

**Humane Letters 9: The American Tradition**

April 13-17

*Time Allotment: 80 minutes per day*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

## Packet Overview

Date	Objective(s)	Page Number
Monday, April 13	Easter Break – No assignment!	n/a
Tuesday, April 14	<ol style="list-style-type: none"> <li>1. Describe Japan’s imperialist behavior (using the Manchuria example).</li> <li>2. Identify how that behavior corresponds to the rise of Fascism in interwar Europe.</li> </ol>	2
Wednesday, April 15	<ol style="list-style-type: none"> <li>1. Outline the major characters and events in the 1940 presidential election.</li> <li>2. Outline the events marking a decrease in American neutrality in World War II, specifically Roosevelt’s “arsenal of democracy” policy.</li> </ol>	5
Thursday, April 16	<ol style="list-style-type: none"> <li>1. Briefly describe the attack on Pearl Harbor, its context, and America’s response to it.</li> </ol>	11
Friday, April 17	<ol style="list-style-type: none"> <li>1. Introduce Fitzgerald and <i>The Great Gatsby</i></li> <li>2. Identify Daisy’s unhappiness and some of its possible causes.</li> </ol>	19

### Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

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I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

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**Tuesday, April 14**

**History Unit:** US Entry into World War II

**Lesson 1:** Events in the East: Japanese Imperialism

**Lesson 1 Socratic Questions:** Keep these questions in mind as you study this lesson!

Are wars ever isolated? Even if several countries are not involved, is possible for a conflict to not be global in its impact? Must history repeat itself?

**Objectives:** Be able to do this by the end of this lesson.

1. Describe Japan's imperialist behavior (using the Manchuria example).
2. Identify how that behavior corresponds to the rise of Fascism in interwar Europe.

**Introduction to Lesson 1:**

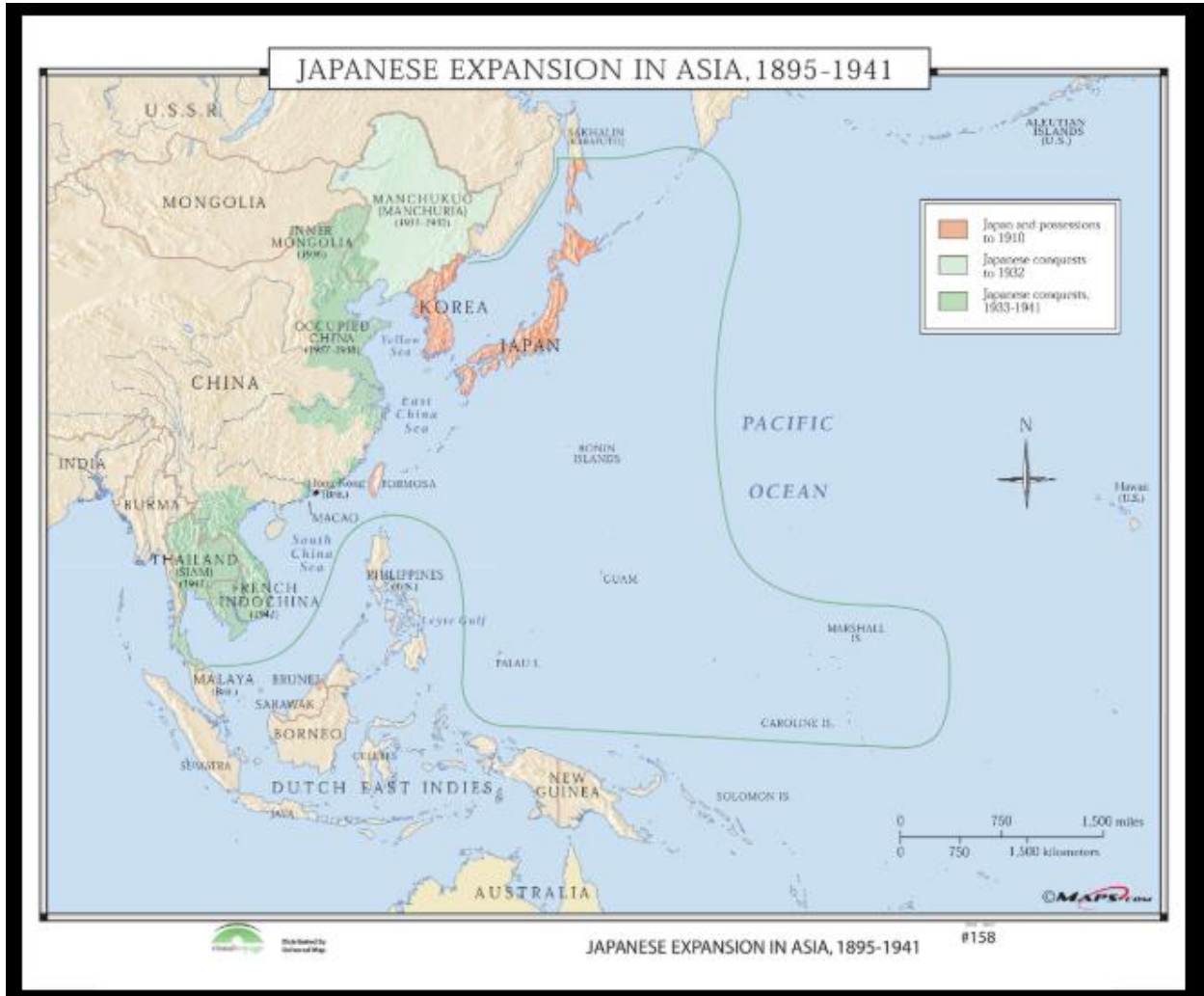
Review the following context from *America: A Narrative History* (1070-1071) as we outline events in the East proceeding World War II.

*In 1929, Chinese nationalist aspirations and China's subsequent clashes with Russia convinced the Japanese that their own extensive investments in Manchuria, including the South Manchurian Railway, were in danger. Japanese occupation of Manchuria, a vast, contested region in northeast Asia, began with the Mukden incident of 1931, when an explosion destroyed a section of railroad track near that city (modern-day Shenyang). The Japanese army based in Manchuria to guard the railway blamed the incident on the Chinese and used it as a pretext to occupy all of Manchuria. In 1932, the Japanese converted much of Manchuria into the puppet empire of Manchukuo. The Manchuria incident, as the Japanese called their undeclared war, flagrantly violated the Nine-Power Treaty, the Kellogg-Briand Pact, and Japan's pledges as a member of the League of Nations. But when China asked the League and the United States for help, neither responded. President Hoover was unwilling to invoke military or economic sanctions. Secretary of State Henry Stimson, who would have preferred to do more, warned in 1932 that the United States refused to recognize any treaty, agreement, or situation Japan and China Japan's seizure of Manchuria in 1931 prompted this American condemnation. that violated American treaty rights, the Open Door, the territorial integrity of China, or any situation brought about by violation of the Kellogg-Briand Pact. This statement, later known as the Stimson Doctrine, had no effect on Japanese action, for soon the Japanese navy attacked and briefly occupied Shanghai, China's great port city. Indiscriminate bombing of Shanghai's civilian population aroused indignation but no further Western action. When the League of Nations condemned Japanese aggression in 1933, Japan withdrew from the League. During the spring of 1933, hostilities in Manchuria gradually subsided and ended with a truce. Then an uneasy peace settled upon east Asia for four years, during which time Japanese military leaders further extended their political sway in Tokyo.*

Although the United States disapproved of Japan's actions, the US remained as neutral in the East (China and Japan) as it did in the West (Europe and Northern Africa). In fact, the United States continued to recognize Japan diplomatically – that is, we engaged in negotiations with their government and did not treat them as enemies until the Japanese attack on Pearl Harbor on December 7, 1941.

**Examine the Map**

Examine the map of Japanese territory from 1895 to 1941.



1. What changed about Japan's territorial (sea and land) holdings from 1895 to 1941? In short, does Japan control more territory in 1941 than it did in 1895?

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2. What does this map reveal to us about Japan's political priorities?

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3. Find Manchuria on the map. Circle it. HINT: Look for outline in the ocean.

4. What country did Japan have to invade to reach Manchuria? \_\_\_\_\_

5. This kind of march-through or traffic-way invasion is common for imperial conflicts. Think back to World War I (NOT WWII). What neutral country did Germany invade to reach their target, France? \_\_\_\_\_

6. Find Hawaii on the map. Circle it. HINT: Look on the far right side of the map.

7. In light of Japan's sea holdings (see the green line), why is Hawaii important? Why/why not might it be in danger?

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8. Think back to our study of Fascism's rise in Europe. Although Japan is NOT a Fascist nation, how are its actions similar in effect to those of Nazi Germany?

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**Wednesday, April 15**

**History Unit:** US Entry into World War II

**Lesson 2:** The Arsenal of Democracy: United States Neutrality Weakens

**Lesson 2 Socratic Question:** Keep this question in mind as you study this lesson!

What impact did the separation of powers have on the US ability to wage war? Was this a positive or negative impact? Was Roosevelt an isolationist or interventionist?

**Objectives:** Be able to do this by the end of this lesson.

1. Outline the major characters and events in the 1940 presidential election.
2. Outline the events marking a decrease in American neutrality in World War II, specifically Roosevelt's "arsenal of democracy" policy.

**Read and Annotate**

Read and annotate the following context from *America: A Narrative History* (1080-1081) as we outline America's move from isolationism to interventionism regarding World War II.

*In the midst of these terrible global crises, the...[1940] presidential campaign came due. Isolationist sentiment was strongest in the Republican party and both leading Republican candidates were noninterventionists, but neither man was of sufficient stature to challenge Roosevelt. Senator Robert A. Taft of Ohio, son of the former president, lacked popular appeal, and New York district attorney Thomas E. Dewey, who had won fame as a "racket buster," at thirty-eight seemed young and unseasoned. This left an opening for an inspired group of political amateurs to promote the dark-horse candidacy of Wendell L. Willkie of Indiana. Willkie seemed at first an unlikely choice: a former Democrat who had voted for Roosevelt in 1932 and a utilities president who had fought the TVA, but he was also a Hoosier farm boy whose disheveled charm inspired strong loyalty. Unlike the Republican front-runners, he openly supported aid to the Allies, and the Nazi blitzkrieg had brought many other Republicans to the same viewpoint. When the Republicans met at Philadelphia on June 28, six days after the French surrender, the convention was stampeded by cries of "We want Willkie" from the galleries. The Nazi victory in France also ensured Roosevelt's nomination. Had war not erupted in Europe, Roosevelt would probably have followed custom and retired after his second term. But the crisis led him to run again, for an unprecedented third term. The president cultivated party unity with his foreign policy and kept a sphinxlike silence about his intentions regarding the war. The world crisis reconciled southern conservatives to the man whose foreign policy, at least, they supported. At the July convention in Chicago, Roosevelt won nomination for a third term with only token opposition. Through the summer of 1940, Roosevelt assumed the role of a man above the political fray, busy rather with urgent matters of defense and diplomacy: pan-American agreements for mutual defense, the destroyer-bases deal, and visits to defense facilities that took the place of campaign trips. Willkie was reduced to attacks on New Deal red tape and promises to run the new federal programs better. In*

*the end, however, he switched to an attack on Roosevelt's conduct of foreign policy. In October he warned: "If you re-elect him you may expect war in April, 1941." To this Roosevelt responded, "I have said this before, but I shall say it again and again and again: Your boys are not going to be sent into any foreign wars." Neither man distinguished himself with such hollow statements, since both knew the risks of all-out aid to Britain, which they both supported. Roosevelt won the election by a comfortable margin of 27 million votes to Willkie's 22 million and by a wider margin, of 449 to 82, in the Electoral College. Even so it was Roosevelt's narrowest victory. Willkie polled 5 million more votes than Alf Landon had four years before, a telling indicator of Roosevelt's declining stature. But given the dangerous world situation, a majority of the voters still agreed with the Democrats' slogan: "Don't switch horses in the middle of the stream."*

### Reading Questions

Answer at least FOUR of the following reading questions using the introductory excerpt above.

- List the 1940 presidential candidates next to their respective political parties.
  - The Republican nominee for president was \_\_\_\_\_.
  - The Democratic nominee for president was \_\_\_\_\_.
- Which political party and candidate had the strongest "isolationist sentiment" – that is, which candidate and party showed the most support for keeping America entirely neutral in World War II? \_\_\_\_\_
- What actions by the Nazis motivated this party's (#2) support for intervening in Europe?
  - \_\_\_\_\_
- The surrender of \_\_\_\_\_ to Nazi control motivated Roosevelt run in the 1940 election? This decision rejected the custom set by George Washington for presidents to retire after \_\_\_\_\_ terms in office.
- What was the Democratic Party's election slogan in 1940? \_\_\_\_\_
- Who won the 1940 presidential election? \_\_\_\_\_
- What was the electoral college vote count of the 1940 election?
  - \_\_\_\_\_ votes to \_\_\_\_\_ votes

**Read and Annotate**

Read and annotate the following context from *America: A Narrative History* (1081-1083) as we outline America's move from isolationism to interventionism regarding World War II.

*Bolstered by the mandate for an unprecedented third term, Roosevelt moved quickly for greater measures to aid Britain, whose cash was running out. Since direct American loans would arouse memories of earlier war-debt defaults—the Johnson Debt Default Act of 1934 forbade such loans anyway—the president created an ingenious device to bypass that issue and yet supply British needs, the “lendlease” program. In a fireside radio chat, Roosevelt told the nation that it must become “the great arsenal of democracy” because of the threat of Britain’s fall to the Nazis. And to do so it must make new efforts to help the British purchase American supplies. The lend-lease bill, introduced in Congress on January 10, 1941, proposed authorizing the president to sell, transfer, exchange, lend, lease, or otherwise dispose of arms and other equipment and supplies to “any country whose defense the President deems vital to the defense of the United States.” For two months a bitter debate over the lend-lease bill raged in Congress and across the country. Isolationists saw it as the point of no return....Administration supporters denied that lend-lease would lead to war, but they knew that it did increase the risk. Lend-lease became law in March. Almost all of the dissenting votes were Republican senators and congressmen from the staunchly isolationist Midwest. While the nation debated, the war expanded. Italy had officially entered the war in June 1940 as Germany’s ally. In October 1940, when the American presidential campaign was approaching its climax, Mussolini launched attacks on Greece and, from Italian Libya, on the British in Egypt. But he miscalculated, and his forces had to fall back in both cases. In the spring of 1941, German forces under General Erwin Rommel joined the Italians in Libya, forcing the British to withdraw to Egypt, their resources having been drained to help Greece. In April 1941 Nazi armored divisions overwhelmed Yugoslavia and Greece, and by the end of May German airborne forces had subdued the Greek island of Crete, putting Hitler in a position to menace the entire Middle East. With Hungary, Romania, and Bulgaria forced into the Axis fold, Hitler controlled nearly all of Europe. But his ambition was unbounded. On June 22, 1941, German armies suddenly fell upon Soviet Russia, their ally. Frustrated in the purpose of subduing Britain, Hitler sought to eliminate the potential threat on his rear with another lightning stroke. The Russian plains offered an ideal theater for blitzkrieg, or so it seemed. With Romanian and Finnish allies, the Nazis massed 3.6 million troops and thousands of tanks and planes along a 2,000-mile front from the Arctic to the Black Sea. Then, after four months of grudging retreat, the Russian soldiers rallied in front of Leningrad (formerly St. Petersburg), Moscow, and Sevastopol. During the winter of 1941–1942, Hitler’s legions began to learn the bitter lesson the Russians had taught Napoleon and the French army in 1812. Invading armies had to contend with Russian weather. Still, in the summer of 1941, the Nazi juggernaut appeared unstoppable. Winston Churchill had already decided to offer British support to the Soviet Union in case of such an attack. “If Hitler invaded Hell,” he said, “I would make at least a favorable reference to the Devil in the House of Commons.” Roosevelt*



*adopted the same policy, offering American aid to Russia two days after the German attack. Stalinist Russia, so long as it held out against the Nazis, ensured the survival of Britain. American aid was now indispensable to Europe's defense, and the logic of lend-lease led to deeper American involvement. To deliver aid to Britain, convoys of supply ships had to maneuver through the German U-boat "wolf packs" in the North Atlantic. So in April 1941 Roosevelt informed Churchill that the U.S. Navy would extend its patrols in the North Atlantic nearly all the way to Iceland. In August 1941 Roosevelt and Churchill held a secret meeting off Newfoundland, where they drew up a statement of principles known as the Atlantic Charter. Their joint statement called for the self-determination of all peoples, equal access to raw materials, economic cooperation, freedom of the seas, and a new system of international security. In September it was announced that eleven anti-Axis nations, including the Soviet Union, had endorsed the charter. Thus Roosevelt had led the United States into a joint statement of war aims with the anti-Axis powers. It was not long before shooting incidents involved Americans in the North Atlantic. The first attack on an American warship occurred on September 4, when a German submarine fired two torpedoes at the destroyer Greer. The president announced a week later orders to "shoot on sight" any German or Italian raiders ("rattlesnakes of the Atlantic") that ventured into American waters. Five days later, the U.S. Navy began convoying merchant vessels all the way to Iceland. Then, on October 17, 1941, while the destroyer Kearny was attacking German submarines, it sustained severe damage from a German torpedo, and eleven lives were lost. Two weeks later a German submarine torpedoed and sank the destroyer Reuben James, with a loss of 115 seamen, while it was on convoy duty west of Iceland. This action spurred Congress to make the changes in the 1939 Neutrality Act already requested by the president. On November 17 the legislation was in effect repealed when the bans on arming merchant vessels and allowing them to enter combat zones and the ports of nations at war were removed. Step-by-step the United States had given up neutrality and embarked on naval warfare against Germany. Still the American people hoped to avoid taking the final step into all-out war. The decision to go to war would be made in response to aggression in an unexpected quarter—the Pacific.*

Reading Questions

Answer a minimum of **THREE** of the following reading questions using the above excerpt.

1. Who were the *rattlesnakes of the Atlantic*? Who were they attacking? Why?

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2. When Hitler gained control of these three countries, he **controlled all of Europe**.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Why did Hitler decide to invade his ally, Soviet Russia?

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4. How did the United States provide aid to Britain from 1939-1941?

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5. Circle the region of the United States that showed the most support for keeping America isolated/neutral despite Hitler's *blitzkrieg* on Britain.

- Now, examine both maps. In a minimum of three sentences, compare the two maps. Specifically, why might the region you identified in #5 offered a stalwart of isolationist support?

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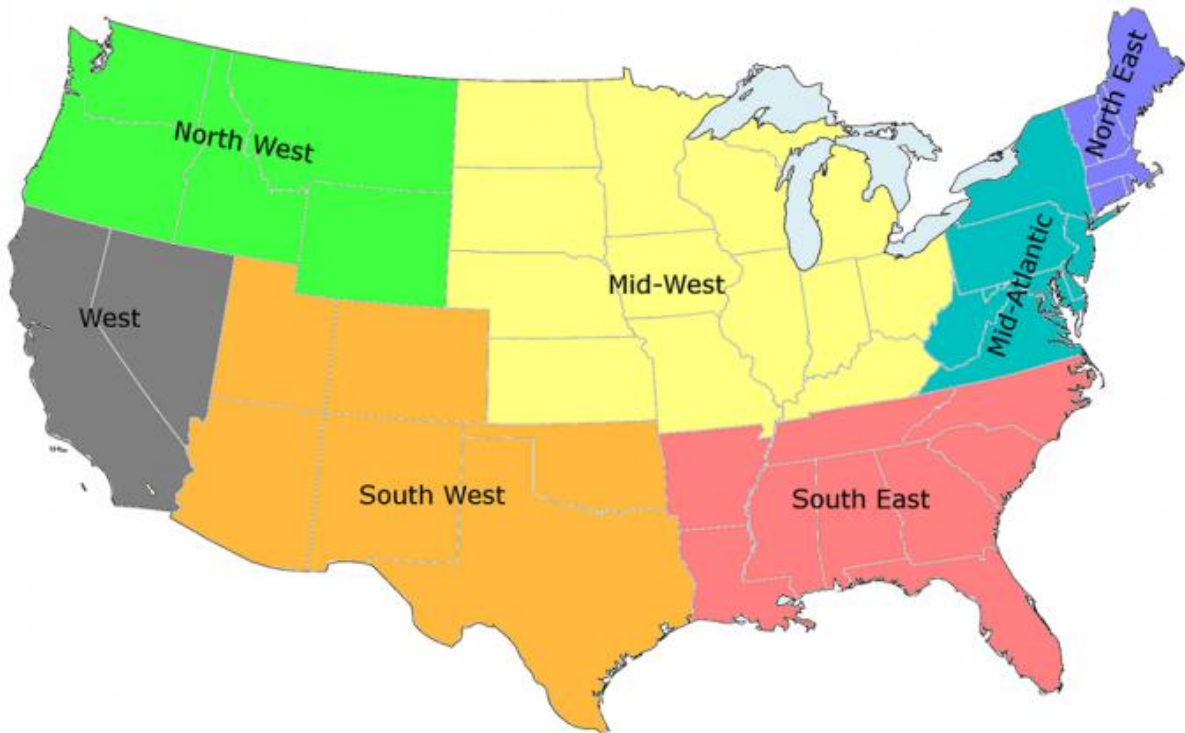
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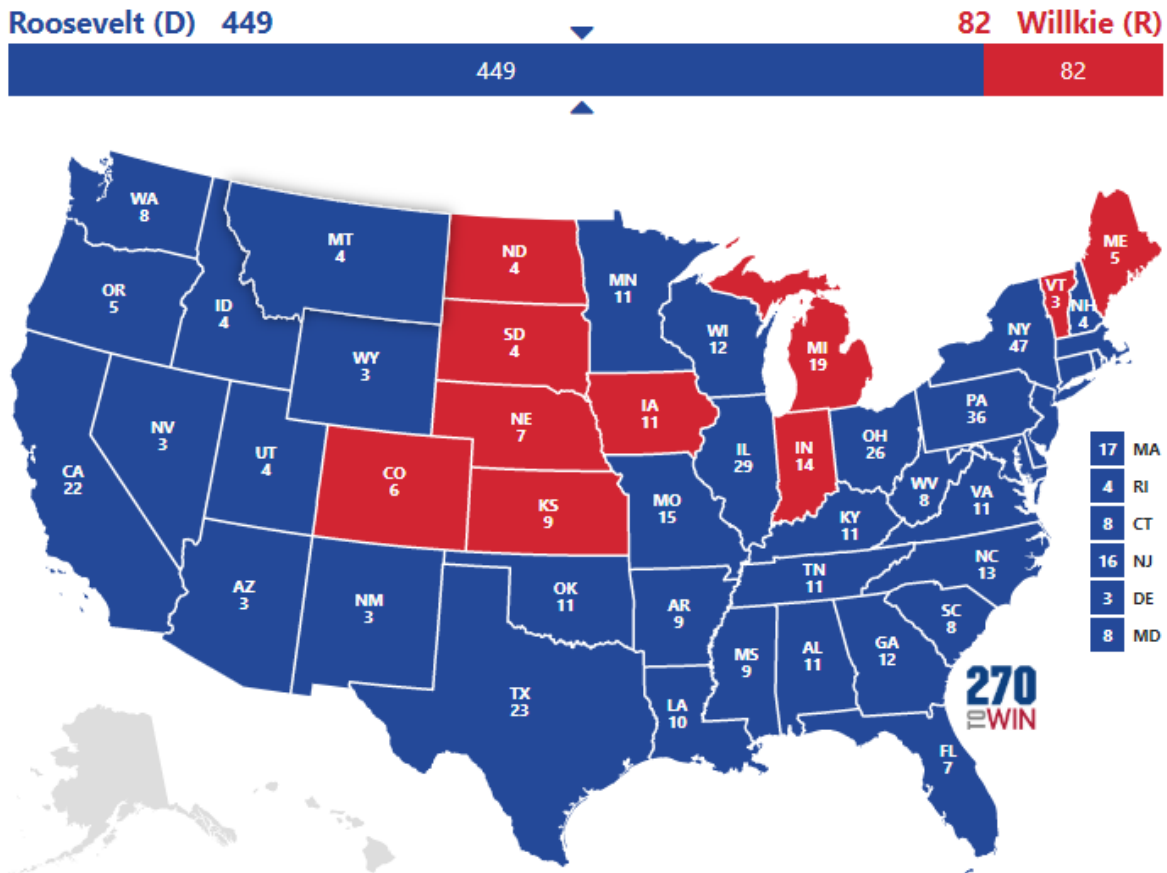
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**Regions of the United States**



Electoral College Votes in the 1940 Election



**Thursday, April 16**

**History Unit:** US Entry in World War II

**Lesson 3:** The Attack on Pearl Harbor: December 7, 1941

**Lesson 3 Socratic Guiding Question:** Keep this question in mind as you study this lesson!  
Is the only just war a defensive one?

**Objectives:**

2. Briefly describe the attack on Pearl Harbor, its context, and America's response to it.

**Review**

Review the map of Japanese territory in Lesson 1.

**Read and Annotate**

Read and annotate the following context from *America: A Narrative History* (1083-1089) as we examine America's entry into World War II.

*After the Nazi victories in the spring of 1940, U.S. relations with Japan took a turn for the worse. Japanese militarists, bogged down in the vastness of China, now eyed new temptations in south Asia: French Indochina (Vietnam, Laos, Cambodia), the Dutch East Indies (Indonesia), British Malaya (Malaysia), and Burma (Myanmar), where they could cut off one of China's last links to the West, the Burma Road. What was more, they could incorporate into their "Greater East Asia Co-Prosperity Sphere" the oil, rubber, and other strategic materials that the crowded Japanese homeland lacked. As it was, Japan depended upon the United States for important supplies, including 80 percent of its fuel. In 1940 Japan and the United States began a series of moves, each of which aggravated but failed to restrain the other, all the while pushing each other toward war. During the summer of 1940, Japan forced the helpless French government, under German control at Vichy, to permit the construction of Japanese airfields in French-controlled northern Indochina and to cut off the railroad into south China. The United States responded with a loan to China and the Export Control Act of July 2, 1940, which authorized the president to restrict the export of American arms and other strategic materials to Japan. Gradually Roosevelt extended embargoes on aviation gas, scrap iron, and other supplies. On September 27, 1940, the Tokyo government signed a Tripartite Pact with Germany and Italy, by which each pledged to declare war on any nation that attacked any of them. On April 13, 1941, while the Nazis were sweeping through the Balkans, Japan signed a nonaggression pact with the Soviet Union, and once the Nazis invaded Russia in June, the Japanese were freed of any threat from the north. In July 1941 Japan announced that it was assuming a protectorate over all of French Indochina. Roosevelt took three steps in response: he froze all Japanese assets in the United States, he restricted oil exports to Japan, and he merged the armed forces of the Philippines with the U.S. Army and put their commander, General Douglas MacArthur, in charge of all U.S. forces in east Asia. By September the oil restrictions had tightened into an embargo. The Japanese estimated that their oil reserves would last two years at most. Forced by the American embargo to secure other oil supplies, the Japanese army and navy began planning attacks on the Dutch and British colonies to the south. Actions by both sides put the United States and Japan on a collision course leading to a war that neither wanted. In his regular talks with the Japanese ambassador, Secretary of State Cordell Hull demanded that Japan withdraw from Indochina and China as the price of renewed trade with the United States. A more flexible position might have strengthened the moderates in Japan. The Japanese were not then pursuing a concerted plan of aggression comparable to Hitler's. The Japanese military leadership had stumbled crazily from one act of aggression to another without approval from the government in Tokyo. Prime Minister Fumimaro Konoe, however, while known as a man of liberal principles who preferred peace, caved in to pressures from the militants. Perhaps he had no choice. The Japanese warlords, for their part, seriously misjudged the United States. The desperate wish of the Americans to stay out of the war might have enabled the Japanese to conquer the British and Dutch*

*colonies in the Pacific. But the warlords decided that they dared not leave the U.S. Navy intact and the Philippines untouched on the flank of their new lifeline to the south. Thus a tragedy began to unfold with a fatal certainty—mostly out of sight of the American people, whose attention was focused on the war in the Atlantic. Late in August 1941 Prime Minister Konoe proposed a meeting with President Roosevelt. Secretary of State Hull urged the president not to meet Konoe unless an agreement on fundamental issues could be reached in advance. Soon afterward, on September 6, a Japanese imperial conference approved preparations for a surprise attack on Hawaii and gave Prime Minister Konoe six weeks in which to reach a settlement. The Japanese emperor's concern about the risks of an attack afforded the prime minister one last chance to pursue a compromise, but the stumbling block was still the presence of Japanese troops in China. In October, Konoe urged War Minister Hideki Tojo to consider withdrawal while saving face by keeping some troops in north China. Tojo countered with his "maximum concession": Japanese troops would stay no longer than twenty-five years if the United States stopped aiding China. Faced with this rebuff and with Tojo's threat to resign and bring down the cabinet, Konoe himself resigned on October 15; Tojo became prime minister the next day. The war party had now assumed complete control of the government. On the very day that Tojo became prime minister, a special Japanese envoy conferred with Hull and Roosevelt in Washington. The envoy's arrival was largely a cover for Japan's war plans, although neither he nor the Japanese ambassador knew that. On November 20 they presented Tojo's final proposal: Japan would occupy no more territory in Asia if the United States would cut off aid to China, restore trade, and help Japan get supplies from the Dutch East Indies. Tojo expected the United States to refuse the demands. On November 26 Hull insisted that Japan withdraw from China altogether. War now seemed inevitable. "The question," Secretary of War Stimson thought, "was how we should maneuver them into the position of firing the first shot without allowing too much danger to ourselves." That same day a Japanese naval force began heading secretly across the North Pacific toward Pearl Harbor, the key American military base in the Pacific. Officials in Washington knew that war was imminent. Reports of Japanese troop transports moving south from Formosa prompted them to send warnings to U.S. commanders in the Pacific, and to the British government. The massive movements southward clearly signaled attacks on the British and the Dutch possessions. American leaders had every reason to expect war in the southwest Pacific, but none expected that Japan would commit most of its aircraft carriers to another attack 5,000 miles away, at Pearl Harbor. In the early morning of December 7, 1941, American servicemen decoded the last part of a fourteen-part Japanese message breaking off the diplomatic negotiations. Japan's ambassador was instructed to deliver the message at 1 P.M. (7:30 A.M. in Honolulu), about a half hour before the Japanese attack, but delays held up delivery by more than an hour. The War Department sent out an alert at noon that something was about to happen, but the message, which went by commercial telegraph because radio contacts were broken, arrived in Hawaii eight and a half hours later. Even so, the decoded Japanese message had not mentioned Pearl Harbor, and everyone still assumed that any Japanese attack would be in Southeast Asia. It was still a sleepy*

*Sunday morning in Hawaii when the first Japanese planes roared down the west coast and the central valley of Oahu to begin their assault. For nearly two hours the Japanese planes pummeled an unsuspecting Pacific Fleet. Of the eight battleships in Pearl Harbor, three were sunk, one grounded, one capsized, and the others badly battered. Altogether nineteen ships were sunk or disabled. At the adjoining Hickam Field and other airfields on the island, the Japanese found planes parked wing to wing and destroyed about 180 of them. The raid killed more than 2,400 American servicemen and civilians and wounded 1,178 more. The surprise attack fulfilled the dreams of its planners, but it fell short of total success in two ways. The Japanese ignored the onshore facilities and oil tanks in Hawaii that supported the U.S. fleet, without which the surviving ships might have been forced back to the West Coast, and they missed the aircraft carriers that had fortuitously left port a few days earlier. In the naval war to come, these aircraft carriers would prove decisive. Later that day (December 8 in the western Pacific), Japanese forces invaded the Philippines, Guam, Midway, Hong Kong, and the Malay Peninsula. With one stroke the Japanese had silenced America's debate on neutrality—a suddenly unified and vengeful nation prepared for war. The next day, President Roosevelt delivered his war message to Congress: "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." Congress voted for the war resolution with near unanimity, the sole exception being Representative Jeannette Rankin, a Montana pacifist who was unable to vote for war in good conscience in 1917 or 1941. For several days it was uncertain whether war with the other Axis powers would follow. The Tripartite Pact was ostensibly for defense only, and it carried no obligation for Germany and Italy to take part, but Hitler, impatient with continuing American aid to Britain, willingly joined his Asian allies. On December 11, Germany and Italy impetuously declared war on the United States. The separate wars that were being waged by armies in Asia and Europe had become one global conflict—and American isolationism was cast aside.*

**Read and Annotate, part 2**

Read and annotate President Roosevelt's December 8, 1941 *Address to a Joint Session of Congress* on the Pearl Harbor attack. Americans heard the address via live radio broadcast. Less than one hour after Roosevelt's speech, Congress declared war on Japan. On December 11, 1941, Italy and Germany declared war on the United States. Thus, the United States entered World War II with enemies to her East and her West.

President Roosevelt's December 8, 1941 *Address to a Joint Session of Congress*

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

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.

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.

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.

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.

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.

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.

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.

### OPTIONAL – Listen

If possible, we encourage you to listen to Roosevelt’s address here: <https://www.c-span.org/video/?419693-1/president-roosevelts-day-infamy-address-congress>.

### Reading Questions

Answer the following reading questions using Roosevelt’s speech and the context excerpt from *America: A Narrative History*.

1. Does Roosevelt mention Nazi Germany or Fascist Italy in his speech? YES or NO
2. Why?

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3. How did Roosevelt respond to isolationist concerns?

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4. What does Roosevelt call/name December 7, 1941? \_\_\_\_\_

5. What does Roosevelt ask as his speech concludes?

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6. Describe the American losses from Japan's attack on Pearl Harbor.

a. \_\_\_\_\_ ships (including eight battleships) were sunk or disabled.

b. \_\_\_\_\_ planes were destroyed on \_\_\_\_\_ Field.

c. The Japanese killed over \_\_\_\_\_ servicemen and civilians.

d. The attack lasted \_\_\_\_\_ hours, beginning at \_\_\_\_\_ am/pm.

e. The Japanese wounded \_\_\_\_\_ Americans in the attack.

7. Describe the diplomatic relationship between the United States and the Empire of Japan on December 6, 1941, the day before Pearl Harbor?

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8. In what **two** ways was the Japanese attack on Pearl Harbor **unsuccessful**?

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9. List the territories attacked by Japan on the heels of Pearl Harbor.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

10. List the adjectives used by Roosevelt to describe Japan's attack on Pearl Harbor.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**Friday, April 17**

**Literature Unit:** *The Great Gatsby*

**Lesson 1:** Introduction to Fitzgerald and Chapter 1

**Lesson 1 Socratic Guiding Questions:** Keep this question in mind as you study this lesson! What is the nature of the disillusionment experienced and expressed by the young people in chapter 1? What are its causes?

**Objectives:**

3. Introduce Fitzgerald and *The Great Gatsby*
4. Identify Daisy's unhappiness and some of its possible causes.

**Introduction – Who was F. Scott Fitzgerald?**

Frances Scott Key Fitzgerald was born in St. Paul, Minnesota but was raised primarily in Buffalo, New York. He attended several Catholic prep schools in New Jersey and New York before gaining admission to Princeton University where his passion for writing blossomed. Fitzgerald eventually dropped out and joined the U.S. Army during World War I but he was never deployed. It was during this time that he fell in love with Zelda Sayre, a young socialite. He published his first novel, *The Side of Paradise*, which was quite successful, and married Zelda the same year. For the next decade the couple lived in New York, Paris, and on the Riviera where they led a lavish lifestyle as celebrities. In Paris, Scott became close with Ernest Hemingway, who intensely disliked Zelda. Fitzgerald published the *Great Gatsby*, considered to be the supreme achievement of his career in 1925. He eventually wrote 5 novels and over 160 short stories. Despite this prodigious literary success, the Fitzgeralds slid into debt and alcoholism, and Scott died bankrupt at the age of forty-four.



## **The Great Gatsby**

Read and annotate chapter 1 of *The Great Gatsby*. Pay attention to the descriptions of colors of objects and see how they affect the mood of the story. Eventually we will think about their symbolism in the novel. Answer the grammar questions below **WHILE** you read the novel. Answer the other questions **AFTER** you finish reading chapter 1.

Keep in mind that the novel is mostly set in 1922, in the wake of the Great War (1914-18 -NOT WWII), and under the shadow of Prohibition which resulted from the 18th Amendment banning liquor sales.

### **Useful Vocabulary**

Teuton: A member of any of the peoples speaking a Germanic language

New Haven: A town on Long Island in Connecticut home to Yale University

Midas: The fabled king of Phrygia to whom Dionysus gave the power of turning to gold all that he touched

Maecenas: Wealthy Roman politician and patron of Horace and Virgil who was a friend of Emperor Augustus Caesar

### **Grammar Questions**

1. Why did Nick go to Europe?
2. Where do Tom and Daisy live? Be specific.
3. Who is Nick's closest neighbor?

**Logic Questions** (These are optional but will help you understand the novel better if you choose to do them.)

4. Why does Nick move to the East Coast?
5. What piece of advice does Nick keep turning over in his head? Why does the book begin with a reflection upon it?
6. Describe the difference according to the narrator between an evening spent socializing in the West (Chicago, for example) and one spent in the East. What do these differences say

about the places themselves and the people who live in them? Does history, location, or culture play a part in the differences?

**Rhetoric Question**

Reread the excerpt from chapter one below. Daisy is speaking.

“You see I think everything’s terrible anyhow,” she went on in a convinced way. “Everybody thinks so—the most advanced people. And I *know*. I’ve been everywhere and seen everything done everything.” Her eyes flashed around her in a defiant way, rather like Tom’s, and she laughed with thrilling scorn. “Sophisticated—God, I’m sophisticated!”

7. What does Daisy mean when she says, “everything’s terrible?” Why does she say it? Write a minimum of 5 sentences answering these questions.