

The Darkest Hour

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AIMS TEACHING MODULE WRITTEN BY BETH WINSON

Congratulations!

You have chosen a learning resource that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module accompanies a program keyed to your classroom curriculum. The ATM includes instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections, identifiable by their color across the top of the page and at the side tab margin. You are reading SECTION 1, INTRODUCTION TO THE AIMS TEACHING MODULE (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to using the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a program written and produced by some of the world's most credible and creative writers and producers of educational technology resources. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for using the program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for using the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have interacted with the program, you may integrate any or all of these activities with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

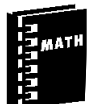
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have used the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by interacting with the program a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

The Darkest Hour

THEMES

The ten titles in the American Chronicles series address many major themes in the Social Sciences curriculum, including Presidential Politics; International Foreign Policy; Capitalism, Communism, and Dictatorships; World War II Battles and Boundaries; The Korean Conflict; The Cold War; and World Leaders. Minor themes include Geography; Women In History; Minority Contributions to American Life; History of Warfare and Weaponry; The Arab-Israeli Conflict; Nationalism and Communism in China; and American Recreation and Leisure.

OVERVIEWS

Below is an overview of the ten segments in the American Chronicles Series. This segment, **The Darkest Hour**, is in boldface type.

Between the Wars (1918-1939)

The years following World War I are an era of wild abandon in America. Daredevil barnstormers catch the public eye; automobiles roll off assembly lines; the flights of Amelia Earhart gain national attention. But disaster dampens the high spirits. Floods and dust storms leave millions destitute; the Hindenburg tragically and mysteriously explodes into flames; and the Depression sweeps America. FDR, perhaps the nation's most popular president, leads the country back onto its feet.

Seeds of Discord (1933-1936)

Hitler and Mussolini plan to conquer the world. American workers form labor unions. Gandhi leads India in its struggle for self-rule; Batista seizes power in Cuba; Mao Tse-Tung's communists throw China into civil war; Japan invades Manchuria; and King Alexander of Yugoslavia is assassinated. In the U.S., the Great Depression lifts as the manufacturing of arms increases.

Prelude to War (1935-1939)

Britain's King Edward abdicates to marry American divorcee and commoner Wallis Simpson. Focusing on entertainment, Americans are thrilled by DiMaggio, rodeo, and racing. Hitler rallies the German youth, imprisons Jews, forms an Axis alliance with Italy, and retakes the Rhineland. Civil war tears Spain apart. Japan conquers one-third of China. Russia signs a peace pact with Hitler. America begins construction of war materials.

The Darkest Hour (1939-1941)

Hitler invades Poland and marches on Norway, Belgium, and Holland; and with Mussolini, moves into France. As France and Britain declare war on Germany, Britain withstands enormous punishment. FDR pledges to keep America out of war, even though the first peacetime conscription drafts one million young men. Japan, now allied with Nazi Germany, attacks Pearl Harbor.

The Turning Point (1941-1944)

MacArthur leads the U.S. war effort against Japan as Hitler declares war on America. Japan takes the Philippines, and the first Allied assault on Nazi-held Europe is disastrous. Hitler's great losses on the Russian front mark a turning point. Eisenhower leads the Allies to victory over German troops. U.S. forces prepare for air attacks on Germany. Patton takes Sicily. Italy surrenders and turns against Hitler. America turns the war in the Pacific in its favor by defeating Japan at Midway.

End of the Ordeal (1943-1945)

The Normandy invasion is successful. When France is liberated, General de Gaulle becomes head of the government. At the Yalta Conference, FDR, Churchill, and Stalin divide the spoils of war. President Roosevelt dies in office; Germany finally surrenders on May 7, 1945; Hitler commits suicide. The war leaves Europe devastated. Japan launches kamikaze attacks to beat America in the Pacific. President Truman approves dropping atomic bombs on Hiroshima and Nagasaki. Japan surrenders on September 2, 1945.

Out of the Ashes (1945-1949)

At the end of the most destructive war in history, the trials at Nuremberg and the military tribunal in Tokyo condemn "war criminals" to death. The U.N. is established in 1946 to maintain lasting world peace. Relieved, Americans throw themselves into sports and recreation at war's end.

The Cold War begins as the Soviets walk out of the U.N. in disagreement, and build defenses along their borders. The U.S. airlifts supplies to West Berlin over the Soviet blockade. The FBI searches out Americans who may be Communists. In 1949, Mao Tse-Tung establishes Communism on mainland China.

Policing the Peace (1948-1951)

Israel is proclaimed a state and conflict with Arab nations ensues. Egypt seizes the Suez Canal; Israel invades the Sinai Peninsula. Gandhi is assassinated; India wins its independence. Ethiopia inspires other African nations to demand independence. Communist North Korean troops cross into South Korea. A U.N. peacekeeping force is sent in. Red China then gives military aid to North Korea.

The Age of Anxiety (1952-1958)

Eisenhower is elected the first Republican president in twenty years.

In 1953, the Korean War ends, splitting up Korea. Elizabeth is crowned queen of England. Edmund Hillary and Tenzing Norkay climb Mount Everest. Stalin dies, leaving Khrushchev to develop his "Good-guy diplomacy." In the arms race between U.S. and Russia, the U.S. unveils the Nike surface-to-air missile. France withdraws troops from Vietnam; Castro challenges Batista in Cuba; U.S.-backed dictator Juan Peron is ousted from Argentina; Red China takes islands belonging to Taiwan. Anti-U.S. sentiment grows in South America.

The Fragile Balance (1955-1961)

Major nuclear powers meet in Geneva for the first summit conference. Disarmament is proposed but no agreement is reached. The arms race between the U.S. and the Soviet Union heats up. The U.S. tests the effects of radiation on troops and equipment by exploding hundreds of bombs. The competition between the U.S. and the Soviet Union moves into space. An American spy plane is shot down over

the U.S.S.R. John Kennedy is elected President in 1960.

OBJECTIVES

- ▶ To examine the beginnings of the second World War in Europe.
- ▶ To show how reluctant the United States was to enter the war.
- ▶ To describe the events that made it increasingly difficult for America to stay out of the war.
- ▶ To show how warfare changed between the first and second World Wars.
- ▶ To portray Hitler's plan for domination of the European continent.
- ▶ To depict the effects of Hitler's campaign of fear and intimidation on the people and nations of Europe.

NOTES:

Our AIMS Media Educational Department welcomes your observations and comments.

Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Introduce students to the geography of the countries involved in the beginning of World War II. Display a map of Europe and have students locate: the Scandinavian countries, France, England, Belgium, Holland, and the Soviet Union (Russia). Discuss how people could move around and between these countries as you have students point out the oceans, waterways, mountains, forests, and large cities. Explain that each of these countries was involved in World War II, and that the German army attacked many of these countries.

INTRODUCTION TO VOCABULARY

To prepare students for viewing *The Darkest Hour*, present the words listed below for review. Have students volunteer to provide the definitions, or to work in pairs or small groups to find their meanings and report them to the class: treaties, neutrality, occupation, delegation, blitzkrieg

DISCUSSION IDEAS

Tell students that although the U.S., under FDR, did not want to fight in the war, it participated by supplying Britain with arms, food, and machinery. This was done through the Lend-Lease program, in which the president decided what would be lent or leased, and the cost of such loans to the borrowers. These loans were often made at little cost to the borrowers (although the total cost of aid was about \$50 billion). Have students discuss how this form of lending was a way to be involved in the war without actually fighting. Ask students: What kind of machinery do you think was lent? Why do you think Britain received the aid? How do you think the Lend-Lease program gave the United States power in Europe?

Review with students the causes and effects of the Great Depression. Have volunteers describe the Depression, when it began, and how Americans were affected by it. Ask students what they think brought the U.S. out of the Depression, eliciting that as U.S. involvement in the war in Europe grew more inevitable, weapons manufacturing created new jobs.

FOCUS

Tell students to watch for the different methods Germany used to attack various countries as they view *The Darkest Hour*.

JUMP RIGHT IN

HOW TO USE THE DARKEST HOUR AIMS TEACHING MODULE

Preparation

- ▶ Read The Darkest Hour Themes, Overview, and Objectives to become familiar with program content and expectations.
- ▶ Use Preparation for Viewing suggestions to introduce the topic to the students.
- ▶ Assemble materials for students to take notes or write in journals.

Viewing THE DARKEST HOUR

- ▶ Make sure the viewing or work station environment meets individual or group learners' needs.
- ▶ Provide various opportunities for students to view the video.

Using Other Technology Tools

- ▶ If you have an AIMS Multimedia title on laser disc, CD-ROM or CD-i, make sure user is familiar with related hardware operating instructions.
- ▶ Provide students various opportunities for interaction, depending on their individual needs, using the linear presentation or other program navigational pathways.

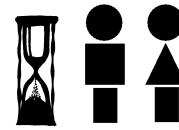
After Viewing THE DARKEST HOUR

- ▶ Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, or in pairs or small groups. Whenever possible, encourage cooperative discovery and learning.
- ▶ Duplicate the number of Vocabulary, Checking Comprehension, and consumable activity pages you will need.
- ▶ You may choose to have students take consumable activities home, or to complete them in the classroom, either independently or in small groups or pairs.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Meeting Individual Needs

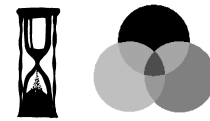
Make sure all students are aware of the countries involved in the early years of World War II. If you began a chart showing the countries that participated in World War I for an earlier segment of the American Chronicles Series, update it now to include the countries involved at the beginning of the second World War. If a chart or poster has not already been started, have students begin one now.



20 Minutes

Cultural Exchange

Many of your students will have relatives who remember the war. Acknowledge the sensitivity of the subject, but encourage any students who want to talk about their families' war experiences to do so in a voluntary forum. If applicable, model sharing experiences by telling your own or those of someone you know.



25 Minutes

Writing

Warships and aircraft played significant roles in World War II. For their writing assignment, have students find out more about a particular topic related to wartime ships or aircraft and write a short research report. Tell them to begin the writing process by making an outline or idea map of content related to the topic. Then have them write a first draft of their report. You may have suggestions for topics, or want students to select their topics, or you may use the suggestions below:

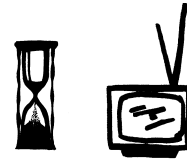
- U-boats
- Amphibious warfare ships
- Early history of ships
- Submarines
- Battle of Britain
- Royal Air Force



40 Minutes

In The Newsroom

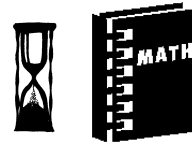
The assignment for Newsroom reporters is to research and write a feature news story entitled "US ENTERS WAR!" Tell student writers to present the story as if it would appear on television or radio on December 8, 1941. Have student reporters explain why war was declared on Japan. Additionally, encourage them to illustrate or map the sequence of battles mentioned in The Darkest Hour, and to describe how the US is threatened by the German occupation of Europe. If the equipment is available, encourage students to make an audio or video recording of their newsroom program for review.



60 Minutes

Connection to Mathematics

In The Darkest Hour, students learned that in 1939, one out of three Americans was sympathetic to Germany as the underdog in World War I. Instruct your students to gather statistics about current public opinions of foreign nations. Have your students suggest the names of up to 6 nations that are currently featured in the news. Then work with students to develop a scale that can be used to rate opinions about the nations, such as Good Government/OK Government/Bad Government, or Friendly Nation/Neutral Nation/Enemy Nation, or World Leader/Semi-Leader/Non-Leader. Have students survey 5-10 people outside of the class to determine their opinions. When the results are in, you may choose to group all results and have students graph them, to post individual students' graphed results and have the class compare them, or have the class discuss how they think the opinions of those surveyed compare to the rest of the nation.



45 Minutes

Critical Thinking

Students learned in The Darkest Hour that agreements ending both World War I and World War II were made in the same single railway car. Ask students to consider: Why do you think that railway car was chosen? What significance do you give to the fact that the same railway car was used at the end of BOTH wars?

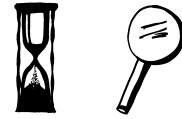


10 Minutes

Extended Activity

Ask interested students to research Indochina, to find the answers to these questions:

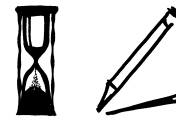
- What are the countries in Indochina?
- What are the Geneva Accords?
- What was the First Indochina War?
- What are the events that led to the Vietnam War?



30 Minutes

Writing

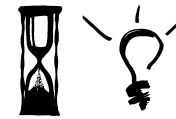
If students have not already done so, have them reread the rough draft of their research reports. Encourage them to make any changes in content, then write their final draft, and proofread for spelling and punctuation. If applicable, encourage them to include any drawings or illustrations. For reflection, ask: What did you learn that you did not know before? What effect, whether you think it is positive or negative, did the topic of your research report have on the war?



30 Minutes

Critical Thinking

Have students listen again to the segments in The Darkest Hour of Prime Minister Winston Churchill and President Franklin Roosevelt making speeches. (The Churchill speech begins “The Battle of Britain is about to begin...” FDR begins “Yesterday, December 7, 1941, a date which will live in infamy....”) As students listen, ask them to consider: What kind of leader does he SOUND like? How does his voice and his words make you FEEL? Do you trust him?



20 Minutes

Culminating Activity

Tell students to work together in small groups to form wartime political campaigns. Let each group select a person to run for President of the United States. The other group members will serve as campaign aides, speech writers, and military advisors. Tell the groups their goal is to tell “the people” how their candidate will represent them during the war, and persuade them that their candidate is the best candidate for President. After each group has prepared its campaign, give them time to present it to the class, or the whole school if applicable. If circumstances permit, you may want to allow a “mock” election.



60 Minutes

VOCABULARY

Complete each sentence with a word from the Word Bank.

Word Bank

armada
conscripted
outmaneuvered

conquests
assault
regrouped

exile
partisanship

augmenting
campaign

1. _ _ _ _ _ are people or places won in battles.
2. Blind devotion to one's cause or political party is called _ _ _ _ _ .
3. People in _ _ _ _ _ fled from their homes.
4. An army is _ _ _ _ _ by bringing troops together and separating them into new units.
5. To be _ _ _ _ _ is to be drafted by the government into the armed services.
6. If an army is _ _ _ _ _ , its enemy has moved to a better or more powerful location.
7. _ _ _ _ _ a good thing adds to it or makes it better.
8. Another word for an attack is _ _ _ _ _ .
9. A plan for army movement is called a _ _ _ _ _ .
10. An _ _ _ _ _ is a fleet of warships.

CHECKING COMPREHENSION

Beside each event, write 1939, 1940, or 1941 to show the year in which the event took place.

- _____ Germany invades Russia.
- _____ Germany attacks England by air.
- _____ England and France declare war on Germany.
- _____ Japan attacks Pearl Harbor.
- _____ France is occupied by Germany.
- _____ Germany sinks the English ship "Athenia."
- _____ Wendell Wilkie loses U.S. presidential election to Franklin Roosevelt.
- _____ Stalin allies Russia with Britain.
- _____ Germany attacks Poland.
- _____ Winston Churchill becomes Prime Minister of England.
- _____ Roosevelt drafts one million soldiers.
- _____ Japanese Emperor Tojo signs the Tripartite Pact with Germany and Italy.
- _____ Russia attacks Finland.
- _____ Germany attacks Norway, Holland, and Belgium.
- _____ Germany attacks Crete by air.
- _____ The United States declares war on Japan.

WARRING NATIONS

Below is a list of many of the countries that had entered the war by 1941. Write the name of each country in the column to tell if it belonged to the Allies or the Axis.

Belgium	Great Britain	France	India
Italy	Hungary	United States	Bulgaria
Poland	Czechoslovakia	Finland	Norway
China	Japan	Romania	Albania

ALLIES	AXIS

COMPOUND WORDS

Each word listed below is half of a compound word in American Chronicles. One definition is given for each word, although many of the words have multiple meanings. Use pairs of these words to write and define your own compound words. (Your compound words may be words you know or words you invent.)

head: the end or top part of an object

steam: vapor from heated water

board: a flat piece of wood designed for a special use

strike: to hit or to attack

flame: the glowing part of a fire

work: activity or effort

pill: small, round medicine to be swallowed

spring: to leap up or forward

thrower: a device that sends something forward through the air

hold: a waiting place

ground: the surface of the Earth

roll: to move forward with an easy motion

spear: a long slender weapon with a sharp pointed end

boxes: containers

counter: to oppose or to take a defensive step

strong: having physical, moral, or intellectual power

1. Compound Word: _____ Definition: _____

2. Compound Word: _____ Definition: _____

3. Compound Word: _____ Definition: _____

4. Compound Word: _____ Definition: _____

5. Compound Word: _____ Definition: _____

6. Compound Word: _____ Definition: _____

7. Compound Word: _____ Definition: _____

8. Compound Word: _____ Definition: _____

_____ Name

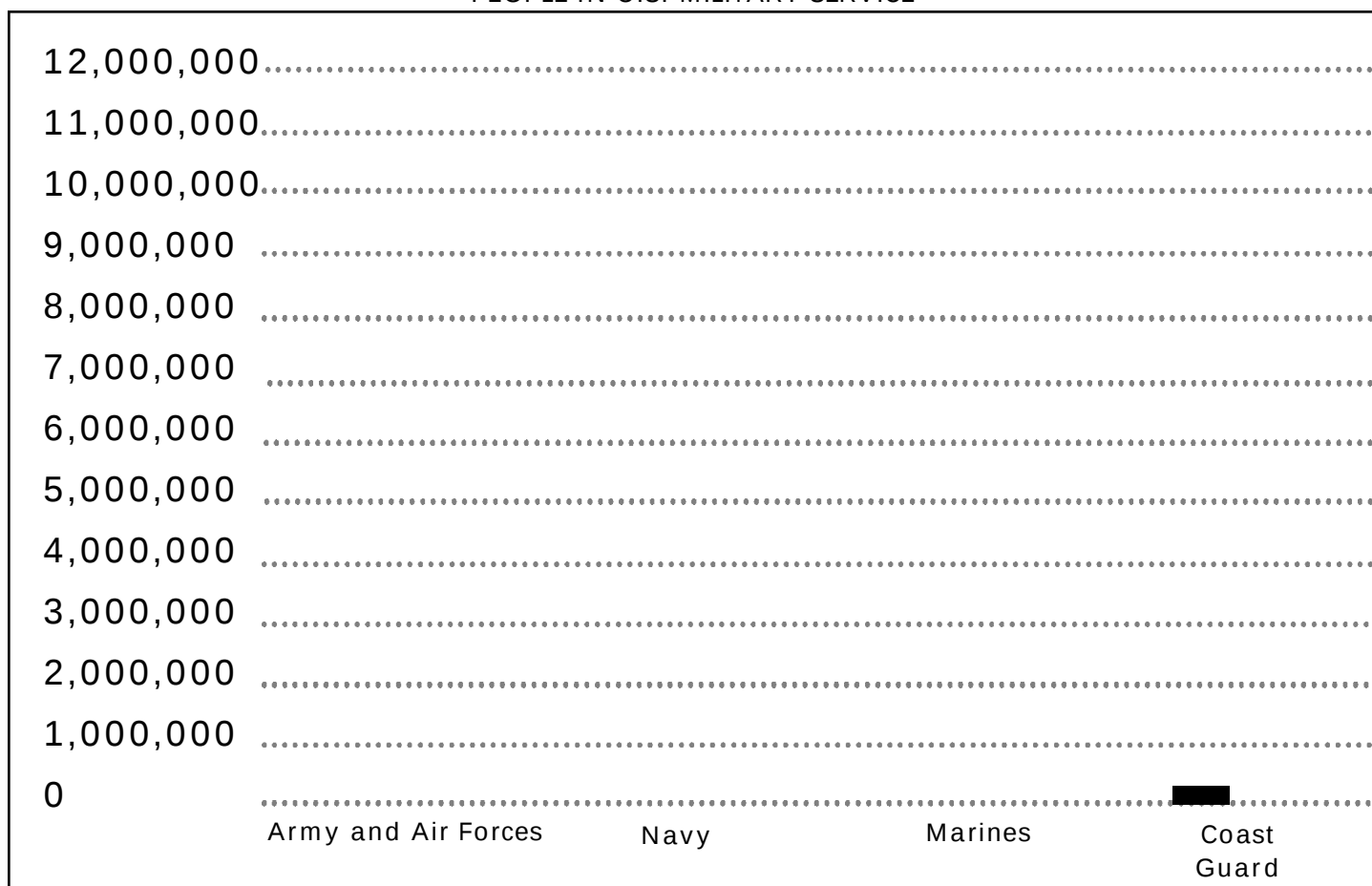
THOSE WHO SERVED

WORLD WAR II

Branch	Number who Served
Army and Air Force	11,260,000
Navy	4,183,466
Marines	669,100
Coast Guard	241,093

Use the statistics in the tables above to complete the double bar graph. One is done for you.

PEOPLE IN U.S. MILITARY SERVICE



MAKING INFERENCES

Read the excerpt below from *The Darkest Hour*.

American President Franklin Delano Roosevelt only began to take Hitler seriously in September of 1938, after the Munich agreement allowed Germany to dismember Czechoslovakia without a declaration of war. At the same time, however, American public opinion was sharply divided — with one out of three Americans sympathetic to the plight of Germany, the underdog of the First World War.

This rift in America was a boon to Hitler, and he often boasted that the United States would never again go to war to rescue the old powers of Europe.

In this, Hitler made a final miscalculation, though, after Munich, three and a half long and bloodstained years would pass before his armies faced the force of American guns.

Use what you read in the excerpt to make inferences in the sentences below. After each sentence, write agree or disagree on the line. If you disagree, explain why.

1. President Franklin Roosevelt did not think Hitler was a threat until near the end of 1938.

2. Disagreement among Americans made Hitler feel threatened.

3. About one-third of Americans sided with Hitler because they agreed with his ideas.

4. After about 3 1/2 years, Americans began to fight against Hitler.

5. Hitler believed that America would not enter the war.

TEST

Circle the letter of the BEST answer.

1. What was the name of Hitler's German army?
A. Blitzkreig B. Tojo
C. Wehrmacht C. Messerschmitt
2. After which event did England and France declare war on Germany?
A. the attack and conquest of Poland by Germany
B. the attack and conquest of Poland by Russia
C. the bombing of Pearl Harbor
D. the attack of Crete
3. Which ally of Germany attacked Finland?
A. Italy B. Japan
C. Germany D. Russia
4. What kind of treaty did Hitler violate by attacking Belgium?
A. a treaty of neutrality B. a treaty of war
C. the Versailles treaty D. the Tripartite agreement
5. Which country defended France and Crete against the Germans?
A. Russia B. the United States
C. Great Britain D. Japan

Test, page 2

6. For how many years did Germany occupy France?

- A. one year
- B. two years
- C. three years
- D. four years

7. Which of the following was NOT part of the German occupation of France?

- A. The Nazis were instructed to enlist French soldiers into their army.
- B. France was to pay the Germans 400 million francs per day.
- C. The government of France would move from Paris to Vichy, in the south.
- D. France's colonies overseas would be given away to the Axis powers and Japan.

8. Why was it challenging for Germany to attack England?

- A. England had a much stronger army than Germany.
- B. England was an island and therefore could only be attacked by air or by sea.
- C. England was allied with Russia, who would come to their defense if Germany attacked.
- D. English cities were full of civilians, and the Germans preferred to attack soldiers rather than civilians.

9. Why did Stalin ally Russia with Britain?

- A. Hitler betrayed Russia by invading after the two countries had agreed to be allies.
- B. The Russians decided they preferred Britain's form of government.
- C. Stalin wanted Russia to protect the British.
- D. Hitler and Stalin made an agreement that the Russia-Britain alliance would be temporary.

10. Which statement is TRUE?

- A. Franklin Roosevelt kept the U.S. out of war even after the Japanese attacked Pearl Harbor.
- B. The Japanese attack of Pearl Harbor was the beginning of French involvement in the war.
- C. Roosevelt kept the U.S. out of war because it could not build an army that would be strong enough to fight.
- D. When Japan attacked Pearl Harbor, the U.S. had an army of at least 1 million soldiers who were ready for war.

ADDITIONAL AIMS MEDIA PROGRAMS

If you and your students enjoyed *The Darkest Hour*, you will also enjoy:

The American Diary Series 9751-9762AT

The American Revolution: Rebellion and Preparing to Fight 8628AT

The American Revolution: Declaration of Independence and the War 8641AT

The Civil War: The South Secedes and War Begins 8629AT

The Civil War: Four Years of War and Its Aftermath 8642AT

ADDITIONAL READING SUGGESTIONS

Your students may enjoy reading these books:

Ferry, Charles. *One More Time*. Houghton Mifflin, 1985

Forman, James. *The Skies of Crete*. Farrar, Straus, 1963

ter Haar, Jaap. *Boris*. Delacorte Press, 1970

Mochizuki, Ken. *Baseball Saved Us*. Lee & Low Books, 1995

Paton-Walsh, Jill. *The Dolphin Crossing*. Macmillan, 1967

Lisle, Janet Taylor. *Sirens and Spies*. Bradbury, 1985

ANSWER KEY for page 19

				_____	Name
VOCABULARY					
Complete each sentence with a word from the Word Bank below.					
Word Bank					
armada	conquests	exile	augmenting		
conscripted	assault	partisanship	campaign		
outmaneuvered	regrouped				

1. C o n q u e s t s are people or places won in battles.

2. Blind devotion to one's cause or political party is called p a r t i s a n s h i p.

3. People in e x i l e fled from their homes.

4. An army is r e g r o u p e d by bringing troops together and separating them into new units.

5. To be c o n s c r i p t e d is to be drafted by the government into the armed services.

6. If an army is o u t m a n e u v e r e d, its enemy has moved to a better or more powerful location.

7. A u g m e n t i n g a good thing adds to it or makes it better.

8. Another word for an attack is a s s a u l t.

9. A plan for army movement is called a c a m p a i g n.

10. An a r m a d a is a fleet of warships.

ANSWER KEY for page 20

Name

CHECKING COMPREHENSION

Beside each event, write 1939, 1940, or 1941 to show the year in which the event took place.
As an added challenge, label the events from 1 to 16 to show the order in which they took place.

<u>1940</u>	Germany invades Russia.
<u>1940</u>	Germany attacks England by air.
<u>1939</u>	England and France declare war on Germany.
<u>1941</u>	Japan attacks Pearl Harbor.
<u>1940</u>	France is occupied by Germany.
<u>1939</u>	Germany sinks the English ship "Athenia."
<u>1940</u>	Wendell Wilkie loses U.S. presidential election to Franklin Roosevelt.
<u>1941</u>	Stalin allies Russia with Britain.
<u>1939</u>	Germany attacks Poland.
<u>1940</u>	Winston Churchill becomes Prime Minister of England.
<u>1940</u>	Roosevelt drafts one million soldiers.
<u>1941</u>	Japanese Emperor Tojo signs the Tripartite Pact with Germany and Italy.
<u>1939</u>	Russia attacks Finland.
<u>1940</u>	Germany attacks Norway, Holland, and Belgium.
<u>1940</u>	Germany attacks Crete by air.
<u>1941</u>	The United States declares war on Japan.

ANSWER KEY for page 21

Name

WARRING NATIONS

Below is a list of many of the countries that had entered the war by 1941. Write the name of each country in the column to tell if it belonged to the Allies or the Axis.

Belgium	Great Britain	France	India
Italy	Hungary	United States	Bulgaria
Poland	Czechoslovakia	Finland	Norway
China	Japan	Romania	Albania

ALLIES	AXIS
Belgium	Italy
Poland	Hungary
China	Japan
Great Britain	Finland
Czechoslovakia	Bulgaria
France	Albania
United States	Romania
India	
Norway	

ANSWER KEY for page 22

Name

COMPOUND WORDS

Each word listed below is half of a compound word in American Chronicles. One definition is given for each word, although many of the words have multiple meanings. Use pairs of these words to write and define your own compound words. (Your compound words may be words you know or words you invent.)

head: the end or top part of an object
steam: vapor from heated water
board: a flat piece of wood designed for a special use
strike: to hit or to attack
flame: the glowing part of a fire
work: activity or effort
pill: small, round medicine to be swallowed
spring: to leap up or forward
thrower: a device that sends something forward through the air
hold: a waiting place
ground: the surface of the Earth
roll: to move forward with an easy motion
spear: a long slender weapon with a sharp pointed end
boxes: containers
counter: to oppose or to take a defensive step
strong: having physical, moral, or intellectual power

1. Compound Word: _____ Definition: _____
ANSWERS WILL VARY.
2. Compound Word: _____ Definition: _____
3. Compound Word: _____ Definition: _____
4. Compound Word: _____ Definition: _____
5. Compound Word: _____ Definition: _____
6. Compound Word: _____ Definition: _____
7. Compound Word: _____ Definition: _____
8. Compound Word: _____ Definition: _____

ANSWER KEY for page 23

Name

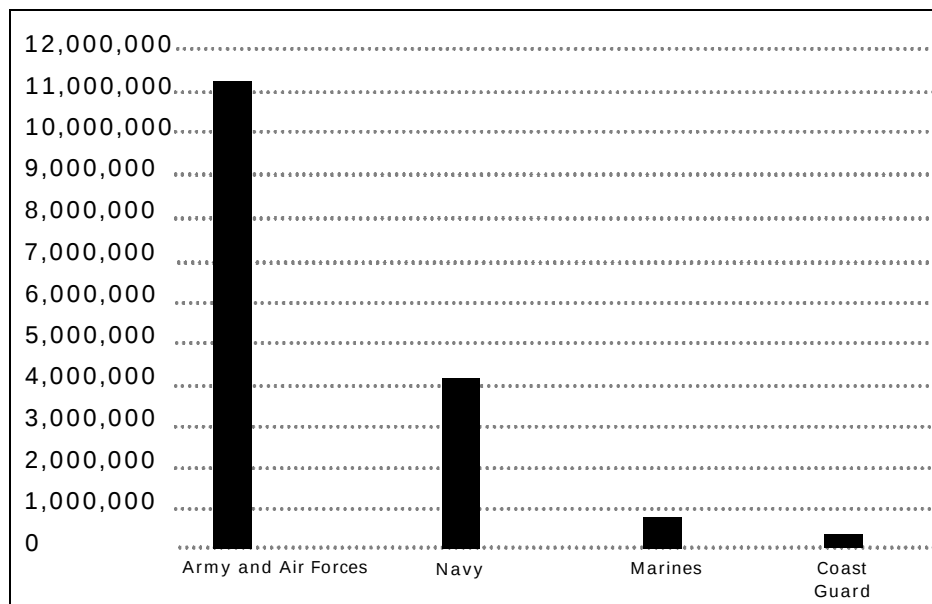
THOSE WHO SERVED

WORLD WAR II

Branch	Number who Served
Army and Air Force	11,260,000
Navy	4,183,466
Marines	669,100
Coast Guard	241,093

Use the statistics in the tables above to complete the double bar graph. One is done for you.

PEOPLE IN U.S. MILITARY SERVICE



ANSWER KEY for page 24

Name

MAKING INFERENCES

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In this, Hitler made a final miscalculation, though, after Munich, three and a half long and bloodstained years would pass before his armies faced the force of American guns.

Use what you read in the excerpt to make inferences in the sentences below. After each sentence, write agree or disagree on the line. If you disagree, explain why.

Answers will vary. Some suggestions:

1. President Franklin Roosevelt did not think Hitler was a threat until near the end of 1938.
Agree
2. Disagreement among Americans made Hitler feel threatened.
Disagree. It made him feel stronger.
3. About one-third of Americans sided with Hitler because they agreed with his ideas.
Disagree. They sided with Germany because they felt it was the underdog.
4. After about 3 1/2 years, Americans began to fight against Hitler.
Agree
5. Hitler believed that America would not enter the war.
Agree

ANSWER KEY for page 25

Name _____

TEST

Circle the letter of the BEST answer.

- What was the name of Hitler's German army?
A. Blitzkreig
C. Wehrmacht
B. Tojo
C. Messerschmitt
- After which event did England and France declare war on Germany?
A. the attack and conquest of Poland by Germany
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- Which ally of Germany attacked Finland?
A. Italy
C. Germany
B. Japan
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- What kind of treaty did Hitler violate by attacking Belgium?
A. a treaty of neutrality
C. the Versailles treaty
B. a treaty of war
D. the Tripartite agreement
- Which country defended France and Crete against the Germans?
A. Russia
C. Great Britain
B. the United States
D. Japan

ANSWER KEY for page 26

		Name _____	
Test, page 2			
6.	For how many years did Germany occupy France?		
A.	one year	B.	two years
C.	three years	☒ D.	four years
7.	Which of the following was NOT part of the German occupation of France?		
☒ A.	The Nazis were instructed to enlist French soldiers into their army.		
B.	France was to pay the Germans 400 million francs per day.		
C.	The government of France would move from Paris to Vichy, in the south.		
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10.	Which statement is TRUE?		
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☒ D.	When Japan attacked Pearl Harbor, the U.S. had an army of at least 1 million soldiers who were ready for war.		