



## USS Hornet “Step into History” Education Program

The “Step into History” program will provide the following **Teacher Resources**:

1. Lesson plans suggestions to prepare students for the visit
2. Logistics and Requirements list for the visit
3. Schedule for on-board activities
4. Sample workbook
5. Follow-up questionnaire to determine effectiveness of the module

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  - g. **Navigation Bridge Learning Station**
4. **Classroom evaluation questions**

### Parameters:

1. Maximum of 120 students, with a chaperone ratio of 1:20 with a minimum of 7 chaperones
2. Participants will bring their own lunches

- 3 All participants will obey safety guidelines. Any participant not complying with safety guidelines will be asked to leave the ship.

## **General Information**

### **Day of Event Summary**

Participants will board the ship and receive a briefing on safety, program overview, and schedule. The students will be given workbooks, split into groups and head to their starting location accompanied by a chaperone. Each learning station will be staffed by a Hornet Educator. Adhering to the schedule below student groups will spend time at the various locations listed below and focus on filling out workbooks at that location. By radio and/or IMC, the groups will move from station to station. At the end of the program all participants will muster in the Hangar Bay to turn in workbooks, including one designated to represent their group, and the Hornet staff will choose the most accurate and complete workbook to award a prize to that group. Teachers will receive all student workbooks within a few days of completion of the program for their records.

### **Overview of the Program**

While focusing on broad topics and emphasizing key points, the program is designed to be a subject survey of the historical period covered. Specific periods or events in which the Hornet participated are used to further illustrate or amplify the lesson.

### **Chaperone Responsibilities**

Chaperones will assume responsibility for their assigned squadron, or group of students at all times while on-board. A chaperone escort will be required by any student wishing to use the heads, or bathroom, during the visit. Chaperones should take a leadership role in guiding the student group from one learning station to the next, using directions printed in the workbook, signs posted along the route, and freely asking Hornet Instructors for assistance.

### **Locations and Subject focus**

|                                    |   |
|------------------------------------|---|
| Admiral's Bridge                   | WWII Pacific Strategy and Tactics                       |
| Hangar Bay 1 - TBM Avenger         | WWII – Battle of Midway/repercussions                   |
| 442 <sup>nd</sup> Regiment Exhibit | WWII – 442 <sup>nd</sup> and Sacrifices of Individuals. |
| Engine Room and Crew's Mess        | WWII and on - Tech Developments                         |
| Officer's Wardroom                 | Sociological and Demographic changes                    |
| Ready Room #2                      | The Cold War and Geopolitics                            |
| Hangar Bay 2 – Apollo Exhibit      | The Cold War and the Space Race                         |

The workbook will include questions leading the students to understand:

1. Significance of the event/topic

2. Time of event and sociological context
3. Major points and/or timeline of event
4. Effects of event on American/World history
5. An individual American's experience of event

## **Before your Visit:**

### **What to bring**

Participants in the program should be prepared with the following:

1. **Bring a writing implement** – pencils preferred
2. Wear comfortable shoes with non-slippery soles. No heels, roller-shoes, or open-toed shoes please.
3. **Wear warm, comfortable clothes.** Depending on the weather some areas of the ship can be cooler. We will also be climbing steep stairs and moving quite a bit.
4. Eat breakfast beforehand.
5. Bring a lunch marked with the participant's name. We will have refrigeration available.
6. Do not bring back-packs, purses or book bags. Participants will not need any extraneous material.
7. Cell phones, music players, and other electronic devices will not be allowed during the program.

### **Schedule for the Day**

0940 Arrive on pier and Group Check-in

0945-0955 Group Board and Basic Orientation

1000 – 1030 – First Learning Station

1035 – 1105 – Second Learning Station

1110 – 1140 - Third Learning Station

1150 – 1220 – Fourth Learning Station

1230 – 0100 – Fifth Learning Station

1210 – 1235 – Lunch in Crew's Mess

1400 – Group Muster in Hangar Bay, turn in workbooks

1420 – Group debark the ship for return to school

### **Locations and Subject focus**

Admiral's Bridge

Hangar Bay 1 - TBM Avenger

442<sup>nd</sup> Regiment Exhibit

Engine Room and Crew's Mess

“Hide and Seek, Life and Death”

“The Greatest Battle You've never hear of”

“Overcoming Oppression”

“Ultrasound? Hybrid car? Thank WWII”

|                               |                               |
|-------------------------------|-------------------------------|
| Officer's Wardroom            | "Rise of a Superpower"        |
| Ready Room #2                 | "US vs Them – a way of life"  |
| Hangar Bay 2 – Apollo Exhibit | "One small step for a man..." |

## Subject Preparation

The following educational suggestions are intended as a pre-lesson plan for students who participate in the Hornet history program.

Before participating in the program it is advised that students are familiar with the following historical events.

1. United States entry into WWII
2. Brief history of the significant battles in the Pacific theater
3. Hiroshima
4. Presidents and major world leaders 1940-1970
5. Cuban Missile Crisis
6. American economic stimulation during WWII
7. Cold War politics

Below are listed possible projects for prospective participants in the program:

### 1. Diary Project

Before arriving on the Hornet, you may wish to have students create a journal from the perspective of a figure relative to the historical scope covered by our program. After completing the lesson, students may judge for themselves how their diaries how they gained perspective by their experience on the Hornet. Below is a following list of possible personas to choice from:

1. Japanese American internee during WWII
2. Women workers during the 1940's
3. A Naval pilot or crewman
4. Richmond shipyard worker
5. A GI returning home after WW II
6. Russian astronaut

The Hornet history program will be sure to discuss the importance and historical significance of the above group.

### 2. Internet Search

Before visiting the Hornet, ask students to conduct an Internet search and briefly describe at least two significant persons or events in United States History, which will be covered in our stations. This will help the students become familiar with the lessons while also preparing them for the day. Below is a list of possible internet search identifications.

**Station 1: WWII Pacific Tactics/Navigation advances**

1. Island Hopping Campaign
2. Radar
3. Sextant
4. Greater East Asian Coast Prosperity Sphere
5. A.S.D.I.C.

**Station 2: WWII Battle of Midway/repercussions**

1. Midway
2. George Gay
3. JN27
4. Cryptology
5. TBM Torpedo-Bomber
6. Joseph Rochefort

**Station 3: WWII 442<sup>nd</sup> and Sacrifices of Individuals**

1. Issei
2. “Lost Battalion”
3. Bronze Star

**Station 4: WWII and on Tech Developments**

1. D.D.T
2. Plasma
3. Hybrid car
4. Aerospace Industry

**Station 5: Post-war Sociological and Demo changes**

1. Levittown
2. Baby Boom
3. Marshall Plan
4. G.I. Bill
5. Zionist Movement

**Station 6: Cold War and Geopolitics**

1. Communist Bloc
2. Iron Curtain
3. Prague Spring
4. Bay of Pigs
5. Karl Marx
6. Politburo

**Station 7: The Cold War and the Space Race**

1. Atom Bomb
2. Laika
3. Sputnik
4. Werner Von Braun
5. Oct. 4, 1957

6. Yuri Gregarin
7. *The Columbia*

### 3. Representative Films

The films on this list are not meant to present accurate historical information on the subject material. These films are intended to expose students to some of the prevailing attitudes, human drama, and personal challenges faced by either real or fictional characters in the situations presented. The list is only a suggestion and any film you are unfamiliar with or feel does not support the program should be eliminated at your discretion.

#### **Cold War Films:**

1. Guilty by Suspicion~1991
2. War Games~1983
3. From Russia With Love~1963
4. Hunt for Red October~1990
5. Fail -Safe~1964

#### **Space Race:**

1. Apollo 13~1995
2. From The Earth to The Moon~1998
3. Dark Side of the Moon - 2007

#### **Technological Developments and Sociological Change**

1. Fat Man and Little Boy~1989
2. Avalon~1990
3. October Sky~1999
4. Tucker~1988

#### **WWII Pacific Campaign:**

1. Go For Broke! (442<sup>ND</sup>)~1951
2. Snow Falling on Cedars (442<sup>nd</sup>)~1999
3. WindTalkers (442<sup>nd</sup>)~2002
4. Ken Burns *The War* (442<sup>nd</sup>)~2007
5. Flags of Our Fathers~2007
6. Letters From Iowa Jima~2007

### **Learning Stations – Summaries and Workbook Questions**

#### **442 Exhibit Learning Station** **Individual Americans' Experience – Overcoming Oppression**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor
2. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442<sup>nd</sup> Regimental Combat team, the Navajo Code Talkers).
3. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

Xenophobia has existed and informed public policy in California from as early the California Gold Rush in 1849. This fear of, persecution of, and prejudice against Asian immigrants developed quickly as settlers competed with them for land plots and wages. After the attack on Pearl Harbor in 1941 these tensions became magnified as the United States prepared for an anticipated Japanese assault of the West Coast. Japanese-Americans became referred to as "security risks". On February 19, 1942 President Roosevelt designated Executive Order 9066 directing the removal and internment of over 100,000 Americans of Japanese descent along the entire span of the Pacific Coast. Nearly sixty-two percent of Japanese-Americans interned in these camps were second generation Japanese-Americans United States Citizens, or "Nisei." The conditions of the camps themselves were harsh, as barracks were lacking in privacy and indoor plumbing.

Even under these oppressive and unjust conditions, many Nisei volunteered for the armed forces to show their loyalty to their country. Comprised primarily of volunteer Nisei Japanese-Americans, the 442<sup>nd</sup> Army Division is one of the most decorated in the history of the United States Armed Forces, and played a decisive role in both military theaters during WWII. In the Pacific theatre the men of the 442<sup>nd</sup> worked in intelligence as translators and code breakers. This division also participated in one of the most costly campaigns on the German Gothic Line; the rescue of the "Lost Battalion." The overall success of the 442<sup>nd</sup> is a testament to the loyalty and courage exhibited by Japanese-Americans during the Second World War. By exploring their history students will also learn how this particular division also helped combat racial prejudices on the home front.

This learning station will be interactive with the exhibit itself. Students will come to the 442<sup>nd</sup> exhibit room and divide into two separate groups. The first group will watch a short video documentary on the Nisei volunteers, while the other search the exhibit space for answers posed by workbook questions. Then the two groups will switch activities halfway through the time period. The entire group will then reform to go over the discussion questions raised by the video and exhibits.

### ***Work Book Questions and Answer Key:***

### **442<sup>nd</sup> Regiment Exhibit Learning Station**

1. Define the Japanese word Nisei.

**Second generation Japanese-American**

2. Briefly describe the Rescue of the “Lost Battalion.” What were the casualty rates suffered by the 442<sup>nd</sup> division?

**In 1944 a battalion (141st Infantry Regiment) from the 36th Texas Division was surrounded by the German army during a battle fought in the densely wooded Vosges mountains on the northern French/German border. The Japanese-American 442nd Regimental Combat Team (about 3000 men) was ordered to rescue the Lost Battalion by General Clayton Dahlquist (commander of the 36th Division). The casualty rate of the 442<sup>nd</sup> was 314 %.**

3. How many years passed between the start of internment, and the apology offered to Japanese Americans by the United States Government?

**46 years: 1942-1988**

4. What Nisei veteran would go on to become head of the Japan based Air Force Far East Investigative Unit?

**Lt Cnl Richard Sakakida**

5. Were Nisei women volunteers in the armed forces? How did they participate?

**The motivations for joining the WAC were complex for most American women regardless of race. Some Nisei who lived freely outside the evacuation zone had to consider the pros and cons of a regimented lifestyle although many Nisei volunteered from behind the barbed wire of the internment camps. Most important to those who had family who had volunteered was the chance to contribute to the effort to bring them home quickly. Although recruitment of Japanese American women began in March of 1943, they were not inducted until September 1943 when the exclusionary policy against them was lifted.**

**The Army’s recruitment pitch touted more than 400 occupations, including nontraditional work, travel, benefits, and the ultimate opportunity to show one’s patriotism. They served in the same capacities as other races. The Women’s Army Corps was officially converted from an auxiliary group (the Women’s Auxiliary Army Corps) to a military organization with full Army status on July 1, 1943.**

6. How many different types of medals were awarded to the 442<sup>nd</sup>?

**3: Purple Heart, Bronze Star, Service Medal**

7. When was the military’s “secret Japanese language school” started?

**November 1, 1941**



Notice the three different flags represented in the exhibit. What flags are they?

**The Japanese flag, Nazi flag, and the American Flag.**

Why would this particular American flag not be flown by the 442<sup>nd</sup>?

**The American flag in the exhibit displays 50 stars, one for each state. During WWII Alaska and Hawaii were territories, not states, so there would have been 48 stars.**

How were Nisei veterans utilized during WWII in different theaters?

**The Nisei vets were used in the European theater for combat and used in the Pacific theater for intelligence (interpretation and communication interception.)**

What were their jobs and responsibilities?

**In the European conflict they served as regular infantry, although in segregated divisions commanded by Caucasian officers.**

**In the Pacific their familiarity with Japanese language and custom greatly aided in radio message interception, translation with prisoners, and cultural motivation on the part of the Japanese.**

8. How many Japanese interment camps existed in the United States throughout the duration of the war?

**12**

### **TBM/Midway Learning Station “The Greatest Battle You’ve Never Heard of”**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

Throughout the Great Depression nations struggled with social issues and the politics of alleviating the economic slump. In America a strong Isolationist movement was vocal about separating the US from other nations’ problems and conflicts. Japan pursued a policy of colonial acquisition to build on islands granted her through victory in WW I, and against treaty agreements, fortified her islands in the South Pacific. The developing economy of Japan relied heavily on imports, and when the US executed an oil embargo with Japan, the Japanese decided upon the strategy of “First Strike” and conducted a surprise attack at Pearl Harbor on Dec 7, 1941. FDR’s “Germany First” policy was very unpopular due to the prevalent national outcry for revenge for the sneak attack at Pearl Harbor. The victory at Midway allowed FDR to continue with what was not the popular but strategically sound course of war in Europe and North Africa.

This learning station will be presented by the Hornet’s TBM “Avenger”. It will consist of an engaging lecture utilizing a short video presentation to demonstrate the basic situation, strategies, and events of the battle in a visual format. The airplane will also be used to assist the students in imagining the experience of a participant in the

battle, and a brief discussion will end the learning station time. The larger political ramifications of the battle will be covered as well.

***Questions for Workbook and Answer Key:***  
**TBM/Midway Learning Station**

1. What percentage of the Earth is covered by the Pacific?  
**35%, It is 60 million miles<sup>2</sup> , 11, 000 miles wide (almost ½ of the earth’s circumference) by 9,000 North to South**
2. How many operational Aircraft Carriers did the US Navy have on Dec 7, 1941?  
**7 –*Ranger, Wasp, Saratoga, Enterprise, Lexington, Hornet, Yorktown***  
How many did the Japanese Navy have?  
**13 – *Kaga, Soryu, Shokaku, Hiryu, Akagi, Zuikaku, Shoho, Ryujo, Hosho, Zuiho, Junyo, Hijo, Unyo,***
3. How many had each nation lost prior to the battle of Midway?  
**US - *Lexington* lost, *Saratoga and Yorktown* damaged, *Shokaku* damaged, *Shoho* lost**
4. Why did the Japanese decide to attack Midway Island?  
**Two reasons: To occupy the forward base of US operations effectively forcing retreat from Hawaii, and to lure the US Carriers into a trap and complete destruction.**
5. How did the US know about the Japanese plans, and how did they confirm the target?  
**American Naval Intelligence had broken portions of JN-25 Japanese Naval Code. They confirmed Midway as the target by sending a false message from Midway to Pearl Harbor about a water purifier not working. A Japanese monitoring station picked up the message and broadcast the information in code using “AI” as the target, thereby confirming Intelligence suspicion of the target.**
6. What three elements led to the US victory?  
**The Japanese plan was not strategically sound and focused; the Japanese plan assumed American actions instead of planning for possibilities; and Japanese leadership at sea was indecisive.**  
  
**The American code-breaking success allowed the important element of surprise, American Naval leadership showed great flexibility and risk when opportune, but restraint when prudence dictated, and the American Squadron leaders and individual aviators showed great personal initiative.**
7. What important part did submarines play for both navies?  
**The Japanese submarines were not in their picket line according to plan and therefore could not inform command of the unexpected**

**carrier location. The submarine *I-173* was actually responsible for the sinking of the *Yorktown*, not the air attacks.**

**An American submarine, the *Nautilus*, forced the Japanese to alter course, and a destroyer sent to keep her submerged was later followed to the Main Carrier Force by dive bombers which sank three of the four carriers destroyed that day.**

8. How many Aircraft Carriers did each navy have after the battle, and what ramifications did that have on strategy?

**The Japanese lost 4 of their 6 large carriers in one day and never recovered the initiative in the Pacific. They could no longer exert long range influence and were in a defensive position until their surrender 3 years later.**

**The American's had 5 carriers, and although *Hornet* (CV-8) would be lost within 6 months, they would have over two dozen fleet carriers and numerous escort carriers in operation by Jan 1945.**

9. What effect did the Battle of Midway have politically for the US?

**The American public had been on a steady diet of bad news from Pearl Harbor on, with the one ray of hope with the Doolittle raid. The victory at Midway shored up flagging support for FDR and his strategy, and allowed his continued support of the British. . Even with the victory, FDR's Democrats lost 42 seats in congress in the 1942 election with 98% of exit polls quoting John Q Public's dissatisfaction at not yet getting revenge for the attack at Pearl Harbor.**

10. What were three direct consequences of the battle that shaped the Allied victory in WW II?

**The Japanese lost initiative and could no longer push America towards capitulation.**

**The Japanese could not replace their extremely valuable ships or pilots and aircrew as quickly as the Americans.**

**The American support that was given to the British in North Africa helped stop the German advance on the Middle East and its oil supplies.**

## **WWII and on- Tech Developments**

**“Ultrasound? Hybrid car? Thank WWII.”**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

2. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape
3. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

WWII witnessed great leaps forward in technology that gave birth to items we continue to use daily. Medical applications which advanced treatment of disease, sonar and radar advances which have consumer and medical application today, and atomic energy are all pillars of our society's structure. WWII built several foundations for advances in technology which fundamentally guided the rest of the 20<sup>th</sup> century.

This learning station will use both the workbook and the exhibit to engage students on the subject.

### *Questions for Workbook and Answer Key* **WWII and on- Tech Developments**

1. In what ways did Radar change Navy tactics?

**Radar allowed for detection of aircraft and ships in darkness and low-visibility conditions for the first time in history. This allowed for tactical superiority and increased accuracy with weaponry. Prior to radar, finding a target or location, friendly or otherwise, relied solely on sight and sound.**

2. How does frozen plasma work and what did it do?

**Plasma is the liquid component of blood minus blood cells, enzymes, and hormones. By extracting plasma from whole donated blood medical personnel could quickly replace liquid volume in an injured person's body and prolong survival without having to type blood, find a compatible donor, etc. This allowed wounded service men to receive transfusions immediately after the injury occurred. By freezing harvested plasma it was portable and retained viability longer.**

3. How does an atom bomb work?

**An atom bomb works by initiating a nuclear chain reaction, which releases an exponential amount of energy relative to conventional explosives. Per unit volume, an atom bomb may be millions or billions of times more powerful than TNT. The first atomic explosion occurred on July 16, 1945 at the Alamogordo Test Range in New Mexico, during a test called Trinity.**

4. Describe the basic principles behind SONAR and its execution. What modern application is used in pre-natal care?

**Sound Navigation And Ranging uses transmitted and reflected underwater sound waves to detect and locate submerged objects or measure the distance to an object in water such as the ocean floor.**

**Sonar is currently used in ultrasound, an imaging procedure to check pregnancy developments and joint injuries, amongst other things.**

5. What is penicillin? How was it used in WWII and how is it used today?

**Penicillin is an antibacterial used to fight infection. Penicillin was used to fight and prevent battle injury infections during WWII, and continues to fight certain infections today, although many illnesses are developing penicillin resistant strains.**

6. How did World War II Aerial Bombardment set the stage for the “Global Village” of today?

**The development of airfields on hitherto undeveloped islands and in developing nations allowed for easier access to local resources for tourism, industry, and habitation development. The projection of western culture into more remote areas of the world greatly accelerated the “shrinking” of the world and increased awareness of other cultures to everyone around the globe.**

### **Officer’s Wardroom Learning Station “Rise of a SuperPower”**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government
2. Examine Truman's labor policy and congressional reaction to it
3. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
4. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
5. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam
6. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

During WWII California received a \$35 billion dollar budget from the federal government which fueled the state’s development and population. The wartime shipyards of Oakland and Richmond led to a flood of job seekers, and opened the door to minorities and women for financial stability. This wartime economy irreversibly altered the demographics of California, and the United States. For example, the city of Richmond’s population grew from roughly 24,000 to 100,000 in just a few short years.

Other important sociological changes also emerged from this postwar period. In 1944 the government granted to returning servicemen the “GI Bill,” or “The Serviceman’s readjustment,” the last stage in FDR’s “New Deal” campaign. This legislature gave the returning enlisted men money for college and vocational education and also provided a year worth of salary for real estate investment. This profoundly changed the system of higher education in the United States. Prior to the War, the University of Michigan’s enrollment rate was roughly 10,000. After the war, this increased dramatically to 30,000. These deep changes to the social structure allowed greater social, economic and geographic mobility for Americans from then on.

This learning station will use both the workbook and the exhibit to engage students on the subject. Students will come to the Officer’s Wardroom and receive a lecture on the sociological and demographic changes following WWII. Following they will explore the visual exhibit, in order to answer workbook questions.

### *Questions for Workbook and Answer Key* **Officer’s Wardroom Learning Station**

1. Think of your own family history. Is there a pattern of migration during the years following the war?

N/A

2. Define Levittown. How did suburban growth trigger consumerism?

**Levittown - the most famous of the early 1950s “mass-produced” suburban housing developments, was developed on a potato field on Long Island, near New York City. The developer, William Levitt, applied new building methods to allow quick construction of identical looking houses that could be sold at low prices.**

**This pattern for suburban housing was quickly followed throughout the country. While new developments made it possible for millions of people to own their own homes, critics said the new suburbs were dull and artificial, with little of the diversity and culture found in cities or older suburbs. This post-war explosion of suburbs led the age of consumerism by stimulating the need for material possessions, such as refrigerators or televisions to fill the housing.**

3. What financial and social changes occurred for minorities and women between the pre- and post-war period

**Women and minorities were becoming more educated and financially independent in the post-war period. They had benefited from war-time jobs and began to develop political awareness and influence with this new independence, altering traditional societal structure.**

4. Examine the Hornet video taken in 1954. What sociological or demographic trends are represented?

**The Baby Boom, consumer culture, American optimism.**

5. By what percentage did the population of California increase between 1940-1950?

**In 1940 California's population was 6,950,000. By 1950 the population increased by 3,693,000, to 10,643,000, or 50%**

6. State the 2 main benefits provided by the GI Bill of 1944

**The GI Bill allowed returning servicemen to attend college and purchase homes. The unprecedented support for the education of returning World War II veterans was notably race-neutral in its statutory terms. More than 1 million minorities served in the armed forces and qualified for educational benefits, which included tuition for up to four years of college or other training.**

7. How did California shipyards transform the layout of the Bay Area urban landscape during and after the war?

**During the war California's shipyards stimulated the economy and contributed to a population boom. Women and other minorities who emigrated to the Bay Area for the wartime industry were forced out of work by returning servicemen and lower production quotas. These segments of the population would struggle to survive in the San Francisco Bay Area in the post war years.**

## **Ready Room #2 Learning Station**

### **The Cold War and Geopolitics**

#### **"Us Verses Them- a way of life"**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
2. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy
3. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
4. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
  - a. The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
  - b. The Truman Doctrine
  - c. The Berlin Blockade
  - d. The Korean War
  - e. The Bay of Pigs invasion and the Cuban Missile Crisis
  - f. Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
  - g. The Vietnam War
  - h. Latin American policy

On April 25 1946, Senator Arthur Vandenberg made the following comment, “I am more than ever convinced that communism is on the march on a worldwide scale, which only America can stop.”

The start of the Cold War can be seen in the Soviet, British, French and US occupation of Berlin at the end of WW II. The Soviet influence over communist eastern Europe during the years 1945-1950 became a threat to western democratic nations and their values. It was during this time that both the Soviet Union and the United States engaged in a war of ideology; diligently arming themselves against the threat of each others governments. Between 1945-1960 trillions of dollars were spent worldwide in the development and production of weapons and technologies in this tenuous Super Power standoff.

Included in this station the following events will be addressed and discussed:

1. The Cuban Missile Crisis: Bay of Pigs,
2. American Red Scare: HUAC, Spies, McCarthy’s Hollywood Reds
3. Marshall Plan 1947-1952: Global Politics Cultural Repercussions: Consumerism, Fear of unknown, Anti-communist propaganda, Cultural Cold War Trends

### ***Questions for Workbook and Answer Key*** **Forecastle Learning Station**

1. If you were in President Kennedy’s shoes, and had to make the ultimate decision regarding The Cuban Missile Crisis, what would you decide?

N/A

2. After viewing the “Cold War” video discuss your impressions of daily life during the Cold War?

N/A

3. Locate three Communist countries on the European map?

**List of Communist Countries in Europe during WWII: Estonia, Latvia, Lithuania, Moldavia, U.S.S.R (Soviet Union). After WWII East Germany, Poland, Yugoslavia, Hungary, Bulgaria, Albania, Czechoslovakia, and Romania.**

4. Briefly describe the economic differences between capitalism and communism.  
**Capitalism is built on the principles of a free market economy with means of production in the hands of investors, or those supplying capital. Government does not direct investment or development. Communism is based on governmental control of production and distribution of goods.**

5. What tactics did the HUAC use to circumvent the democratic promise of personal freedoms?

**By use of innuendo and slander citizens were tried in the court of public opinion and were ostracized. At its peak the HUAC held the**



**power to imply guilt simply by bringing focus onto an individual without ever bringing formal charges.**

6. In what ways was American culture threatened by the institution of communism? Why was America fearful of its doctrines?

**Because communism is exclusive of a free-market economy. The Soviet Union was demonizing capitalist ideologies and the United States. This association was transferred over to communism as a whole and not just as a tenet of the Soviet system.**

### **Apollo Learning Station The Cold War and the Space Race “One Small Step for a man...”**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

11.9.3 *Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.* -

The ending of the Second World War summoned a new promise of worldwide peace. During this period, however, a division between the Soviet Union and the United States was created which would forever change the world political and cultural stage.

It was during this time that both the Soviet Union and the United States engaged in a war of ideology; diligently arming themselves against the threat of each others governments, and using every opportunity to fuel propaganda touting the accomplishments of their chosen government ideology. One of the most prominent areas in which advances were trumpeted to the world was the field of technology. The prestige to become the ‘first’ in exploring outside our atmosphere, the moon, and our solar system fueled both the USSR and the US in the “Space Race .”

Included in this station the following events will be addressed and discussed:

4. The impetus behind missile development
5. Sputnik and the Mercury Program
6. Earth Satellites, and Navigation Satellites
7. The race to be the first nation to put a man on the moon

### ***Questions for Workbook and Answer Key:*** **Apollo Learning Station**

1. How fast do you need to go to break out of earth’s gravity?

**6.9 miles per second, or 2,500 mph**

2. What signal did Sputnik broadcast from space?

**A repeating beep.**

3. How long did Sputnik stay in space?

**3 months, circling the globe every 96 minutes**

4. Why did NASA and the USSR send animals into space?

**To test the effects of space flight on living things, and test the life-support systems designed for space flight.**

5. What accident occurred on Apollo 1 and how did it affect the space program?

**While in the capsule on a training sequence, the three astronauts were killed in a fire that engulfed the closed capsule with its pure oxygen environment. The command module was redesigned to greatly reduce flammable material, including a space-suit fabric change, and High Pressure pure O<sub>2</sub> procedure was eliminated.**

6. Who was the first human being to set foot on the moon?

**Neil Armstrong**

Who was the second?

**Edwin “Buzz” Aldrin**

Who piloted the Apollo 11 Lunar Command Module “*Columbia*” and never set foot on the moon?

**Michael Collins**

7. What Naval vessel recovered the Apollo 11 astronauts?

**You are standing on it. USS *Hornet***

8. What was the purpose behind the Mobile Quarantine Facility?

**To isolate Earth’s inhabitants from any “Moon Germs” the astronauts may have picked up.**

**Admiral’s Bridge Learning Station  
The Pacific Strategy  
“Life and Death, Hide and Seek”**

This station will satisfy the following California 11<sup>th</sup> grade Education requirements:

1. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

One of the significant aspects of the Pacific Theater was the expanse of the territory to defend or attack. The absence of knowledge about any particular ship’s whereabouts, be it friendly or not, was a hindrance throughout the war. At the beginning of WWII,

navigation on the high seas had not fundamentally changed since the adoption of the chronometer in 1673. Weather forecasts were still gleaned from stations to the west reporting current weather systems moving in an easterly direction. The strategies and tactics used by both the Japanese and Americans were dictated not only by their available fleets, but by the information available to them, and the advances in technology that gave them advantages over their foe.

Included in this station the following events will be addressed and discussed:

1. The Japanese “Greater East Asian Co-prosperity Sphere” Strategy
2. The conditions that allowed for the Pearl Harbor attack to occur.
3. The two pronged strategy for taking control of the Pacific
4. The major battles during the Pacific Campaign that led to Allied victory.

### ***Questions for Workbook and Answer Key:*** **Admiral’s Bridge Learning Station**

1. What percentage of the Earth’s surface does the Pacific Ocean occupy?  
**35%, 60 million square miles: 11, 000 miles wide (almost ½ of the earth’s circumference), 9,000 miles from north to south**
2. When and where was the first aircraft carrier battle in history?  
**Battle of the Coral Sea, May 7, 1942**  
What were the results?  
**The Japanese sank a US oiler and destroyer, and badly damaged the *Yorktown*. The US sank the carrier *Shoho* and damaged the carrier *Shokaku***
3. What was the “Island Hopping” strategy? What was the first island invaded by the US?  
**The Japanese strategy to defend its sphere of influence consisted of creating a barrier of heavily fortified island at the perimeter of the empire which the Americans would not be willing to suffer great casualties to take.**  
**By using fast moving Task Forces (which included the *Hornet*), the US could strike far behind the Japanese perimeter, causing the Japanese to disperse their forces and weaken them at any one spot.**  
**The Island Hopping strategy dictated skipping over more heavily defended islands and taking islands closer to Japan, thereby cutting off the supply line to them. Without supply the orphaned island garrisons would eventually wither and become ineffective as fighting forces.**  
**The first island to be invaded and taken by the US in the Pacific was Guadalcanal.**
4. What major battle in June 1942 changed the course of the Pacific War?  
**The Battle of Midway**
5. Where were the two prongs of the Allied offensive directed?

**The Pacific Naval Fleet used aircraft carrier task forces to pierce the Japanese defensive perimeter and “Island Hop” from the east across the Pacific, and the Army Command moved up the Southeast Asian islands from the south towards and through the Philippines.**

6. What major campaign effectively eliminated the Japanese Carrier force from the war?

**The campaign to take over the Marianas, during which the Battle of the Philippine Sea, or the “Great Marianas Turkey-Shoot” occurred.**

7. What was the importance of Allied occupation Tinian and Saipan of the Marianas Islands?

**Those islands could and did act as air-bases for long range B-29s to bomb the Japanese home islands**

8. Who returned to the Philippine Islands, fulfilling his oath from 2 years earlier?

**General Douglas MacArthur**

9. What was the first home island of Japan invaded by the Allies?

**Okinawa**

10. What famous mountain did the US Marines mount a flag atop?

**Mount Suribachi on Iwo Jima**

11. What events finally precipitated Japanese surrender?

**The destruction of Hiroshima and Nagasaki by atomic bomb.**

## **After Completing Program Follow up discussion Key**

### **Station 1: WWII Pacific Strategy/Navigation advances**

1. Identify and briefly describe 3 battles of the Pacific Theater in WWII.  
**Many Possible answers**
2. Describe the Island Hopping strategy and how it defeated the Japanese strategy.  
**The Japanese strategy to defend its sphere of influence consisted of creating a barrier of heavily fortified island at the perimeter of the empire which the Americans would not be willing to suffer great casualties to take.**  
**By using fast moving Task Forces including the *Hornet*, the US could strike far behind the Japanese perimeter, causing the Japanese to disperse their forces and weaken them at any one spot.**  
**The Island Hopping strategy dictated skipping over more heavily defended islands and taking islands closer to Japan, thereby cutting off the supply line to them. Without supply the orphaned island garrisons would eventually wither and become ineffective as fighting forces.**
3. Describe why the Island Hopping strategy would not work in today’s world.  
**The essential elements to the Island Hopping strategy were speed and stealth. By attacking virtually anywhere in the Pacific and**

disappearing before support could be brought to bear, the US Task Forces were the terror of the Pacific to the Japanese. In today's world of instant information and satellite surveillance no amount of speed could hide the direction and possible destination of a carrier force, and any opponent would be able to send support to the target before it was attacked.

### Station 2: WWII Battle of Midway/repercussions

1. How many aircraft carriers did each Navy lose during the Battle of Midway?  
**The Japanese Navy lost 4 fleet carriers – *Kaga, Hiryu, Soryu, and Akagi.* The US Navy lost 1 fleet carrier, the *Yorktown.***
2. What effect did the battle have on Japanese capabilities?  
**The battle eliminated Japan's ability to launch further offensives in the Pacific. The Japanese also suffered the loss and dispersal of aircrew, aircraft and pilots that would take some time to replace and retrain.**
3. What effect did the battle have on Japanese strategy?  
**The Japanese lost the initiative for the remainder of the war. Instead of striking with bold attacks they were forced to fight holding actions and conserve their capital ships. After showing the eclipse of the aircraft carrier in naval combat, they planned on an outmoded "big gun shoot-out" as a strategy to win the naval war against America.**

### Station 3: WWII 442<sup>nd</sup> and Sacrifices of Individuals

1. Which branches of the US Armed Forces were racially integrated in WWII  
**The Navy and the Army Air Force; the rest of divisions such as the 442<sup>nd</sup> were still segregated. The Marine Core did not integrate until the Korean War.**
2. What constitutional right was suspended for Nissei Americans during WWII?  
**During WWII Japanese Americans were stripped of our basic "Bill of Rights" amendments such as: Freedom of Speech, Freedom of Religion, Freedom of Press, and Right to Assemble.**
3. Name 2 other groups that were segregated during WWII.  
**The all-black 24<sup>th</sup> Infantry was the only black regiment left intact after WWII. The 25<sup>th</sup> Infantry Regiment was also still on active duty, but its battalions were split and attached to various divisions to replace inactive or unfilled organic elements. The all-black 9<sup>th</sup> and 10<sup>th</sup> Cavalry Regiments, which had been inactivated in 1944 with the 2<sup>nd</sup> Cavalry Division, were reactivated in 1950 as separate tank battalions**
4. How did the attack of Pearl Harbor feed the prevailing isolationist and racist views of Americans in 1941?  
**The attack on Pearl Harbor created an intense alert throughout the country. If the West Coast could be attacked by an aggressive force then a land invasion of America was plausible. Since racial tensions**

were already present in post-war American society, the citizens of the coastal states panicked and became gravely afraid of Japanese Americans because it was easy to separate them; thus deeming them “escape-goats.” The rise in anti-Japanese propaganda also helped infiltrate this spread of discrimination. Another factor which led to this decay, was the fact that a large amount of Japanese Americans abroad, when Pearl Harbor was bombed, returned to Japan and renounced their American citizenship.

#### **Station 4: WWII and on Tech Developments**

1. Name two ways that aircraft development changed the range of battle.  
**The aircraft could now replace the Calvary. It became the “flying Calvary” in the sense that the military could now use bombers to initiate attacks on the ships using aircraft carriers. The airplane also proved handy in aiding ground troops with additional support. The enemy position became vulnerable because they could be located and attacked from above. The aircraft also proved handy in dropping troops behind enemy lines. D-day was based on this premise. The German Lauffen also used aircrafts to attack Britain, thus deeming the Blitzkrieg. The aircraft held the potential to travel long distances with out being detected with the intention on delivering weapons of destruction.**
2. How were the aviation and tourist industries dramatically advanced by WWII?  
**WWII led to the manufacturing of the Airplane industry. This new industry stimulated the economy and led to the growth of airports throughout the country.**
3. What “wonder drug” developed in WW II is still used to fight disease today?  
**Penicillin**

#### **Station 5: Post-war Sociological and Demo changes**

1. What sub-divisions in the Bay Area came out of and reflect the Post War economy and growth?  
**The Bay Area experienced a population “boom” during the war. The cities of Richmond and Oakland played hosts to shipyards which attracted the labor of southern African Americans. The demographics of these cities were changed over night as African Americans migrated west, and created societies within the existing cities. The Bay Area also developed a huge aircraft industry, as Oakland airport was constructed due to the war time economy.**
2. What does the term “Baby Boom” refer to? Who are they?  
**It is the jump in birthrates in the years after World War Two. “Baby boomers” are the generation born between 1946 and 1964. In this period, more than 65 million children were born.**
3. Describe how WWII set the stage for the “Baby Boom”, women’s rights, and the explosion of colleges and universities in the US.

**The GI Bill allowed returning service men to attend universities, since this generation would double the population with their future children, the academic arena in the years following would experience a huge attendance rise. Women, who worked in factories during the war, would also demand equality for their children, as women began to attend universities more frequently and find a permanent place in the workforce.**

### **Station 6: Cold War and Geopolitics**

1. Describe the basic differences between Communism and Democracy.  
**Communism is a theoretical economic system characterized by the collective ownership of property and by the organization of labor for the common advantage of all members. It is alternately defined as an applied system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.**  
**True democracy is a government in which the supreme power is vested in the people and exercised by them or their representatives under an electoral system. The societal structure encourages individual achievement and reward for effort while instilling values of community.**
2. List 2 major cold war events that took place 90 miles from the United States.  
**The Cuban Missile Crisis from October 14 – 28, 1962 in which a U-2 reconnaissance plane discovered Soviet supplied missiles in Cuba.**  
**The failed “Bay of Pigs” invasion on April 15-19, 1961 in which Cuban exiles with CIA backing attempted an overthrow of Fidel Castro’s government.**
3. What was the “Marshall Plan”  
**Realizing the mistakes of the Post WW I period, the victorious Allies adopted the Marshall Plan, a victor supported strategy for rebuilding war-torn Europe. By re-building the destroyed areas the Allies hoped to preserve a longer peace and stabilize the world economy.**

### **Station 7: The Cold War and the Space Race**

1. What nation launched the first satellite into space?  
**The Union of Soviet Socialist Republics (USSR)**  
What was the name of the satellite?  
**Sputnik**
2. What nation first launched a human being into space?  
**The Union of Soviet Socialist Republics (USSR) – Yuri Gregarin on April 12, 1961**
3. When did the first American woman go into space?

**June 18, 1983 – Sally Ride**

4. How many human beings have walked on the moon?  
**Twelve, all Americans, only one civilian**