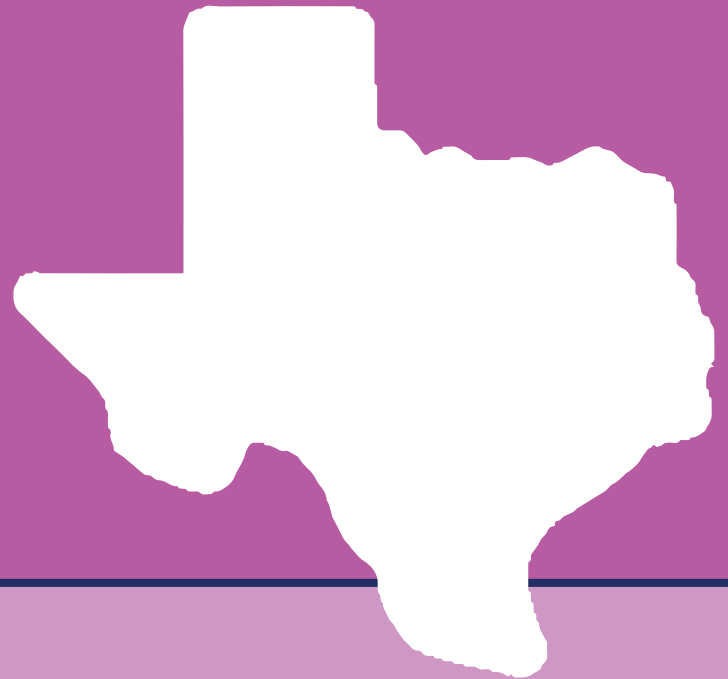




**Bluebonnet  
Learning**  
K-5 Reading Language Arts

ENGLISH

# WORLD WAR II



**GRADE 5 UNIT 7 | ACTIVITY BOOK**

EDITION 1

Grade 5

Unit 7

# **World War II**

**Activity Book**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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# **Unit 7**

# **World War II**

## **Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 7 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Steps Toward War

*Directions: Use your cursive handwriting skills to answer the questions. Answer questions 1 and 2 before reading Chapter 1, “Steps Toward War.” After reading and discussing the chapter, use details from the text to answer question 3.*

### Before Reading

1. What facts, details, or ideas do you already know or associate with World War II?

2. What questions about World War II do you have? What about this time in history would you like to learn more about?

### After Reading

3. What have you learned about the people, events, or beliefs that may have led to the start of World War II?

4. After reading and discussing “Steps Towards War,” what new questions to you have about World War II?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Timeline of Events Before, During, and After World War II

*Directions: Throughout the unit, record the dates of important events that happened before, during, and after World War II.*





## Timeline of Events Before, During, and After World War II

*Directions: Throughout the unit, record the dates of important events that happened before, during, and after World War II.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Steps Toward War”

1. **front**, 1. *n.* the leading edge of a conflict and the zone where active military operations are occurring; 2. *n.* the forward part or surface; 3. *adj.* related to the forward part or surface (6)
2. **empire**, *n.* a group of countries or territories ruled by one powerful leader (6)
3. **isolationist**, *adj.* preferring a policy of staying uninvolved in alliances or the affairs of other countries (**isolationism**) (6)
4. **armistice**, *n.* an agreement between opponents to stop or pause warfare (7)
5. **expansionism**, *n.* a policy or practice of growing by acquiring new territory (7)
6. **fascism**, *n.* a political system in which the government controls all businesses and labor and is led by a dictator with absolute power (8)
7. **nationalism**, *n.* a belief in the importance of promoting the culture and interests of your own country above all others (8)
8. **dictator**, *n.* a single leader of a country or territory who has absolute and total power (**dictators**) (8)



## Glossary for *World War II*

### A

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**aerial, *adj.*** having to do with or done by means of an aircraft

**airstrip, *n.*** a runway used by planes to take off or land (airstrips)

**annex, *v.*** to take over control of another location (annexed)

**antisemitism, *n.*** a hostile attitude toward Jewish people, which can lead to discrimination and violence

**appeasement, *n.*** the strategy of giving a person or group what they want to prevent conflict

**armament, *n.*** weapons, equipment, and supplies used for war (armaments)

**armistice, *n.*** an agreement between opponents to stop or pause warfare

**arsenal, 1. *n.*** a collection of weapons and military equipment; **2. *n.*** place where weapons and military equipment are stored or made

**atrocity, *n.*** an exceptionally and shockingly evil or cruel act

### B

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**blitzkrieg, *n.*** a tactic in which a military uses intense speed and power to attack and surprise its opponents

### C

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**casualty, *n.*** a military person removed from battle because of death, injury, illness, or capture (casualties)

**collective, *adj.*** shared or done by people in a group

**concentration camp, *n.*** a place or facility in which people are detained, usually under harsh conditions and without a trial or fair cause

### D

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**deceive, *v.*** to make someone believe something that is not true

**dehumanize, *v.*** to treat a person or people in a manner that devalues them as if they are less than human

**deploy, *v.*** to move troops into position for military action (deployed)

**devastating, *adj.*** causing serious damage, destruction, or pain

**dictator, *n.*** a single leader of a country or territory who has absolute and total power (dictators)

**draft, 1. n.** the process where the government selects people to join the military during times of war; **2. n.** the first version or plan of a text; **3. n.** a flow of air; **4. v.** to put in written form

## E

**emphasis, n.** special attention to something important

**empire, n.** a group of countries or territories ruled by a powerful leader

**executive order, n.** an official statement from the President that has the force of law

**expansionism, n.** a policy or practice of growing by acquiring new territory

**extremism, n.** belief in and support for radical ideas

## F

**fascism, n.** a political system in which the government controls all businesses and labor and is led by a dictator with absolute power

**front, 1. n.** the leading edge of a conflict and the zone where active military operations are occurring; **2. n.** the forward part or surface; **3. adj.** related to the forward part or surface

## G

**genocide, n.** the intentional physical destruction of part or all of a group of people

**guerilla, 1. adj.** irregular fighting styles that include sneak or surprise attacks; **2. n.** a member of a small independent fighting team

## H

**humanitarian, 1. adj.** promoting the well-being of other people; **2. n.** a person who takes actions that promote the well-being of other people

## I

**impending, adj.** about to happen

**industrial mobilization, n.** the process of industries shifting to providing goods and services for the war effort

**infamy, n.** the state of being well-known because of something negative or evil

**inflict, v.** to cause or impose something unpleasant or harmful on someone or something

**infrastructure, n.** the basic framework of a country or city that allows it to function, such as systems of roads, bridges, hospitals, schools, and other public works

**island-hopping, n.** a war strategy to capture one island at a time

**isolationist, adj.** preferring a policy of staying uninvolved in alliances or the affairs of other countries

## L

**liberation, n.** the act of being set free

## M

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**memorial, n.** a structure made to honor or preserve the memory of an event, individual, or group

**morale, n.** the mental and emotional condition of an individual or a group concerning a task or goal to be accomplished

## N

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**nationalism, n.** a belief in the importance of promoting the culture and interests of your own country above all others

**non-aggression pact, n.** an agreement between countries to avoid fighting with one another

## O

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**offensive, 1. adj.** relating to or made for attack; **2. n.** the state or attitude of one who is making an attack

**operation, 1. n.** an active military mission or process; **2. n.** the act of surgery being performed on a patient; **3. n.** the act or process of functioning (operations)

## P

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**peninsula, n.** a piece of land nearly surrounded by water but is connected to the mainland on one side

**pogrom, n.** a mob attack sponsored by the government with the goal of harassing or killing defenseless people in their homes, neighborhoods, businesses, and places of worship

**prejudice, n.** negative attitudes, including hatred, toward a person or group without a fair cause or reason

**premeditated, adj.** planned in advance

**propaganda, n.** typically biased or misleading information or opinions that are made public to promote or attack a movement, cause, or person

**prosperity, n.** a state of well-being, thriving, good fortune, or success

## R

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**ration, 1. v.** to control the amount one can use (rationing); **2. n.** the limited amount of an item a person can use

**relegate, v.** to remove or dismiss to a less important place (relegated)

**relentless, adj.** without stopping or lessening in intensity

**resolve, 1. n.** firmness of purpose; determination; **2. v.** to decide firmly and sincerely to do something or that something shall be done.

## S

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**scapegoat, v.** to unfairly blame an individual or group for a problem or the wrongs of others

**secure, 1. adj.** free from danger or fear; **2. v.** to make something safe

**simultaneous, *adj.*** existing or occurring at the same time (simultaneously)

**solidarity, *n.*** a feeling of being united in common goals or beliefs

**storm, 1. *v.*** to move or rush in an angry way (stormed); **2. *n.*** a type of weather pattern that brings wind, rain, thunder, and lightning

**subjugate, *v.*** to win power over someone by force (subjugated)

**sustainable, *adj.*** capable of being continued or upheld

## T

**tactic, *n.*** a plan for achieving something (tactics)

**theater, 1. *n.*** a multi-country geographical region where significant events, particularly related to war, take place; **2. *n.*** a building or outdoor area in which plays and other dramatic performances are given (theaters)

**tyranny, *n.*** a government led by a single cruel, harsh ruler who holds all the power

## U

**unprovoked, *adj.*** not brought on by anything done or said

## W

**war footing, *n.*** a state of preparedness for war; being ready for military action

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “War Begins”

1. **non-aggression pact, n.** an agreement between countries to avoid fighting with one another (16)
2. **appeasement, n.** the strategy of giving a person or group what they want to prevent conflict (16)
3. **annex, v.** to take over control of another location (**annexed**) (16)
4. **blitzkrieg, n.** a tactic in which a military uses intense speed and power to attack and surprise its opponents (17)
5. **tactic, n.** a plan for achieving something (**tactics**) (17)
6. **operation, n.** 1. an active military mission or process; 2. the act of surgery being performed on a patient; 3. the act or process of functioning (**operations**) (21)
7. **subjugate, v.** to win power over someone by force (**subjugated**) (22)
8. **liberation, n.** the act of being set free (22)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Beginning of World War II

*Directions: Read the question carefully. Then record your answer on the lines provided.*

*What is one historical figure, location, or military tactic that influenced the beginning of World War II? Support your answer with evidence from Chapter 2.*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Shifts in Verb Tense

*Directions: Read each sentence or set of sentences. If the verb tenses are the same and correct, put a check mark on the line in front of the sentence. If there is an inappropriate shift in verb tense, put an X on the line. Then cross out the verb with the inappropriate shift in tense and write the verb in the correct tense above it.*

Example:

  X   Shoshana walks into the library and <sup>*returns*</sup> ~~returned~~ the books.

1. \_\_\_\_\_ The United States believed in isolationism after World War I. They also experience the Great Depression.
2. \_\_\_\_\_ Most countries have military ships. They usually have planes also.
3. \_\_\_\_\_ Germany believed in expansionism after World War I. They will believe in nationalism also.
4. \_\_\_\_\_ After Germany invaded Poland, the Soviet Union attacks from the other direction.
5. \_\_\_\_\_ Britain believed in appeasement. This strategy failed to stop Nazi Germany.
6. \_\_\_\_\_ Expansionism will make Germany and Japan more powerful, and it creates problems with other countries.
7. \_\_\_\_\_ The Allied troops lost the battle at Dunkirk. However, they evacuate using small private boats.

*Write the appropriate tense of the verb in parentheses to complete each sentence.*

**Example:** Jayden writes (write, present) an email message to his father every day.

1. Tomorrow the class \_\_\_\_\_ (visit, future) the media center to watch a video about Winston Churchill.
2. During the 1930s, Germany and the Soviet Union \_\_\_\_\_ (sign, past) a non-aggression pact with one another.
3. The United States \_\_\_\_\_ (join, future) the Allied forces later in the war.
4. Students all over the world \_\_\_\_\_ (learn, present) about World War II every year.
5. Japan \_\_\_\_\_ (want, past) to take over northern China.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Suffixes *-tion* and *-sion*

Directions: Write the correct word to complete each sentence. Words will not be used more than once, some words will not be used.

add	addition	decide	decision
extend	extension	cancel	cancellation
discuss	discussion	revise	revision

1. Do you think my paper needs more \_\_\_\_\_, or is it fine as it is?
2. The cord did not reach far enough, so we got a(n) \_\_\_\_\_ to make it longer.
3. She wasn't very happy with the story she had written, so she decided to \_\_\_\_\_ it to make it better.
4. A(n) \_\_\_\_\_ of an earlier appointment allowed my doctor to see me right away.
5. With the \_\_\_\_\_ of three extra people to our table, it felt cramped because there wasn't enough room for everyone.
6. I called you to have a(n) \_\_\_\_\_ about our plans for this weekend.
7. I told my sister that she could \_\_\_\_\_ what movie we would watch tonight.
8. My teacher asked me if I could stay after class so we could \_\_\_\_\_ her thoughts on the poem I wrote.
9. Could you \_\_\_\_\_ more sprinkles on top of my ice cream cone?
10. The school decided to \_\_\_\_\_ classes for the day because it was snowing so hard.

For each of the two words left in the word bank, write a complete sentence using the word.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Prompt

### Step 1: Read the question and identify the prompt.

Based on the information you have read and discussed in this unit, write a response to the following:

The United States made many contributions to the Allied victory in World War II. Which contribution most enabled this outcome: our military leadership and heroism on the battlefields, or the industrial accomplishments and sacrifices of Americans at home?

### Step 2: Write a well-organized argumentative essay that uses specific details and evidence from the chapters to support your answer.

Remember to:

- clearly state your claim
- organize your writing
- develop your ideas in detail
- use evidence from the selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can

- review the chapters (**Step 2**)
- plan your response (**Step 3**)
- write your response (**Step 4**)
- revise and edit your response (**Step 5**)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sample Argumentative Essay

*Directions: Read the sample argumentative essay below. Identify the parts of the essay by naming each paragraph. Then answer the prompts below.*

Sample Prompt: Political and military leaders made many speeches during World War II. How did these speeches contribute to the Allied victory?

Essay Text	Essay Part
<p style="text-align: center;"><b>The Impact of Churchill’s and Roosevelt’s Speeches on the Allied Victory in World War II</b></p> <p>The speeches given by Winston Churchill and Franklin Delano Roosevelt during World War II played significant roles in the Allied victory. Churchill’s “Finest Hour” address, along with Roosevelt’s “Four Freedoms” and “Day of Infamy” speeches, boosted morale, united nations, and reinforced the resolve to defeat tyranny.</p>	
<p>Winston Churchill’s “Finest Hour” address to the British Parliament on June 18, 1940, inspired the people of his nation to stay strong in their fight against Germany. The people of Great Britain were facing the threat of German invasion and relentless bombing during the Battle of Britain. His words made clear that the country was resilient, and he encouraged the British people not to give up. Churchill told all of the British people that Britain would prevail. He said that history would show “this was their finest hour.” This speech improved morale, created confidence, and united the British people in their determination to resist tyranny.</p> <p>Shortly after Churchill delivered this speech, Franklin Delano Roosevelt’s “Four Freedoms” speech on January 6, 1941, inspired the people of America. They weren’t in the war yet but Roosevelt wanted to get support for the Allies. In his State of the Union address, Roosevelt outlined what he believed to be the essential freedoms for all humans. These were the freedom of speech, freedom of worship, freedom from want, and freedom from fear. Roosevelt made it clear that the world should hope for these ideals by reminding everyone about their importance. This speech reminded the Allies why they were fighting and what values they were defending. He inspired not only Americans, but people worldwide to support the fight against oppression.</p>	

Just eleven months later, the attack on Pearl Harbor happened, and the speech President Roosevelt gave afterward inspired the people of America to take action. One day after the attack occurred, President Roosevelt delivered a speech to Congress that pushed Americans to understand it was the time for action. He called December 7, 1941, “a date which will live in infamy,” and he called for Congress to approve his request for the United States to enter the war. This speech was a turning point for the country. It helped to change how Americans felt about getting involved in the war. Leaving behind isolationism, most Americans were ready to join the war and fight back. The words “Remember Pearl Harbor” also inspired Americans to ration their food and contribute their scrap metal to support the Allied forces. Inspired by Roosevelt’s speech, Americans were ready to do whatever it would take to defeat the Axis powers.

In conclusion, Churchill’s and Roosevelt’s speeches served to inspire people in each of their own nations. They also helped unify the Allied forces. By talking about their shared values and common objectives, these leaders led their countries toward unity and cooperation. Roosevelt and Churchill created a sense of friendship and mutual support that was essential to the success of the Allied war effort. Their words influenced the course of the war and ultimately helped defeat tyranny, extremism, and oppression.

1. What is the purpose of this essay?

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2. Who is the audience for this essay?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Re-Read: “We Shall Fight on the Beaches” Address

*Directions: Re-read Churchill’s speech in the table below, annotating the text and recording your thinking about the speech’s audience, purpose, and message in the right column. Then, use your cursive handwriting skills to respond to the prompts below.*

Excerpts from the Speech	What do details in this section tell you about Churchill’s audience, purpose, or message?
<p>I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone.</p>	
<p>At any rate, that is what we are going to try to do. That is the resolve of His Majesty’s Government—every man of them. That is the will of Parliament and the nation. The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength. Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.</p>	
<p>We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were <b>subjugated</b> and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God’s good time, the New World, with all its power and might, steps forth to the rescue and the <b>liberation</b> of the old.</p>	

1. What is the purpose of the speech?

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2. Who is the intended audience of the speech?

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3. Explain one or two ideas that Churchill wanted to present to his listeners. Based on the excerpt above, what was his message?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Sample Argumentative Essay Organization Chart

*Directions: Using the sample essay, identify the claim, then identify three pieces of evidence from the body and explain how the evidence supports the argument.*

<b>Claim:</b> The speeches made by Allied leaders during World War II contributed to the Allied victory because...		
<b>Evidence 1:</b>	<b>Evidence 2:</b>	<b>Evidence 3:</b>
<b>How Evidence Supports Argument:</b>	<b>How Evidence Supports Argument:</b>	<b>How Evidence Supports Argument:</b>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Words

*Directions: The following is a list of your first 10 spelling words in the unit. These words include the suffix -tion and the suffix -sion. You will be assessed on how to spell these words at the end of the unit. Practice spelling the words by doing one or more of the following:*

- Spell the words out loud.
- Write sentences using the words.
- Copy the words onto paper.
- Write the words in alphabetical order.

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. selection
2. direction
3. liberation
4. operation
5. discrimination
6. isolationist
7. option
8. expansion
9. invasion
10. decision



The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
selection	(noun) 1. the act of choosing; 2. something or someone that has been chosen; 3. a group from which things or people might be chosen
direction	(noun) 1. the act of guiding or instructing; 2. an instruction; 3. a command; 4. the way in which someone or something might face or move
liberation	(noun) the act of being set free
operation	(noun) 1. an active military mission or process; 2. the act of surgery being performed on a patient; 3. the act or process of functioning
discrimination	(noun) the act of treating different categories of people unfairly
isolationist	1. (noun) a person or group who stays uninvolved in alliances or the affairs of other countries; 2. (adjective) describing the process of staying uninvolved in alliances or the affairs of other countries
option	(noun) a thing that could be chosen
expansion	(noun) 1. the action of growing by acquiring new territory; 2. the action of anything becoming larger or growing.
invasion	(noun) the act of forcefully entering a place in order to control it
decision	(noun) a choice made between several possibilities

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Evidence Collector

*Directions: Over the course of the unit, watch for details in the chapters you read that provide information about American military leadership and heroism and the industrial accomplishments and sacrifices of Americans at home. Collect the evidence you find here. Before beginning your argumentative essay, you will review this evidence to determine what claim you feel most prepared to support.*

### **Argumentative Essay Prompt:**

The United States made many contributions to the Allied victory in World War II. Which contribution most enabled this outcome: our military leadership and heroism on the battlefields, or the industrial accomplishments and sacrifices of Americans at home? Argue whether our military leadership and heroism or the industrial support at home most enabled the Allied victory.

American Military Leadership and Heroism	Industrial Accomplishments


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “America Enters the War”

1. **impending**, *adj.* about to happen (26)
2. **secure**, 1. *adj.* free from danger or fear; 2. *v.* to make something safe (26)
3. **armament**, *n.* weapons, equipment, and supplies used for war (**armaments**) (27)
4. **casualty**, *n.* a military person removed from battle because of death, injury, illness, or capture (**casualties**) (27)
5. **solidarity**, *n.* a feeling of being united in common goals or beliefs (29)
6. **airstrip**, *n.* a runway used by planes to take off or land (**airstrips**) (31)
7. **devastating**, *adj.* causing serious damage, destruction, or pain (31)
8. **infamy**, *n.* the state of being well-known because of something negative or evil (35)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Irregular Verb Tense Practice

*Directions: Read each sentence or set of sentences. If the verb tenses are the same and correct, put a check mark on the line in front of the sentence. If there is an inappropriate shift in verb tense, put an X on the line. Then cross out the verb with the inappropriate shift in tense and write the verb in the correct tense above it.*

Example: X Ella saw a movie yesterday with her friends, and they all <sup>*bought*</sup> ~~buy~~ popcorn.

1. \_\_\_\_\_ I get a new book from the book fair and wrote my name in the front.
2. \_\_\_\_\_ Jerry's sister understands how to do long division, but she felt like she didn't.
3. \_\_\_\_\_ Tara was excited to go to the concert. She heard all of her favorite songs.
4. \_\_\_\_\_ My family will drive to the beach over the summer, and we left my cat home alone.
5. \_\_\_\_\_ No one made cookies for the party yesterday, so Patrick eats pie instead.
6. \_\_\_\_\_ Selena lost her earrings, but her mother found them under her bed.
7. \_\_\_\_\_ The professor thinks about publishing a book. She sent her ideas to her editor.
8. \_\_\_\_\_ Greta paid for her best friend's dinner and spent all her money.
9. \_\_\_\_\_ The sun rises in the east and set in the west.
10. \_\_\_\_\_ The veterinarian told me that my dog grows larger than expected.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## President Roosevelt’s Address to Congress

*Directions: Read President Roosevelt’s speech in the table below, annotating the text and recording your thinking about the speech’s audience, purpose, and message in the right column. Then, use your cursive writing skills to respond to the prompts below.*

<b>Excerpts from the Speech</b>	<b>What do details in this section tell you about Roosevelt’s audience, purpose, or message?</b>
<p>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.</p> <p>The United States was at peace with that Nation and, at the solicitation of Japan, was 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 the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.</p>	
<p>It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.</p> <p>The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.</p>	
<p>Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.</p> <p>Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.</p>	



As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense. But always will our whole Nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us. Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces—with the unbounding determination of our people—we will gain the inevitable triumph—so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

1. What is the purpose of the speech? Use text evidence to explain your answer.

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2. Who is the intended audience of the speech? Use text evidence to explain your answer.

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3. Explain one or two ideas that Roosevelt wanted to present to his listeners. Based on the excerpt above, what was his message? Use text evidence to explain your answer.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Paraphrasing and Summarizing Evidence

*Directions: Record pieces of evidence in the left column, writing the beginning of the evidence so it can be located in the Reader as needed. Notate which chapter it is from in the center column, then paraphrase or summarize the evidence in the right column.*

Evidence from Text	Chapter	Your Paraphrase or Summary



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Words Practice

*Directions: Use your cursive writing skills to write the correct spelling word to complete each sentence. Words will not be used more than once.*

selection      liberation      discrimination      option      invasion

direction      operation      isolationist      expansion      decision

1. Carly knew that staying up late to finish the project was her only \_\_\_\_\_.
2. The surgeon washed his hands to prepare for the \_\_\_\_\_.
3. July 4 celebrates the \_\_\_\_\_ of the United States from Britain's control.
4. Nelli didn't know which \_\_\_\_\_ she should walk to get to the grocery store.
5. During the 1930s, it was very common for Americans to have \_\_\_\_\_ views about getting involved in Europe's problems.
6. After the Civil Rights movement, more laws were passed to stop people from experiencing \_\_\_\_\_.
7. The farmer decided he could buy more cows and sheep after the \_\_\_\_\_ of his barn.
8. Harriet had a difficult time making the \_\_\_\_\_ about which college she should attend.
9. Mr. Faulstich thought that kids playing on his front lawn was an \_\_\_\_\_ of his personal space.
10. Ariana loved looking at the huge \_\_\_\_\_ of chocolates in the candy store.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Understanding World War II

*Directions: Read the following claims about the events of World War II. Using the information you have learned, circle which piece of evidence best supports the claim.*

**Claim 1:**

Germany's military tactics influenced the beginning of World War II.

**Evidence A:**

Germany's use of blitzkrieg helped them take control of their neighboring countries without much resistance.

**Evidence B:**

Adolf Hitler and the Nazi Party spread nationalist ideas throughout Germany because they were unhappy with the way World War I had ended.

**Claim 2:**

The United States was transformed from an isolationist nation to an active participant in World War II.

**Evidence A:**

In order to defend the value of freedom, the United States began providing important supplies to the Allies during the war.

**Evidence B:**

Japan's surprise attack on Pearl Harbor and President Roosevelt's address afterward unified the country to respond by declaring war on Japan and the Axis.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “America: The Arsenal of Democracy”

1. **simultaneous**, *adj.* existing or occurring at the same time (**simultaneously**) (37)
2. **war footing**, *n.* a state of preparedness for war; being ready for military action (37)
3. **draft**, **1. n.** the process where the government selects people to join the military during times of war; **2. n.** the first version or plan of a text; **3. n.** a flow of air; **4. v.** to put in written form (37)
4. **arsenal**, **1. n.** a collection of weapons and military equipment; **2. n.** place where weapons and military equipment are stored or made (38)
5. **executive order**, *n.* an official statement from the President that has the force of law (39)
6. **relegate**, *v.* to remove or dismiss to a less important place (**relegated**) (39)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Practice

*Directions: Use your cursive writing skills to fill in the blanks with the spelling of the word that best fits the sentence. Double-check to make sure you've spelled and used each word correctly.*

Sentences	Word Bank
1. The artist's _____ of a sculpture amazed everyone with its intricate details and unique design.	concentration persecution creation
2. Our community appreciates every small _____, whether it's time, money, or a helping hand.	production contribution
3. To meet the rising demand for eco-friendly products, the local factory increased its _____ of recyclable paper bags.	
4. Maya's _____ during the chess tournament helped her outsmart opponents and secure victory.	
5. In history class, we learned about the _____ people faced during certain time periods.	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “The European Theater, Part 1” and “The European Theater, Part 2”

1. **theater, n.** a multi-country geographical region where significant events, particularly related to war, take place; a building or outdoor area in which plays and other dramatic performances are given (**theaters**) (43)
2. **inflict, v.** to cause or impose something unpleasant or harmful on someone or something (46)
3. **relentless, adj.** without stopping or lessening in intensity (61)
4. **aerial, adj.** having to do with or done by means of an aircraft (64)
5. **storm, 1. v.** to move or rush in an angry way (**stormed**); **2. n.** a type of weather pattern that brings wind, rain, thunder and lightning (65)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Importance of the Battle of Britain

*Directions: Reread these excerpts from Winston Churchill’s “Finest Hour” speech. While you read, take notes that show how Churchill emphasizes the importance of defending against the German attack. Then, use your cursive writing skills to answer the questions below.*

1. Who was Churchill’s audience? \_\_\_\_\_

2. What was Churchill’s purpose for speaking? \_\_\_\_\_

Speech Excerpts	Paraphrased Message
Excerpt 1: I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of the Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us.	
Excerpt 2: Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age.	
Excerpt 3: Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, “This was their finest hour.”	
What do Churchill’s words show you about why it was so important for the Allies to win the Battle of Britain?	



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Argumentative Essay Map

*Directions: Complete the essay map. Use Activity Page 4.1 to make sure you include the correct details. After you write your claim, fill in your reasons and supporting evidence. Make sure your reasons have good evidence to support them.*

Claim:		
Reason:	Reason:	Reason:
Evidence:	Evidence:	Evidence:





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Using Commas in Compound and Complex Sentences

*Directions: Use your cursive writing skills to answer the questions below. Then, read each sentence carefully and determine if it is a compound or complex sentence. Circle your choice. Add a comma in the appropriate position to complete the sentence.*

What do I know about using commas in compound sentences?

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What do I know about using commas in complex sentences?

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Sentences	Compound or Complex
1. World War II took place in two military theaters and the Allies were focused on defeating Japan.	Compound / Complex
2. Germany conquered most of the entire continent of Europe at the onset of the 1940s and there was no sign of the Nazi advances slowing down.	Compound / Complex
3. World War II took place in two military theaters with the Allies focused on defeating Japan.	Compound / Complex
4. Germany planned to invade Britain by sea but the Germans needed to conquer the air space before this was possible.	Compound / Complex
5. Known as the Royal Air Force (RAF) the British air force counter-attacked with great success.	Compound / Complex
6. Hitler would double down with an intense bombing campaign against British cities known as The Blitz.	Compound / Complex
7. The Blitz affected cities across Great Britain and an estimated 43,000 lives were lost between September 1940 and May 1941	Compound / Complex
8. The bombing continued for 57 nights in a row causing fear and panic.	Compound / Complex



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “The Pacific Theater, Part 1” and “The Pacific Theater, Part 2”

1. **offensive**, **1. adj.** relating to or made for attack; **2. n.** the state or attitude of one who is making an attack (48)
2. **island-hopping**, **n.** a war strategy to capture one island at a time (48)
3. **peninsula**, **n.** a piece of land nearly surrounded by water or sticking out into the water (49)
4. **guerilla**, **1. adj.** engaging in irregular and aggressive fighting styles; **2. n.** a member of a small independent fighting team (50)
5. **morale**, **n.** the mental and emotional condition of an individual or a group concerning a task or goal to be accomplished (50)
6. **resolve**, **1. n.** firmness of purpose; determination (83); **2. v.** to decide firmly and sincerely to do something or that something shall be done (83)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Military Strategies in the Pacific Theater

*Directions: Read the question carefully. Then record your answer on the lines provided.*

*What is military strategy or event that was significant in the Pacific Theater? Support your answer with evidence from Chapter 6, “The Pacific Theater, Part 1.”*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Draft

*Directions: Use your cursive handwriting skills to complete the draft of your argumentative essay. You will write one section at a time. Follow the directions given by the teacher to determine which section you will be working on.*

### Introduction:

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### Body Paragraph 1:

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**Body Paragraph 2:**

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**Body Paragraph 3:**

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**Conclusion:**

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

*Directions: Use your cursive handwriting skills to write the correct spelling word to complete each sentence. Words will not be used more than once. Double-check to make sure you have spelled and used each word correctly.*

selection	direction	liberation	operation	discrimination
isolationist	option	expansion	invasion	decision
concentration	persecution	creation	production	contribution

1. I'm trying to choose which topic to write about for my report, but it is a tough \_\_\_\_\_.
2. In which \_\_\_\_\_ should I go to get to the museum quickly?
3. Everyone in the community made a \_\_\_\_\_ to the food drive, donating canned goods and non-perishable items to help those in need.
4. The soldiers celebrated their \_\_\_\_\_ from enemy territory with cheers and smiles as they returned home safely.
5. During the military \_\_\_\_\_, soldiers carried out a series of strategic maneuvers to secure the enemy stronghold and achieve their mission objectives.
6. The factory increased its \_\_\_\_\_ of cars to meet the growing demand from consumers.
7. The artist's latest masterpiece is a stunning \_\_\_\_\_ that captures the detail and beauty of nature.
8. Despite facing \_\_\_\_\_ for their beliefs, the group continued to speak out against injustice and fight for equality.
9. During the test, James focused his full \_\_\_\_\_ on solving the complex math problems before the end of class.
10. The school created strict policies to prevent bullying and \_\_\_\_\_, ensuring that every student felt safe and respected.

11. The country was under threat of \_\_\_\_\_ from neighboring forces, prompting the government to mobilize its defenses.
12. During the science fair, students eagerly awaited the judges' \_\_\_\_\_ of the top projects, hoping to win the award.
13. As an \_\_\_\_\_, the small country preferred to remain uninvolved in international conflicts.
14. Students have the \_\_\_\_\_ to choose from a variety of elective courses every year.
15. During World War II, the army's rapid \_\_\_\_\_ was a result of the draft, which required eligible men to serve in the military.

NAME: \_\_\_\_\_

**PP.1**

ASSESSMENT

DATE: \_\_\_\_\_

## *World War II*

### **Mid-Unit Content Assessment**

1. The Battle of \_\_\_\_\_ took place in the Pacific Theater.
  - A. The Blitz
  - B. Dunkirk
  - C. Midway
  - D. Britain
  
2. Which of the following countries were members of the Allied forces? Choose all that apply.
  - A. Soviet Russia
  - B. Great Britain
  - C. Japan
  - D. The United States of America
  
3. The U.S. military was fighting with Japan in the Pacific Ocean because of \_\_\_\_\_.
  - A. America's need to boost soldiers' morale.
  - B. America's alliance with the Philippines.
  - C. Japan's attack on Pearl Harbor.
  - D. Nazi advances in Europe.
  
4. Germany used a military strategy known as blitzkrieg to defeat Poland. Blitzkrieg means \_\_\_\_\_.
  - A. giving the other side what they want to avoid war
  - B. a swift, concentrated attack using ground and air forces
  - C. expanding the territory of a country by annexing
  - D. signing a peace treaty or non-aggression pact

5. When Congress passed the first peacetime draft in American history, it meant \_\_\_\_\_.
- A. American men of a certain age were required by law to register for military service.
  - B. American women of a certain age were required by law to get manufacturing jobs.
  - C. America was forbidden by Japan to join the war because they were too powerful.
  - D. American car companies were required by law to manufacture weapons for war.
6. Chapter 3 states, “The attack on Pearl Harbor had an overwhelming effect on the American public’s opinion of the war effort.” Circle the example that supports the statement.
- A. “Remember Pearl Harbor!” became the rallying cry that the American public used to show support for avenging the attack on Pearl Harbor.
  - B. Cook Petty Officer Third Class Doris Miller performed heroic actions at Pearl Harbor by caring for many wounded sailors.
  - C. Almost immediately following Roosevelt’s address, the U.S. Congress voted to declare war against the Axis powers.
  - D. President Roosevelt made a speech declaring that December 7, 1941, was a date that would live in infamy.
7. Before the United States entered World War II, what political strategy did they uphold?
- A. expansionism
  - B. isolationism
  - C. aggression
  - D. extremism
8. Who was the audience of Roosevelt’s “Four Freedoms” speech, and what was the purpose of the speech?
- A. The Allied forces; to convince more people to enlist in the military
  - B. The Axis powers; to warn them that America would attack them
  - C. Adolf Hitler; to explain why the world would not tolerate fascism
  - D. The American people; to prepare the nation for the impending war

9. The American offensive military strategy known as “island-hopping” refers to \_\_\_\_\_.
- A. using the vast resources of the Philippines to help reinforce American troops
  - B. conquering one island at a time to get closer to the Japanese homeland
  - C. using guerilla tactics to free prisoners of war in the Philippines
  - D. positioning dual commanding officers in the Pacific Theater
10. Number the following events from World War II in the order in which they happened.
- A. \_\_\_\_\_ America is victorious against Japanese forces during the Battle of Midway.
  - B. \_\_\_\_\_ Japan signs an agreement with Italy and Germany to join the Axis powers.
  - C. \_\_\_\_\_ Hitler sends troops to occupy Austria and annex Czechoslovakia.
  - D. \_\_\_\_\_ America abandons its policy of isolationism because of the attack on Pearl Harbor.

*Mid Unit Content Assessment Total: \_\_\_\_\_/10 Points*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Optional Fluency Assessment Recording Copy

### After Pearl Harbor An Excerpt from “America—The Arsenal of Democracy”

Some sources report that in the days following Pearl Harbor, 1  
Japanese Admiral Isoroku Yamamoto wrote in his journal, “I fear all 2  
we have done is to awaken a sleeping giant and fill him with a 3  
terrible resolve.” While he may not have actually written those 4  
words, they are unquestionably true. The United States was now 5  
unified in its commitment to becoming stronger than ever before 6  
and defeating the nation that had attacked it. 7

By January 1942, there was still much work to be done. 8  
The draft was expanded to include all men between the ages of 18 9  
and 65. This expanded the armed forces to more than 16 million men 10  
and nearly 350,000 women by 1945. President Roosevelt had 11  
previously banned racial and ethnic discrimination in defense 12  
production industries by executive order. This discrimination ban 13  
opened these jobs up for the first time to African Americans and 14  
other minority workers. Many of those men, too, were drafted 15  
following Pearl Harbor. 16

After Pearl Harbor, more and more American men left their 17  
jobs to join the fighting in Europe and the Pacific, so the United 18  
States turned to women to keep production going. Over six million 19  
women would eventually enter the workforce. They helped produce 20  
all the equipment soldiers needed to win the war. The cultural 21  
impact of this many women entering manufacturing was massive, 22  
and so was the output. Before the war, women had primarily been 23



homemakers. If they worked outside the home, they had largely 24  
 been relegated to jobs such as domestic servants and secretaries. 25  
 By 1942, there were so many women working in factories that they 26  
 came to be known as “Rosies.” Rosie the Riveter became symbolic 27  
 of women in wartime. 28

The United States achieved a massive increase in weapons 29  
 manufacturing. This was done in large part by changing what it 30  
 produced. Companies that had previously made everyday items 31  
 started making war materials. For instance, the automobile industry 32  
 completely shifted. It produced three million cars in 1941 before the 33  
 United States joined the war. It only produced 139 cars during the 34  
 entire war—through the next four years! Instead of cars, Ford 35  
 shifted to airplanes. It produced one airplane every 63 minutes at 36  
 just one plant in Michigan. Chrysler made fuselages, the central 37  
 structure of an aircraft, for airplanes. General Motors produced 38  
 trucks, tanks, guns, and airplane engines. 39

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “The American Home Front”

1. **emphasis**, *n.* special attention to something important (55)
2. **industrial mobilization**, *n.* the process of industries shifting to providing goods and services for the war effort (55)
3. **collective**, *n.* shared or done by people in a group (55)
4. **deploy**, *v.* to move troops into position for military action (57)
5. **ration**, **1. v.** to control the amount one can use (**rationing**); **2. n.** the limited amount of an item a person can use (58)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## World War II Poster

*Directions: Review Chapter 7. Look closely at the posters included on page 55 and page 58. Then, select one topic from the chapter from the list below and design your own promotional poster to encourage Americans at home to support that effort. Use whatever evidence from the text you can, along with words and images, to present a persuasive message.*

### Topic Options

Taking Non-Combat Jobs, Rationing, Victory Gardens, Salvage for Victory, Victory Mail





NAME: \_\_\_\_\_

9.3

TAKE-HOME

DATE: \_\_\_\_\_

## Using Conjunctive Adverbs

*Directions: Use your cursive handwriting skills to complete the sentences below by choosing the correct conjunctive adverb from the list provided.*

1. Brittney was tired after a long day at school. \_\_\_\_\_, she immediately took a nap when she got home.

then  
however  
therefore  
meanwhile

2. The team did not practice hard; \_\_\_\_\_, they lost the game.

also  
similarly  
meanwhile  
consequently

3. I studied for the test. \_\_\_\_\_, I got a passing score.

likewise  
however  
as a result  
additionally

4. Ky wanted to buy a new bike. \_\_\_\_\_, he didn't have enough money.

however  
moreover  
therefore  
consequently

5. Dylan bought a new book; \_\_\_\_\_, he purchased some pens.

otherwise  
meanwhile  
as a result  
additionally

6. We finished our dinner; \_\_\_\_\_, we went for a walk

then  
similarly  
otherwise  
meanwhile

7. The weather forecast predicted rain. \_\_\_\_\_, we decided to cancel our outdoor picnic.

next  
however  
therefore  
meanwhile

8. James and Jordan love to read; \_\_\_\_\_, the brothers like to play video games.

also  
then  
however  
otherwise

9. The pianist practiced every day. \_\_\_\_\_, she improved her skills significantly.

similarly  
meanwhile  
nevertheless  
consequently

10. The school encourages students to participate in sports. \_\_\_\_\_, it promotes involvement in arts and music programs.

similarly  
therefore  
as a result  
consequently

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The United States' Role in the Allied Victory in Europe

*Directions: Read the question carefully. Then record your answer on the lines provided.*

*What role did the United States play in the Allied victory in Europe? Support your answer with evidence from Chapter 8, "The European Theater, Part 2"*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Chronological Narrative for the Invasion of North Africa

*Directions: Read the passage. Choose one of the transitional words and phrases from within the parentheses that helps the passage flow logically and write it on the blank that follows. Next, circle any additional conjunctive adverbs that help the passage flow. Use your cursive handwriting skills as you fill in the blanks.*

The Axis powers along with Germany conquered most of Europe by 1941. In December 1941, the United States joined the war (before, at the same time, after) \_\_\_\_\_ the attack at Pearl Harbor. As a result, The United States, Great Britain, and the Soviet Union coordinated their forces to defeat the Axis powers in Europe.

In 1942, Nazi forces were relentlessly attacking eastern Europe. Therefore, the Allied powers needed a plan for the United States and Britain to attack from the North. (Eventually, Last, Next), \_\_\_\_\_ the Allied powers decided to attack North Africa in 1942.

It began with an attack from the sea around midnight on November 8, 1942. Morocco and Algeria were the (last, first) \_\_\_\_\_ countries to be invaded. Allied forces quickly defeated Axis divisions based in the countries. (First, Then, At the same time) \_\_\_\_\_, the Allied forces continued across North Africa, attacking Axis forces in Tunisia, Libya, and Egypt. As a result, The Allied forces secured all of North Africa.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “The Holocaust”

1. **atrocious**, *n.* an exceptionally and shockingly evil or cruel act (71)
2. **antisemitism**, *n.* a hostile attitude toward Jewish people, which can lead to discrimination and violence (71)
3. **scapegoat**, *v.* to unfairly blame an individual or group for a problem or the wrongs of others (72)
4. **propaganda**, *n.* typically biased or misleading information or opinions that are made public to promote or attack a movement, cause, or person (72)
5. **concentration camp**, *n.* a place or facility in which people are detained, usually under harsh conditions and without a trial or fair cause (73)
6. **prejudice**, *n.* negative attitudes, including hatred, toward a person or group without a fair cause or reason (73)
7. **dehumanize**, *v.* to treat a person or people in a manner that devalues them as if they are less than human (73)
8. **pogrom**, *n.* a mob attack sponsored by the government with the goal of harassing or killing defenseless people in their homes, neighborhoods, businesses, and places of worship (74)
9. **memorial**, *n.* a structure made to honor or preserve the memory of an event, individual, or group (79)
10. **genocide**, *n.* the intentional physical destruction of part or all of a group of people (80)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Reflecting on the Holocaust

*Directions: Using your cursive handwriting skills and some of the core vocabulary from this lesson, reflect on how your thinking about the Holocaust has changed throughout this lesson or unit. Use the sentence starters below to support your reflection.*

1. Regarding the Holocaust, I used to think \_\_\_\_\_.
  
  
  
  
  
  
  
  
  
  
2. After reading and discussing Chapter 9, I understand that the Holocaust \_\_\_\_\_.
  
  
  
  
  
  
  
  
  
  
3. In the future, I will remember that the Holocaust teaches us \_\_\_\_\_.



## Cause and Effect in the Pacific Theater

<b>Cause</b>	<ul style="list-style-type: none"> <li>• an event or circumstance that makes something happen</li> <li>• the reason something happens</li> <li>• answers the question, “Why?”</li> </ul>
<b>Effect</b>	<ul style="list-style-type: none"> <li>• something that happens as a result of, or because of, a cause</li> <li>• tells what happened</li> </ul>

*Directions: Read the paired statements. Decide which statement is the cause and which is the effect. Write C on the line beside the cause and an E on the line beside the effect. Then, use your cursive writing skills to respond to the prompt at the bottom of the page.*

Statement 1	Statement 2
____ Japan was pushed back to its home islands.	____ The Allies were committed to the strategy of island-hopping.
____ Navajo Code Talkers spoke on the radio and became known as “secret weapons.”	____ Japanese soldiers could not find out information about where the Marines were located.
____ Kamikaze attacks happened.	____ Japanese soldiers were taught the samurai code of ethics.
____ Albert Einstein feared what Germany could do with a new powerful discovery of splitting an atom.	____ Albert Einstein warned America by writing a letter to President Roosevelt.
____ The Japanese did not respond to Truman’s letter.	____ A bomb was dropped on Hiroshima.
____ Japan surrenders.	____ Another bomb was dropped on Nagasaki.



**Final Prompt:** Use your cursive handwriting skills and your core vocabulary words to describe one event or innovation that led to the end of World War II in the Pacific Theater.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Peer Revision Feedback Form

*Directions: After reading your classmate's essay, complete the feedback form. Write their scores at the top and use your cursive writing skills to fill in the bottom portion with observation notes and helpful suggestions for improvement.*

	Reviewer 1:	Reviewer 2:	Writer:
<b>Introduction</b>	<u>Score:</u>	<u>Score:</u>	<u>Score:</u>
<b>Body</b>	<u>Score:</u>	<u>Score:</u>	<u>Score:</u>
<b>Conclusion</b>	<u>Score:</u>	<u>Score:</u>	<u>Score:</u>
<b>Structure of Piece</b>	<u>Score:</u>	<u>Score:</u>	<u>Score:</u>
	<u>Observation:</u>  <u>Suggestion:</u>	<u>Observation:</u>  <u>Suggestion:</u>	<u>Notes:</u>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Five New Spelling Words

*Directions: The following is a list of spelling words. All these words end in either -tion or -sion and have consonant changes. You will be assessed on how to spell these words. Use your cursive handwriting skills to fill in the blanks with the correct spelling word. Then, choose one more activity below to practice your spelling words.*

Spelling Word	Word Bank
1. We heard a loud _____ outside and realized a building was being demolished.	generation explosion conclusion admission division
2. Hallie was granted free _____ into the zoo on her birthday.	
3. The new _____ has more technology than ever before.	
4. The _____ to David's story brought everything together so well.	
5. My friend Nesha is great at _____ and makes A's in math class.	

Use the space below to complete one of the following spelling practice activities.

- Copy the words three times and write the suffixes *-tion* and *-sion* in a different color.
- Write the words in alphabetical order.
- Scramble and then unscramble words.

Note: The following chart provides the meanings of the spelling words.

Spelling Word	Definition
generation	(noun) A group of people who were born around the same time
explosion	(noun) When something bursts apart quickly and makes a big noise
conclusion	(noun) The ending or final part of something
admission	(noun) Being allowed to go somewhere or do something
division	(noun) Splitting something into equal parts

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “A New World”

1. **humanitarian**, 1. *adj.* promoting the well-being of people; 2. *n.* a person who takes actions that promote the well-being of people (89)
2. **prosperity**, *n.* a state of well-being, thriving, flourishing, or success (89)
3. **sustainable**, *adj.* capable of being continued or upheld (90)
4. **extremism**, *n.* belief in and support for radical ideas (90)
5. **infrastructure**, *n.* the basic framework of a city or area that allows it to function, such as systems of roads, bridges, hospitals, schools, and other public works (90)
6. **tyranny**, *n.* a government led by a single cruel, harsh ruler who holds all the power (92)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### The Greatest Generation

*Directions: Using your cursive writing skills and some of the core vocabulary from this lesson, identify one sacrifice or contribution that the Greatest Generation made and explain how it helped the Allies win the war. Use details from the chapter or from other chapters from the unit to support your answer.*

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NAME: \_\_\_\_\_

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## Grammar Review

*Directions: Review the definitions of the grammatical concepts in the list. Then, examine the excerpt of the Sample Argumentative Essay that is included below. Label each underlined word or phrase in the essay below with the correct grammatical concept. Each rule is used once.*

**Verb tense:** Verb tenses are past, present, and future. All of the verbs in a sentence must have the same tense.

**Indefinite pronouns:** A pronoun replaces a noun. An indefinite pronoun refers to a general thing rather than a particular thing.

**Comma usage in compound and complex sentences:** Compound sentences are made up of two independent clauses joined by a coordinating conjunction. Complex sentences are made up of a dependent and an independent clause. Use a comma after the dependent clause when the dependent clause comes first.

**Conjunctive adverbs/Transitional words and phrases that convey time:** Conjunctive adverbs and transitional phrases that convey time help sentences flow together by showing connections like cause and effect or before and after.

**Indicating titles:** Use quotation marks to indicate the title of a short work, like a poem, speech, or song. When typing, use italics to indicate the title of a long work, like a book or movie. When writing by hand, underline titles of long works instead.

## The Impact of Churchill's and Roosevelt's Speeches on the Allied Victory in World War II

The speeches given by Winston Churchill and Franklin Delano Roosevelt during World War II played significant roles in the Allied victory. Churchill's "Finest Hour" address, along with Roosevelt's "Four Freedoms" and "Day of Infamy" speeches, boosted morale, united nations, and reinforced the resolve to defeat tyranny.

Winston Churchill's "Finest Hour" address to the British Parliament on June 18, 1940, inspired the people of his nation to stay strong in their fight against Germany. The people of Great Britain were facing the threat of German invasion and relentless bombing during the Battle of Britain. His words made clear that the country was resilient, and he encouraged the British people not to give up. Churchill told all of the British people that Britain would prevail. He said that history would show "this was their finest hour." This speech improved morale, created confidence, and united the British people in their determination to resist tyranny.

Shortly after Churchill delivered this speech, Franklin Delano Roosevelt's "Four Freedoms" speech on January 6, 1941, inspired the people of America. They weren't in the war yet, but Roosevelt wanted to get support for the Allies. In his State of the Union address, Roosevelt outlined what he believed to be the essential freedoms for all humans. These were the freedom of speech, freedom of worship, freedom from want, and freedom from fear. Roosevelt made it clear that the world should hope for these ideals by reminding everyone about their importance. This speech reminded the Allies why they were fighting and what values they were defending. He inspired not only Americans, but people worldwide to support the fight against oppression.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Argumentative Essay Checklist

*Directions: After reading your partner's essay, complete the editing checklist form below. Put a checkmark next to each item included in the essay.*

Editing Checklist	After checking for each type of edit, place a check here.
<b>Meaning (It sounds right when I read it aloud.)</b>	
All my sentences are complete and have a subject and predicate.	
All my sentences have correct subject-verb agreement in the present tense.	
I have used correct verb tense rather than inappropriate shifts.	
<b>Format</b>	
All my paragraphs are indented.	
<b>Capitals</b>	
I began each sentence with a capital letter.	
I used capital letters for all proper nouns.	
<b>Spelling and Word Choice</b>	
I have checked the spelling for any words I was unsure of or my teacher marked.	
I have used vocabulary words from the unit correctly to support my ideas.	
<b>Punctuation</b>	
I have used commas correctly in compound and complex sentences.	
I used commas and quotation marks in places where they belong.	

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I focus on these two goals:

Editing Goal 1: \_\_\_\_\_

Editing Goal 2: \_\_\_\_\_



NAME: \_\_\_\_\_

**13.5**

TAKE-HOME

DATE: \_\_\_\_\_

## Argumentative Essay Final Draft

*Directions: Using Activity Pages 8.3 and 13.4 for reference, use your cursive handwriting skills to write the final draft of your essay in the space below. In addition, use proper sentence structure, comma usage, verb tense, indefinite pronouns, conjunctive adverbs, transition words that show time, and italics or underlining to indicate titles. Finally, be sure to incorporate all of the feedback you received during the revision and editing processes.*

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NAME: \_\_\_\_\_

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### Practice Spelling Words

*Directions: For each spelling word, work with a partner to write a complete sentence using the word. Use your cursive handwriting skills to write each sentence.*

selection	isolationist	concentration	explosion
direction	option	persecution	conclusion
liberation	invasion	creation	admission
operation	expansion	production	generation
discrimination	decision	contribution	division

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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- 19. \_\_\_\_\_  
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- 20. \_\_\_\_\_  
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Part 1: Reflect on The Effects of World War II

*Directions: Using details from the chapter to support your answer, identify one of the lasting effects of World War II and explain why it is significant. Apply your cursive writing skills and use unit vocabulary words in your response.*

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## Part 2: Reflect on Argumentative Writing

*Directions: Write one sentence that describes the most important thing you learned about argumentative writing from participating in the argumentative writing assignment. Apply your cursive writing skills.*

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### Part 3: Discussion Prompts

1) Overall, what should people most understand about the influence the United States had during World War II?

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2) What can students today do to commemorate the people and events of World War II outside of the classroom?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*Directions: Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_

*Write the sentence as your teacher calls it out.*

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# Unit Assessment—World War II

## Reading Comprehension

*Directions: Today you will read two selections about World War II. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it.*

### “Victory Gardens”

- 1 During World War II, people on the home front played a crucial role in supporting the war effort. Children collected scrap metal and rubber to be recycled into tanks and weapons. Women joined the workforce to fill jobs left vacant by men who went to fight in the war. Most people limited their use of gas, food, and clothing in order to conserve it for the military. Some people also grew victory gardens to produce their own fruits and vegetables because there were shortages of food. Victory gardens came to symbolize strong collaboration, cooperation, and community bonds on the home front. Everyone did their part to help win the war, showing that even those not on the battlefield could make a difference.
- 2 The victory gardens of World War II played a crucial role in supporting the war effort on the home front. Victory gardens were more than typical gardens. They were planted by ordinary American citizens to grow fruits and vegetables as a show of support. During World War II, food was harder than normal to come by. Why? Many of the farm workers who would typically produce the food and bring it to market had been called up in the draft. Much of the food that was produced was needed to feed the Allied troops. In the grocery stores and markets, canned fruits and vegetables were being *rationed*. This meant that people could only purchase a limited amount. During this period when fruits and vegetables were hard to come by, Americans recognized the importance of sending as much food as possible to the deployed troops. In the spirit of innovation and national support, they turned to the idea of growing their own food to provide for their families and communities.
- 3 The idea was simple, yet powerful. Anyone could plant a garden, no matter how small their yard or how limited their gardening experience. From urban neighborhoods to rural communities, individuals and families took up the challenge. They turned their yards, empty lots, and school grounds into thriving vegetable gardens. If people didn't have yards, they installed window boxes or built garden boxes on the rooftop of their buildings. Families now had the opportunity to try fresh vegetables they might have never tried before, like kale, turnips, squash, Swiss chard, and kohlrabi. New gardeners learned to talk with their neighbors about their gardens. They compared how well their seeds were doing and worked together to find ways to address any insects or plant diseases they encountered.



- 4 At school, teachers began teaching students valuable gardening skills. Often, students could apply these skills in garden plots on school grounds. Students' efforts helped to feed their classmates and teachers, with schools using their produce in school lunches.
- 5 In order to inspire people to plant gardens, posters were strategically placed across towns. These signs displayed powerful messages, such as "Our food is fighting" and "Your Victory Gardens Count More than Ever." Neighborhoods held contests to name the "best garden" or "most productive garden" in a community. The government created booklets with basic gardening tips and delicious meal recipes. Even Eleanor Roosevelt, the wife of President Roosevelt, set an example by planting a victory garden at the White House. This demonstrated how important it was for everyone to support their country in patriotic ways.
- 6 Victory gardens were first known as "war gardens" or "liberty gardens." They became symbols of hope and determination during World War II. Victory gardens allowed Americans to contribute to a larger cause and support the troops abroad. By planting fruits and vegetables, people could now provide food for themselves, rather than rely on stores and businesses. This helped conserve food, packaging materials, and transportation resources for the military. It also made people feel united with their community. Students were proud to be able to share the gardening lessons they learned at school with their families. Neighbors created a sense of community by exchanging gardening tips, seeds, and fruits and vegetables. Through it all, their bond of togetherness was strengthened.
- 7 The impact of victory gardens extended far beyond individual households and gardens. Half of all American families had victory gardens. By the end of the war, victory gardens were producing 40% of all the fresh fruits and vegetables consumed in the United States. This amounted to over nine million tons of fruits and vegetables! If there was any extra food, growers canned it to eat during winter months when growing fresh produce was more difficult. People took pride in their gardens and saw them as a way to make a difference.
- 8 During this time period, Americans showed how strong and resilient they could be. People were ready to come up with new ideas and work together for a common purpose. This teamwork highlighted the power of community. After World War II, victory gardens became less common as the country moved into a time of peace. However, the impact of these gardens continues today. People today are still interested in gardening, sustainability, and community involvement. By maintaining an interest in gardening, communities can uphold the values of resilience and cooperation as seen in many American communities during World War II.

## Questions

1. What sentence best supports the author’s message about how victory gardens played a significant role in uniting citizens at home?
- A. “From urban neighborhoods to rural communities, individuals and families took up the challenge.”
  - B. “Neighbors created a sense of community by exchanging gardening tips, seeds, and fruits and vegetables, all of which strengthened their bond and togetherness.”
  - C. “By planting fruits and vegetables, people could now provide food for themselves, rather than rely on stores and businesses.”
  - D. “In the spirit of innovation and national support, they turned to the idea of growing their own food to provide for their families and communities.”

2. Read the sentence below.

“During this period when fruits and vegetables were hard to come by, Americans recognized the importance of sending as much food as possible to the deployed troops.”

What key idea about victory gardens does this sentence support?

- A. Victory gardens were something students learned how to make in school.
  - B. Victory gardens were a response to food shortages.
  - C. Victory gardens brought neighbors together.
  - D. Victory gardens came to represent a spirit of cooperation and collaboration.
3. Which words from paragraph 2 help the reader understand the meaning of the word *rationed*?
- A. “people could only purchase a limited amount”
  - B. “canned fruits and vegetables were hard to come by”
  - C. “in grocery stores and markets”
  - D. “fed the Allied troops”

4. What is the most likely reason the author uses a chronological structure in paragraphs 1 and 2?
- A. to discuss the similarities and differences in how people gardened during the war
  - B. to explain why it was important for communities to work together in gardening
  - C. to describe the importance of rationing food throughout the war
  - D. to show how victory gardens changed over time during World War II

5. **Part A:** What is the central idea of paragraph 7?

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5. **Part B:** Which new detail could be added to the paragraph to support the answer in Part A?

- A. “People who couldn’t garden themselves helped the community by delivering food to others.”
- B. “Many people who planted fruits or vegetables during the war had never experienced gardening before.”
- C. “Because people wanted to forget the time of the food shortages, many of the victory gardens disappeared after the war.”
- D. “During World War II, the number of home gardens increased from 4.8 million to 18.5 million.”

## “Rosie the Riveter”

1 World War II brought many changes to the lives of people on the home front. This was especially true for women. Women from different backgrounds all over the country took on a variety of roles to support the war effort on the home front. These included working in ways they had never done before. The changes sparked by the war helped create more chances for women to progress in the years to come. Rosie the Riveter was one symbol of these changes.

2 Before the war, most married women in America were housewives and stay-at-home moms. Relatively few women worked outside the home. When they did, they often worked in the few jobs considered “acceptable” for women, like nursing or teaching. When the United States entered World War II, however, millions of men left their factory and shipyard jobs to join the military. This meant that workers were now needed to fill these positions. In response, the government and many companies began recruiting women for these jobs.

3 During the 1940s, millions of women entered the workforce. Many of them took jobs traditionally held by men. In 1942, a popular song hit the airwaves celebrating this change. It talked about Rosie the Riveter who worked on an assembly line. A riveter is someone who uses a metal tool to attach metal parts together. It was a common job in factories during this time. In the song, Rosie worked harder than anyone else. The next year a company called Westinghouse created and displayed a poster in their factories. It featured a proud woman wearing a red bandana, with her sleeves rolled up and the caption “We Can Do It.” Soon, the image and the idea of Rosie the Riveter was born. Rosie the Riveter became a symbol of strength and empowerment for women throughout the United States. Although she was not a real person, Rosie represented the millions of women who stepped up to work in factories while soldiers were away. Rosie was confident and capable and an essential part of the war effort at home.

4 The symbolic figure of Rosie the Riveter did more than just inspire women during the war. It also influenced what people thought about women and the different roles they had during the 1940s and the 1950s. Rosie challenged the stereotype that women were only suited for certain types of work. Women worked building ships, assembling aircraft, welding, operating streetcars, farming, and even playing professional baseball! They also discovered that they liked having these jobs. They enjoyed the independence and responsibility the work provided. Because many women still had to care for families, they also worked together and supported each other. They formed close communities with their neighbors and friends who also had young children. They shared cooking and cleaning responsibilities and took turns babysitting each other’s children. This cooperation allowed women to continue working in their new jobs during the World War II era. While their lives were difficult at times, women felt proud of their accomplishments. They made many contributions during this time to the war effort at home, to their families, and to their nation. Women proved that, just like Rosie, they could do it. They were capable of doing the same job as men. This shift had a lasting impact on women, and many continued to work after the war ended.

- 5 The impact of Rosie the Riveter went beyond wartime efforts. After the war, many women wanted to remain in their jobs. However, they often couldn't because soldiers came home and needed to find work again. Despite this setback, this era showed that women were capable of working in factories and other jobs largely reserved for men. Rosie became a symbol of hope and empowerment for women all across the country. She inspired them to be strong and independent, and reminded them that they were capable of achieving anything they set their minds to. Rosie the Riveter paved the way for greater opportunities for women in the workforce. Her image continues to inspire people to be strong, to be independent, and to work to achieve their dreams. Although it was written during World War II, Rosie's message of "We Can Do It" is a reminder today that Americans can accomplish great things.

### Questions

6. Which sentences from the text show the impact Rosie the Riveter had on women in the workforce? Select two answers.

- A. "Women proved that, just like Rosie, they could do it."
- B. "Rosie was confident and capable and an essential part of the war effort at home."
- C. "Her image continues to inspire people to be strong, to be independent, and to work to achieve their dreams."
- D. "Rosie the Riveter paved the way for greater opportunities for women in the workforce."

7. What definition best matches the meaning of *empowerment* in paragraph 3?

- A. being scared or unsure
- B. providing assistance or support to others
- C. joy and excitement
- D. being confident and capable in one's abilities

8. What key ideas from the text support the idea that Rosie the Riveter became a symbol of strength and empowerment for women during World War II?

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9. Based on the information in paragraphs 4 through 5, what can the reader infer about the impact Rosie the Riveter had after World War II?

- A. Rosie the Riveter became less relevant as women returned to traditional roles after the war.
- B. Rosie the Riveter's impact continued to inspire women to pursue careers in traditionally male-dominated fields.
- C. Rosie the Riveter's impact led to a decrease in opportunities for women in the workforce after World War II.
- D. Rosie the Riveter's impact was limited to the duration of World War II and did not extend beyond that period.

10. Based on the ideas presented throughout the selection, what can the reader infer about the impact of women in the workforce during World War II?

- A. Women's involvement in the workforce during World War II had no significant impact on how women were viewed in society.
- B. Women's participation in the workforce during World War II decreased job opportunities for men.
- C. Women's involvement in the workforce during World War II led to greater opportunities and changes in how society viewed women's work.
- D. Women faced many obstacles when entering traditionally male-dominated jobs.

Reading Comprehension Score: \_\_\_\_\_ / 15 points

## Writing Prompt

Read the texts “Victory Gardens” and “Rosie the Riveter.” Based on the information in the articles, write a response to the following.

Ordinary American citizens played an important part in the overall war effort during World War II. Do you agree or disagree with this statement?

Write a well-organized argumentative paragraph that uses specific evidence from one of the articles to support your answer. Write your response on the lines provided.

Remember to:

- Clearly state your central idea
- Organize your writing
- Develop your ideas in detail
- Use evidence from at least one of the articles in your response
- Use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can

- Review the articles
- Plan your response
- Write your response
- Reread your response to revise and edit

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Writing Prompt Score: \_\_\_\_\_ / 5 points



## Grammar

*This paragraph is from a student's exit ticket they turned in at the end of class. It summarizes what they learned and what they found interesting. Read the paragraph and look for corrections this student needs to make. Then answer the questions that follow.*

(1) During today's lesson I learned many things about the Tuskegee Airmen. (2) I learned they were a group of brave African American pilots that was formed during World War II. (3) They faced many challenges because of descriminashun, but they proved themselves as skilled flyers and fighters. (4) Their attacks from the air caused a lot of destruction the Italians surrendered to the Allied forces. (5) I understood now why they were one of the most respected fighter groups in the war. (6) Learning about their bravery and determination inspired me I'm excited to learn more about their legacy.

1. What is the correct way to write sentence 1?

- A. During, today's lesson I learned many things about the Tuskegee Airmen.
- B. During today's lesson I learned, many things about the Tuskegee Airmen.
- C. During today's lesson, I learned many things about the Tuskegee Airmen.
- D. During today's lesson I learned many things, about the Tuskegee Airmen.

2. What is the most effective transition to add at the beginning of sentence 2?

- A. Additionally, I learned they were a group of brave African American pilots that was formed during World War II.
- B. First, I learned they were a group of brave African American pilots that was formed during World War II.
- C. Next, I learned they were a group of brave African American pilots that was formed during World War II.
- D. However, I learned they were a group of brave African American pilots that was formed during World War II.

3. What change should be made to sentence 3?

- A. Change *discriminashun* to *discriminasion*.
- B. Change *discriminashun* to *discrimination*.
- C. Change *discriminashun* to *discriminashen*.
- D. Change *discriminashun* to *discrimination*.

4. Sentence 4 needs to be revised. In the box provided, rewrite the sentence in a clear and effective way.

5. What change should be made to sentence 5?

- A. Change *understood* to *understand*.
- B. Change *were* to *are*.
- C. Change *understood* to *will understand*.
- D. Change *were* to *is*.

6. What is one correct way to write sentence 6?

- A. Learning about their bravery and determination inspired me, but I'm excited to learn more about their legacy.
- B. Learning about their bravery and determination inspired me. And I'm excited to learn more about their legacy.
- C. Learning about their bravery and determination inspired me I'm excited to learn more about their legacy.
- D. Learning about their bravery and determination inspired me, and I'm excited to learn more about their legacy.

Grammar Score: \_\_\_\_\_ / 6 points

## Morphology

*In the sentences below, circle the word within the parentheses that correctly completes the sentence.*

1. The new technology fascinated my parents' (contribute, contribution, generate, generation) but it's just normal for us.
2. After years of struggle, the country celebrated its (liberate, liberation, invasion, invade) from harsh rulers.
3. At the (conclude, conclusion, admission, admit) of the story, the main character finally solved the mystery!
4. The loud (explosion, explode, expansion, expanse) startled everyone in the neighborhood.
5. After much thought, my family finally made the (option, optional, decide, decision) to adopt a puppy.
6. The next (operation, operate, elect, election) will decide the city's new mayor.

Morphology Score: \_\_\_\_\_ / 6 points

## Writing Titles

Write the titles for the different types of works your teacher will show you.

Book: \_\_\_\_\_

Chapter: \_\_\_\_\_

Work of art: \_\_\_\_\_

Movie: \_\_\_\_\_

Poem: \_\_\_\_\_

Song: \_\_\_\_\_

Ask someone about their favorite book, movie, and song. Write the answers in complete sentences, noting the title appropriately.

Person's name: \_\_\_\_\_

Titles	
<b>Book</b>	
<b>Movie</b>	
<b>Song</b>	

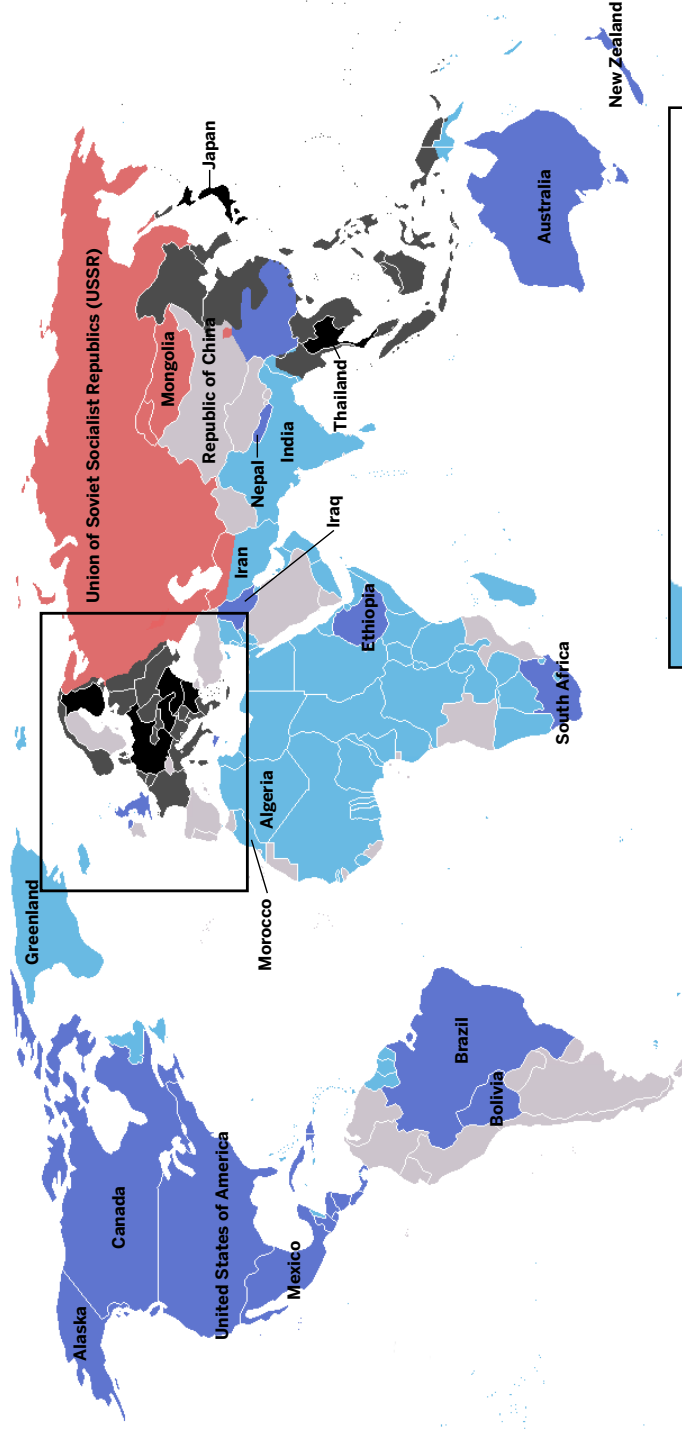
*Write your favorite in each category. Be sure to use complete sentences and note the title appropriately. If you know details, such as the author or artist, include that as well.*

<b>Titles</b>	
<b>Book</b>	
<b>Chapter</b>	
<b>Work of art</b>	
<b>Movie</b>	
<b>Poem</b>	
<b>Song</b>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

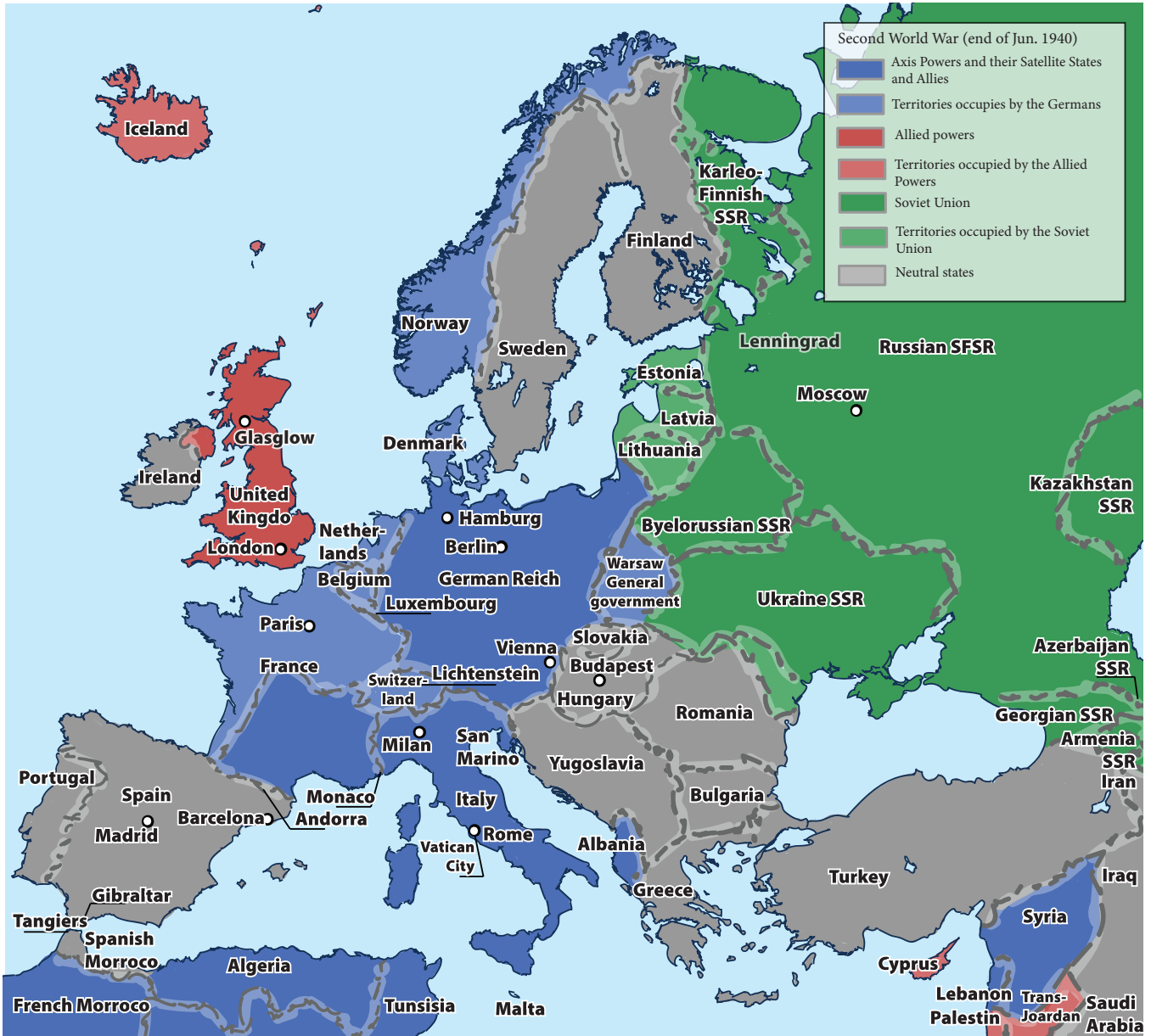
# World Map in World War II



- Western Allies (independent countries)
- Western Allies (colonies or occupied)
- Soviet
- Axis (countries)
- Axis (colonies or occupied)
- Neutral



## European Theater Map



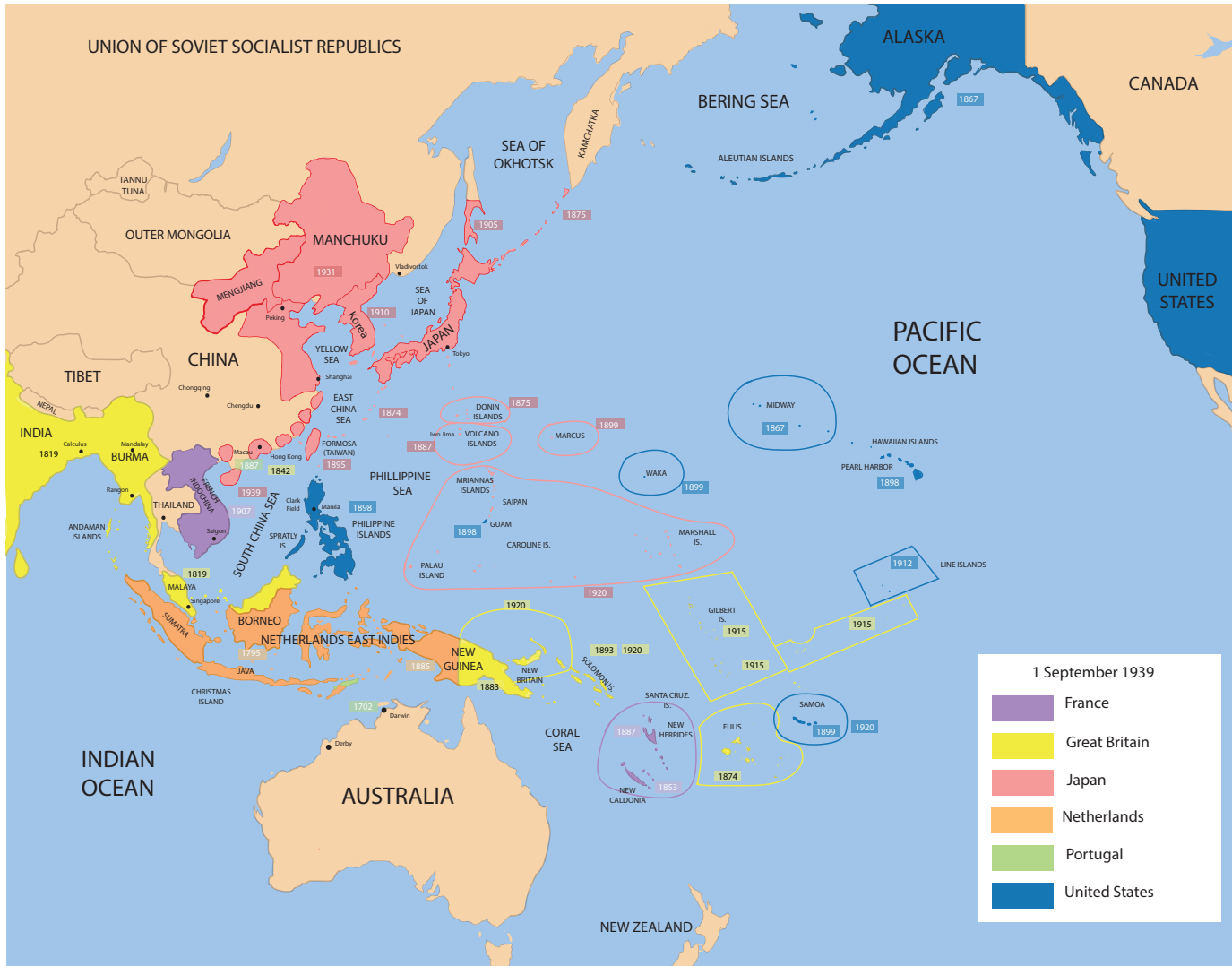




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# Pacific Theater Map





NAME: \_\_\_\_\_



SR.4

ACTIVITY PAGE



DATE: \_\_\_\_\_

### Individual Code Chart




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gift	egg	guess	ghost

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whistle	scent			





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 **r**      **rr**      **wr**  
              
**red**      **ferret**      **wrist**

 **l**      **ll**  
        
**lip**      **bell**

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**SR.5**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Argumentative Essay Rubric

	Exemplary	Strong	Developing	Beginning
<b>Introduction</b>	Paragraph clearly expresses the claim. The purpose and audience of the essay are clear and fully in line with assignment requirements.	Paragraph states the claim. The purpose and audience of the essay are clear and in line with assignment requirements.	Paragraph loosely relates to the claim. The purpose and audience of the essay are mostly clear and mostly in line with assignment requirements.	Paragraph does not make a claim. The purpose and audience of the essay are unclear or not in line with assignment requirements.
<b>Body</b>	Each body paragraph has a clear focus that is clearly related to supporting the claim.	Each body paragraph has a clear focus and effectively supports the claim.	Some of the body paragraphs have a clear focus and support the claim.	Most body paragraphs are unfocused or unrelated to the claim.
	All text evidence clearly supports the claim.	Most text evidence supports the claim.	Some text evidence supports the argument.	Little or no text evidence supports the claim.
	Text evidence is correctly summarized or paraphrased.	Most text evidence is correctly summarized or paraphrased.	Text evidence is sometimes correctly summarized or paraphrased.	Text evidence is rarely summarized or paraphrased correctly.
<b>Conclusion</b>	Paragraph incorporates or presents the claim in a new way.	Paragraph restates the claim.	Paragraph loosely relates to the claim.	Paragraph does not relate to the claim.
<b>Structure of the Piece</b>	Reasons supporting the claim are presented in a logical order.	Reasons supporting the claims are presented in a clear order.	Some of the reasons supporting the claims are presented in a clear order.	The reasons supporting the claim are disordered and confusing.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.





NAME: \_\_\_\_\_

**SR.6**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Argumentative Essay Editing Checklist

Editing Checklist	After checking for each type of edit, place a check here.
<b>Meaning (It sounds right when I read it aloud.)</b>	
All my sentences are complete and have a subject and predicate.	
All my sentences have correct subject-verb agreement in the present tense.	
I have used correct verb tense rather than inappropriate shifts.	
<b>Format</b>	
All my paragraphs are indented.	
<b>Capitals</b>	
I began each sentence with a capital letter.	
I used capital letters for all proper nouns.	
<b>Spelling and Word Choice</b>	
I have checked the spelling for any words I was unsure of or my teacher marked.	
I have used vocabulary words from the unit correctly to support my ideas.	
<b>Punctuation</b>	
I have used commas correctly in compound and complex sentences.	
I used commas and quotation marks in places where they belong.	

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K-5 Reading Language Arts

ENGLISH

**WORLD WAR II**  
**GRADE 5 UNIT 7 | ACTIVITY BOOK**

EDITION 1

