

**DBQ The Blame Game for the Loss at Pearl Harbor**  
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The following question is based on documents (A-H). Some of these documents have been edited for this exercise. This question is designed to test your ability to work with historic documents. As you analyze these documents and answer the questions, take into account the sources of the document and the author's point of view.

Assignment:

- Analyze documents
- Answer questions for each document
- Outline to organize your essay
- Write a well-organized essay (introduction, supporting paragraphs and a conclusion).
- Use evidence from the documents, and your knowledge of American History to answer the essay question with citations
- Answer every part of the essay question

Between 1941-1945 America was actively fighting in World War II. Life for Americans at home greatly changed as the availability of resources and civic duty helped create a war time economy. Many Americans changed their life styles in order to come together to support the war. Women began leaving the home to fill jobs previously held by men in order to support their country and maintain their household. Most American's adapted to a war time economy of government rationing by find ways to reduce their consumption of resources, reuse materials, and recycle previously used resources. Many American families also found inventive ways to be self-sufficient and lent a hand to friends and neighbors in order to support the cause. This sense of patriotic duty and universal cooperation of Americans was largely successful due to effective government campaigns and advertising of the war administration and its various offices. These offices worked hard to pass laws and spread information on how each American could help contribute towards winning. These campaigns often involved self sacrifice through the conservation of resources.

**How did the availability of resources change the lives of Americans at home during WWII?**

Document A



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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Document B



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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Document C



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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Document D



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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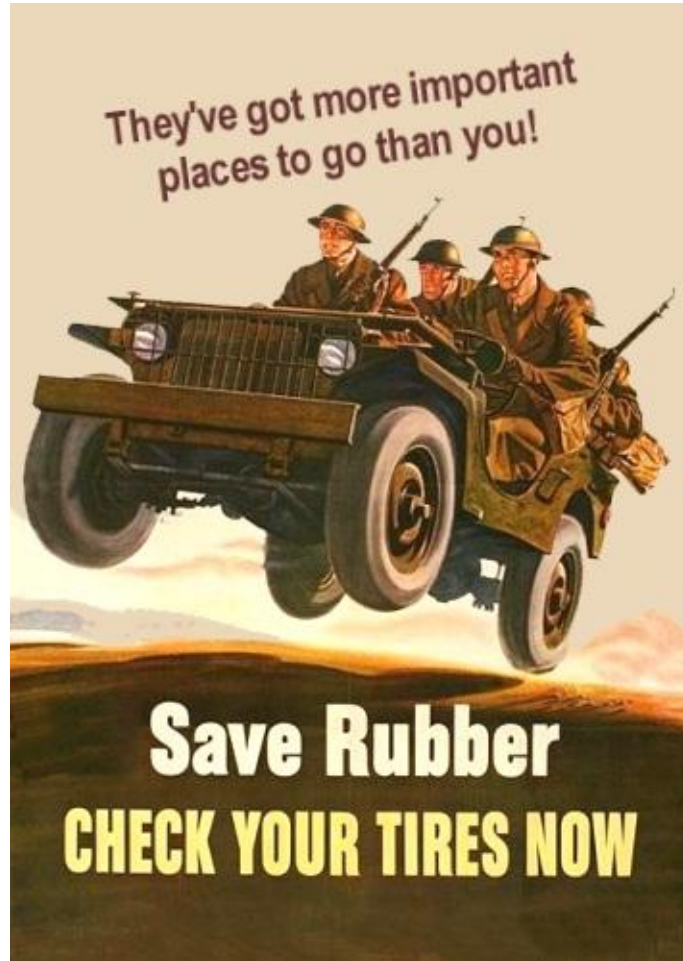
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4. How effective is this poster's message and why?

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Document E



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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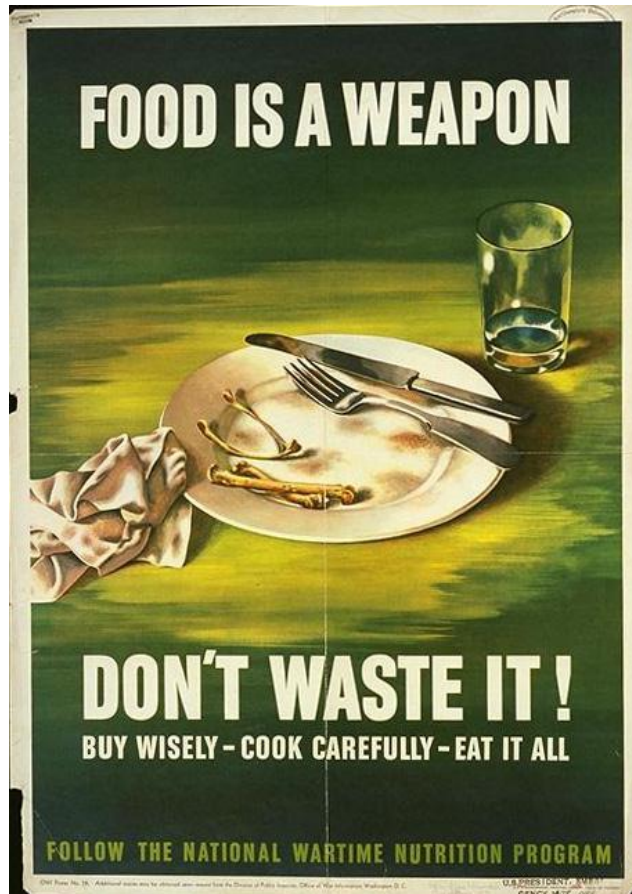
3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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**Document F**



**1. What resource is this poster addressing?**

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**2. What is the government asking Americans to do to support the war?**

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**3. How will it help Americans contribute towards winning the war?**

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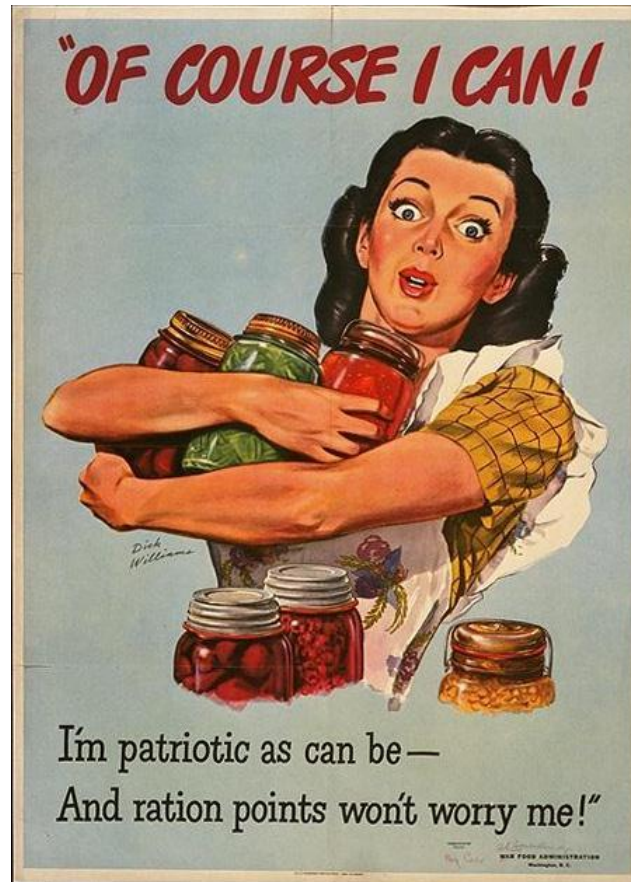
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**4. How effective is this poster's message and why?**

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Document G



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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Document H



1. What resource is this poster addressing?

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2. What is the government asking Americans to do to support the war?

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3. How will it help Americans contribute towards winning the war?

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4. How effective is this poster's message and why?

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