasures_of_congress/text/page20_text.html</p>	<p>http://www.ourdocuments.gov/doc.php?flash=true&doc=71&page=transcripthttp://www.ourdocuments.gov/doc.php?flash=true&doc=71&page=transcript</p>	<p>http://www.pearlharbor.org/history/live-videos/japanese-video-december-7-1941-attack/</p>

Notes/Comments: these resources will help students analyze the relationship between Great Britain and the United States prior to entering the war. Use them to lead students through the discussion on why this relationship led to the U.S. entering on the side of the allies.

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11th	Social Studies	<p>Standard VII: Students will understand the causes, course, and consequences of the United States' role in World War II.</p> <p>Enduring Understanding: The causes, course and consequences of World War II were altered by the United States' role in the conflict.</p>	Why did the United States enter World War II?	How did alliance systems lead the United States into World War II?	<p>-Print the photos of the Lend Lease from the first primary source link or print several different photos for students to analyze. Use the questions from the analysis following this page.</p> <p>-Have students explore and analyze the Lend Lease documents from the next five links above. You might jigsaw the sources so that you analyze all sources. Use the same questions for the analysis.</p> <p>-Complete a four corners activity by writing the following (one on each of four papers).</p> <p>We entered the war because of our relationship with Churchill.</p> <p>We entered the war because of the lend lease act.</p> <p>We entered the war solely due to tensions with Japan.</p> <p>U.S. entered the war because of multiple reasons.</p> <p>Make sure students make a choice and write their reasons prior to having them move to one of the corners.</p> <p>Allow one person from each corner to speak for all who are there. They must try to convince the others to move.</p> <p>Process.</p>	<p>-Show the final source of the bombing of Pearl Harbor, have students make observations as they watch.</p> <p>-Have students create an Acrostic poem using the words Alliances, Lend-Lease, or Intervention showing how they contributed to the U.S. involvement in WWII.</p>	<p>www.loc.gov</p> <p>www.nara.gov</p> <p>http://www.readingquest.org/</p> <p>http://history.state.gov/milestones</p> <p>http://www.readwritethink.org/classroom-resources/</p>

How to Analyze Primary Sources

- 1. The big question: How does this relate to U.S. entering World War II.**
- 2. In two or three sentences, describe the image/document in terms of people, activities, objects, places, type of writing, names etc.**
- 3. What specifically in the image/document indicates that it's from a certain time period?**
- 4. Why might the source have been created?**
- 5. Who in the past would have come in contact with this source?**
- 6. How might they have been affected by the source?**
- 7. What other information would you need to help you better understand the image?**
- 8. List one or two things the source tells you about life in the time period and country in which it originated.**
- 9. What question(s) may be left unanswered by this source?**