

A photograph of the Lincoln Memorial in Washington, D.C., taken at sunset. The sky is a mix of orange, yellow, and blue, with clouds catching the low light. The memorial's white columns are silhouetted against the bright sky. In the foreground, a body of water reflects the scene, and a path leads towards the building. People can be seen walking on the path and standing near the memorial.

AMERICAN HISTORY

RECONSTRUCTION TO THE PRESENT

AMERICAN HISTORY

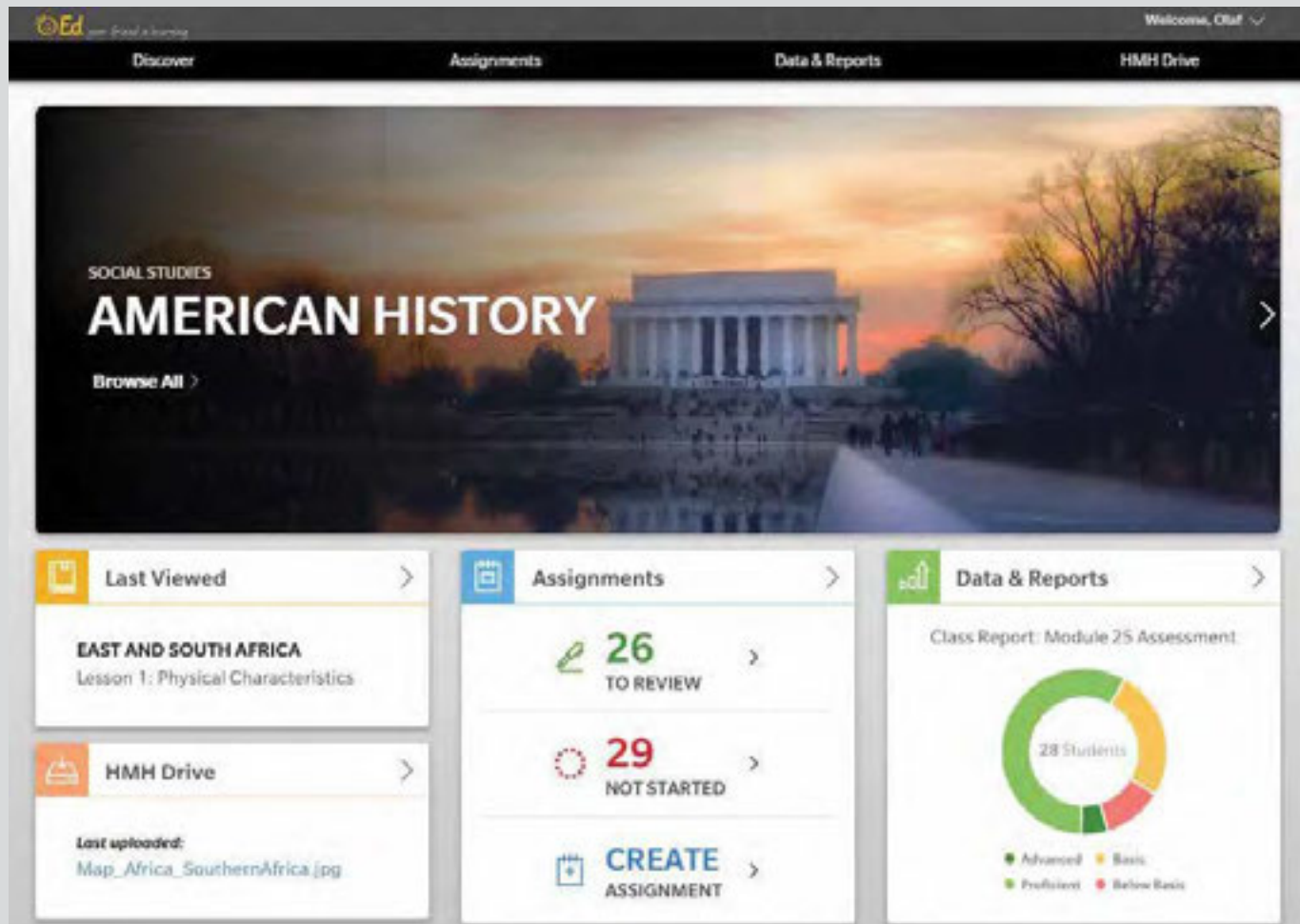
RECONSTRUCTION TO THE PRESENT



TEACHER'S GUIDE
SAMPLER

HMH Social Studies American History Dashboard

Designed for today's digital natives, **HMH® Social Studies** offers you and your students a robust, intuitive online experience.



Your personalized Teacher Dashboard is organized into four main sections:

1. **Discover**—Quickly access content and search program resources
2. **Assignments**—Create assignments and track progress of assignments
3. **Data & Reports**—Monitor students' daily progress
4. **HMH Drive**—Personalize your experience and upload your own content

Explore Online to **Experience** the **Power** of **American History**

Houghton Mifflin Harcourt® is changing
the way students **experience** social studies.

By delivering an immersive experience through compelling narratives enriched with media, we're connecting students to history through experiences that are energizing, inspiring, and memorable activities. The following pages highlight some digital tools and instructional support that will help students approach history through active inquiry so they can connect to the past while becoming active and informed citizens for the future.



The Online Student Edition is the primary learning portal.

More than just the digital version of a textbook, the Online Student Edition serves as the primary learning portal for students. The narrative is supported by a wealth of multimedia and learning resources to bring history to life and give your students the tools they need to succeed.

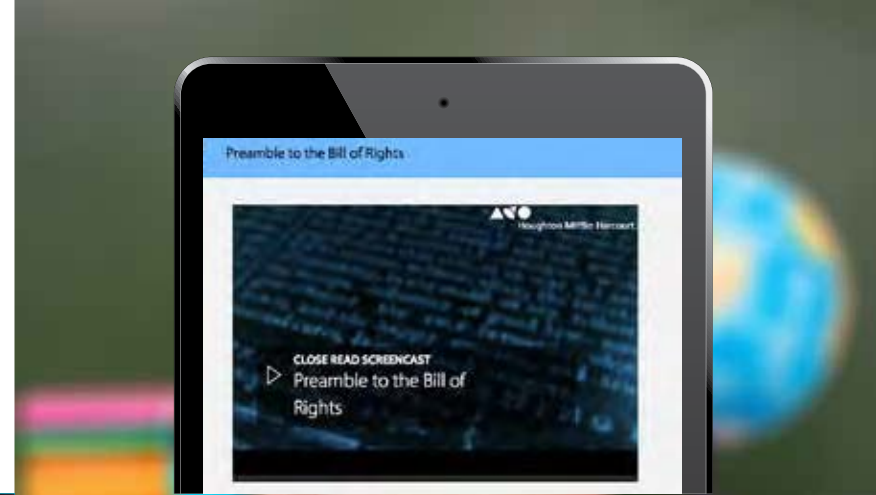
Bringing Content to Life

HISTORY® videos and Multimedia Connections bring content to life through primary source footage, dramatic storytelling, and expert testimonials.



In-Depth Understanding

Close Read Screencasts model an analytical conversation about primary sources.



Content in a Fun Way

Interactive Features, Maps, and Games provide quick, entertaining activities and assessments that present important content in a fun way.



Investigate Like a Historian

Document-Based Investigations in every lesson build to end-of-module DBI performance tasks so students can examine and assess primary sources as historians do.



Full-Text Audio Support

Students can listen while they read.

Skills Support

Point-of-use support is just a click away, providing instruction on critical reading and social studies skills.



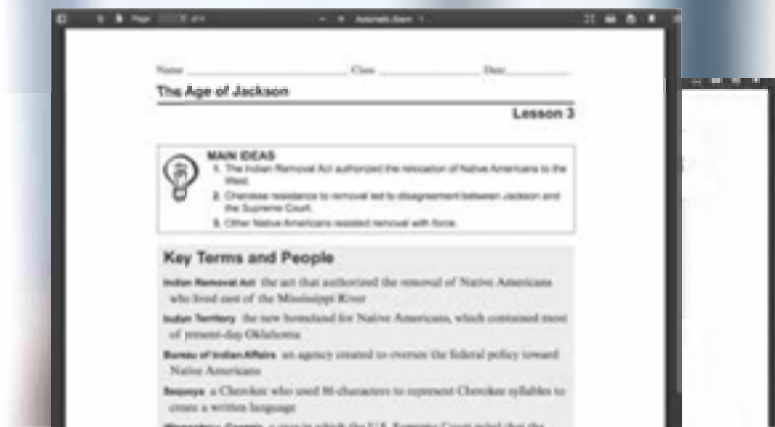
Personalized Annotations

Notes encourages students to take notes while they read and allows them to customize their notes to their preferences. Students can easily access their notes to review later as they prepare for exams.



Interactive Lesson Graphic Organizers

Graphic organizers help students process, summarize, and keep track of their learning for end-of-module performance tasks.



The **Guided Reading Workbook** and **Spanish/English Guided Reading Workbook** offer students lesson summaries with vocabulary, reading, and note-taking support.

Map Connections connects students with history and geography through interactive maps, games, and data.

Current Events features trustworthy articles from today's news that connect what students learn in class to the world around them.



No Wi-Fi®? No problem!

With the **HMH Player®** app, **connect** to content and resources by downloading when online and accessing when offline.



HMHPLAYER® also allows you to:



Collaborate

Open a Collaborative Classroom Session to use dynamic presentation tools, conduct informal polling, or instant message directly with students.



Communicate

Quickly access real-time reporting to monitor progress and identify areas for improvement.



Customize

Create custom lessons, upload your own content, or link to external resources to target particular skills and topics.

Contents

HISTORY Videos related to each module can be accessed through your digital Student Edition.

HISTORY HISTORY® Partnership	xiv
---	-----

Module 1

Prologue: American Beginnings 1439–1878	2
Lesson 1 The Colonial Era	4
Lesson 2 The American Revolution	15
THE DECLARATION OF INDEPENDENCE	25
Lesson 3 A New Nation	30
GEOGRAPHY SPOTLIGHT The Land Ordinance of 1785	42
THE CONSTITUTION OF THE UNITED STATES	44
Lesson 4 Economic and Social Changes	70
Lesson 5 Westward Expansion	80
GEOGRAPHY SPOTLIGHT Mapping the Oregon Trail	90
HISTORIC DECISIONS OF THE SUPREME COURT <i>Dred Scott v. Sandford</i>	92
Lesson 6 The Civil War	94
Lesson 7 Reconstruction	104
Module Assessment	112



Module 2



Westward Expansion 1868–1901	114
Lesson 1 Cultures Clash on the Prairie	116
Lesson 2 Mining and Ranching	125
GEOGRAPHY SPOTLIGHT The Klondike Gold Rush	134
Lesson 3 Settling on the Great Plains	136
Lesson 4 Farmers and the Populist Movement	144
Module Assessment	150

Module 3



Industrialization 1868–1901	152
Lesson 1 The Expansion of Industry	154
GEOGRAPHY SPOTLIGHT Industry Changes the Environment	160
Lesson 2 The Age of the Railroads	162
Lesson 3 Big Business	169
Lesson 4 The Rise of the Labor Movement	176
Module Assessment	184

Module 4



Immigration and Urbanization 1876–1917	186
Lesson 1 The New Immigrants	188
Lesson 2 The Challenges of Urbanization	196
Lesson 3 Politics in the Gilded Age	204
Lesson 4 New Technologies	210
Lesson 5 The Dawn of Mass Culture	216
Module Assessment	224



Multimedia Connections	
Ellis Island	225 MC1



Module 5



Progressivism 1888–1921	226
Lesson 1 The Origins of Progressivism	228
Lesson 2 Education Reform	237
Lesson 3 Segregation and Discrimination	242
HISTORIC DECISIONS OF THE SUPREME COURT <i>Plessy v. Ferguson</i> . . .	249
Lesson 4 Women in Public Life	251
Lesson 5 Teddy Roosevelt’s Square Deal	256
Lesson 6 Progressivism Under Taft	264
Lesson 7 Wilson’s New Freedom	269
Module Assessment	276

Module 6



U.S. Imperialism 1892–1918	278
Lesson 1 Imperialism and America	280
Lesson 2 The Spanish-American War	286
Lesson 3 Acquiring New Lands	293
Lesson 4 America as a World Power	301
GEOGRAPHY SPOTLIGHT The Panama Canal: Linking East and West . . .	308
Module Assessment	310

Module 7



World War I 1913–1920	312
Lesson 1 World War I Begins	314
Lesson 2 The United States Joins the War	326
Lesson 3 The War at Home	336
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>Schenck v. United States</i>	346
Lesson 4 Wilson Fights for Peace	348
Module Assessment	356
Multimedia Connections	
HISTORY Dear Home: Letters from World War I	357 MC1

Module 8



The Roaring Twenties 1919–1929	358
Lesson 1 The Business of America	360
Lesson 2 Postwar Issues	370
Lesson 3 Changing Ways of Life	379
Lesson 4 The Twenties Woman	386
Lesson 5 Education and Popular Culture	391
Lesson 6 The Harlem Renaissance	400
Module Assessment	408
Multimedia Connections	
HISTORY Henry Ford	409 MC1



Module 9



The Great Depression 1928–1934	410
Lesson 1 The Nation’s Sick Economy	412
Lesson 2 Hardship and Suffering	421
Lesson 3 Hoover’s Failed Policies	429
Module Assessment	436

Module 10





The New Deal 1932–1941	438
Lesson 1 A New Deal Fights the Depression	440
Lesson 2 The Second New Deal	449
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>NLRB v. Jones and Laughlin Steel Corp.</i>	457
Lesson 3 New Deal, New Opportunities	459
Lesson 4 Culture in the 1930s	466
Lesson 5 The Impact of the New Deal	472
GEOGRAPHY SPOTLIGHT The Tennessee Valley Authority	478
Module Assessment	480





Module 11

Included in
this sampler

World War II 1930–1946	482
Lesson 1 War Breaks Out	484
Lesson 2 The Holocaust	497
Lesson 3 America Moves Toward War	506
Lesson 4 The War Effort on the Home Front	517
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>Korematsu v. United States</i>	534
Lesson 5 The War for Europe and North Africa	536
Lesson 6 The War in the Pacific	546
Lesson 7 The End of World War II	555
Module Assessment	568
 Multimedia Connections	
 Memories of World War II	569 MC1

Module 12

The Cold War 1944–1992	570
Lesson 1 The Origins of the Cold War	572
Lesson 2 The Cold War Heats Up	583
Lesson 3 The Cold War at Home	592
Lesson 4 Two Nations Live on the Edge	600
Lesson 5 Mounting Tensions in the Sixties	610
Lesson 6 The End of the Cold War	621
Module Assessment	632
 Multimedia Connections	
 October Fury: The Cuban Missile Crisis	633 MC1

Module 13

The Postwar Boom 1945–1961	634
Lesson 1 Postwar America	636
Lesson 2 The American Dream in the Fifties	644
GEOGRAPHY SPOTLIGHT The Road to Suburbia	656
Lesson 3 Popular Culture	658
Lesson 4 The Other America	666
Module Assessment	672

Module 14



An Era of Social Change 1959–1980	674
Lesson 1 Kennedy and the New Frontier	676
GEOGRAPHY SPOTLIGHT The Movement of Migrant Workers	684
Lesson 2 Johnson and the Great Society	686
HISTORIC DECISIONS OF THE SUPREME COURT <i>Miranda v. Arizona</i> ...	696
Lesson 3 Culture and Counterculture	698
Lesson 4 Environmental Activism	704
Module Assessment	712

Module 15



Civil Rights 1953–2010	714
Lesson 1 Taking on Segregation	716
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>Brown v. Board of Education of Topeka</i>	726
Lesson 2 The Triumphs of a Crusade	728
Lesson 3 Challenges and Changes in the Movement	738
Lesson 4 Hispanic and Native Americans Seek Equality	746
HISTORIC DECISIONS OF THE SUPREME COURT <i>Reynolds v. Sims</i>	754
Lesson 5 Women Fight for Equality	756
Lesson 6 The Struggle Continues	763
Module Assessment	776





Module 16



The Vietnam War 1959–1976	778
Lesson 1 Moving Toward Conflict	780
Lesson 2 U.S. Involvement and Escalation	787
Lesson 3 A Nation Divided	795
Lesson 4 1968: A Tumultuous Year	802
Lesson 5 The End of the War and Its Legacy	809
Module Assessment	820

Module 17



Transitions and Conservatism 1967–1992	822
Lesson 1 The Nixon Administration	824
Lesson 2 Watergate: Nixon's Downfall	831
Lesson 3 The Ford and Carter Years	838
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>Regents of the University of California v. Bakke</i>	849
Lesson 4 A Conservative Movement Emerges	851
Lesson 5 Reagan and Bush Confront Domestic Concerns	857
GEOGRAPHY SPOTLIGHT From Rust Belt to Sun Belt	865
Lesson 6 Foreign Policy Under Reagan and Bush	867
Module Assessment	876



Module 18



Into a New Millennium 1991–2015	878
Lesson 1 The Clinton Years	880
Lesson 2 The Bush Administration	890
HISTORIC DECISIONS OF THE SUPREME COURT	
<i>Kelo v. City of New London</i>	901
Lesson 3 Obama’s Presidency	903
Lesson 4 Technology Shapes Life	912
Lesson 5 The Changing Face of America	920
Module Assessment	928

Module 19



The United States in the 21st Century 1999–Present.	930
Lesson 1 National Security and Public Safety	932
Lesson 2 Foreign Policy	942
Lesson 3 Poverty and Social Concerns	954
Lesson 4 Conservation and the Environment	962
Lesson 5 Education	972
Lesson 6 Globalization and Cultural Diffusion	979
Module Assessment	988

Reference Section

AtlasR2

English and Spanish Glossary.....R22

IndexR62

Credits and Acknowledgments.....R91



Available Online

- Biographical Dictionary
- Close-Read Screencasts
- Facts About the States
- Presidents of the United States
- Economics Handbook
- Geography and Map Skills Handbook
- Skillbuilder Handbook



Multimedia Connections

▶ These online lessons feature award-winning content and include short video segments, maps and visual materials, primary source documents, and more.

Ponce de León	Ellis Island
The American Revolution	Dear Home: Letters from World War I
Lewis and Clark	Henry Ford
The Real West: Rush for Gold	Memories of World War II
Days of Darkness: The Gettysburg Civilians	October Fury: The Cuban Missile Crisis

Teacher's Guide

Module 11: World War II, 1930–1946

Teacher's Guide includes:

- Lesson Planning Guides detailing elements of Modules and Lessons. Color-coding visually identifies print-only components and organizes Module and Lesson content.
- Module and Lesson Highlights, providing overviews of integral Module and Lesson elements. Features detail overarching Module themes; skills instruction; whole-class collaborative activities; and review tools including flipcards, graphic organizers, sequencing activities, and more.
- Instruction at point of use for easy navigation and discovery. Content extension, differentiated activities, instructor scaffolding, questions, answers, suggestions for how to engage students, help with program features, and more are all presented in sequence with student materials.

Essential Question Preview

Why did the Allies win World War II? Have students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Explain to students how totalitarian rulers rose to power in Europe and Asia.
- Point out that two competing alliances, the Allied powers and the Axis powers, battled each other in Europe and the Pacific.

Help students plan inquiries and develop their own supporting questions such as:
How did the rise of dictators contribute to the outbreak of World War II?
How did the Allies work together to defeat their enemies?
You may want to assign students to write a short essay in response to the Essential Question when they complete this module. Encourage students to use their notes and responses to inform their essays.

INTERPRET THE PAINTING

World War II is sometimes known as the age of the aircraft carrier. The attack on Pearl Harbor, carried out by carrier-based planes, clearly demonstrated the value of this new style of warfare. Paul Sample's painting illustrates a series of planes ready for an early morning patrol assignment. The painting appeared in an issue of *Life* magazine. Ask students why *Life* magazine might have chosen to publish this painting. *to show people what action on an aircraft carrier was like.*


Module 11

World War II

★

Essential Question

Why did the Allies win World War II?



About the Painting: This painting, *Dawn Patrol Launching* by Paul Sample, depicts an aircraft carrier. Carriers were used extensively in the Pacific Theater of World War II.

Explore ONLINE!

HISTORY

VIDEOS, including...

- Digging In
- The Holocaust
- The Lend-Lease Act
- Black Soldiers in World War II
- Battle of the Bulge
- Battle of Midway
- Mourning FDR
- The Manhattan Project

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Carousel: World War II Propaganda Posters
- ✓ Image with Hotspots: D-Day, June 6, 1944

482 Module 11

What You Will Learn . . .

Lesson 1: War Breaks Out 484
The Big Idea The rise of rulers with total power in Europe and Asia led to World War II.

Lesson 2: The Holocaust. 497
The Big Idea During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other "non-Aryans."

Lesson 3: America Moves Toward War 506
The Big Idea The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.

Lesson 4: The War Effort on the Home Front 517
The Big Idea Following the attack on Pearl Harbor, the United States mobilized for war.

Lesson 5: The War for Europe and North Africa 536
The Big Idea Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.

Lesson 6: The War in the Pacific 546
The Big Idea After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.

Lesson 7: The End of World War II. 555
The Big Idea While the Allies completed the defeat of the Axis Powers on the battlefield, Allied leaders were making plans for the postwar world.

Explore the Online Video

ANALYZE VIDEOS

Digging In
Invite students to watch the video to learn what it was like for soldiers on the front lines of the war.

Geography Why did the shovel become an essential tool of many infantry troops? *It allowed soldiers to dig foxholes in the ground that would offer them some protection from battle.*



Lesson 1 Big Idea
The rise of rulers with total power in Europe and Asia led to World War II.

Why It Matters Now
Dictators of the 1930s and 1940s changed the course of history when their actions started World War II, serving as a warning to be vigilant about totalitarian government.

Lesson 2 Big Idea
During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other non-Aryans."

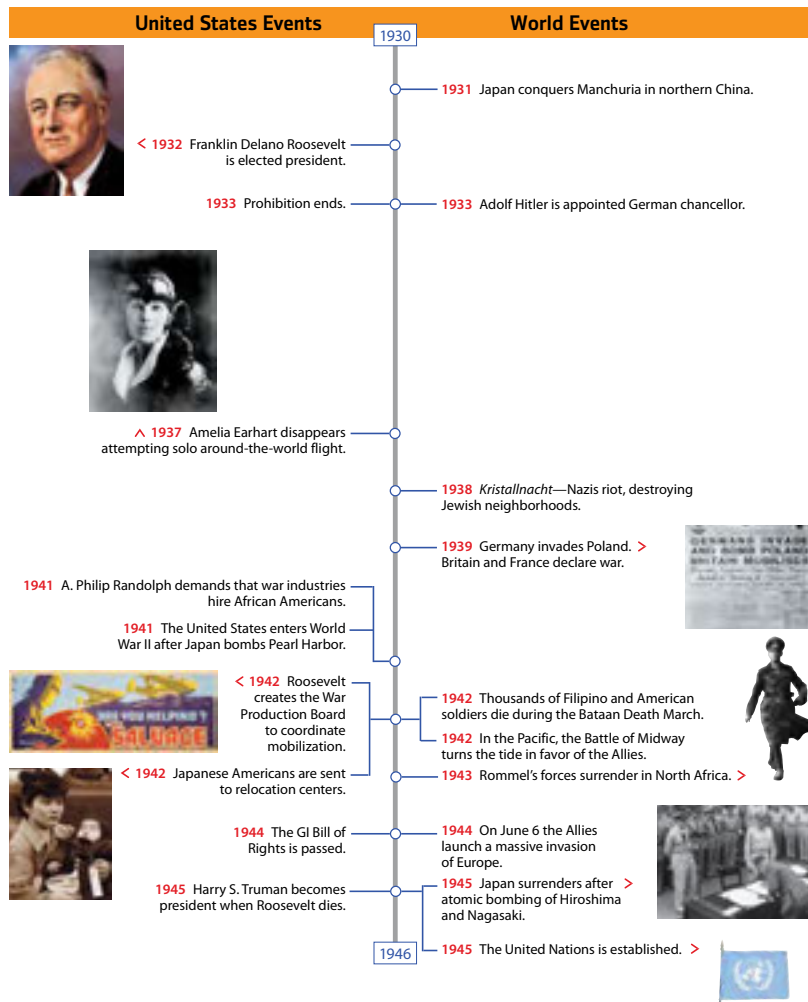
Why It Matters Now
After the atrocities of the Holocaust, agencies formed to publicize human rights. These agencies continue to fight for social justice in today's world.

Lesson 3 Big Idea
The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.

Why It Matters Now
U.S. military capability became a key factor in World War II, and it has been a consideration in world affairs ever since.

Lesson 4 Big Idea
Following the attack on Pearl Harbor, the United States mobilized for war.

Why It Matters Now
Changes on the home front reshaped American society as well as the economy.



World War II 483

Explore the Timeline

Interpret Timelines: World War II, 1930–1946

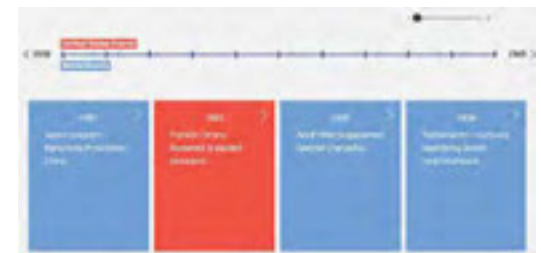
Have students examine the timeline and then answer the following question:

History In what year did German forces in North Africa surrender? 1943

Interpret Timeline of Events: World War II, 1930–1946

To further explore the timeline, have students discuss the following questions:

1. In what year did Japan conquer Manchuria? 1931
2. What happened to Japanese Americans and in what year? *Japanese Americans were sent to relocation centers in 1942.*



Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and People. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

Online Sequencing Activity

Students can use this sequencing activity to review the chronology of events in the World War II Module. To complete, have students drag each event to the correct year on the timeline.

Year	Event
1932	Franklin Delano Roosevelt is elected president.
1941	The United States enters World War II after Japan bombs Pearl Harbor.
1942	Japanese Americans are sent to relocation centers.
1944	The GI Bill of Rights is passed.
1945	Harry S. Truman becomes president when Roosevelt dies.

Lesson 5 Big Idea

Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.

Why It Matters Now

During World War II, the United States assumed a leading role in world affairs that continues today.

Lesson 6 Big Idea

After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.

Why It Matters Now

These battles in the Pacific convinced world leaders that a powerful weapon would be required to win the war.

Lesson 7 Big Idea

While the Allies completed the defeat of the Axis powers on the battlefield, Allied leaders were making plans for the postwar world.

Why It Matters Now

Wartime decisions affected global affairs for the next several decades.



War Breaks Out



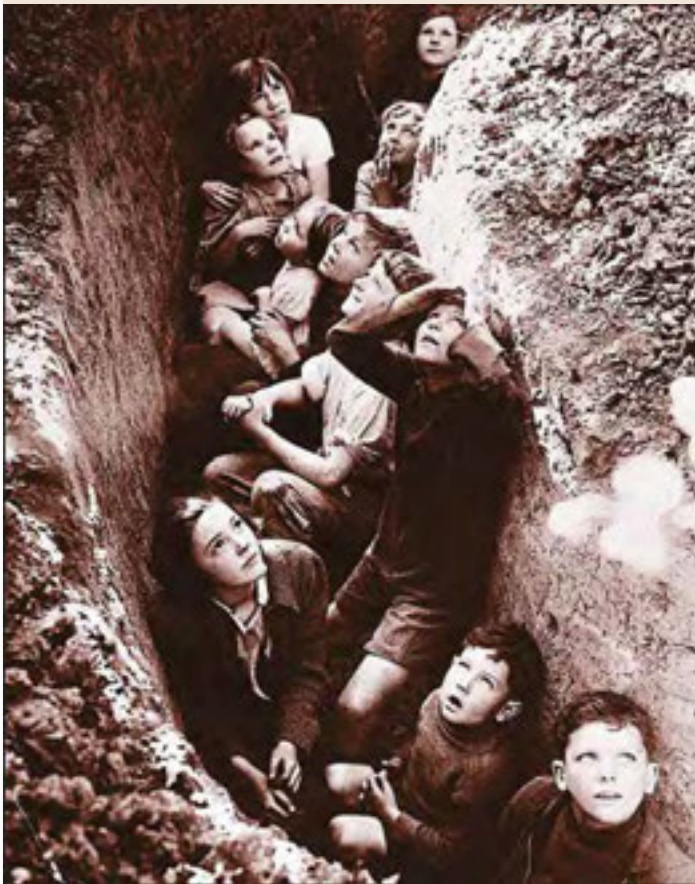
Online Lesson 1 Enrichment Activities

The Nazi Party and the Hitler Youth

Writing Activity Students read about a group devoted to making Germany's children members of the Nazi Party. Then students write a series of interview questions that they might have asked a member of the Hitler Youth.

British Children and the Blitz

Writing Activity Students study the image to understand why children were evacuated during the Blitz. Then students imagine they are a child experiencing the nighttime bombings of the Luftwaffe and are being evacuated to a rural British town. Students write a letter to a friend describing their experience.



The Spanish Civil War

Respond to a Question Students read about the civil war that broke out in Spain just before World War I. Then students respond to a question about the United States and the Spanish Civil War.

Winston Churchill

Video Students view the video to learn more about Winston Churchill and why he was such an important leader. Then students respond to questions about Winston Churchill and his leadership qualities.



Teach the Big Idea

- 1. Whole Class Open/Introduction** What causes people to bully others? What is the best way to handle a bully? What happens when you try to appease a bully?
- 2. Direct Teach** Read students the Big Idea: *The rise of rulers with total power in Europe and Asia led to World War II.* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Define the terms of the Treaty of Versailles and explain how it led to dissatisfaction among European rulers.
 - Identify the types of governments that took power in Russia, Italy, Germany, and Japan after World War I.
 - Explain how and why these new regimes sought to expand and how Britain and France responded.
 - Summarize the first battles of World War II.
- 3. Whole Group Close/Reflect** Ask students to write a paragraph evaluating the neutrality position of the United States. Have volunteers read their paragraphs and discuss the issues raised.

▶ ONLINE DOCUMENT-BASED INVESTIGATION

World War II

The London Blitz is the first of seven document-based investigations that students will analyze in the World War II Module. Londoner Len Jones was just 18 years old when bombs fell on his East End neighborhood. Students can click on the audio button beneath the historical source to hear the quote read aloud.

DOCUMENT-BASED INVESTIGATION • HISTORICAL SOURCE



War Breaks Out

The Big Idea

The rise of rulers with total power in Europe and Asia led to World War II.

Why It Matters Now

Dictators of the 1930s and 1940s changed the course of history when their actions started World War II, serving as a warning to be vigilant about totalitarian government.

Key Terms and People

Joseph Stalin
totalitarian
Benito Mussolini
fascism
Adolf Hitler
Nazism
Hideki Tojo
Neville Chamberlain
Winston Churchill
appeasement
nonaggression pact
blitzkrieg

One American's Story

Martha Gellhorn arrived in Madrid in 1937 to cover the brutal civil war that had broken out in Spain the year before. Hired as a special correspondent for *Collier's Weekly*, she had come with very little money and no special protection. On assignment there, she met the writer Ernest Hemingway, whom she later married. To Gellhorn, a young American writer, the Spanish Civil War was a deadly struggle between tyranny and democracy. For the people of Madrid, it was also a daily struggle for survival.

"You would be walking down a street, hearing only the city noises of streetcars and automobiles and people calling to one another, and suddenly, crushing it all out, would be the huge stony deep booming of a falling shell, at the corner. There was no place to run, because how did you know that the next shell would not be behind you, or ahead, or to the left or right?"

—Martha Gellhorn, from
The Face of War



Martha Gellhorn, one of the first women war correspondents, began her career during the Spanish Civil War.

Less than two decades after the end of World War I—"the war to end all wars"—fighting erupted again in Europe and in Asia. As Americans read about distant battles, they hoped the conflicts would remain on the other side of the world.

COLLABORATIVE LEARNING

Debate League of Nations Action in Manchuria

1. In order to develop a deeper understanding of the collective security issues that led to World War II, have students stage a policy meeting of the League of Nations on the question of what action to take against Japan for invading Manchuria.
2. Assign groups of students to be League of Nations delegates from the following nations: Great Britain, France, Italy, and Germany. The League of Nations will be meeting because Japan has resigned from the League. Groups should research to determine what position their country will take.

3. Have the class hold the policy meeting. Have one student play the role of League Chairman. Each group should represent the position of their respective country.
4. Invite students to provide constructive feedback on the debate. Students should identify what went well and how the debate process could be improved.

Integrated Assessment, Rubric 3: Oral Presentation

Failures of the Treaty of Versailles

The Treaty of Versailles, which ended World War I, left many European nations dissatisfied. The treaty's war-guilt clause placed the blame for the war solely on Germany. The treaty also demanded that the Germans pay reparations, or payments for damages and expenses caused by the war. The amount demanded far exceeded what the German government could actually afford to pay.

Instead of securing a "just and secure peace," the Treaty of Versailles caused anger and resentment. Germans saw nothing fair in a treaty that blamed them for starting the war. Nor did they find security in a settlement that stripped them of their overseas colonies and border territories. The terms of the treaty did serious damage to the German economy. It forced Germany to give up control of some of its major industrial regions, which made the reparations payments even more challenging. These factors helped bring about a period of severe inflation, or rising prices. Prices increased at such an incredible rate that by 1923, German currency had simply ceased to have any meaningful value. These problems overwhelmed the Weimar Republic, the democratic government set up in Germany after World War I.

Italy was also unhappy with the treaty. The Italians had been on the winning side in the war. They had hoped to be rewarded with territory as part of the treaty. Instead, they were largely ignored during the peace talks. Similarly dissatisfied, the Soviets resented the carving up of parts of Russia.

The peace settlement had not fulfilled President Wilson's hope of a world "safe for democracy." New democratic governments that emerged in Europe after the war floundered. Without a democratic tradition, people turned to authoritarian leaders to solve their economic and social problems. The new democracies collapsed, and dictators were able to seize power. Some had great ambitions.

Reading Check
Analyze Causes
What factors contributed to the rise of authoritarian governments during this period?



Germany was expected to pay off huge debts while dealing with widespread poverty. By 1923 an inflating economy made a five-million German mark worth less than a penny. Here children build blocks with stacks of useless German marks.

World War II 485

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What were the main conditions of the Treaty of Versailles?
- Among which nations did the treaty cause resentment and in what ways?

More About . . .

Provisions of the Treaty of Versailles As well as requiring Germany to pay reparations of billions of marks, the Treaty of Versailles imposed changes to its military and territory. The treaty limited the German army to 100,000 troops, with no tanks or heavy artillery. It limited the German navy to 15,000 sailors, and it banned Germany from having an air force. The treaty also required Germany to cede land to France, Denmark, Poland, Czechoslovakia, and Belgium as well as to surrender all overseas colonies to the control of the League of Nations. It prohibited Germany and Austria from uniting.

▶ ONLINE GRAPHIC ORGANIZER

War Breaks Out

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare and Contrast What political goals did the dictators have in common? *All of them wanted to take control of their respective nations. They generally wanted to make their nations more powerful or gain more territory or resources to benefit their nations but at the expense of others.*

STRUGGLING READERS

Organize Information

As students read the section, have them use the following chart to organize information about the effects of the Treaty of Versailles.

	Russia	Italy	Germany	United States
Involvement in drafting the treaty				
Effects of the treaty				
Reactions to the treaty				

Integrated Assessment, Rubric 2: Information Assessing Activities

READING CHECK

Analyze Causes What factors contributed to the rise of authoritarian governments during this period? *a lack of democratic tradition, failure of the Treaty of Versailles, and economic devastation*

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Joseph Stalin, totalitarian, Benito Mussolini, fascism, Adolf Hitler, Nazism, Hideki Tojo, Neville Chamberlain, Winston Churchill, appeasement, nonaggression pact, blitzkrieg.**

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- In what countries did totalitarian governments come to power?
- What was the goal of the militarists who took control of Japan?

More About . . .

Stalin's Show Trials In 1936, 1937, and on into 1938, Stalin eliminated challenges to his rule by attacking his closest allies and leaders of the revolution. The world watched the accused plead guilty to the state's outlandish charges of treason and counter-revolution, knowing full well that such confession would result in their execution. The show trials made a big impact on American Communists and sympathizers. Many saw the potential totalitarian underpinnings of communism and deserted the movement.

Benito Mussolini Mussolini started his political career as a Socialist rising through the ranks to become editor of the Socialist Party's newspaper, *Avanti!* Mussolini broke with his party over the issue of World War I. The Socialists opposed it. Mussolini, a nationalist at heart, favored it. This offers some explanation for Mussolini's change in politics. One of the characteristics of fascism is extreme patriotism.

The Election of Adolf Hitler It is sometimes overlooked that Hitler was elected in a democratic election. It was the last such election of the Weimar Republic that governed Germany after World War I. Hitler and the Nazis accused the ruling Social Democrats of betraying Germany by signing the Treaty of Versailles, which resulted in the economic collapse. The election was marked by political infighting. Moderate and right wing party members made a disastrous mistake. They decided that Hitler was somebody they could "work with" and, thus, was preferable to the moderate left Social Democrats.

The Spread of Totalitarianism

The seeds of new conflicts had been sown in World War I. For many nations, peace had brought not prosperity but revolution fueled by economic depression and struggle. The postwar years also brought the rise of powerful dictators driven by the belief in nationalism—loyalty to one's country above all else—and dreams of territorial expansion.

JOSEPH STALIN TRANSFORMS THE SOVIET UNION In Russia, hopes for democracy gave way to civil war, resulting in the establishment of a communist state, officially called the Soviet Union, in 1922. After V. I. Lenin died in 1924, **Joseph Stalin**, whose last name means "man of steel," took control of the country. Stalin focused on creating a model communist state. In doing so, he made both agricultural and industrial growth the prime economic goals of the Soviet Union. Stalin abolished all privately owned farms and replaced them with collectives—large government-owned farms, each worked by hundreds of families.

Stalin moved to transform the Soviet Union from a backward rural nation into a great industrial power. In 1928 the Soviet dictator outlined the first of several "five-year plans" for industrialization. All economic activity was placed under state management. By 1937 the Soviet Union had become the world's second-largest industrial power, surpassed in overall production only by the United States. The human costs of this transformation were enormous.

In his drive to purge, or eliminate, anyone who threatened his power, Stalin did not spare even his most faithful supporters. While the final toll will never be known, historians estimate that Stalin was responsible for the deaths of 8 million to 13 million people. Millions more died in famines caused by the restructuring of Soviet society.

By 1939 Stalin had firmly established a **totalitarian** government that tried to exert complete control over its citizens. In a totalitarian state, individuals have no rights, and the government suppresses all opposition.

THE RISE OF FASCISM IN ITALY While Stalin was consolidating his power in the Soviet Union, **Benito Mussolini** was establishing a totalitarian regime in Italy, where unemployment and inflation produced bitter strikes. Some of those strikes were led by Communists. Alarmed by these threats, the middle and upper classes demanded stronger leadership. Mussolini took advantage of this situation. A powerful speaker, Mussolini knew how to appeal to Italy's wounded national pride. He played on the fears of economic collapse and communism. "Italy wants peace, work, and calm. I will give these things with love if possible, with force if necessary," he said. In this way, he won the support of many discontented Italians.

By 1921 Mussolini had established the Fascist Party. **Fascism** (făsh'iz əm) stressed nationalism and placed the interests of the state above those of individuals. To strengthen the nation, Fascists argued, power must rest with a single strong leader and a small group of devoted party members. (The Latin *fascēs*—a bundle of rods tied around an ax handle—had been a symbol of unity and authority in ancient Rome.)

486 Module 11

ENGLISH-LANGUAGE LEARNERS

Preview Foreign Terms

1. Help students preview foreign terms they will encounter in the text, including those listed below.
2. First explain the meaning of the word. Then have them pronounce the term after you. Finally, have them find the sentence in the text where the term is used.
 - Il Duce*: Italian for "leader," or "chief"
 - Führer*: German for "leader" or "guide"

Mein Kampf: German for "my struggle" and the title of a book written by Adolf Hitler

Nazi: a shortened form of the German word for *Nationalsozialistische deutsche Arbeiter-Partei*, or National Socialist German Workers' Party

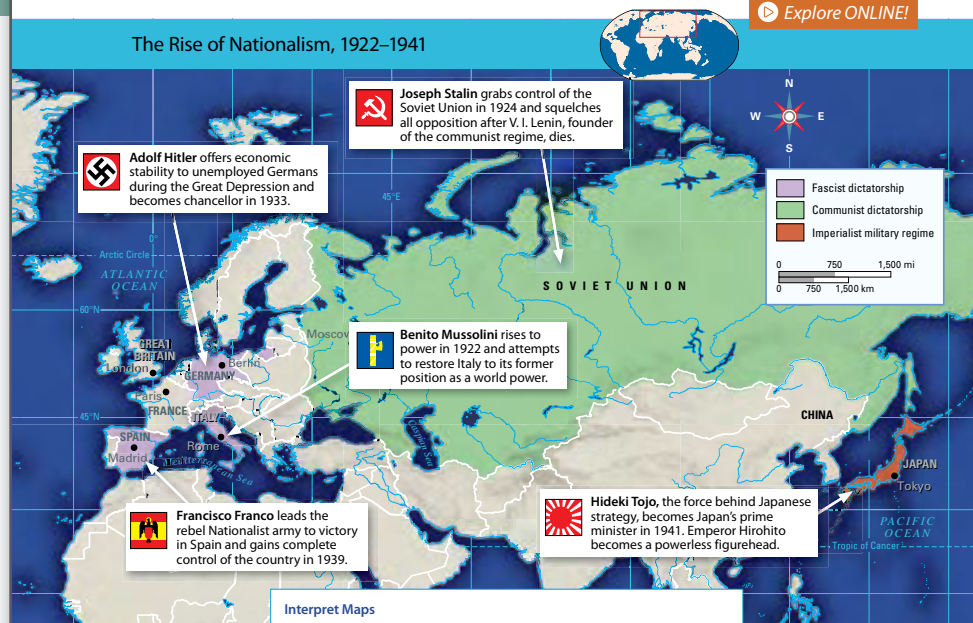
Lebensraum: German for "living space," or "space for a growing population"

Reich: German for "empire"

Integrated Assessment, Rubric 2: Information Assessing Activities

The Rise of Nationalism, 1922–1941

Explore ONLINE!



Interpret Maps

- Region** In which countries did authoritarian leaders come to power? Who were the leaders?
- Location** What geographic features might have led Japan to expand?

In October 1922 Mussolini marched on Rome with thousands of his followers, whose black uniforms gave them the name “Black Shirts.” When important government officials, the army, and the police sided with the Fascists, the Italian king appointed Mussolini head of the government.

Calling himself *Il Duce*, or “the leader,” Mussolini gradually extended Fascist control to every aspect of Italian life. Tourists marveled that *Il Duce* had even “made the trains run on time.” Mussolini achieved this efficiency, however, by crushing all opposition and by making Italy a totalitarian state.

THE NAZIS TAKE OVER GERMANY In Germany, **Adolf Hitler** had followed a path to power similar to Mussolini’s. At the end of World War I, Hitler had been a jobless soldier drifting around Germany. In 1919 he joined a struggling group called the National Socialist German Workers’ Party, better known as the Nazi Party. Despite its name, this party had no ties to socialism.

Hitler proved to be such a powerful public speaker and organizer that he quickly became the party’s leader. Calling himself *Der Führer*—“the Leader”—he promised to bring Germany out of chaos.

World War II 487

ONLINE INTERACTIVE MAPS

The Rise of Nationalism, 1922–1941

Have students explore the map and answer the associated question.

Location Which of the following authoritarian leaders came to power in Italy? *Benito Mussolini*

In print edition, see map of same title.

1. Region In which countries did authoritarian leaders come to power? Who were the leaders?
Germany—Adolf Hitler; Spain—Francisco Franco; Italy—Benito Mussolini; Soviet Union—Joseph Stalin; Japan—Hideki Tojo

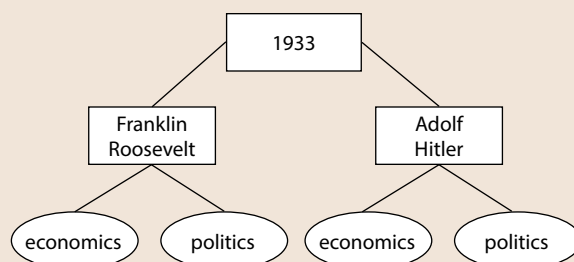
2. Location What geographic features might have led Japan to expand? *its status as an island nation, which limited the amount of available land*



ADVANCED/GIFTED

Roosevelt and Hitler

- Tell students that Roosevelt and Hitler both came to power in the same year, 1933. Both faced economic crisis. Ask students to use text, reference, and Internet resources to research the political and economic situations in Germany and the United States at that time.
- Have them create a chart or diagram that compares the economic situations and contrasts the political course that each leader took.



Integrated Assessment, Rubric 5: Writing Activities

▶ ONLINE VIDEO CAROUSEL

The Faces of Totalitarianism

Have students watch the videos individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What did these three dictators have in common? *They were all ambitious, taking advantage of opportunities to rise quickly to power. All three were also willing to resort to violence or impose harsh laws to achieve their ends.*



READING CHECK

Summarize What are the characteristics of a totalitarian state? *complete control over citizens and ruthless suppression of opposition*



Background
According to Hitler there were three German empires: the Holy Roman Empire, the German Empire of 1871–1918, and the Third Reich.

In his book *Mein Kampf* [My Struggle], Hitler set forth the basic beliefs of Nazism that became the plan of action for the Nazi Party. **Nazism** (nāt'siz'əm), the German brand of fascism, was based on extreme nationalism. Hitler, who had been born in Austria, dreamed of uniting all German-speaking people in a great German empire.




Hitler also wanted to enforce racial "purification" at home. In his view, Germans—especially blue-eyed, blond-haired "Aryans"—formed a "master race" that was destined to rule the world. "Inferior races," such as Jews, Slavs, and all nonwhites, were deemed fit only to serve the Aryans.

A third element of Nazism was national expansion. Hitler believed that for Germany to thrive, it needed more *lebensraum*, or living space. One of the Nazis' aims, as Hitler wrote in *Mein Kampf*, was "to secure for the German people the land and soil to which they are entitled on this earth," even if this could be accomplished only by "the might of a victorious sword."

The Great Depression helped the Nazis come to power. Because of war debts and dependence on American loans and investments, Germany's economy was hit hard. By 1932 some 6 million Germans were unemployed. Many men who were out of work joined Hitler's private army, the "storm troopers" (or "Brown Shirts"). The German people were desperate and turned to Hitler as their last hope.

By mid-1932, the Nazis had become the strongest political party in Germany. In January 1933 Hitler was appointed chancellor (prime minister). Once in power, Hitler quickly dismantled Germany's democratic Weimar Republic. In its place he established the *Third Reich*, or Third German Empire. According to Hitler, the Third Reich would be a "Thousand-Year Reich"—it would last for a thousand years.

The Faces of Totalitarianism

Fascist Italy	Nazi Germany	Communist Soviet Union
 <p>Benito Mussolini</p>	 <p>Adolf Hitler</p>	 <p>Joseph Stalin</p>
<ul style="list-style-type: none"> • Extreme nationalism • Militaristic expansionism • Charismatic leader • Private property with strong government controls • Anticommunist 	<ul style="list-style-type: none"> • Extreme nationalism and racism • Militaristic expansionism • Forceful leader • Private property with strong government controls • Anticommunist 	<ul style="list-style-type: none"> • Planned to create a sound communist state and wait for world revolution • Forceful leader • Eventual rule by working class • State ownership of property

Background

Military government had centuries-old roots in Japan. The shogun lords of the Middle Ages had been military leaders.

Reading Check
Summarize What are the characteristics of a totalitarian state?

MILITARISTS GAIN CONTROL IN JAPAN Halfway around the world, Japan was another country torn by political and economic conflict. Among the problems facing Japan was the limited size of its territory. The islands of Japan were growing crowded. At the time, Japan's government was under civilian control. Many Japanese, however, were unhappy with their leaders. Dissatisfaction was especially high among members of the military who held strong nationalist beliefs.

In the early 1930s a group of military leaders used violence to take control of the imperial government of Japan. Like Hitler and Mussolini, these leaders believed in the need for a strong army to accomplish their country's goals, a philosophy known as militarism. Also like Hitler, they felt the need for more living space for a growing population. Many Japanese wanted to expand their territory and gain greater access to wealth and resources. This desire grew even stronger as a result of the worldwide economic depression of the 1930s.

CIVIL WAR BREAKS OUT IN SPAIN In 1936 a group of Spanish army officers led by General Francisco Franco rebelled against the Spanish republic. Revolts broke out all over Spain, and the Spanish Civil War began. The war aroused passions not only in Spain but also throughout the world. About 3,000 Americans formed the Abraham Lincoln Battalion and traveled to Spain to fight against Franco. "We knew, we just knew," recalled Martha Gellhorn, "that Spain was the place to stop fascism."

Such limited aid was not sufficient to stop the spread of fascism, however. The Western democracies remained neutral. Although the Soviet Union sent equipment and advisers, Hitler and Mussolini backed Franco's forces with troops, weapons, tanks, and fighter planes. The war forged a close relationship between the German and Italian dictators, who signed a formal alliance known as the Rome-Berlin Axis. After a loss of almost 500,000 lives, Franco's victory in 1939 established him as Spain's fascist dictator. Once again a totalitarian government ruled in Europe.

Dictators Expand Their Territory

Having established their totalitarian regimes, many dictators sought to increase their territories, often through military action. Unfortunately the League of Nations, which had been established after World War I to prevent such aggressive acts, did little to thwart their efforts.

JAPAN'S AMBITIONS IN THE PACIFIC In 1931 the militarists in control of Japan's government began working in earnest to achieve their goals of growing Japan's territory and access to resources. Ignoring the protests of more moderate Japanese officials, they launched a surprise attack and seized control of the Chinese province of Manchuria. Within several months, Japanese troops controlled the entire province, a large region about twice the size of Texas that was rich in natural resources.

This action was a significant test of the power of the League of Nations. The League sent representatives to Manchuria to investigate the situation.

World War II 489

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How did the League of Nations respond to the aggression of totalitarian regimes toward other countries?
- What foreign policy actions did Hitler take after he came to power?
- How did Great Britain and France respond to Germany's actions?

More About . . .

Chamberlain and Appeasement Neville Chamberlain became British prime minister in 1937. In 1938 Chamberlain visited Germany three times, and after the Munich Agreement in which France and Great Britain granted Hitler most of his demands, Chamberlain returned to England as a hero who had secured peace. In 1939, however, Chamberlain gave up the policy of appeasement, and when Germany invaded Poland, Great Britain declared war against Germany.

STRUGGLING READERS

Create an Outline with Supporting Details

1. Have students outline the text for each heading in the section "Dictators Expand Their Territory." Tell them to use the headings as roman numerals and find at least two supporting details for each heading to include in their outline.
2. Have students compare outlines and discuss what they have learned about Japanese and Italian aggression and the Spanish Civil War.

3. A basic outline form can be put on the board for students who need help getting started.

Integrated Assessment, Rubric 5: Writing Activities

▶ ONLINE INTERACTIVE MAPS

Japan Invades Manchuria, 1931

Have students explore the map and answer the associated question.

Location Of which nation was Manchuria a province? *China*



▶ ONLINE INTERACTIVE MAPS

Italy Invades Ethiopia, 1935–1936

Have students explore the map and answer the associated question.

Movement By how many different routes did Italian forces invade Ethiopia? *two*



MAPS

Japan Invades Manchuria, 1931

Italy Invades Ethiopia, 1935–1936

Have students explore both maps and answer the associated questions.

- Location** What countries were aggressors during this period? *Italy, Japan*
- Movement** Notice the size and location of Italy and of Japan with respect to the country each invaded. What similarities do you see? *They were both small countries that invaded larger ones.*

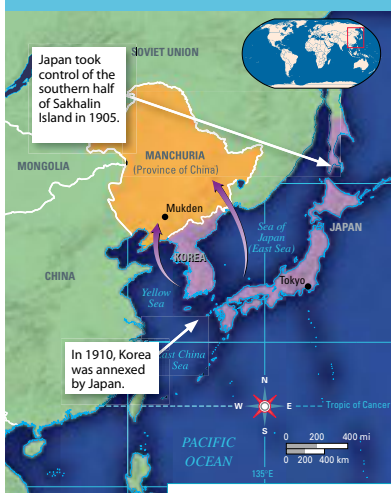
Their report condemned Japan, who in turn simply quit the League. Meanwhile, the success of the Manchurian invasion put the militarists firmly in control of Japan's government.

As Germany began to expand its territory in Europe, it opened new opportunities for Japanese expansionists. Already in control of Manchuria, in July 1937 **Hideki Tojo** (hē'd-kē tō'jō), chief of staff of Japan's Kwantung Army, launched an invasion farther into China. As French, Dutch, and British colonies lay unprotected in Asia, Japanese leaders leaped at the opportunity to unite East Asia under Japanese control by seizing the colonial lands.

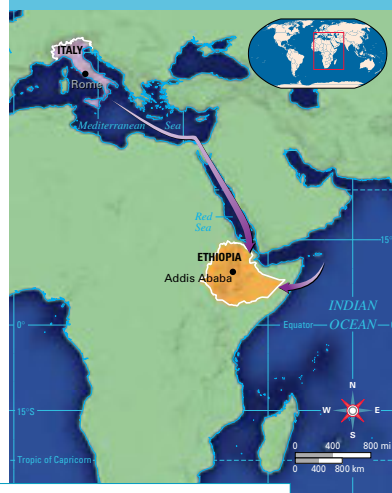
AGGRESSION IN EUROPE AND AFRICA The failure of the League of Nations to take action against Japan did not escape the notice of Europe's dictators. In 1933 Hitler pulled Germany out of the League of Nations. In 1935 he began a military buildup in violation of the Treaty of Versailles. A year later he sent troops into the Rhineland, a German region bordering France and Belgium that was demilitarized as a result of the Treaty of Versailles. The League did nothing to stop Hitler.

▶ Explore ONLINE!

Japan Invades Manchuria, 1931



Italy Invades Ethiopia, 1935–1936



Interpret Maps

- Location** What countries were aggressors during this period?
- Movement** Notice the size and location of Italy and of Japan with respect to the country each invaded. What similarities do you see?

490 Module 11

STRUGGLING READERS

Decode a Speech

- Pair non-native speakers with students who are native English speakers. Ask students to decode the following phrases from Churchill's speech about appeasement, using a chart similar to the one shown here.

- After they understand the meaning of each phrase, ask them to write a sentence summarizing the entire segment. The first phrase and decoding can be used as an example for students.

Meanwhile, Mussolini began building his new Roman Empire. His first target was Ethiopia, one of Africa's few remaining independent countries. By the fall of 1935, tens of thousands of Italian soldiers stood ready to advance on Ethiopia. The League of Nations reacted with brave talk of "collective resistance to all acts of unprovoked aggression."

When the invasion began, however, the League's response was an ineffective economic boycott—little more than a slap on Italy's wrist. By May 1936 Ethiopia had fallen. In desperation, Haile Selassie, the ousted Ethiopian emperor, appealed to the League for assistance. Nothing was done. "It is us today," he told them. "It will be you tomorrow."

AUSTRIA AND CZECHOSLOVAKIA FALL On November 5, 1937, Hitler met secretly with his top military advisers. He boldly declared that to grow and prosper Germany needed the land of its neighbors. His plan was to absorb Austria and Czechoslovakia into the Third Reich. When one of his advisers protested that annexing those countries could provoke war, Hitler replied, "The German Question' can be solved only by means of force, and this is never without risk."

Austria was Hitler's first target. The Paris Peace Conference following World War I had created the relatively small nation of Austria out of what was left of the Austro-Hungarian Empire. The majority of Austria's 6 million people were Germans who favored unification with Germany. On March 12, 1938, German troops marched into Austria unopposed. A day later Germany announced that its *Anschluss*, or "union," with Austria was complete. The United States and the rest of the world did nothing.

Hitler then turned to Czechoslovakia. About 3 million German-speaking people lived in the western border regions of Czechoslovakia which were called the Sudetenland. The mountainous region formed Czechoslovakia's main defense against German attack. Hitler wanted to annex Czechoslovakia to provide more living space for Germany as well as to control its important natural resources.

Hitler charged that the Czechs were abusing the Sudeten Germans, and he began massing troops on the Czech border. The U.S. correspondent William Shirer, then stationed in Berlin, wrote in his diary: "The Nazi press [is] full of hysterical headlines. All lies. Some examples: 'Women and Children Mowed Down by Czech Armored Cars,' or 'Bloody Regime—New Czech Murders of Germans.'"

Early in the crisis, both France and Great Britain promised to protect Czechoslovakia. Then, just when war seemed inevitable, Hitler invited French premier Édouard Daladier and British prime minister **Neville Chamberlain** to meet with him in Munich. When they arrived, the führer declared that the annexation of the Sudetenland would be his "last territorial demand." In their eagerness to avoid war, Daladier and Chamberlain chose to believe him. On September 30, 1938, they signed the Munich Agreement, which turned the Sudetenland over to Germany without a single shot being fired. Chamberlain returned home and proclaimed: "My friends, there has come back from Germany peace with honor. I believe it is peace in our time."

Chamberlain's satisfaction was not shared by **Winston Churchill**, Chamberlain's political rival in Great Britain. In Churchill's view, by signing the

World War II 491

ONLINE HISTORICAL SOURCES

"Carving It Up"

Invite students to view the image and answer the associated question.

Analyze Sources Why do you think the artist chose to show Hitler doing the carving? *The artist intended to portray Hitler as the mastermind of territorial expansion during this period.*

HISTORICAL SOURCE

"Carving It Up"

Germany, Italy, and Japan were a threat to the entire world. They believed they were superior and more powerful than other nations, especially democracies. This cartoon shows their obsession with global domination.



READING CHECK

Analyze Issues What was appeasement, and why did Churchill oppose it so strongly? *Appeasement was an attempt to do whatever was necessary to pacify Hitler. Churchill saw it as an abandonment of moral principles that would lead to a war and national disaster.*

3. Ask for volunteers to read their decodings and summary sentences to the class.

Phrase	Decoding
"awful milestone"	important or terrible step or stage
"foretaste of a bitter cup"	
"which will be proffered"	
"martial vigor"	
"olden time"	
Summary Sentence:	

Integrated Assessment, Rubric 5: Writing Activities

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What action freed Hitler to invade Poland?
- What new tactics did Germany use in attacking Poland?
- What was the “phony war”?
- What was the result of the Battle of Britain?

More About . . .

The Phony War During the “phony war,” French, British, and German troops often worked and rested in plain sight of each other on opposite sides of the Siegfried Line. The mood of the British troops was expressed in these lyrics from a popular song: “We’re gonna hang out the wash on the Siegfried Line—if the Siegfried Line’s still there.”

Charles de Gaulle As self-proclaimed head of France’s government in exile, Charles de Gaulle commanded a military force known as the Free French. His forces played a prominent role in the North African invasion in 1942 and the invasion of southern France. His troops were the first to enter liberated Paris in 1944. De Gaulle later emerged in 1958 as president of France under the new Fifth Republic.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Blitzkrieg

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What was the main element on which this type of warfare depended? *surprise*



Germany, Italy, and Japan were a threat to the entire world. They believed they were superior and more powerful than other nations, especially democracies. This cartoon shows their obsession with global domination.

Munich Agreement, Daladier and Chamberlain had adopted a shameful policy of **appeasement**—or giving up principles to pacify an aggressor. As Churchill bluntly put it, “Britain and France had to choose between war and dishonor. They chose dishonor. They will have war.” Nonetheless, the House of Commons approved Chamberlain’s policy toward Germany and Churchill responded with a warning.

“[W]e have passed an awful milestone in our history. . . . And do not suppose that this is the end. . . . This is only the First sip, the First foretaste of a bitter cup which will be proffered to us year by year unless, by a supreme recovery of moral health and martial vigor, we arise again and take our stand for freedom as in the olden time.”

—Winston Churchill, from a speech to the House of Commons, quoted in *The Gathering Storm*

The German Offensive

As Churchill had warned, Hitler was not finished expanding the Third Reich. As dawn broke on March 15, 1939, German troops poured into what remained of Czechoslovakia. At nightfall Hitler gloated, “Czechoslovakia has ceased to exist.” After that, the German dictator turned his land-hungry gaze toward Germany’s eastern neighbor, Poland.

THE SOVIET UNION DECLARES NEUTRALITY Like Czechoslovakia, Poland had a sizable German-speaking population. In the spring of 1939, Hitler began his familiar routine, charging that Germans in Poland were mistreated by the Poles and needed his protection. Some people thought that this time Hitler must have been bluffing. After all, an attack on Poland might bring

492 Module 11

LINK TO GEOGRAPHY

Blitzkrieg and Geography

1. To reinforce understanding of the role geography plays in battlefield tactics, have students research how blitzkrieg tactics were designed to work on the landscape of the battlefield.
2. Divide students into groups and have them draw a diagram of troop deployment in a blitzkrieg attack.

3. Next, they should examine maps of the physical geography of Central Europe. Students should discuss why the tactics are so well suited to the geography of Central Europe and speculate on their effectiveness in mountainous terrain, or over long distances (like thousands of miles from Germany into Russia).

Integrated Assessment, Rubric 4: Visual Presentation

Background
Luftwaffe in German
means “air weapon.”

Germany into conflict with the Soviet Union, Poland’s eastern neighbor. At the same time, such an attack would most likely provoke a declaration of war from France and Britain—both of whom had promised military aid to Poland. The result would be a two-front war. Fighting on two fronts had exhausted Germany in World War I. Surely, many thought, Hitler would not be foolish enough to repeat that mistake.

As tensions rose over Poland, Stalin surprised everyone when he signed a **nonaggression pact** with Hitler. Once bitter enemies, on August 23, 1939 fascist Germany and communist Russia now committed never to attack each other. Germany and the Soviet Union also signed a second, secret pact, agreeing to divide Poland between them. With the danger of a two-front war eliminated, the fate of Poland was sealed.

BLITZKRIEG IN POLAND As day broke on September 1, 1939, the German *Luftwaffe*, or German air force, roared over Poland, raining bombs on military bases, airfields, railroads, and cities. At the same time, German tanks raced across the Polish countryside, spreading terror and confusion. This invasion was the initial test of Germany’s newest military strategy, the **blitzkrieg**, or lightning war. Blitzkrieg made use of advances in military technology—such as fast tanks that had been adapted to move quickly over rough terrain and more powerful aircraft that could travel over longer distances—to take the enemy by surprise and then quickly crush all opposition with overwhelming force. On September 3, two days following the terror in Poland, Britain and France declared war on Germany.

The blitzkrieg tactics worked perfectly. Major fighting was over in three weeks, long before France, Britain, and their allies could mount a defense. In the last week of fighting, the Soviet Union attacked Poland from the east, grabbing some of its territory. The portion Germany annexed in western Poland contained almost two-thirds of Poland’s population. By the end of the month, Poland had ceased to exist—and World War II had begun.

A German tank unit moves through western Poland in 1939.



World War II 493

GAME

Who Am I? Leaders of World War II

Have students play the game to test their knowledge of World War II by selecting the correct person based on the actions and events provided.



COLLABORATIVE LEARNING

Create a Radio Broadcast

1. To explore and report on a historical event, ask students to research, write, and present a mock radio newscast from Dunkirk during the Allied evacuation of May 1940.
2. Divide the class into small groups and have them research the Dunkirk evacuation.
3. Then have each group prepare and present to the class portions of a radio broadcast: a summary read by an anchor person, an on-site report including interviews with military personnel or officials, or accounts from citizens in their own boats evacuating soldiers. Each group should prepare an audiotape presentation.

Integrated Assessment, Rubric 3: Oral Presentation

ONLINE INTERACTIVE MAPS

German Advances, 1938–1941

Have students explore the map using the interactive features and answer the associated question.

Movement Which of the following European countries did Germany invade in 1939? *Poland*
In print edition, see map of same title.

1. Region Which European countries did Germany invade? *Austria, Belgium, Bulgaria, Denmark, Estonia, Finland, France, Greece, Hungary, Latvia, Lithuania, the Netherlands, Norway, Poland, Romania, Slovakia, the Soviet Union, and Yugoslavia*

2. Location How was Germany's geographic location an advantage? *It was centrally located.*



THE PHONY WAR For several months after the fall of Poland, French and British troops on the Maginot Line, a system of fortifications built along France's eastern border, sat staring into Germany, waiting for something to happen. On the Siegfried Line a few miles away German troops stared back. The blitzkrieg had given way to what the Germans called the *sitzkrieg* ("sitting war"), and what some newspapers referred to as the phony war.

After occupying eastern Poland, Stalin began annexing the Baltic states of Estonia, Latvia, and Lithuania. Late in 1939 Stalin sent his Soviet army into Finland. After three months of fighting, the outnumbered Finns surrendered.

Suddenly, on April 9, 1940, Hitler launched a surprise invasion of Denmark and Norway in order "to protect [those countries'] freedom and independence." But in truth, Hitler planned to build bases along the coasts to strike at Great Britain. Next, Hitler turned against the Netherlands, Belgium, and Luxembourg, which were overrun by the end of May. The phony war had ended.

THE FALL OF FRANCE France's Maginot Line proved to be ineffective; the German army threatened to bypass the line during its invasion of Belgium. Hitler's generals sent their tanks through the Ardennes, a region of wooded ravines in northeast France, thereby avoiding British and French troops who thought the Ardennes were impassable. The Germans continued to march toward Paris.

Explore ONLINE!

German Advances, 1938–1941



Interpret Maps

- 1. Region** Which European countries did Germany invade?
- 2. Location** How was Germany's geographic location an advantage?

Background

Hitler demanded that the surrender take place in the same railroad car where the French had dictated terms to the Germans in World War I.

The German offensive trapped almost 400,000 British and French soldiers as they fled to the beaches of Dunkirk on the French side of the English Channel. In less than a week, a makeshift fleet of fishing trawlers, tug boats, river barges, and pleasure craft—more than 800 vessels in all—ferried about 330,000 British, French, and Belgian troops to safety across the Channel.

A few days later Italy entered the war on the side of Germany and invaded France from the south as the Germans closed in on Paris from the north. On June 22, 1940, at Compiègne, as William Shirer and the rest of the world watched, Hitler handed French officers his terms of surrender. Germans would occupy the northern part of France, and a Nazi-controlled puppet government, headed by Marshal Philippe Pétain, would be set up at Vichy in southern France.

After France fell, a French general named Charles de Gaulle fled to England, where he set up a government-in-exile. De Gaulle proclaimed defiantly, “France has lost a battle, but France has not lost the war.”

THE BATTLE OF BRITAIN In the summer of 1940, the Germans began to assemble an invasion fleet along the French coast. Because its naval power could not compete with that of Britain, Germany also launched an air war at the same time. The Luftwaffe began making bombing runs over Britain. Its goal was to gain total control of the skies by destroying Britain's Royal Air Force (RAF). Hitler had 2,600 planes at his disposal. On a single day—August 15—approximately 2,000 German planes ranged over Britain. Bombers pounded London every night for two solid months.

The Battle of Britain raged on through the summer and fall. Night after night, German planes pounded British targets. At first the Luftwaffe concentrated on airfields and aircraft. Next it targeted cities.

The RAF fought back brilliantly. With the help of a new technological device called radar, British pilots accurately plotted the flight paths of German planes, even in darkness. On September 15, 1940 the RAF shot down

Historical Source

The London Blitz

Londoner Len Jones was just 18 years old when bombs fell on his East End neighborhood.

“[T]he suction and the compression from the high-explosive bombs just pushed you and pulled you, and the whole of the atmosphere was turbulating so hard that, after an explosion of a nearby bomb, you could actually feel your eyeballs being [almost] sucked out . . . and the suction was so vast, it ripped my shirt away, and ripped my trousers. Then I couldn't get my breath, the smoke was like acid and everything round me was black and yellow. And these bombers kept on and on, the whole road was moving, rising and falling . . .”

—Len Jones, quoted in *The Blitz: The British Under Attack*

Analyze Historical Sources

How do you think the Blitz might have affected civilian morale in London?



ONLINE DOCUMENT-BASED INVESTIGATION

The London Blitz

Londoner Len Jones was just 18 years old when bombs fell on his East End neighborhood. Invite students to read or listen to the quote and answer the associated question.

Analyze Historical Sources How do you think the Blitz might have affected civilian morale in London? *Negative—the terrifying and unpredictable nature of the bombings had a negative effect on morale; Positive—the bombings had a positive effect because they inspired the civilian population to contribute to the war effort.*

DOCUMENT-BASED INVESTIGATION - HISTORICAL SOURCE

The London Blitz

Londoner Len Jones was just 18 years old when bombs fell on his East End neighborhood.

BIOGRAPHY

Winston Churchill

Have students read the biography of Winston Churchill. Students may be interested to learn that, in addition to serving his country in its highest governmental office, Churchill was also an accomplished painter, journalist, historian, and winner of the Nobel Prize for Literature in 1953.



READING CHECK

Summarize How did German blitzkrieg tactics rely on new military technology? *The development of new tanks and airplanes made blitzkrieg tactics effective.*

BIOGRAPHY

Winston Churchill (1874–1965)

Winston Churchill may have been Great Britain's greatest weapon in the fight against the Nazis during World War II. He had been active in British politics since 1900, but it was the growing danger posed by Germany in the 1930s that brought out his finest qualities as a leader and a speaker. He became prime minister of Great Britain in May 1940. In that role, he used his gift as a speaker to rouse and unite the British people, urging them to remain strong in their opposition to Nazi Germany. His refusal to consider surrender helped maintain Britain as a base from which the Allies could eventually attack Hitler's armies.



Reading Check
Summarize How did German blitzkrieg tactics rely on new military technology?

over 185 German planes; at the same time, they lost only 26 aircraft. Six weeks later Hitler called off the invasion of Britain indefinitely. "Never in the field of human conflict," said Churchill in praise of the RAF pilots, "was so much owed by so many to so few."

Still, German bombers continued to pound Britain's cities trying to disrupt production and break civilian morale. Even late in the war, when the Luftwaffe had been weakened and no longer had enough planes to send to Britain, the bombing continued. German scientists developed two types of rockets, the V-1 and the V-2, that could rain devastation on British cities from launch sites on the European mainland. At the same time, British pilots also bombed German cities. Civilians in both countries unrelentingly carried on.

Lesson 1 Assessment

1. **Organize Information** Use a chart to record details about the goals and actions of each leader.

Leader	Goals	Actions
Stalin		
Mussolini		
Hitler		
Franco		
Tojo		

What were the consequences of the rise of fascism and other totalitarian governments during this period?

2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
3. **Analyze Effects** How did the Treaty of Versailles sow the seeds of instability in Europe?

Think About:

- effects on Germany and the Soviet Union
- effects of the treaty on national pride
- the economic legacy of the war

4. **Form Generalizations** Why do you think Hitler found widespread support among the German people? Support your answer with details from the text.

5. **Evaluate** If you had been a member of the British House of Commons in 1938, would you have voted for or against the Munich Agreement? Support your decision.

6. **Draw Conclusions** Review Germany's aggressive actions between 1938 and 1945. At what point do you think Hitler concluded that he could take any territory without being stopped? Why?

7. **Analyze Issues** How did the development of new conventional weapons factor into Germany's blitzkrieg strategy and attacks on Britain? How did geographic factors affect the development of those weapons?

Print Assessment

1. **Organize Information** Use a chart to identify details about the goals and actions of each leader. What were the consequences of the rise of fascism and other totalitarian governments during this period? *Stalin—Goals: create a model Communist state and transform the Soviet Union into an industrial power; Actions: established a totalitarian government, implemented five-year plans to manage economy, eliminated threats, signed nonaggression pact with Hitler; Mussolini—Goals: make Italy a great world power; Actions: established a totalitarian government, formed the Fascist Party, invaded Ethiopia; Hitler—Goals: unite the German “master race” into an empire destined to rule the world; Actions: established a totalitarian government, created the Nazi Party, invaded several European nations; Franco—Goals: become Spain’s supreme military leader; Actions: led a group of military officers in rebellion against the government, took control and established a totalitarian government; Tojo—Goals: form a militarist government and expand Japan’s access to land and resources; Actions: took control of Japan’s civilian government, invaded Manchuria and other parts of Asia*
2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson’s key terms and people can be found on the following pages: Joseph Stalin, p. 486; totalitarian, p. 486; Benito Mussolini, p. 486; fascism, p. 486; Adolf Hitler, p. 487; Nazism, p. 488; Hideki Tojo, p. 490; Neville Chamberlain, p. 491; Winston Churchill, p. 491; appeasement, p. 492; nonaggression pact, p. 493; blitzkrieg, p. 493.*
3. **Analyze Effects** How did the Treaty of Versailles sow the seeds of instability in Europe?
Think About:
 - effects of the treaty on Germany and the Soviet Union
 - effects of the treaty on national pride
 - the economic legacy of the war*Germany and Russia’s resentment of the treaty contributed to their renunciation of democratic values; the economic penalties of the treaty damaged the economies of several nations, creating political problems; the treaty did little to halt the rise of totalitarian governments.*
4. **Form Generalizations** Why do you think Hitler found widespread support among the German people? Support your answer with details from the text. *Germany was devastated by the effects of World War I. The nation suffered from a severe economic depression. Hitler promoted the Nazi Party as a way to restore national pride.*
5. **Evaluate** If you had been a member of the British House of Commons in 1938, would you have voted for or against the Munich Agreement? Support your decision. *Possible answers: For—Appeasement would help avert war; compromise is not a sign of weakness; Against—Appeasement would feed Hitler’s military aggression; Great Britain should defend its honor and declare war.*
6. **Draw Conclusions** Review Germany’s aggressive actions between 1938 and 1945. At what point do you think Hitler concluded that he could take any territory without being stopped? Why? *Students’ answers will vary, but some may argue that after invading Czechoslovakia, when France and Britain ignored their pledge to protect it, Hitler determined that he would not be stopped. Others may point to the Munich Conference as the key event, noting that Britain and France let Germany take the Sudetenland.*
7. **Analyze Issues** How did the development of new conventional weapons factor into Germany’s blitzkrieg strategy and attacks on Britain? How did geographic factors affect the development of those weapons? *They had developed tanks suited to moving quickly across rough terrain and airplanes able to fly longer distances. They also developed rockets that allowed them to bomb Great Britain. These advances allowed them to overcome any geographic obstacles to their attacks.*

Online Assessment

1. How did many German citizens react to the Treaty of Versailles following World War I?
- ☐ They felt the treaty was fair since German leaders helped write it.

☒ They were angry and resentful at what they felt was an unfair treaty.

- ☐ They felt cheated because the treaty failed to protect their monarchy.
- ☐ They were thankful that the treaty was so generous toward Germany.

Alternate Question Why were many Germans angry and resentful at the Treaty of Versailles? Select the **three** correct responses.

- ☐ Germany became a democracy.
- ☒ Germany was required to pay reparations.
- ☐ Germany was forced to trade with former enemies.
- ☒ Germany had to assume blame for starting World War I.
- ☒ Germany lost its overseas colonies and border territories.
- ☐ Germany had to pay to keep foreign soldiers within its borders.

2. How did the Great Depression help the Nazis gain power in Germany?
- ☐ Many Germans wanted the military to take over the country.
 - ☐ Foreign investments and war debt made many Germans poor.
 - ☐ Many Germans favored state ownership of industry and agriculture.

☒ High unemployment and a weak economy made many Germans desperate.

Alternate Question Which of the following were the basic beliefs of Nazism? Select the **three** correct answers.

- ☐ The German state should direct all economic activities.
- ☒ Germans were entitled to more land so they could thrive.
- ☐ The German military should overthrow the German government.
- ☐ Rights of “inferior races” should be protected by “Aryans” in Germany.
- ☒ German-speaking people should live together in an all-German empire.
- ☒ Only “Aryans” should rule Germany, and “inferior races” should serve them.

3. How did Germany’s taking over of Austria and the Sudetenland fulfill a Nazi goal?
- ☐ It provided more people to fight for Germany.
 - ☒ It united German-speaking people in one country.
 - ☐ It gained valuable natural resources for Germany.
 - ☐ It protected German-speaking people in other countries.

Alternate Question Drag the answer choice into the box to complete the sentence correctly.

The British prime minister, Neville Chamberlain, was responsible for the Munich Agreement, which gave the Sudetenland to Germany in exchange for Germany’s pledge not to demand any additional territory.

4. What caused France and Great Britain to finally resort to military force in dealing with Germany?

- ☒ Germany invaded Poland.
- ☐ Germany annexed Austria.
- ☐ Germany occupied the Rhineland.
- ☐ Germany invaded Czechoslovakia.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The invasion of Poland caused France and Great Britain to declare war on Germany.

5. **Cause and Effect** Why did Germany’s economy struggle following World War I?

Germany’s economy struggled because of the terms of the Treaty of Versailles. The German government had to pay reparations. Germany was required to give up some of its major industrial regions as well. Both of these factors led to severe inflation.

6. **Make Generalizations** How did the end of World War I help bring about totalitarian governments?

The end of World War I caused economic depression in many European countries. Communists staged strikes due to high unemployment and inflation. Fascists rose to power in Italy partially by playing on many people’s fears of communism.

7. **Make Inferences** Why do you think the League of Nations refused to use force against Japan, Italy, and Germany?

Most leaders remembered the horrors of World War I and did not want to risk war. Also, many European leaders were probably not willing to go to war in faraway places like China and Ethiopia.

8. **Cause and Effect** Why did Adolf Hitler suspend his plans to invade Great Britain in the fall of 1940?

In order for Germany to invade Great Britain successfully, it first needed to destroy Great Britain’s Royal Air Force (RAF), to control the skies above Great Britain. The German air force, Luftwaffe, was successful in its attacks at first. The Luftwaffe bombed British cities as well to damage the morale of its inhabitants. However, the RAF used radar to track German planes effectively and prevent the Luftwaffe from gaining control of the skies over Great Britain.



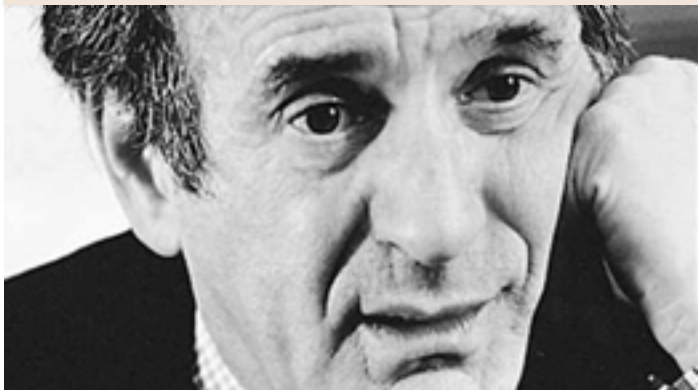
The Holocaust



Online Lesson 2 Enrichment Activities

Elie Wiesel (1928–)

Biography Students read about the concentration camp survivor who shared his experiences in an effort to make sure the world never forgets the horrors of the Holocaust. Then students answer questions about Wiesel and the Holocaust.



The Angel of Bergen-Belsen

Video Students view the video to learn more about the woman who saved more than 50 children from death in a concentration camp. Then students design a monument to the efforts of Luba Tryszynska or another individual who risked danger to save those in concentration camps.



The Holocaust

The Big Idea

During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other “non-Aryans.”

Why It Matters Now

After the atrocities of the Holocaust, agencies formed to publicize human rights. These agencies continue to fight for social justice in today's world.

Key Terms and People

Holocaust
Kristallnacht
genocide
ghetto
concentration camp

One American's Story

Gerda Weissmann was a carefree girl of 15 when, in September 1939, invading German troops shattered her world. Because the Weissmanns were Jews, they were forced to give up their home to a German family. In 1942 Gerda, her parents, and most of Poland's 3,000,000 Jews were sent to labor camps. Gerda recalls when members of Hitler's elite *Schutzstaffel*, or “security squadron” (SS), came to round up the Jews.

“We had to form a line and an SS man stood there with a little stick. I was holding hands with my mother and . . . he looked at me and said, ‘How old?’ And I said, ‘eighteen,’ and he sort of pushed me to one side and my mother to the other side. . . . And shortly thereafter, some trucks arrived . . . and we were loaded onto the trucks. I heard my mother's voice from very far off ask, ‘Where to?’ and I shouted back, ‘I don't know.’”

—Gerda Weissmann Klein, quoted in the film *One Survivor Remembers*



Gerda Weissmann Klein

American lieutenant Kurt Klein liberated her from the Nazis in 1945. It was just one day before her 21st birthday. She weighed 68 pounds, and her hair had turned white. Of all her family and friends, she alone had survived the Nazis' campaign to exterminate Europe's Jews. Klein would later become Gerda's husband.

World War II 497

Teach the Big Idea

- 1. Whole Class Open/Introduction** Discuss with students what they already know about the Holocaust. Tell students that the term *holocaust* means great destruction or loss of life. Warn them that some of the material may be upsetting, but that it is historically accurate. The practice of genocide continues to take place around the world.
- 2. Direct Teach** Read students the Big Idea: *During the Holocaust, the Nazis systematically executed 6 million Jews and 5 million other “non-Aryans.”* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Explain the reasons behind the Nazis' persecution of the Jews and the problems facing Jewish refugees.
 - Describe the Nazis' “final solution” to the Jewish problem and the horrors of the Holocaust.
 - Identify and describe the responses of individuals and nations to the Holocaust.
- 3. Whole Group Close/Reflect** Have students write a personal reflection on the Holocaust to test their understanding of the events. Ask volunteers to read their reflections.

ONLINE DOCUMENT-BASED INVESTIGATION

World War II

Concentration Camp Uniforms is the second of seven document-based investigations that students will analyze in the World War II Module. Prisoners were required to wear color-coded triangles on their uniforms. Students can study the image to learn more about concentration camp uniforms.

COLLABORATIVE LEARNING

Explore Holocaust Literature

1. To deepen students' understanding of the Holocaust, have students choose a first-hand account of the Holocaust by such authors as Anne Frank, Etty Hillesum, Gerda Weissman Klein, or Elie Wiesel.
2. Have them choose a short passage and write a two- or three-paragraph response describing what the passage means to them and why they chose it.
3. Have students meet in small groups to read the passages and their responses to classmates.

Integrated Assessment, Rubric 3: Oral Presentations

ONLINE GRAPHIC ORGANIZER

The Holocaust

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize Choose one event and explain its significance. *1939, Hitler's “Final Solution”: Hitler's policy of genocide resulted in the death of 6 million Jews and others in Europe.*

Date	Major Event of the Holocaust
1933	
1938	

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What did the Nazis do to the Jews after taking power?
- Why was it almost impossible for Jews to escape from Germany?

More About . . .

The Nuremberg Laws A later extension of the Nuremberg Laws subjected Jews to economic, social, and legal restrictions, which made it virtually impossible to do anything. Historians have pointed out the similarities between the Nuremberg Laws and the Jim Crow laws imposed on African Americans in the South after Reconstruction.

Jewish Immigration In the 1930s the U.S. tradition of offering asylum to victims of religious and political persecution conflicted with the quota system imposed by the Immigration Act of 1924. Additionally, with unemployment at an all-time high due to the Depression, few political leaders were willing to advocate opening national doors to thousands of refugees. As a result, Jewish refugees, who might have been saved, died in Hitler's death camps.

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **Holocaust**, **Kristallnacht**, **genocide**, **ghetto**, **concentration camp**.

Vocabulary
scapegoat someone who is made to bear the blame of others

The Persecution Begins

On April 7, 1933, shortly after Hitler took power in Germany, he ordered all "non-Aryans" to be removed from government jobs. This order was one of the first moves in a campaign for racial purity. That campaign eventually led to the **Holocaust**, the systematic murder of 6 million Jews across Europe. The Nazis also murdered 5 million other people.

JEWS TARGETED Although Jews were not the only victims of the Holocaust, they were the main Nazi targets. Anti-Semitism, or hatred of the Jews, had a long history in parts of Europe. For decades many Germans had been looking for a scapegoat. They blamed the Jews as the cause of their failures.

Adolf Hitler rose to power in part by promising to return Germany to its former glory. Hitler found that a majority of Germans were willing to support his belief that Jews were responsible for Germany's economic problems and defeat in World War I. He also told the Germans that they came from a superior race, the Aryans, an idea that was found in German music and folktales. Hitler effectively used this notion to build support for his plans.

As the Nazis tightened their hold on Germany, their persecution of the Jews increased. In 1935 the Nuremberg Laws stripped Jews of their German citizenship, jobs, and property. Jews had to wear a bright yellow Star of David attached to their clothing to make it easier for the Nazis to identify them. Worse things were yet to come.

KRISTALLNACHT November 9–10, 1938 became known as **Kristallnacht** (kris'täl'nächt'), or "Night of Broken Glass." Nazi storm troopers attacked Jewish homes, businesses, and synagogues across Germany, Austria, and the recently occupied Sudetenland in Czechoslovakia. The Nazis claimed the attacks were a spontaneous reaction to the assassination of a Nazi official by a Jewish teenager. In fact, Nazi officials encouraged the violence.



On November 17, 1938, two passersby examine the shattered window of a Jewish-owned store in the aftermath of *Kristallnacht*.

498 Module 11

COLLABORATIVE LEARNING

Debate Jewish Immigration

1. Have students research American attitudes toward Jewish immigration in the 1930s. Have students debate the following topic: Does the United States have an obligation to aid victims of political oppression by allowing them into the country?
2. Remind students of the economic circumstances in the United States in the 1930s and of the anti-Semitic actions of such groups as the Ku Klux Klan.

Integrated Assessment, Rubric 3: Oral Presentations

ENGLISH-LANGUAGE LEARNERS

Find Main Ideas

1. Have students work together to find the main idea of each subheading under "The Persecution Begins." Then ask them to find at least two supporting details for each subheading and record them in a web diagram.
2. Discuss how the subheadings relate to each other. To test their understanding, ask students to explain how *Kristallnacht* would have made more Jews want to leave Germany.

Integrated Assessment, Rubric 2: Information Assessing Activities

During the rampage, thousands of Jewish businesses and places of worship were damaged or destroyed. An American who witnessed the violence wrote, “Jewish shop windows by the hundreds were systematically and wantonly smashed. . . . The main streets of the city were a positive litter of shattered plate glass.” Around 100 Jews were killed, and hundreds more were injured. Some 30,000 Jews were arrested. Afterward, the Nazis blamed the Jews for the destruction and held them financially responsible. Jews were fined a total of 1 billion marks.

A FLOOD OF JEWISH REFUGEES Kristallnacht marked an increase in the Nazis’ Jewish persecution and sent a clear message to those Jews still in Germany. Over 100,000 managed to leave in the months following the attacks. However, many had trouble finding countries that would accept them. Nazi laws had left many German Jews without money or property, and most countries were unwilling to take in poor immigrants. France already had 40,000 Jewish refugees and did not want more. The British worried about fueling anti-Semitism. They refused to admit more than 80,000 Jewish refugees. The British also controlled the Palestine Mandate, part of which later became Israel. They did allow 30,000 refugees to settle there. Late in 1938 Germany’s foreign minister, Joachim von Ribbentrop, observed, “We all want to get rid of our Jews. The difficulty is that no country wishes to receive them.”

Although the average Jew had little chance of reaching the United States, “persons of exceptional merit” were allowed in. Physicist Albert Einstein, author Thomas Mann, architect Walter Gropius, and theologian Paul Tillich were among 100,000 refugees the United States accepted.

Many Americans wanted the door closed. Americans were concerned that letting in more refugees during the Great Depression would deny jobs to U.S. citizens. They also thought it would threaten economic recovery. Among Americans, there was widespread anti-Semitism and fear that “enemy agents” would enter the country. President Roosevelt said that he sympathized with the Jews. But he also said that he would not “do anything which would conceivably hurt the future of present American citizens.”

THE PLIGHT OF THE *ST. LOUIS* Official indifference to the situation of Germany’s Jews was clear in the case of the ship *St. Louis*. This German ocean liner passed Miami, Florida, in 1939. Although 740 of the liner’s 943 passengers had U.S. immigration papers, the Coast Guard followed the ship to prevent anyone from getting off in America. The ship was forced to return to Europe. “The cruise of the *St. Louis*,” wrote the *New York Times*, “cries to high heaven of man’s inhumanity to man.” Passenger Liane Reif-Lehrer recalls her childhood experiences.

“My mother and brother and I were among the passengers who survived. . . . We were sent back to Europe and given haven in France, only to find the Nazis on our doorstep again a few months later.”

—Liane Reif-Lehrer, quoted in *A History of US*

More than half of the passengers were later killed in the Holocaust.

Reading Check
Analyze Issues
What problems did German Jews face in Nazi Germany from 1935 to 1938?

▶ ONLINE HISTORICAL SOURCES

Jewish Refugees

In 1933 muralist Ben Shahn depicted the immigration of thousands of Jews to America to escape persecution in Germany. Invite students to explore the image using the interactive hotspots and then answer the associated question.

Analyze Sources What message do you think Shahn was trying to convey to Jewish refugees through this mural? *Shahn may have been trying to let the Jewish refugees know that while the United States is a land of freedom and opportunity, it is not without its challenges and frustrations as well.*

HISTORICAL SOURCE

Jewish Refugees

In a mural painted in a town in New Jersey in 1933, Jewish American muralist Ben Shahn depicted the immigration of thousands of Jews to America to escape persecution in Germany.

READING CHECK

Analyze Issues What problems did German Jews face in Nazi Germany from 1935 to 1938? *loss of citizenship, employment, and property; harassment, humiliation, and physical harm; death threats and murder*

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was the goal of the “final solution”?
- What did the Nazis do to the Jews after taking power?
- Why was it almost impossible for Jews to escape from Germany?

More About . . .

The White Rose Society In 1942 five German students at the University of Munich joined together with one of their professors to protest the Nazi government. The group began to distribute leaflets that condemned the actions of Hitler and of any Germans who did not object to Hitler’s actions. The Gestapo, or Nazi police, quickly discovered the uprising and killed the leaders.

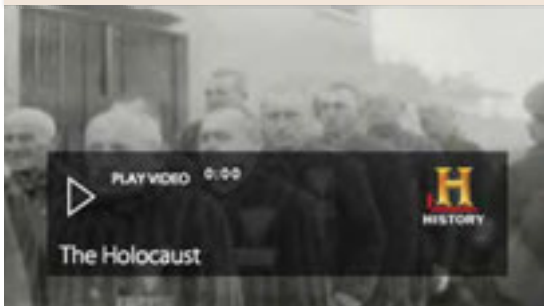
The Final Solution In a 1943 report on clearing out Jews from newly conquered territory, SS chief Heinrich Himmler boasted, “This is a page of glory in our history, which has never been written and is never to be written, . . . Among ourselves it should be mentioned quite frankly, and yet we shall never speak of it publicly.”

ONLINE ANALYZE VIDEOS

The Holocaust

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How did Hitler convince the German people to go along with his Final Solution? *He blamed all of Germany’s financial and political difficulties on its Jewish population, providing a scapegoat for the hardships faced by many Germans.*



ONLINE INTERACTIVE VISUALS

Carousel: Concentration Camps

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme.

Hitler’s “Final Solution”

By 1939 only about a quarter million Jews remained in Germany. But other nations that Hitler occupied had millions more. Obsessed with a desire to rid Europe of its Jews, Hitler imposed what he called the “Final Solution”—a policy of **genocide**, the deliberate and systematic killing of an entire population.

THE CONDEMNED Hitler’s Final Solution rested on the belief that Aryans were a superior people and that the strength and purity of this “master race” must be preserved. To accomplish this, the Nazis condemned the Jews to slavery and death. They did the same to other groups that they viewed as inferior or unworthy or as “enemies of the state.”

After taking power in 1933, the Nazis had concentrated on silencing their political opponents: communists, socialists, liberals, and anyone else who spoke out against the government. Once the Nazis had eliminated these enemies, they turned against other groups in Germany. In addition to Jews, these groups included the following:

- **Gypsies**—whom the Nazis believed to be an “inferior race”
- **Freemasons**—whom the Nazis charged as supporters of the “Jewish conspiracy” to rule the world
- **Jehovah’s Witnesses**—who refused to join the army or salute Hitler

The Nazis also targeted other Germans whom they found unfit to be part of the “master race.” Such victims included homosexuals, the mentally deficient, the mentally ill, the physically disabled, and the incurably ill.

Hitler began implementing his Final Solution in Poland with special Nazi death squads. Hitler’s elite Nazi “security squadrons” (or SS), rounded up Jewish men, women, children, and babies, and shot them on the spot.

FORCED RELOCATION Jews also were ordered into dismal, overcrowded **ghettos**, segregated Jewish areas in certain Polish cities. The Nazis sealed off the ghettos with barbed wire and stone walls. Those Jews who tried to leave were shot.

On May 9, 1945, inmates at the Ebensee concentration camp in Austria were liberated by U.S. soldiers.



ADVANCED/GIFTED

Investigative Report about the Warsaw Ghetto

1. Tell students that not all Jews went passively to their deaths. In 1943 surviving Jews in the Warsaw Ghetto launched a doomed, but heroic, resistance to German troops.
2. Have students research the Warsaw Ghetto insurrection and create an investigative report for either radio or television. Allow plenty of time for students to present their reports to the class. If the project goes well, you might invite another class to view the presentations.

3. Student reports might include:

- maps showing relevant places in Warsaw
- news clips, print or electronic, about conditions revealed after the war
- personal accounts of survivors from the Warsaw Ghetto
- photographs of actual camps or buildings
- audio or video footage from the 1940s with voice-over reporting

Integrated Assessment, Rubric 6: Technology Activities

Historical Source

Concentration Camp Uniforms

Prisoners were required to wear color-coded triangles on their uniforms. There were several categories of prisoners. They included communists, socialists, criminals, emigrants, Jehovah's Witnesses, and homosexuals. They also included Germans and other nationalities "shy of work." The categories show a variation among the rows. One row is for repeat offenders, and one is for prisoners assigned to punish other prisoners. The double triangles are for Jews. Letters on top of a patch indicate nationality.

Analyze Historical Sources

Why do you think the Nazis established this color-coded system to identify prisoners in the concentration camps?



Life inside the ghetto was miserable. Food was scarce. Diseases spread quickly in the cramped conditions, and many Jews fell ill. The bodies of victims of the death squads piled up in the streets faster than they could be removed. Factories were built alongside ghettos where people were forced to work for German industry. In spite of the impossible living conditions, the Jews hung on. While some formed resistance movements inside the ghettos, others resisted by other means. They published and distributed underground newspapers. Secret schools were set up to educate Jewish children. Even theater and music groups continued to operate.

CONCENTRATION CAMPS Finally, Jews in communities not reached by the killing squads were dragged from their homes and herded onto trains or trucks for shipment to **concentration camps**, or labor camps. Families were often separated, sometimes—like the Weissmanns—forever.

Nazi concentration camps were originally set up to imprison political opponents and protesters. The camps were later turned over to the SS, who expanded the concentration camps and used them to warehouse other "undesirables." Life in the camps was a cycle of hunger, humiliation, and work that almost always ended in death.

The prisoners were crammed into crude wooden barracks that held up to a thousand people each. They shared their crowded quarters, as well as their meager meals, with hordes of rats and fleas. One survivor remembered such intense hunger "that if a bit of soup spilled over, prisoners would converge on the spot, dig their spoons into the mud and stuff the mess into their mouths." Inmates in the camps worked from dawn to dusk, seven days a week, until they collapsed. Those too weak to work were killed.

Reading Check
Find Main Ideas
What was Hitler's
Final Solution?

World War II 501

ONLINE DOCUMENT-BASED INVESTIGATION

Concentration Camp Uniforms

Prisoners were required to wear color-coded triangles on their uniforms. There were several categories of prisoners. Invite students to view the image and answer the associated question.

Analyze Sources Why do you think the Nazis established this color-coded system to identify prisoners in the concentration camps? *It was important to the Nazis to categorize people in order to determine how to treat them.*

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

Concentration Camp Uniforms

Prisoners were required to wear color-coded triangles on their uniforms. There were several categories of prisoners. They included communists, socialists, criminals, emigrants, Jehovah's Witnesses, and homosexuals. They also included Germans and other nationalities "shy of work." The categories show a variation among the rows. One row is for repeat offenders, and one is for prisoners assigned to punish other prisoners. The double triangles are for Jews. Letters on top of a patch indicate nationality.



ENGLISH-LANGUAGE LEARNERS

Denmark's Resistance

1. Tell students that between 1 million and 1.35 million Jews were killed at the Auschwitz concentration camp alone. This is about the same number as the total population in some of the largest cities in the United States, including Dallas, Detroit, Philadelphia, Phoenix, San Antonio, and San Diego.
2. Tell students that the concentration camp at Auschwitz has been made into a memorial and a museum. Memorials dedicated to Holocaust victims have been constructed in cities throughout the world.

3. Have students design their own memorials for those who were killed at Auschwitz. Tell students that their memorials should reflect and respect the tragedy of the Holocaust.
4. Have volunteers share their designs with the class.

READING CHECK

Find Main Ideas What was Hitler's "Final Solution"? *a policy of genocide intended to deliberately and systematically kill anyone the Nazis viewed as inferior or unworthy, particularly Jews*

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What other brutalities took place in concentration camps?
- How have Holocaust survivors been affected by their experience?

More About . . .

Raoul Wallenberg In March 1944 Raoul Wallenberg, a Swedish businessman who had been working for a company based in Hungary, was able to persuade the Swedish government to send him back to Budapest with a diplomatic passport. Once there, Wallenberg established safe houses where he successfully sheltered thousands of Jews. He also received money from the War Refugee Board, which he used to help Jews escape.

American Literature: Elie Wiesel After the war, Wiesel made his way to France, where he went to school and then worked as a journalist. He moved to the United States in 1956 and became a citizen in 1963. Since 1976 Wiesel has been a professor of Humanities at Boston University. In 1986 he was awarded the Nobel Peace Prize. Among his literary works, in addition to *Night*, are: *The Town Beyond the Wall*, *A Beggar in Jerusalem*, *The Testament*, and *All Rivers Run to the Sea: Memoirs*. In 2007 Wiesel received an honorary doctorate from the University of Vermont.

Nazi Atrocities Josef Mengele was a Nazi doctor at Auschwitz. Known as the “Angel of Death,” he was infamous for brutal experiments he conducted on prisoners. After the war, Mengele managed to escape capture, first living in Germany and later in South America. Despite a worldwide search, the evil doctor died a free man in 1979.

Estimated Jewish Losses

	Pre-Holocaust Population	Number Killed	
		Low Estimate	High Estimate
Austria	191,000	50,000	65,500
Belgium	60,000	25,000	29,000
Bohemia/Moravia	92,000	77,000	78,300
Denmark	8,000	60	116
Estonia	4,600	1,500	2,000
France	260,000	75,000	77,000
Germany	566,000	135,000	142,000
Greece	73,000	59,000	67,000
Hungary	725,000	502,000	569,000
Italy	48,000	6,500	9,000
Latvia	95,000	70,000	72,000
Lithuania	155,000	130,000	143,000
Luxembourg	3,500	1,000	2,000
Netherlands	112,000	100,000	105,000
Norway	1,700	800	800
Poland	3,250,000	2,700,000	3,000,000
Romania	441,000	121,000	287,000
Slovakia	89,000	60,000	71,000
USSR	2,825,000	700,000	1,100,000
Yugoslavia	68,000	56,000	65,000
TOTALS	9,067,800	4,869,860	5,894,716

Source: Columbia Guide to the Holocaust

Interpret Charts
Approximately what percentage of the total Jewish population in Europe was killed during the Holocaust?

The Final Stage

The Final Solution reached its final stage in early 1942. Hitler called his top officials to a meeting held in Wannsee, a suburb near Berlin. There they agreed to a new phase of the mass murder of Jews. Nazis already were using mass slaughter and starvation. Now they would add murder by poison gas.

MASS EXTERMINATIONS Overwork, starvation, beatings, and bullets did not kill fast enough to satisfy the Nazis. The Germans built six death camps in Poland. The first, Chelmno, began operating in 1941—before the meeting at Wannsee. Each camp had several huge gas chambers. As many as 12,000 people a day could be killed in them.

Auschwitz was the largest of the death camps. When prisoners arrived there, they had to walk past several SS doctors. The doctors separated those strong enough to work from those who would die that day. Both groups had

STRUGGLING READERS

Sequence Events

1. To help less-proficient readers understand the sequence of events perpetrated by the Nazis during the Holocaust, draw a timeline that students can fill in as they read.
2. Once a basic timeline is in place, interested students can annotate the timeline by adding drawings or copies of photographs, captions, sketch maps, and so on. The timeline can continue to be embellished as students study the Holocaust and events surrounding it.

to leave all their belongings behind, supposedly to be returned to them later. Those assigned to die were taken to a room outside the gas chamber. They were told to undress for a shower and were even given pieces of soap. Finally, they were led into the chamber and poisoned with cyanide gas that came out of vents in the walls. Sometimes an orchestra of camp inmates played cheerful music during the killings. Those inmates had been temporarily spared from death because of their musical abilities.



Children taken from Eastern Europe and imprisoned in Auschwitz look out from behind the barbed-wire fence in July 1944.

At first the bodies were buried in huge pits. At Belzec, Rudolf Reder was part of a 500-man death brigade that worked all day, he said, "either at grave digging or emptying the gas chambers." But the decaying corpses gave off an odor that could be smelled for miles around. Worse yet, mass graves left evidence of the mass murder.

At some camps, Nazis tried to cover up the evidence of their slaughter. They installed huge crematoriums, or ovens, in which to burn the dead. At other camps, the bodies were simply thrown into a pit and set on fire.

Gassing was not the only method of extermination used in the camps. Prisoners were also shot, hanged, or injected with poison. Others died from horrible medical experiments done by camp doctors. Some of these victims were injected with deadly germs. The SS doctors wanted to study the effect of disease on different groups of people. Many more inmates were used to test methods of sterilization.

Some Nazi doctors were interested in this as a possible way to improve the "master race."

THE GLOBAL RESPONSE In the United States, news of the Nazi violence against European Jews was not always noticeably reported. Anti-Jewish violence increased from 1939 to 1941. After that, some newspapers carried stories about German shooting operations in Poland and the Soviet Union. However, the victims' ethnic background was not always identified. Also, the fate of Europe's Jews was just one of many issues of concern to the United States. The war was the main focus of many countries' attention.

By 1942 the world began to become aware of the horrifying details of Hitler's Final Solution. That year, one escapee from a concentration camp, Jacob Grojanowski, published a report of his experiences in the camp. From Poland, the report made its way to London and then to other parts of Europe. Also in 1942, Gerhart Riegner, the head of a major Jewish organization in Switzerland, sent a report to the U.S. State Department about the atrocities occurring in Europe. Those who read these reports or heard them described on the radio were horrified by their contents. Leaders of the Allied nations publicly condemned the Nazis for their disgraceful actions.

▶ ONLINE INTERACTIVE TABLES

Estimated Jewish Losses

Have students explore the table and answer the associated question.

Interpret Tables Which country had the largest Jewish population before the Holocaust? *Poland*

In print edition, see table of same title.

Interpret Charts Approximately what percentage of the total Jewish population in Europe was killed during the Holocaust? *over 65 percent*

Estimated Jewish Losses

Country	Pre-Holocaust Population	Number Killed Low Estimate	Number Killed High Estimate
Austria	191,000	50,000	65,500
Belgium	60,000	25,000	29,000
Bohemia/Moravia	92,000	77,000	78,300
Denmark	8,000	60	116
Estonia	4,600	1,500	2,000
France	260,000	75,000	77,000
Germany	566,000	135,000	142,000
Greece	73,000	59,000	67,000
Hungary	725,000	502,000	569,000
Italy	48,000	6,500	9,000

AMERICAN LITERATURE

The Holocaust

Elie Wiesel was awarded the Nobel Peace Prize in 1986. Among his literary works, in addition to *Night*, are *The Town Beyond the Wall*, *A Beggar in Jerusalem*, *The Testament*, and *All Rivers Run to the Sea: Memoirs*.

Analyze American Literature How does the personal testimony of survivors such as Wiesel help us understand the Holocaust? *Possible answer: It provides a first-hand account of the events; reading about the suffering and hardship endured from the perspective of a victim makes it more impactful.*

The response to the Holocaust varied by nation and by individual. Some risked their own lives to save Jews from the Nazis. In 1942 King Christian X rejected the Nazis' demand to enforce the Nuremberg Laws against the Jews in German-occupied Denmark. Almost all of Denmark's Jews were rescued by being taken to Sweden in boats. Aristides de Sousa Mendes, a Portuguese diplomat stationed in France, defied his government's orders to deny entry to Jewish refugees. Instead he issued some 10,000 visas to Jews seeking to enter Portugal. The Swedish diplomat Raoul Wallenberg issued "protective passports" that allowed thousands of Hungarian Jews to escape the Nazi death camps. Even citizens of Germany lent a hand. And Sempo Sugihara, Japanese consul in Lithuania, helped over 6,000 Jews to escape the Nazis' clutches, an act that cost him his career.

The United States did not immediately take steps to protect Europe's Jewish population. Many observers have criticized that inaction. In part, the U.S. government was unsure how to arrange rescue operations in Europe. It was also unsure of what the outcome of those operations would be. It was not until January 1944 that President Roosevelt announced the creation of the War Refugee Board. The task of this organization was to rescue thousands of Jews in Hungary, Romania, and other parts of Europe. Those Jews might otherwise have fallen into the hands of the Nazis. In the spring of 1944, some Jewish organizations received detailed reports about the mass murders by gassing happening at Auschwitz. Those organizations proposed bombing the camp. The U.S. War Department refused, uncertain of the results. They

American Literature

The Holocaust

Elie Wiesel and his family were deported from Romania to Auschwitz in 1944. Only he and two older sisters survived the camps. His parents and younger sister perished. In 1960 his memoir was published in English as *Night*. Critics consider it to be one of the most significant literary works about the Holocaust.

Night

"Never shall I forget that night, the first night in camp, that turned my life into one long night seven times sealed. Never shall I forget that smoke. Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky. Never shall I forget those flames that consumed my faith forever. Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live. Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes. Never shall I forget those things, even were I condemned to live as long as God Himself. Never."

—Elie Wiesel, from *Night*.



ELIE WIESEL

Analyze American Literature

How does the personal testimony of survivors such as Wiesel help people understand the Holocaust?

explained that they were not able to carry out a bombing raid with enough accuracy. They also argued that the best way to help the Jews was to end the war as quickly as possible. The War Department believed its focus should be exclusively on military targets.

THE SURVIVORS An estimated six million Jews died in the death camps and in the Nazi massacres. But some miraculously escaped the worst of the Holocaust. Many had help from ordinary people who were appalled by the Nazis' treatment of Jews. Some Jews even managed to survive the horrors of the concentration camps.

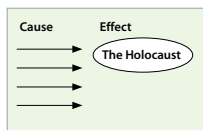
In Gerda Weissmann Klein's view, survival depended as much on one's spirit as on getting enough to eat. "I do believe that if you were blessed with imagination, you could work through it," she wrote. "If, unfortunately, you were a person that faced reality, I think you didn't have much of a chance." Those who did come out of the camps alive were forever changed by what they had witnessed.

For survivor Elie Wiesel, who entered Auschwitz at the age of 15, the sun had set forever. Although he survived his ordeal, Wiesel's experiences in Auschwitz irrevocably altered his worldview. After his liberation in 1945, Wiesel moved to France where he studied and became a journalist. He first recorded memoirs of his time in Auschwitz in Yiddish in 1956. The work, which was published as *Night* in 1960, has become known as one of the great pieces of Holocaust literature. Wiesel became a noted lecturer about the Holocaust. His work condemning violence, hatred, and oppression brought him worldwide fame, and in 1986 he was awarded the Nobel Peace Prize.

Reading Check
Summarize How
was news of the
Holocaust reported in
the United States?

Lesson 2 Assessment

1. **Organize Information** List at least four events that led to the Holocaust.



Write a paragraph explaining how significant you think the different events were in contributing to the Holocaust.

2. **Key Terms and People** For each key term in the lesson, write a sentence explaining its significance.

3. **Evaluate** Do you think that the United States was justified in not doing more to aid Holocaust victims, either by allowing more Jewish refugees to immigrate or by attempting rescue missions in Europe? Why or why not?

Think About:

- the views of isolationists in the United States
- some Americans' prejudices and fears
- the unknowns of a military response

4. **Develop Historical Perspective** Why do you think the Nazi system of systematic genocide was so brutally effective? Support your answer with details from the text.

5. **Analyze Motives** How might concentration camp doctors and guards have justified to themselves the death and suffering they caused other human beings?

6. **Analyze Events** How did word of the Holocaust spread beyond Germany, and how did people in other countries react to the news?

World War II 505

READING CHECK

Summarize How was news of the Holocaust reported in the United States? *In the early years, it was not always prominently reported. By 1942, however, news of the atrocities of the Holocaust was more widespread.*

Print Assessment

1. **Organize Information** List at least four events that led to the Holocaust. Write a paragraph explaining how significant you think the different events were in contributing to the Holocaust. *Events: the removal of "non-Aryans" from government jobs; the establishment of the Nuremberg Laws; Kristallnacht; Hitler's "final solution." Students' paragraphs will vary depending on the event selected.*
2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson's key terms and people can be found on the following pages: Holocaust, p. 498; Kristallnacht, p. 498; genocide, p. 500; ghetto, p. 500; concentration camp, p. 501.*
3. **Evaluate** Do you think that the United States was justified in not doing more to aid Holocaust victims, either by allowing more Jewish refugees to immigrate or by attempting rescue missions in Europe? Why or why not?

Think About:

- the views of isolationists in the United States
- some Americans' prejudices and fears
- the unknowns of a military response

Justified—The United States had to protect the national security and welfare of its citizens, including job security; Not justified—The United States was obligated to provide political asylum for victims of prejudice.

4. **Develop Historical Perspective** Why do you think the Nazi system of systematic genocide was so brutally effective? Support your answer with details from the text. *The Nazis lied and covered up many of their activities. Anti-Semitism caused people to ignore the fate of the Jews.*
5. **Analyze Motives** How might concentration camp doctors and guards have justified to themselves the death and suffering they caused other human beings? *They believed that their prisoners were sub-human, thus they were not actually killing or torturing real human beings; they might claim that they were simply following orders and had no choice.*

(continued)

Print Assessment (*continued*)

6. **Analyze Events** How did word of the Holocaust spread beyond Germany, and how did people in other countries react to the news? *Some of the atrocities were reported in newspapers. People learned of others from reports of concentration camp escapees. Reactions varied. Some individuals and countries worked to rescue Holocaust victims, while others ignored their plight*

Online Assessment

DIGITAL ASSESSMENT

1. What was *Kristallnacht*?
- ☐ a ship full of Jewish refugees denied entry in the United States
 - ☒ an attack on Jewish homes, businesses, and synagogues in Germany
 - ☐ a set of laws denying Jews of their German citizenship, jobs, and property
 - ☐ a group of highly educated Jewish refugees allowed into the United States
- Alternate Question** Drag the answer choice into the box to complete the sentence correctly.
The Holocaust was the systematic murder of six million Jews across Europe.
2. In what way was Hitler's "Final Solution" an application of Nazi beliefs?
- ☐ He forced non-Aryans out of Germany in order to make room for German speakers.
 - ☐ He deported groups deemed inferior so that only German speakers remained in Germany.
 - ☒ He condemned groups deemed inferior in order to preserve the purity of the Aryans.
 - ☐ He eliminated political opponents so that the Aryans could implement new government policies.
- Alternate Question** Which of the following were targeted groups of Hitler's "Final Solution"? Select the **four** correct answers.
- ☐ English speakers
 - ☒ Freemasons
 - ☒ homosexuals
 - ☒ Jehovah's Witnesses
 - ☒ Jews
 - ☐ Lutherans
 - ☐ Nazis

3. What was the purpose of the War Refugee Board?
- ☐ to liberate Jews from concentration camps in Poland and Czechoslovakia
 - ☒ to rescue Jews in Hungary, Romania, and other parts of Europe
 - ☐ to prepare immigration papers for Jews coming from western Europe
 - ☐ to find sponsor families who would host Jews from Germany

Alternate Question How did some foreign leaders help protect Jews from the Nazis? Select the **two** correct answers.

- ☐ by collaborating with Nazi occupiers
- ☐ by flying rescue missions to take Jews out of Europe
- ☒ by refusing to enforce Nazi laws in their own borders
- ☐ by enforcing the Nuremberg laws and deporting Jews to camps in eastern Europe
- ☒ by issuing visas or "protective passports" to Jews allowing them entry into their country

4. **Draw Conclusions** How was the plight of Jewish refugees complicated by the Great Depression?

Most countries experienced high levels of unemployment during the Great Depression. Some countries, such as the United States, denied refugees entry out of fear of their own citizens losing jobs to the refugees.

5. **Compare and Contrast** How were ghettos and concentration camps similar? How were they different?

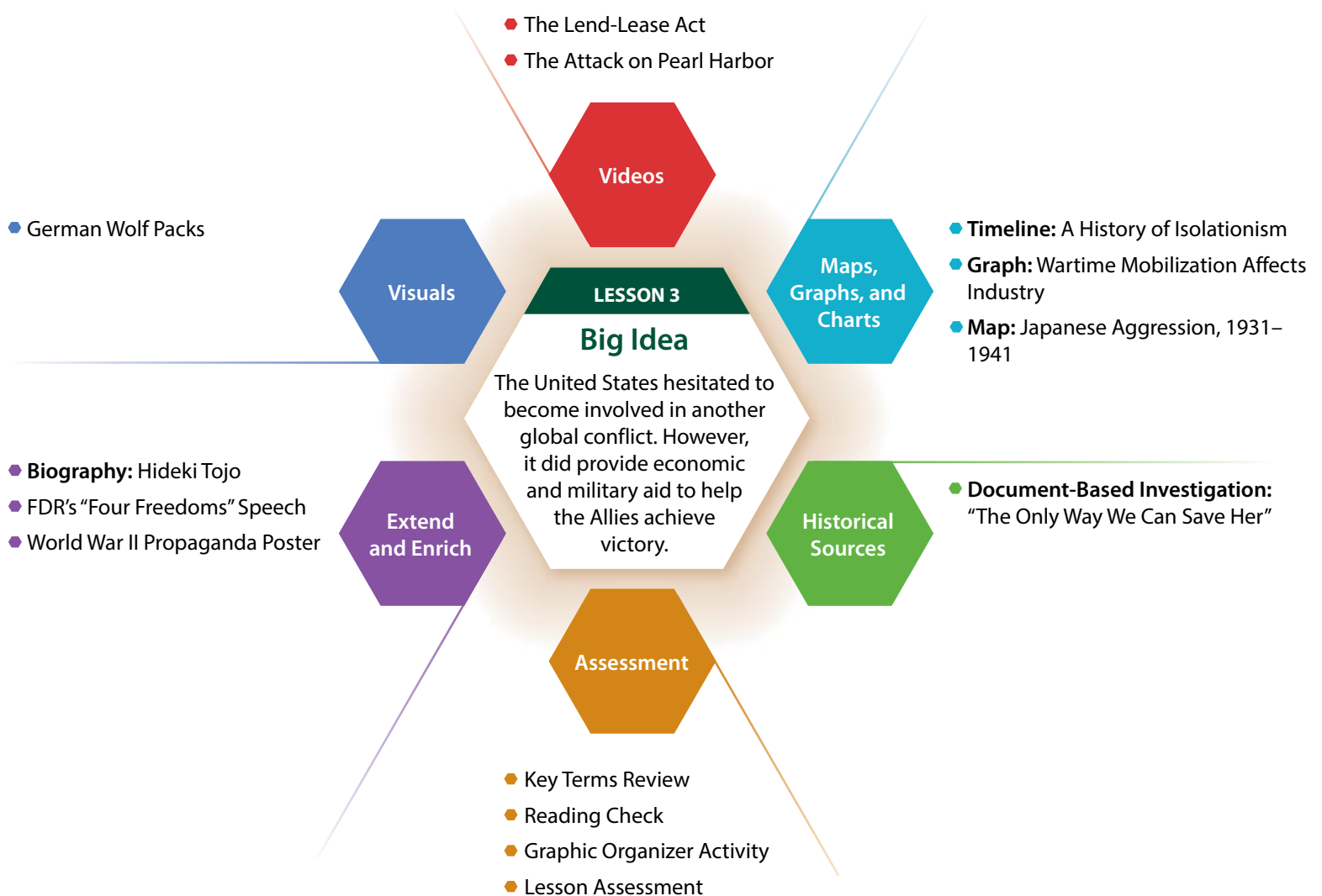
Ghettos were segregated areas of Polish cities where Jews were forced to live and work for German industry. To resist German treatment, Jews published underground newspapers, set up schools, formed resistance movements, and operated theater and music groups. Concentration camps were also places where Jews were forced to live separated from others and work for the Germans. However, concentration camps were outside of cities. The treatment was even more severe, with hunger, humiliation, and work a part of each day.

6. **Illustrate** How did news of the Holocaust spread from Germany and other parts of Europe? Provide three examples from the text.

News of Nazi violence in Poland and the Soviet Union was carried by some newspapers, but the victims were not always identified as being Jewish. A published report by Jacob Grojanowski, a concentration camp escapee, described his experiences to readers in London and other parts of Europe. Reports of the Nazi atrocities were sent to the U.S. State Department by a major Jewish organization.



America Moves Toward War



Online Lesson 3 Enrichment Activities

FDR's "Four Freedoms" Speech

Writing Activity Students read about President Roosevelt's proposal for a new foreign policy. Then students create a table with the four freedoms identified by Roosevelt, noting how each was restricted or not restricted under the dictators in power in Europe and Asia.

World War II Propaganda Poster

Respond to Questions Students study a World War II propaganda poster to see how the attack on Pearl Harbor was used to motivate American workers. Then students identify the persuasive images and slogans in the poster and answer questions about the poster.



Teach the Big Idea

- 1. Whole Class Open/Introduction** Ask students to consider under what circumstances the United States should enter a war.
- 2. Direct Teach** Read students the Big Idea: *The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Describe the details of America's turn to isolationism in the 1930s.
 - Describe the U.S. response to the outbreak of war in Europe in 1939, including how Roosevelt assisted the Allies without declaring war.
 - Summarize the events that brought the United States into armed conflict with Germany.
 - Describe the American response to the Japanese attack on Pearl Harbor.
- 3. Whole Group Close/Reflect** Help students prepare for and stage a class debate on isolationism. Suggest that they begin their research with the material presented in the Point/Counterpoint feature.

▶ ONLINE DOCUMENT-BASED INVESTIGATION

World War II

"The Only Way We Can Save Her" is the third of seven document-based investigations that students will analyze in the World War II Module. As dictators destroyed democratic governments and pulled Europe into war in the late 1930s, American public opinion was divided. Students can explore the political cartoon using the interactive hotspots.

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

"The Only Way We Can Save Her"

During the late 1930s Americans watched events in Europe with alarm. Dictators were destroying democratic governments throughout Europe and dragging the continent into war. These events divided American public opinion. Some felt that the United States should help. Others opposed getting involved.

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms: **Neutrality Acts**, **Axis powers**, **Selective Training and Service Act**, **Lend-Lease Act**, **Atlantic Charter**, **Allies**.

America Moves Toward War

The Big Idea

The United States hesitated to become involved in another global conflict. However, it did provide economic and military aid to help the Allies achieve victory.

Why It Matters Now

U.S. military capability became a key factor in World War II, and it has been a consideration in world affairs ever since.

Key Terms and People

Neutrality Acts
Axis powers
Selective Training and Service Act
Lend-Lease Act
Atlantic Charter
Allies

One American's Story

Two days after Hitler invaded Poland, President Roosevelt spoke to Americans about the outbreak of war in Europe. Roosevelt talked clearly about how the United States should be consistent in seeking peace for all people. He also announced a new proclamation declaring American neutrality.

"This nation will remain a neutral nation, but I cannot ask that every American remain neutral in thought as well. . . . Even a neutral cannot be asked to close his mind or his conscience. . . . I have said not once, but many times, that I have seen war and I hate war. . . . As long as it is my power to prevent, there will be no blackout of peace in the U.S."

—Franklin D. Roosevelt, from a radio speech, September 3, 1939



Franklin D. Roosevelt

Roosevelt knew that Americans still wanted to stay out of war. However, he also believed that there could be no peace in a world controlled by dictators. "When peace has been broken anywhere," he said, "the peace of all countries everywhere is in danger."

COLLABORATIVE LEARNING

Write a Newspaper Editorial

1. Divide the class into small groups.
2. Tell each group that they are the editorial board of a newspaper. They have been assigned the job of writing editorials regarding President Roosevelt's foreign policy.
3. Assign pro and con positions and have students research and write editorials.
4. Have each group read the finished editorial to the class. Interested students can gather the editorials to post in the classroom or use page-layout software to create a facsimile editorial page.

5. Invite students to critique and provide feedback on the editorials. Students should identify what they felt was written well and ways the editorials could have been improved.

Integrated Assessment, Rubric 5: Writing Activities

Isolationism Amidst Conflict

Most Americans were alarmed by the international conflicts of the mid-1930s. But they believed that the United States should not get involved. Since World War I, the United States had kept a policy of isolationism. The nation's leaders avoided any action that would involve the United States in global affairs.



This cartoon imagines Woodrow Wilson, who led the United States through World War I, looking over Roosevelt's shoulder and wishing him luck maintaining U.S. neutrality.

THE ROOTS OF ISOLATIONISM Because of the horrors of World War I, many Americans were determined never to be involved in an international war again. In 1919 Congress refused to allow the United States to join the League of Nations. They feared that the league would control American foreign policy. They also feared that it would tie the country too closely to Europe.

After World War I, the United States made sure that it would not be pulled into war again. At the Washington Naval Conference of 1921, the United States and its allies signed a disarmament treaty. They also promised not to build any warships during the next decade. In 1928 the United States signed the Kellogg-Briand Pact. The treaty was signed by 62 countries. It stated that war would not be used "as an instrument of national policy." Yet it did not include a way to deal with countries that broke their pledge. Therefore, the Pact was only a small step toward peace.

AMERICANS CLING TO ISOLATIONISM In the early 1930s numerous books argued that greedy bankers and arms dealers had dragged the United States into World War I. Public outrage led a congressional committee to investigate these charges. North Dakota senator Gerald Nye chaired the committee. The Nye committee found that banks and manufacturers had made large profits during the war. Anger grew over these "merchants of death." Americans became even more determined to avoid war. Antiwar feeling was very strong. The Girl Scouts of America even changed the color of its uniforms to green. The original khaki was similar to the color used by the military.

News of Japan's invasion of Manchuria reached the United States in 1932. The U.S. government avoided getting involved. Secretary of State Henry Stimson's response was supported by President Hoover. Stimson notified the governments of both Japan and China that the United States would not recognize the conflict. The U.S. government would continue to consider Manchuria a part of China. The Hoover-Stimson note also insisted that Americans kept all their trade rights in China.

Americans' growing isolationism eventually affected President Roosevelt's foreign policy. When he first took office in 1933, Roosevelt reached out to other nations in several ways. He officially recognized the Soviet Union in 1933 and agreed to exchange ambassadors with Moscow. His Good Neighbor Policy continued the nonintervention policy in Latin America begun by Presidents Coolidge and Hoover. Roosevelt also withdrew armed forces stationed there. In 1934 Roosevelt pushed Congress to pass the Reciprocal Trade Agreement Act. It lowered trade barriers by giving the president the power to make trade agreements with other nations. It was aimed at reducing tariffs by as much as 50 percent.

World War II 507

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What laws did Congress pass related to the isolationist foreign policy of the United States?
- Why did many Americans have difficulty with a policy of neutrality?

More About . . .

The Panay Incident In December 1937, two months after Roosevelt's Quarantine Speech, the U.S. Navy gunboat *Panay* was attacked in China by Japanese planes. The USS *Panay* was part of the Asiatic Fleet, responsible for patrolling the Yangtze River to protect American lives and property. During the attack, two Americans were killed. Following an apology from Japan, FDR tried to take the offensive, but the isolationists resisted.

America in World Affairs FDR's battle with the isolationists touches on a theme in American foreign policy that stretches back to Thomas Jefferson's warning to avoid "entangling alliances." Many Americans had irrational fears of immigrants, Catholics, Jews, and all things foreign. Charles Lindbergh was a leading supporter of America First Committee, the vocal isolationist organization. Roosevelt, as an internationalist, had to maneuver carefully around the isolationists.

ONLINE GRAPHIC ORGANIZER

America Moves Toward War

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions Which of the events was most influential in bringing the United States into the war? Explain. *The Japanese attack on Pearl Harbor was the most influential in getting the United States to enter the war. Though the earlier events seemed to be gradually wearing away at the U.S. policy of isolationism, the anger and disgust at this attack immediately prompted the United States to declare war.*

Key Event	Significance
1921: Washington Naval Conference, Kellogg-Briand Pact	
1933: Roosevelt becomes president of the United States	

COLLABORATIVE LEARNING

Isolationism or Intervention?

1. Remind students that in 1937 the United States had to choose between a policy of isolationism or intervention in European affairs.
2. Divide the class into groups of five. Have each group review the first couple of lessons of the module and identify the foreign policy options available to the president. Have each group split into two opposing two-person teams. Have one team represent isolationists and the other represent interventionists. The fifth student will serve as debate moderator.
3. Have each group conduct a debate on the issue: Should the United States continue a position of isolationism or should its position change to intervention? (Students should not use any knowledge they have of the outcome of these policies in this debate.)

Integrated Assessment, Rubric 1: Research Reports; Rubric 3: Oral Presentations

▶ ONLINE DOCUMENT-BASED INVESTIGATION

"The Only Way We Can Save Her"

As dictators destroyed democratic governments and pulled Europe into war in the late 1930s, American public opinion was divided. Have students explore the political cartoon using the interactive hotspots and answer the associated question.

Analyze Sources What does the kneeling figure fear will happen to America if Uncle Sam gets involved? *American democracy might be threatened.*

In print edition, see historical source of same title.

1. What does the kneeling figure fear will happen to America if Uncle Sam gets involved?
American democracy might be threatened.
2. What U.S. policy does the cartoon support?
isolationism

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

"The Only Way We Can Save Her"

During the late 1930s Americans watched events in Europe with alarm. Dictators were destroying democratic governments throughout Europe and dragging the continent into war. These events divided American public opinion. Some felt that the United States should help. Others opposed getting involved.

▶ ONLINE INTERACTIVE TIMELINES

A History of Isolationism

Have students explore the timeline and answer the associated question.

Interpret Timelines In what year did the Washington Naval Conference occur? 1921

READING CHECK

Analyze Causes What factors contributed to Americans' growing isolationism after World War I? *evidence that large profits had been made by banks and arms industries during World War I; regret over having been involved in that war; hatred of militarism*

Congress, however, disagreed with Roosevelt's efforts to involve the country in foreign affairs. In 1934 it passed the Johnson Debt Default Act, which prohibited any foreign aid loans to countries that had not paid back their World War I debts. Congress also passed a series of **Neutrality Acts** to keep the country out of future wars. The first two acts, passed in 1935 and 1937, outlawed arms sales or loans to nations at war. The third act was passed in 1939 in response to the fighting in Spain. This act prohibited arms sales and loans to nations engaged in civil wars.

NEUTRALITY BREAKS DOWN Even though Congress passed laws to keep the country neutral, Roosevelt found it impossible to remain neutral. When Japan launched a new attack on China in July 1937, Roosevelt found a way around the Neutrality Acts. Because Japan had not formally declared war against China, the president claimed there was no need to enforce the Neutrality Acts. The United States continued sending arms and supplies to China. A few months later Roosevelt spoke out strongly against isolationism in a speech delivered in Chicago. He called on peace-loving nations to "quarantine," or isolate, aggressor nations in order to stop the spread of war.

"The peace, the freedom, and the security of 90 percent of the population of the world is being jeopardized by the remaining 10 percent who are threatening a breakdown of all international order and law. Surely the 90 percent who want to live in peace under law and in accordance with moral standards that have received almost universal acceptance through the centuries, can and must find some way . . . to preserve peace."

—Franklin D. Roosevelt, from the "Quarantine Speech," October 5, 1937

Historical Source

"The Only Way We Can Save Her"

During the late 1930s Americans watched events in Europe with growing alarm. Dictators were destroying democratic systems of government throughout Europe. They were dragging the continent into war. These political events divided American public opinion. Some Americans felt that the United States should help European democracies. However, isolationists—people who believed that the United States should not interfere in other nations' affairs—opposed getting involved in European disagreements.

Analyze Historical Sources

1. What does the kneeling figure fear will happen to America if Uncle Sam gets involved?
2. What U.S. policy does the cartoon support?



Reading Check
Analyze
Causes What factors
contributed to
Americans' growing
isolationism after
World War I?

At last Roosevelt seemed ready to take a stand against aggression—until isolationist newspapers exploded in protest. They accused the president of leading the nation into war. Roosevelt backed off as a result of this criticism, but his speech did begin to shift the debate. For the moment the conflicts remained “over there.”

Moving Away from Neutrality

As German tanks rolled across Poland, Roosevelt revised the Neutrality Act of 1935. At the same time, he began to prepare the nation for the struggle he feared lay just ahead.

CAUTIOUS STEPS In September 1939 Roosevelt persuaded Congress to pass a “cash-and-carry” provision. It allowed warring nations to buy U.S. arms as long as they paid cash and transported them in their own ships. Roosevelt argued that providing the arms would help France and Britain defeat Hitler and keep the United States out of the war. Isolationists attacked Roosevelt for his actions. However, after six weeks of heated debate, Congress passed the Neutrality Act of 1939, and a cash-and-carry policy went into effect.

THE AXIS THREAT The United States’s cash-and-carry policy seemed like too little, too late. By summer 1940 France had fallen and Britain was under siege. Roosevelt worked to provide the British with “all aid short of war.” By June he had sent Britain 500,000 rifles and 80,000 machine guns. In early September the United States traded 50 old destroyers for leases on British military bases in the Caribbean and Newfoundland. British prime minister Winston Churchill would later recall this move with affection as “a decidedly unneutral act.”

On September 27 Americans were startled by the news that Germany, Italy, and Japan had signed a mutual defense treaty, the Tripartite Pact. The three nations became known as the **Axis powers**.

The Tripartite Pact was intended to keep the United States out of the war. Under the treaty each Axis nation agreed to defend the others in case of attack. This meant that if the United States declared war on any one of the Axis powers, it would have to fight a two-ocean war, in both the Atlantic and the Pacific.

BUILDING U.S. DEFENSES Meanwhile, Roosevelt asked Congress to increase spending for national defense. Despite years of U.S. isolationism, Nazi victories in 1940 changed U.S. thinking. Congress boosted defense spending. Congress also passed the nation’s first peacetime military draft—the **Selective Training and Service Act**. Under this law 16 million men between the ages of 21 and 35 were registered. Of these, one million would be drafted for one year. They were allowed to serve only in the Western Hemisphere. Roosevelt drew the first draft numbers. He told a national radio audience, “This is a most solemn ceremony.”

World War II 509

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How did the formation of the Axis alliance affect the United States?
- How did Roosevelt help the Allies?
- Why were some Americans opposed to providing aid to the Soviet Union?

More About . . .

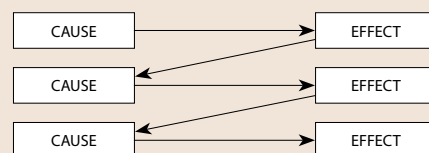
The Election of 1940 By 1940 the wars in Europe and Asia made foreign affairs most important. Democrats used the international crisis as a reason to break tradition and have FDR run for a third term. Many Americans believed that extraordinary times called for extraordinary measures. Not everyone agreed, however, as evidenced by the 1940 election returns. Roosevelt’s opponent, Wendell Willkie, gave FDR a good contest.

STRUGGLING READERS

Examine Causes and Effects

1. Work with students to identify the overarching cause of Roosevelt’s policy decisions discussed in this lesson—the threat posed to the United States by Germany and Japan.
2. Have students work in pairs to review the text and identify the actions that Roosevelt took to deal with this threat. See that they identify the following:
 - cash-and-carry
 - destroyers for base leases
 - increased spending for national defense
 - peacetime military draft
 - run for third term

3. Students might fit these actions into a simple cause/effect chart similar to the one below:



Integrated Assessment, Rubric 2: Information
Assessing Activities

POINT/COUNTERPOINT

Have students read the Point/Counterpoint and answer the associated question.

Analyze Perspectives What arguments did supporters and opponents of isolationism present about how the United States should respond to the aggressive actions taken by other nations leading up to World War II?

Supporters of isolationism argued that the United States had enough problems to focus on, such as recovering from World War I and dealing with the Great Depression, without adding another that would make the nation vulnerable. Opponents of isolationism believed that the war in Europe was a danger for the United States. They also argued that Americans had a moral obligation to become involved.

In print edition, see Point/Counterpoint feature.

Connect to History Compare and contrast different perspectives about how the United States should have responded to the aggressive actions taken by other nations leading up to World War II. What arguments did supporters and opponents of isolationism present to make their cases? Write a paragraph presenting your findings.

RUBRIC The paragraph should:

- compare and contrast positions regarding isolationism in the United States
- include arguments from both sides of the issue

Connect to Today After World War I, many Americans became isolationists. Do you recommend that the United States practice isolationism today? Why or why not? *Students may say that it would be impossible for the United States to be isolationist due to its political and economic strength. Students' responses should include specific reference to today's political crises around the world. They should support their stands on U.S. isolationism with evidence.*

Vocabulary
lease to grant use or
occupation of under
the terms of a contract

ROOSEVELT RUNS FOR A THIRD TERM That same year, Roosevelt broke the tradition of a two-term presidency begun by George Washington. He decided to run for reelection. Roosevelt's Republican opponent was a public utilities executive named Wendell Willkie. He supported Roosevelt's policy of aiding Britain, which disappointed isolationists. At the same time, both Willkie and Roosevelt promised to keep the nation out of war. Because there was so little difference between the candidates, the majority of voters chose the one they knew better. Roosevelt was reelected with nearly 55 percent of the votes cast.

Not long after the election, President Roosevelt continued his drive to provide aid to the Allies in their fight against the Axis powers. He told his radio audience during a fireside chat that it would be impossible to negotiate a peace with Hitler. "No man can tame a tiger into a kitten by stroking it." He warned that if Britain fell, the Axis powers would be left unchallenged to conquer the world. At that point, he said, "all of us in all the Americas would be living at the point of a gun." To prevent such a situation, the United States had to help defeat the Axis threat. It had to become what Roosevelt called "the great arsenal of democracy."

THE LEND-LEASE PLAN By late 1940 Britain had no more cash to spend on arms. In addition, as a result of the Johnson Debt Default Act, Roosevelt was unable to lend money to Britain directly. Instead, he tried to help by suggesting a new plan that he called a lend-lease policy. Under this plan the president would lend or lease arms and other supplies to "any country whose defense was vital to the United States."

Roosevelt compared his plan to lending a garden hose to a neighbor whose house was on fire. He maintained that this was the only sensible thing to do to prevent the fire from spreading to your own property. Isolationists opposed the plan, but most Americans favored it. Congress passed the **Lend-Lease Act** in March 1941.

Britain was not the only nation to receive lend-lease aid. In June 1941 Hitler broke the agreement he had made in 1939 with Stalin not to go to war and invaded the Soviet Union. Acting on the principle that "the enemy of my enemy is my friend," Roosevelt worked to improve the diplomatic relationship between the United States and the Soviet Union. He began sending lend-lease supplies to the Soviets. Some Americans opposed providing aid to Stalin. However, Roosevelt agreed with Winston Churchill, who had said "if Hitler invaded Hell," the British would work with the devil himself. The cooperation among these three nations laid the groundwork for what Churchill would come to call the Grand Alliance.

As a result of policies such as the Lend-Lease Act, American industries began shifting to wartime production before the United States officially entered the war. Defense spending skyrocketed in 1940. Idle factories came back to life. They changed from making consumer goods to producing war supplies. A merry-go-round company began producing gun mounts, and a stove factory made lifeboats. A famous New York toy maker made compasses. A pinball-machine company made armor-piercing shells. This

510 Module 11

READING CHECK

Analyze Effects What impact did the outbreak of war in Europe have on U.S. foreign and defense policy? *revision of the Neutrality Acts; dramatically increased defense spending; institution of the nation's first peacetime draft; implementation of the Lend-Lease Act to aid Great Britain and the Soviet Union*

Reading Check
Analyze Effects
What impact did the outbreak of war in Europe have on U.S. foreign and defense policy?

increase in production did what all of the programs of the New Deal could not do: it ended the Great Depression. With factories hiring again, the nation's unemployment level began shrinking rapidly. It fell by 400,000 in August 1940 and by another 500,000 in September. By the end of 1941, America was going back to work.

POINT	COUNTERPOINT
<p><i>"The United States should not become involved in European wars."</i></p> <p>Many Americans were still recovering from World War I and struggling with the Great Depression. They believed their country should remain neutral in the war in Europe.</p> <p>Representative James F. O'Connor expressed the country's reservations. He asked, "Dare we set America up and commit her as the financial and military blood bank of the rest of the world?" O'Connor maintained that the United States could not "right every wrong" or "police [the] world."</p> <p>The aviator Charles Lindbergh stated his hope that "the future of America . . . not be tied to these eternal wars in Europe." Lindbergh asserted that "Americans [should] fight anybody and everybody who attempts to interfere with our hemisphere." However, he also said, "Our safety does not lie in fighting European wars. It lies in our own internal strength, in the character of the American people and American institutions." Like many isolationists, Lindbergh believed that democracy would not be saved "by the forceful imposition of our ideals abroad, but by example of their successful operation at home."</p>	<p><i>"The United States must protect democracies throughout the world."</i></p> <p>As the conflict in Europe deepened, interventionists embraced President Franklin D. Roosevelt's declaration that "when peace has been broken anywhere, peace of all countries everywhere is in danger." Roosevelt emphasized the global character of 20th-century commerce and communication by noting, "Every word that comes through the air, every ship that sails the sea, every battle that is fought does affect the American future."</p> <p>Roosevelt and other political leaders also appealed to the nation's conscience. Secretary of State Cordell Hull noted that the world was "face to face . . . with an organized, ruthless, and implacable movement of steadily expanding conquest." Similarly, Undersecretary of State Sumner Welles called Hitler "a sinister and pitiless conqueror [who] has reduced more than half of Europe to abject serfdom."</p> <p>After the war expanded into the Atlantic, Roosevelt stated, "It is time for all Americans . . . to stop being deluded by the romantic notion that the Americas can go on living happily and peacefully in a Nazi-dominated world." He added, "Let us not ask ourselves whether the Americas should begin to defend themselves after the first attack . . . or the twentieth attack. The time for active defense is now."</p>

Critical Thinking

1. Connect to History Compare and contrast different perspectives about how the United States should have responded to the aggressive actions taken by other nations leading up to World War II. What arguments did supporters and opponents of isolationism present to make their cases? Write a paragraph presenting your findings.

2. Connect to Today After World War I, many Americans became isolationists. Do you recommend that the United States practice isolationism today? Why or why not?

World War II 511

ONLINE ANALYZE VIDEOS

The Lend-Lease Act

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What argument does President Roosevelt use to persuade Americans to support his plan? *He suggests that American energy and resources should be used to help the world's democracies defend freedom.*



ONLINE INTERACTIVE GRAPHS

Wartime Mobilization Affects Industry

Have students explore the graph and answer the associated question.

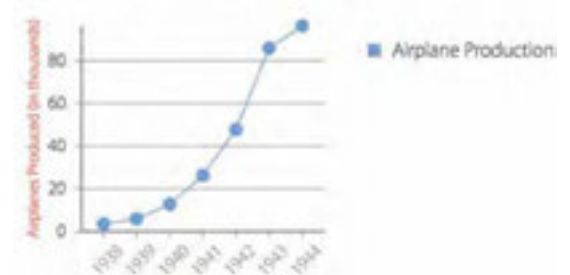
Interpret Graphs What was the result of automobile and airplane production in 1942? *automobile production decreased; airplane production increased*

Automobile Production, 1938–1944



Source: Historical Statistics of the United States

Airplane Production, 1938–1944



Source: Historical Statistics of the United States

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What did the Germans do that threatened Roosevelt's lend-lease program?
- What was the Atlantic Charter?
- How did the United States end up in an undeclared war with Germany?

More About . . .

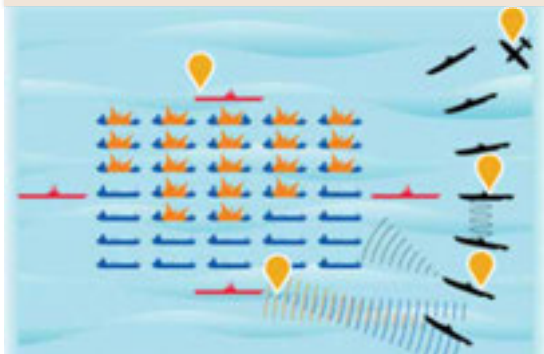
German U-Boats After the fall of France in 1940, Hitler had a 3,000-mile coastline from which to launch submarine attacks on Allied ships. With the threat of invasion keeping British warships close to home, the U-boats enjoyed excellent hunting. Between July 1940 and December 1941, a period referred to as "Happy Time," German U-boats sank ship after ship. The U-boats were so effective that Hitler refused, despite the urging of his naval commander, to push production of German submarines. Hitler's decision would turn out to be a crucial mistake.

U-Boat Combat While science and technology clearly influenced the Battle of the Atlantic, in the end it was naval power that gave the Allies an advantage. The use of sonar, coupled with armed destroyers capable of attacking submarines, took a terrible toll on German U-boats. The United States was in a de facto war with Germany by the summer of 1941, and in September of that year Roosevelt gave U.S. ships the order to shoot any U-boat on sight.

▶ ONLINE INTERACTIVE VISUALS

Image with Hotspots: German Wolf Packs

Have students explore the image using the interactive hotspots.



READING CHECK

Summarize Why was the Atlantic Charter important? *It set forth the war aims of the Allies.*

FDR Plans for War

Although Roosevelt was popular, his foreign policy was under constant attack. Still, he recognized that American forces were seriously under-armed. Roosevelt took a number of actions to ensure that the U.S. military would be prepared for the war he was certain would come.

GERMAN WOLF PACKS Lend-lease aid was helping, but supply lines across the Atlantic Ocean had to be kept open to deliver goods to Britain and the Soviet Union. Hitler tried to prevent delivery of lend-lease shipments by sending out hundreds of German submarines, or U-boats, to attack supply ships.

From the spring through the fall of 1941, attacks by individual U-boats were replaced by the wolf pack attack. At night groups of up to 40 submarines patrolled areas in the North Atlantic where convoys could be expected. Wolf packs were successful in sinking as much as 350,000 tons of shipments in a single month. In June 1941 President Roosevelt granted the navy permission for U.S. warships to attack German U-boats in self-defense.

German Wolf Packs

On October 17, 1940, near Rockall, west of Ireland, British Convoy SC-7 (shown below) was attacked by a German wolf pack. The convoy was outlined clearly against a moonlit sky, which made the merchant ships an easy target.

A tanker burns and sinks in the Atlantic Ocean after being torpedoed by a German U-boat.

At the start of the war, the British had too few warships to escort the convoys.

German aircraft could patrol 1,000 miles out to sea to scout for convoys.

The Germans used radios to summon U-boats into a fighting wolf pack.

U-boats used hydrophonic equipment to pick up the sound of convoy propellers up to 100 miles away.

Convoys pinned their hopes on finding U-boats using ASDIC—sonar apparatus that could detect submerged submarines.

512 Module 11

ENGLISH-LANGUAGE LEARNERS

Understand Vocabulary

1. Have students reread the paragraphs about the Atlantic Charter.
2. Help students understand these terms from the text in order to comprehend the terms of the Atlantic Charter: *collective security, disarmament, self-determination, economic cooperation, and freedom of the seas.*
3. After discussing what these terms mean, have students write a definition that explains one of these terms in their own words.
4. Encourage students to share their definitions.

LINK TO SCIENCE

Radar and Sonar

1. Divide students into small groups and have them research to find out how either radar or sonar works and how it got its name.
2. Ask each group to create a poster that both shows and explains how radar works to identify objects.
3. Direct students to identify nonmilitary uses for radar/sonar.

Integrated Assessment, Rubric 1: Research Reports; Rubric 4: Visual Presentations

Reading Check
Summarize Why was the Atlantic Charter important?

THE ATLANTIC CHARTER In August 1941 Roosevelt and Churchill met secretly at a summit aboard the battleship USS *Augusta*. Although Churchill hoped for a military commitment, he settled for a joint declaration of war goals called the **Atlantic Charter**. Both countries pledged collective security, disarmament, self-determination, economic cooperation, and freedom of the seas. Roosevelt told Churchill that he couldn't ask Congress for a declaration of war against Germany. But he said that he "would wage war" and do "everything" to "force an incident."

The Atlantic Charter became the basis of a new document called "A Declaration of the United Nations." Roosevelt suggested the term United Nations to express the common purpose of the **Allies**, those nations that fought the Axis powers. The declaration was signed on January 1, 1942, by 26 nations: Australia, Belgium, Canada, China, Costa Rica, Cuba, Czechoslovakia, the Dominican Republic, El Salvador, Great Britain, Greece, Guatemala, Haiti, Honduras, India, Luxembourg, the Netherlands, New Zealand, Nicaragua, Norway, Panama, Poland, South Africa, the Soviet Union, the United States, and Yugoslavia. By the end of the war, another 21 countries had added their signatures.

SHOOT ON SIGHT After a German submarine fired on the U.S. destroyer *Greer* in the Atlantic on September 4, 1941, Roosevelt ordered navy commanders to respond. "When you see a rattlesnake poised to strike," the president explained, "you crush him." Roosevelt ordered the navy to shoot the German submarines on sight.

Two weeks later the *Pink Star*, an American merchant ship, was sunk off Greenland. In mid-October a U-boat sank the U.S. destroyer *Kearny*, and 11 lives were lost.

Days later German U-boats torpedoed the U.S. destroyer *Reuben James*, killing more than 100 sailors. "America has been attacked," Roosevelt announced grimly. "The shooting has started. And history has recorded who fired the first shot." As the death toll mounted, the Senate repealed a ban against arming merchant ships. A formal declaration of a full-scale war seemed inevitable.

Japan Attacks the United States

The United States was now involved in an undeclared naval war with Hitler. However, the attack that finally brought the United States into the war came from Japan. By the late fall of 1941, American leaders had become convinced that war between the United States and Japan was likely. The only remaining question was how and where the fighting would start.

ECONOMIC MOTIVATIONS By early 1941 the Japanese had already pushed eastward into Manchuria and other parts of China. They also set their sights on the European colonial possessions to the south. By 1941 the European powers were too busy fighting Hitler to block Japanese expansion. Only the United States and its Pacific islands remained in Japan's way.

World War II 513

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- Was Japan on a collision course with the United States?
- What economic issues motivated Japanese actions in the Pacific?
- What event precipitated America's entry into World War II?

More About . . .

War and the Depression The approach of war did what all the programs of the New Deal could not do—end the Great Depression. As defense spending skyrocketed in 1940, long-idle factories came back to life as they converted from making consumer goods to producing war supplies. A merry-go-round company began producing gun mounts; a stove factory made lifeboats; a famous New York toy maker made compasses; a pinball-machine company made armor-piercing shells. With factories hiring again, the nation's unemployment rolls began shrinking rapidly—by 400,000 in August 1940 and by another 500,000 in September. By the time the Japanese attacked Pearl Harbor, America was heading back to work.

Close Read

"A Date Which Will Live in Infamy" speech Have students explore the Close Read feature to aid in comprehension and understanding.

COLLABORATIVE LEARNING

Pearl Harbor

1. To understand the impact of the Japanese attack on the United States, have students research American reaction to the attack on Pearl Harbor.
2. Divide the class into small groups. Have students use research materials to find out how newspapers and magazines responded to the Japanese attack.

3. Direct students to use Internet searches to find newspapers and magazines from December 7–8, 1941.
4. Have them prepare a collage of newspapers or magazine headlines.

Integrated Assessment, Rubric 4: Visual Presentations

▶ ONLINE ANALYZE VIDEOS

The Attack on Pearl Harbor

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How long did the Japanese prepare for the attack on Pearl Harbor? *one year*



BIOGRAPHY

Hideki Tojo

Have students read the biography of Hideki Tojo. Explain that Tojo spent time as a military attaché in Berlin after World War I. His time in Berlin may have led him to become a strong proponent of the 1940 military alliance with Nazi Germany.



The Japanese began a southward push in July 1941. They took over French military bases in Indochina (now Vietnam, Cambodia, and Laos). The United States protested this aggression by halting trade with Japan. One item that Japan could not live without was oil for its war machine. Japanese military leaders warned that a lack of oil could defeat Japan without its enemies ever striking a blow. The leaders declared that Japan must either persuade the United States to end its oil embargo or capture the oil fields in the Dutch East Indies. Any attack on the East Indies, though, would mean war.

PEACE TALKS ARE QUESTIONED Shortly after becoming the prime minister of Japan, Hideki Tojo met with emperor Hirohito. Tojo promised the emperor that the Japanese government would try to keep peace with the Americans. But on November 5, 1941, Tojo ordered the Japanese navy to prepare an attack on the United States.

The U.S. military had broken Japan's secret communication codes. It learned that Japan was preparing an attack. But it didn't know where the attack would happen. Late in November Roosevelt sent a "war warning" to military commanders in Hawaii, Guam, and the Philippines. If war could not be avoided, the warning said, "the United States desires that Japan commit the first overt act." And the nation waited.

After the embargo began, representatives of the two nations met to try to settle their growing differences. U.S. Secretary of State Cordell Hull held several meetings with the Japanese ambassador. The United States wanted Japan to pull out of China, but the Japanese refused. The peace talks went on until December 6, 1941, when Roosevelt received a decoded message. It instructed Japan's peace envoy to refuse all American peace proposals. "This means war," Roosevelt declared.

THE ATTACK ON PEARL HARBOR Early the next morning, a Japanese dive-bomber flew low over Pearl Harbor—the largest U.S. naval base in the Pacific. The bomber was followed by more than 180 Japanese warplanes from six aircraft carriers. Japanese bombs began falling on the base. A radio operator sent this message: "Air raid on Pearl Harbor. This is not a drill."



At Pearl Harbor, American sailors are rescued by motorboat after the bombing of their battleships—the USS *West Virginia* and the USS *Tennessee*.

For an hour and a half, the Japanese planes attacked. The U.S. antiaircraft guns had little effect, and the planes hit target after target. By the time the last plane flew away around 9:30 a.m., there was widespread devastation. The Japanese goal had been to weaken U.S. naval power in the Pacific. They thought that this would keep the Americans from preventing Japanese expansion, and they were successful.

In less than two hours, the Japanese had killed 2,403 Americans and wounded 1,178 more. The surprise attack had sunk or damaged 21 ships, including 8 battleships—nearly the whole U.S. Pacific fleet. More than 300 aircraft were severely damaged or

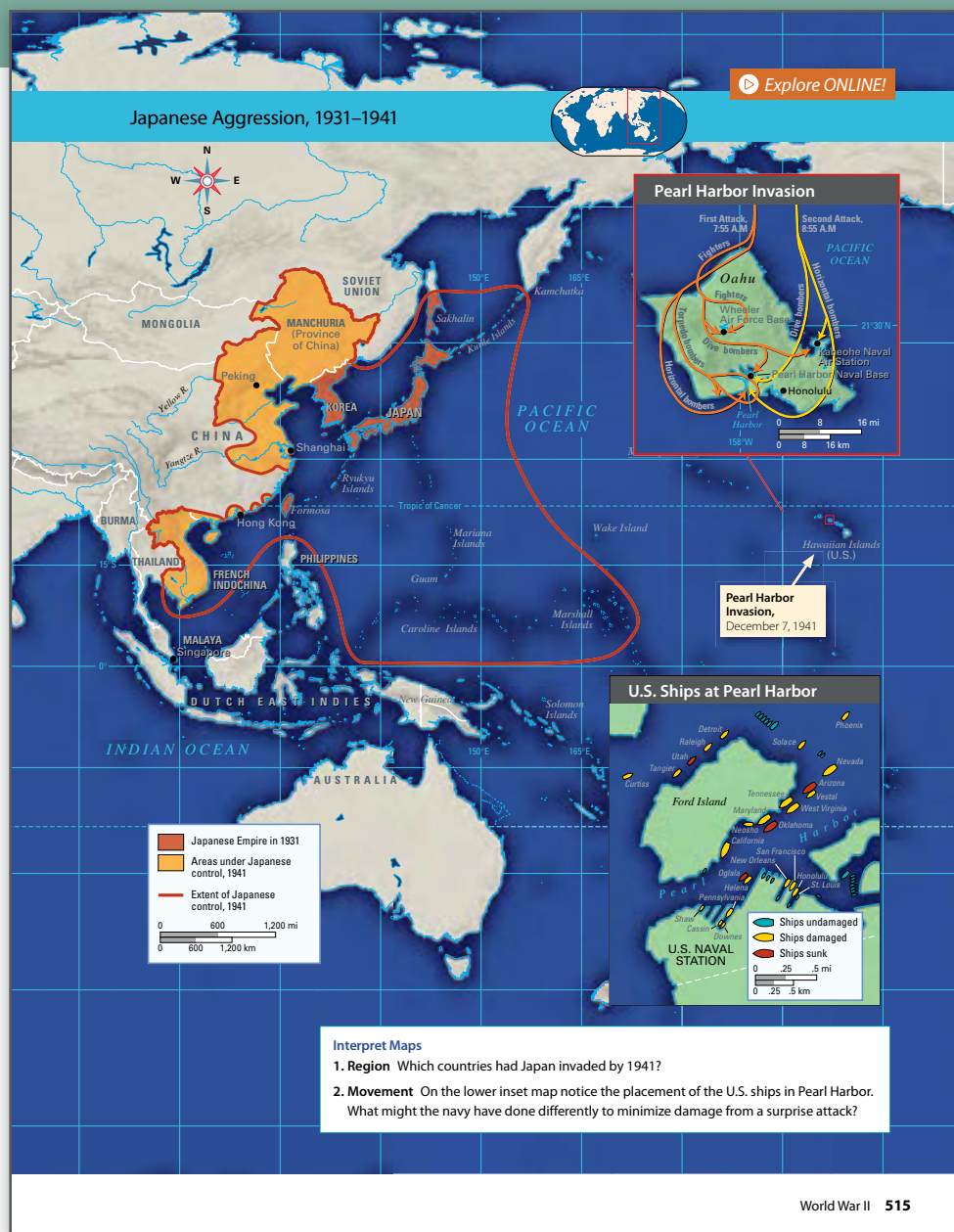
514 Module 11

ADVANCED/GIFTED

World War II—Era Music

1. Divide the class into small groups. Ask students to use research materials and the Internet to identify popular American songs during the years just before and after America's entry into World War II.
2. Have interested students find recordings of some of these songs to play for the class.
3. Students who sing or play musical instruments might perform a song themselves.

Integrated Assessment, Rubric 1: Research Reports; Rubric 3: Oral Presentations



ONLINE INTERACTIVE MAPS

Japanese Aggression, 1931–1941

Have students explore the map using the interactive features and answer the associated question.

Region Which of the following island groups had Japan taken control of by 1941? *Marshall Islands*

In print edition, see map of same title.

- Region** Which countries had Japan invaded by 1941? *Manchuria, parts of eastern and southern China, French Indochina, Korea, Formosa (Taiwan), Sakhalin, Kurile Islands, Ryukyu Islands, Mariana Islands, Guam, Caroline Islands, Marshall Islands*
- Movement** On the lower inset map, notice the placement of the U.S. ships in Pearl Harbor. What might the navy have done differently to minimize damage from a surprise attack? *The navy could have scattered the ships to make them more difficult targets.*



LINK TO GEOGRAPHY

Map Attack Sites

- Divide the class into small groups. Have students do research to establish a series of dates and locations of Japanese attacks between 1931 and 1941.
- Using a map of Asia and the western Pacific—or using the “Japanese Aggression, 1931–1941” map in the lesson—ask students to label each location and the date it was taken.
- As they complete their research, students may find photographs and news stories on these attacks.

- Interested students can mount the map on posterboard and add copies of the photos and captions with leader lines to the map. This will become an annotated, more informative map for students to refer to as they study the war.

Integrated Assessment, Rubric 1: Research Reports

READING CHECK

Draw Conclusions Why was Japan's attack on Pearl Harbor so devastating? *The surprise nature of the attack caused enormous damage.*

Print Assessment

1. Organize Information Use a graphic organizer to trace the events that led the United States from isolationism and neutrality toward full involvement in World War II. Which of the events that you listed was most influential in bringing the United States into the war? Why? 1919—*refusal to join League of Nations*; 1921—*Washington Naval Conference*; 1928—*Kellogg-Briand Pact*; 1932—*Hoover-Stimson note*; 1933—*recognition of Soviet Union*; 1934—*Reciprocal Trade Agreement Act*; 1934—*Johnson Debt Default Act*; 1935—*first Neutrality Act*; 1937—*second Neutrality Act*; 1939—*third Neutrality Act*; 1939—*cash-and-carry provision*; 1940—*Selective Training and Service Act*; 1941—*Lend-Lease Act*; 1941—*attacks on U.S. shipping*; 1941—*bombing of Pearl Harbor*. Students' answers will vary but should be supported by valid reasons.

2. Key Terms and People For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson's key terms and people can be found on the following pages: Neutrality Acts, p. 508; Axis powers, p. 509; Selective Training and Service Act, p. 509; Lend-Lease Act, p. 510; Atlantic Charter, p. 513; Allies, p. 513.*

3. Evaluate Do you think that the United States should have waited to be attacked before declaring war?

Think About:

- the ongoing negotiations between the United States and Japan
- the influence of isolationists
- the events at Pearl Harbor

Possible answers: Waited—An attack by Japan would swing public opinion away from isolationism and allow Roosevelt to enter the war with the support of the American people. Not waited—An earlier declaration of war might have prevented the attack on Pearl Harbor.

4. Analyze Issues What steps did world powers take after World War I to avoid future wars? Why? *They signed a disarmament treaty at the Washington Naval Conference and the Kellogg-Briand Pact, which declared that war would not be used "as an instrument of national policy." They hoped to avoid the devastation of World War I.*

destroyed. This damage was greater than the U.S. Navy had suffered in all of World War I. By chance, three aircraft carriers at sea escaped the disaster. Their survival would be key to the war's outcome.

REACTION TO PEARL HARBOR In Washington, the mood ranged from outrage to panic. At the White House, Eleanor Roosevelt stood by as her husband received the news from Hawaii, "each report more terrible than the last." Beneath the president's calm, Eleanor could see how worried he was. "I never wanted to have to fight this war on two fronts," Roosevelt told his wife. "We haven't the Navy to fight in both the Atlantic and the Pacific . . . so we will have to build up the Navy and the Air Force and that will mean that we will have to take a good many defeats before we can have a victory."

The next day, President Roosevelt addressed 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."

—Franklin D. Roosevelt, from his address to Congress requesting a declaration of war, December 8, 1941

In his speech, Roosevelt asked for a declaration of war against Japan, which Congress quickly approved. Three days later both Germany and Italy declared war on the United States.

Terrible damage was done to Pearl Harbor. Great damage also was done to the cause of isolationism. After the surprise attack, many isolationists supported a strong American response. Isolationist senator Burton Wheeler proclaimed, "The only thing now to do is to lick the hell out of them."

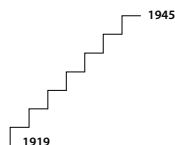
Vocabulary
infamy evil fame
or reputation

Reading Check
Draw
Conclusions
Why was Japan's
attack on Pearl
Harbor so
devastating?

Lesson 3 Assessment

1. Organize Information

Use a graphic organizer to trace the events that led the United States from isolationism and neutrality toward



full involvement in World War II.

Which of the events that you listed was most influential in bringing the United States into the war? Why?

2. Key Terms and People

For each key term in the lesson, write a sentence explaining its significance.

3. Evaluate

Do you think that the United States should have waited to be attacked before declaring war?

Think About:

- the ongoing negotiations between the United States and Japan
- the influence of isolationists
- the events at Pearl Harbor

4. Analyze Issues

What steps did world powers take after World War I to avoid future wars? Why?

5. Form Generalizations

Would powerful nations or weak nations be more likely to follow an isolationist policy? Explain.

6. Draw Conclusions

Would you consider Roosevelt a strong president or a weak one? How did his leadership abilities compare to those of other presidents you have studied?

5. Form Generalizations Would powerful nations or weak nations be more likely to follow an isolationist policy? Explain. *Strong, self-sufficient nations can afford to adopt isolationist policies. Weaker nations are often too dependent on foreign powers.*

6. Draw Conclusions Would you consider Roosevelt a strong president or a weak one? How did his leadership abilities compare to those of other presidents you have studied? *Strong—Roosevelt was able to convince the government and the people to support many of his plans, particularly through his powerful speeches. Weak—Roosevelt found many of his plans limited by Congress and could not intervene in Europe as early as he wanted. Comparisons will vary based on students' opinions and experiences.*

Online Assessment

- Why was isolationism so popular in the United States in the 1920s and 1930s?
 - ☐ Many Americans wanted to focus on solving European problems.
 - ☒ Many Americans did not want to experience an international war again.
 - ☐ Many Americans feared the effects of foreign countries on American culture.
 - ☐ Many Americans did not want to disarm the military during a time of uncertainty.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In order to keep the United States out of future wars, Congress passed a series of **Neutrality** Acts in 1935, 1937, and 1939.

- What was the significance of the Lend-Lease Act?
 - ☐ It required men to register for military service during peacetime.
 - ☒ It provided needed supplies and arms to countries fighting Germany.
 - ☐ It outlawed the sale of arms or loaning of money to countries at war.
 - ☐ It allowed countries at war to use cash to buy arms from the United States.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Congress passed the **Lend-Lease Act** so that the United States could send much-needed military aid and supplies to countries fighting Germany.

- How was the Atlantic Charter a step toward the United States going to war?
 - ☒ It was a joint declaration of war goals.
 - ☐ It led to different neutrality laws being repealed.
 - ☐ It led to the United States declaring war on Germany.
 - ☐ It was an agreement to join Great Britain in fighting Germany.

Alternate Question Which of the following were goals of the Atlantic Charter? Select the **three** correct answers.

- ☒ freedom of the seas
- ☐ freedom of countries to build aircraft
- ☒ economic cooperation among countries
- ☐ the ability of countries to build large armies
- ☐ a commitment to a democratic form of government
- ☒ the ability of countries to determine a form of government

- Why did Japan attack the U.S. naval fleet at Pearl Harbor?
 - ☐ to sink U.S. ships preparing to attack and invade Japan
 - ☐ to establish a colony in Hawaii to serve as a naval base for Japan
 - ☒ to weaken U.S. naval power and allow Japan to expand in the Pacific
 - ☐ to take over the naval base for use in the future invasion of the United States

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

On December 7, 1941, Japan attacked the U.S. naval base at **Pearl Harbor**, leading to the U.S. entry into World War II.

- Draw Conclusions** How was President Roosevelt able to involve the United States in Asian conflicts in spite of the Neutrality Acts?

The Neutrality Acts specified that the United States could not sell arms or make loans to countries at war. Although Japan attacked China in 1937, it did not declare war formally. President Roosevelt used this to justify sending arms and supplies to China to fight the Japanese.

- Make Inferences** Why did the Axis powers think the Tripartite Pact would keep the United States out of the war?

The Axis powers probably assumed that the United States would be unwilling to fight wars against Germany, Italy, and Japan. The reasoning would be that the United States would be willing to fight either Germany across the Atlantic in Europe, or Japan across the Pacific. However, the Axis powers probably felt that the United States would refuse to fight a two-ocean war in the Pacific Ocean against Japan and in the Atlantic Ocean against Germany. Forming the Tripartite Pact, they reasoned, would keep the United States out of the war altogether.

- Make Judgments** Why could it be argued that a declaration of war on Germany was unavoidable in late 1941?

As the United States sent tons of arms and supplies to Great Britain and the Soviet Union in the second half of 1941, its merchant ships came under increasing attacks by German U-boats. The U.S. naval ships escorting the merchant ships came under attack as well and responded by firing on the German U-boats. As had been the case in World War I, it is very likely that the United States would have declared war on Germany eventually due to the actions of German U-boats.

- Make Generalizations** Why did many Japanese leaders believe they were justified in attacking the U.S. naval fleet at Pearl Harbor?

Japan was expanding into China and Indochina in 1941. To continue its advance, the Japanese military required oil. Its main source of oil was cut off when the United States stopped trading with Japan. Japanese leaders knew that they would need to either find a new source of oil, such as the oil fields in the Dutch East Indies, or persuade the United States to end its embargo. When talks with U.S. leaders to lift the embargo stalled, Japan decided to attack U.S. naval forces at Pearl Harbor. Crippling U.S. naval power in the Pacific allowed Japan to take over the Dutch East Indies, gain access to oil fields there, and continue its advance into China and Indochina.





The War Effort on the Home Front



Online Lesson 4 Enrichment Activities

Oveta Culp Hobby (1905–1995)

Biography Students read about the skilled administrator who helped establish the place of women in the military and the government. Then students create a chart of Oveta Culp Hobby's accomplishments.



Rationing

Writing Activity Students write an essay about the practice of rationing goods during wartime. The activity walks students through prewriting, writing, and reviewing and proofreading the essay.

Rosie the Riveter

Respond to Questions Students read about the history behind the famous poster. Then students answer questions about copyright laws and their effect on the Rosie the Riveter case.



The War Effort in Your State

Create a Multimedia Presentation Students create a multimedia presentation about how their state took part in the nation's mobilization for World War II. The activity walks students through planning, developing, and reviewing and practicing the multimedia presentation.

The War Effort on the Home Front

The Big Idea

Following the attack on Pearl Harbor, the United States mobilized for war.

Why It Matters Now

Changes on the home front reshaped American society as well as the economy.

Key Terms and People

George Marshall

Women's Auxiliary Army Corps (WAAC)

Office of Price Administration (OPA)

War Production Board (WPB)
rationing

Manhattan Project

A. Philip Randolph

James Farmer

Congress of Racial Equality (CORE)

internment

Japanese American Citizens League (JACL)

One American's Story

As soldiers left home to fight in Europe and the Pacific, many American families were separated. This letter from Marine 1st Lt. Leonard Isacks expresses the emotions that many soldiers felt when thinking of their loved ones back home.

"My dear little boys:

I am writing to you today, just a week before Christmas eve, in the hope that you will get this little note at Christmas time. All of this coming week will be holidays, and I can just imagine the fun you will be having, . . .



Leonard Isacks's wife and children

I won't be able to give you a Christmas present personally this year, but I do want you to know that I think of you all the time. . . . I know that you would like to give me a Xmas present too, so I will tell you what you can do, and this will be your Xmas present to me. Everyday ask Mummie if there are any errands that you can do for her, and when there are errands to run, say, 'sure Mummie' and give her a big smile; . . ."

—Leonard Isacks, from "Letter from Marine 1st Lt. Leonard Isacks"

As the United States began to mobilize for war, the Isacks family, like most Americans, had few illusions about what lay ahead. It would be a time filled with hard work, hope, sacrifice, and sorrow.

World War II 517

Teach the Big Idea

- 1. Whole Class Open/Introduction** Ask students to imagine that they are high school students in December 1941. How do they think news of the war would affect them? Do they think it would change their lives? If so, how?
- 2. Direct Teach** Read students the Big Idea: *Following the attack on Pearl Harbor, the United States mobilized for war.* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Explain how the United States expanded its armed forces in World War II.
 - Trace the efforts of the U.S. government to control the economy and inspire Americans on the home front.
 - Describe the wartime mobilization of industry, labor, scientists, and the media.
 - Summarize both the opportunities and the discrimination African Americans and other minorities experienced during the war.
 - Explain the decision to place Japanese Americans and German and Italian enemy aliens in internment camps.
- 3. Whole Group Close/Reflect** Have students choose one of the government agencies discussed in the lesson to research. Have them write a paragraph explaining its purpose and whether the agency succeeded in carrying it out.

ONLINE DOCUMENT-BASED INVESTIGATION

World War II

Women in the Workplace is the fourth of seven document-based investigations that students will analyze in the World War II Module. After the bombing of Pearl Harbor, many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen and her sister. Students can click on the audio button beneath the source to hear the quote read aloud.

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

Women in the Workplace

After the bombing of Pearl Harbor many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen of New York City and her sister.

COLLABORATIVE LEARNING

Military Bases in the United States

1. Have students form small groups and conduct research to make a list of military bases established during World War II in their state. (If there were none, then assign states such as California, Florida, Texas, and Georgia.)
2. Have each group conduct additional research to find out how many of these bases are still in use.
3. Have each group draw a map of the state showing major cities and military bases, using a star to indicate bases still in use and a circle to indicate bases that have been closed.
4. Ask students to investigate how the bases contribute to the economies of the surrounding communities and the state and discuss these effects as a class.
5. Invite students to critique and provide constructive feedback on the maps. Students should identify what works well on the maps and what could be improved.

Integrated Assessment, Rubric 4: Visual Presentations

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was the Selective Service System and how did it help the United States meet military needs?
- What contributions did women and minorities make to the armed forces?

More About . . .

Chinese Exclusion Act and World War II In 1942 sociologist Rose Hum Lee wrote an article on Chinese American participation in the war effort. In it she noted that the Chinese exclusion laws still banned immigration from China to the United States and that Chinese immigrants already in America were not allowed to become naturalized citizens. Her article pointed out the irony of Chinese Americans fighting for freedom and democracy in the Pacific theater but being denied these rights at home. The irony was not lost on President Roosevelt, who persuaded Congress to repeal the Chinese exclusion laws in 1943.

Women in the Military In addition to the WAACs, many women served in the WAVES (Navy) and the SPAR (Coast Guard). Female pilots served in the Women’s Auxiliary Ferrying Squadron (WAFS) and the Women’s Air Force Service Pilots (WASP). The performance of these women led General Dwight D. Eisenhower to admit that he was at first strongly opposed to having women in the military, but after the war was over and he saw women’s service records, he realized his first reaction was in error.

Background
The initials GI originally stood for “galvanized iron.” They were later reinterpreted as “government issue,” meaning uniforms and supplies. In time, the abbreviation came to stand for American soldiers.

Americans Join the Military

The Japanese attacked Pearl Harbor expecting that after Americans experienced Japan’s power, they would shrink from further conflict. The day after the raid, the *Japan Times* boasted that the United States was reduced to a third-rate power and was “trembling in her shoes.” But if Americans were trembling, it was with rage, not fear. American patriotism drove citizens to incredible acts of bravery and sacrifice, on the battlefields of Europe and the Pacific as well as at home. Uniting under the battle cry “Remember Pearl Harbor!” they set out to prove Japan wrong.

SELECTIVE SERVICE AND THE GI After Pearl Harbor, patriotic young Americans jammed recruiting offices. “I wanted to be a hero, let’s face it,” admitted Roger Tuttrup. “I was havin’ trouble in school. . . . The war’d been goin’ on for two years. I didn’t wanna miss it. . . . I was an American. I was seventeen.”

Even the 5 million who volunteered for military service, however, were not enough to face the challenge of an all-out war on two fronts—Europe and the Pacific. The Selective Service System expanded the draft and eventually provided another 10 million soldiers to meet the armed forces’ needs.

All of the Americans entering the armed forces needed training and housing. This required building hundreds of new military bases and training centers. In general, the military wanted to build new bases in rural areas where there was plenty of open land. A warm climate was also important. The military buildup changed many parts of the country. California became home to more military bases than any other state. In Florida, Camp Blanding had 55,000 soldiers and became the state’s fourth largest city almost overnight.

Volunteers and draftees reported to these and other military bases around the country. There they received eight weeks of basic training. In this short period, seasoned sergeants did their best to turn raw recruits into disciplined, battle-ready GIs. Army Chief of Staff General **George Marshall** was the leader of the armed forces mobilization effort. He ensured that American soldiers were well equipped and properly trained. Marshall also played an important role in developing the nation’s military strategy.

According to Sergeant Debs Myers, however, there was much more to basic training than teaching a recruit how to stand at attention, march in step, handle a rifle, and follow orders.

“The civilian went before the Army doctors, took off his clothes, feeling silly; jigged, stooped, squatted, wet into a bottle; became a soldier. He learned how to sleep in the mud, tie a knot, kill a man. He learned the ache of loneliness, the ache of exhaustion, the kinship of misery. He learned that men make the same queasy noises in the morning, feel the same longings at night; that every man is alike and that each man is different.”

—Sergeant Debs Myers, quoted in *The GI War: 1941–1945*

ONLINE GRAPHIC ORGANIZER

The War Effort on the Home Front

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects Which of these opportunities or issues do you think had the most far-reaching effect? Explain your answer. *the wartime employment of women because it inspired them to take on new roles and fight for additional rights*

	Contributions/ Opportunities	Discrimination/ Adversities
Military Volunteers and Drafts		
Women		

COLLABORATIVE LEARNING

Military Bases in the United States

1. Divide the class into small groups. Have each group conduct research and make a list of military bases established during the World War II era in California, Florida, Texas, or your own state.
2. Have each group conduct additional research to find out how many of these World War II bases are still in use. Ask students to investigate how the bases contribute to the economies of the surrounding areas and the state as a whole.
3. Have each group draw a map of the state showing major cities and military bases. Have students use a star to indicated bases still in use and a circle to indicate bases that have closed. Have a volunteer from each group display its map for the class to see.
4. Guide students in a discussion of the ways in which military bases continue to affect community and state economics.

Integrated Assessment, Rubric 4: Visual Presentations

EXPANDING THE MILITARY The military's workforce needs were so great that Marshall pushed for the formation of a **Women's Auxiliary Army Corps (WAAC)**. "There are innumerable duties now being performed by soldiers that can be done better by women," Marshall said in support of a bill to establish the Women's Auxiliary Army Corps. Under this bill, women volunteers would serve in noncombat positions.

Some members of Congress called the bill "the silliest piece of legislation" they had ever seen. Despite their opposition, the bill establishing the WAAC became law on May 15, 1942. The law gave the WAACs an official status and salary but few of the benefits that male soldiers received. Even so, thousands of patriotic women enlisted. They wanted to help the army win the war. In July 1943 the U.S. Army dropped the "auxiliary" status and gave members of the Women's Army Corps (WAC) full U.S. Army benefits. WACs worked as nurses, ambulance drivers, radio operators, electricians, and pilots. They performed nearly every duty not involving direct combat.

More than 1,000 women who had been trained as pilots before the war also signed up for duty. They formed the Women Airforce Service Pilots (WASP). WASPs flew noncombat missions. They transported supplies, moved aircraft between bases, and tested new planes. This freed male pilots for combat missions. Among the first women to sign up to be a WASP was Cornelia Fort. She was a civilian pilot who had witnessed the bombing of Pearl Harbor from the air.

RECRUITING AND DISCRIMINATION For many minority groups—especially African Americans, Native Americans, Mexican Americans, and Asian Americans—the war created new difficulties. They were restricted to racially segregated neighborhoods and reservations. They were denied basic citizenship rights. Some members of these groups questioned whether this was their war to fight. "Why die for democracy for some foreign country when we don't even have it here?" asked an editorial in an African American newspaper.

NOW & THEN

Women in the Military

A few weeks after the bill to establish the Women's Auxiliary Army Corps (WAAC) had become law, Oveta Culp Hobby (shown, far right), a Texas newspaper executive and the first director of the WAAC, put out a call for recruits. More than 13,000 women applied on the first day. In all, some 350,000 women served in this and other auxiliary branches during the war.

After the war, many expected the U.S. military to dismiss most of the women who had served. Instead, in 1948 President Truman signed the Women's Armed Services Integration Act. This law allowed women to serve as full members of the U.S. armed forces. Still, American women



continued to serve in separate units. Not until 1978 were male and female forces integrated. In 2013 U.S. military leaders signed a directive to allow the more than 200,000 women who were serving in the active-duty military to fill front-line combat positions.

World War II 519

NOW & THEN

Women in the Military

Now that women have been integrated into combat forces, ask students whether they think women should be eligible to be drafted along with men? *Some may answer that if men are going to be drafted, then it is only fair that women be subject to the draft as well. Others might suggest women may be in the military, but not in combat. Still others might suggest that women may volunteer for the military but should not be drafted.*

▶ ONLINE ANALYZE VIDEOS

Black Soldiers in World War II



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What sorts of challenges did African Americans face in the military? *Many recruiters did not want to accept African American volunteers. Senior officers did not believe that African Americans were qualified to lead others and insisted they have white officers. Many were assigned only to menial labor.*



▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **George Marshall, Women's Auxiliary Army Corps (WAAC), Office of Price Administration (OPA), War Production Board (WPB), rationing, Manhattan Project, A. Philip Randolph, James Farmer, Congress of Racial Equality (CORE), internment, Japanese American Citizens League (JACL).**

READING CHECK

Contrast How did the American response to the raid on Pearl Harbor differ from Japanese expectations? *The Japanese expected the United States to act like a defeated nation. Instead, enraged Americans mobilized for war and enlisted by the millions.*

Reading Check
Contrast How did the American response to the raid on Pearl Harbor differ from Japanese expectations?

When one African American received his draft notice, he responded unhappily, “Just carve on my tombstone, ‘Here lies a black man killed fighting a yellow man for the protection of a white man.’”

Some African Americans, however, saw the war effort as an opportunity to fight this discrimination. Across the country, African American newspapers supported the Double V Campaign. Government posters with the slogan “V For Victory” inspired the campaign. It encouraged African Americans to join together to support the war effort. Double V Clubs collected money and supplies. They sponsored patriotic events and met with local leaders to promote fairer hiring practices. Their hope was that African Americans could win two victories. One would be a victory over the country’s enemies, and one would be over poor treatment at home. The nationalism that inspired these contributions also made many African Americans believe that their situation could improve.

DRAMATIC CONTRIBUTIONS Despite discrimination in the military, more than 300,000 Mexican Americans joined the armed forces. Mexican Americans in Los Angeles made up only a tenth of the city’s population. However, they suffered a fifth of the city’s wartime casualties.

About 1 million African Americans also served in the military. African American soldiers lived and worked in segregated units. They were limited mostly to noncombat roles. After much protest, African Americans did finally see combat beginning in April 1943.

Asian Americans also took part in the struggle. More than 13,000 Chinese Americans, or about one of every five adult males, joined the armed forces. In addition, 33,000 Japanese Americans put on uniforms. Of these, several thousand volunteered to serve as spies and interpreters in the Pacific war. “During battles,” wrote an admiring officer, “they crawled up close enough to be able to hear [Japanese] officers’ commands and to make verbal translations to our soldiers.”

Some 25,000 Native Americans also enlisted in the armed services, including 800 women. The willingness of Native Americans to serve led *The Saturday Evening Post* to comment, “We would not need the Selective Service if all volunteered like Indians.”



In March 1941 a group of African American men in New York City enlisted in the United States Army Air Corps. This was the first time the Army Air Corps accepted African Americans.

The Federal Government Manages the War Effort

The United States was much better prepared to enter World War II than it had been for World War I. Before the attack on Pearl Harbor, Roosevelt had recognized the importance of managing the war effort. He created a series of agencies to aid in this task. The Office of War Mobilization was created in 1943 to oversee the agencies and coordinate all wartime efforts.



This U.S. government poster created during the war advised Americans to conserve fuel.

WINNING AMERICAN SUPPORT American leaders understood that public support for the war effort was vital to its success. In June 1942 the government created the Office of War Information (OWI). This agency was responsible for spreading propaganda to influence the thoughts, feelings, and actions of the public in favor of the war effort.

The OWI produced dozens of posters and films during the war. Many of these encouraged a positive vision of the United States and stressed positive actions. For example, some encouraged men to join the armed forces and women to take jobs in war industries. Others encouraged those on the home front to save essential resources, such as gasoline and aluminum. The OWI also issued warnings to the public about the dangers they faced. Drawings of Nazi or Japanese soldiers threatening small children were meant to inspire fear in Americans—and the desire to take action against the Axis nations. Another technique was to show the harmful outcomes of improper actions, such as sharing sensitive military information.

Movies remained enormously popular during the war years. In the early 1940s some 85 million Americans went to the movies each week. As a result, the nation's film industry became a major producer of wartime propaganda. Movie studios churned out patriotic films that featured soldiers and workers on the home front. The OWI helped by reviewing movie scripts for the proper messages. Moviemakers also created informational films, such as Frank Capra's *Why We Fight* series. As the war dragged on, moviegoers grew tired of propaganda and war themes. Hollywood responded with musicals, romances, and other escapist fare. These were designed to take viewers away from the grim realities of war, if only for an hour or two.

ECONOMIC CONTROLS Due to their experiences in World War I, government officials knew that wartime inflation could threaten the American economy. Inflation is a general rise in the level of prices. When it occurs, each dollar that a person earns will buy fewer goods and services than it did before. As war production increased, fewer consumer products would be available. With demand increasing and supplies dropping, prices seemed likely to climb.

World War II 521

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was the purpose of the Office of War Information?
- How did the Office of Price Administration fight inflation?
- How did government actions affect everyday life?
- Who bore the responsibility for transporting goods to the war fronts?

More About . . .

Rationing Rationing affected every American in some way. For people living in cities with mass transportation systems, the rationing of gasoline and rubber had minimal impact. But for rural Americans, it was especially limiting. However, for many Americans already used to the deprivations brought on by the Depression, the restrictions on consumer goods were not as difficult as they might have been for people used to the availability of a plentiful and affordable supply of goods.

Advances in Medicine and Technology During World War II, advances in medicine and technology helped save lives. New blood transfusion methods allowed for stored blood to be used to stabilize wounded soldiers at the front lines until they could be evacuated to hospitals. In addition, the development of helicopters with air evacuation equipment allowed for quicker transportation of wounded soldiers from the battlefield.

Albert Einstein Although Einstein was a firm opponent of the atomic bomb, his scientific work was influential in its development. His theories paved the way for splitting the atom. Then, in 1939 Niels Bohr and others persuaded a hesitant Einstein to write to Roosevelt, warning of the danger of the German attempt to create an atomic bomb. Einstein was always firmly committed to peace and worked for nuclear disarmament.

STRUGGLING READERS

Government Regulations

1. Help less-proficient readers understand how the economic regulations listed in the table affected the lives of Americans.
2. Have pairs of students use the table to list the effects of each regulation on employers, workers, and consumers.

Integrated Assessment, Rubric 2: Information Assessing Activities

▶ ONLINE INTERACTIVE VISUALS

Carousel: World War II Propaganda Posters

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme.



Roosevelt responded to this threat by creating the **Office of Price Administration (OPA)**. The OPA fought inflation by freezing prices on most goods. Congress also raised income tax rates and extended the tax to millions of people who had never paid it before. As a result, workers had less to spend. This reduced consumer demand on scarce goods. In addition, the government encouraged Americans to buy war bonds with their extra cash. As a result of these measures, inflation remained below 30 percent for the entire period of World War II. This was about half the inflation level during World War I.

These measures also helped fund the war effort. According to some estimates, preparations for World War II cost the U.S. government more than \$300 billion. After restructuring the tax system, Congress created the withholding system of payroll deductions to collect income taxes. Employers

withheld a percentage of their workers' pay from each paycheck. Then they sent the money directly to the U.S. treasury, supplying a steady flow of funds. The money that ordinary citizens invested in war bonds also helped pay for the war. It paid for shipping, aircraft, and other weaponry produced in American factories. By war's end, 85 million Americans had purchased war bonds, raising nearly \$185 billion.

Besides controlling inflation and paying for the war effort, the government had to make sure that the armed forces and war industries received the resources they needed. The **War Production Board (WPB)** assumed that responsibility. The WPB decided which companies would change from peacetime to wartime production. It allocated raw materials to key industries. The WPB also organized drives to collect scrap iron, tin cans, paper, rags, and cooking fat to recycle into war goods. Across America, children searched attics, cellars, garages, vacant lots, and back alleys, looking for useful junk. During one five-month-long paper

drive in Chicago, schoolchildren collected 36 million pounds of old paper. Their effort was equal to about 65 pounds per child.

CONSERVING FOOD AND OTHER GOODS Meeting the food needs of the military took top priority in the United States. One way to grow more food for Americans on the home front was to plant victory gardens. Americans prepared with a few simple tools, some seed and fertilizer, and a patriotic spirit. They farmed small plots of land to overcome food shortages. In small towns and large cities, any spare piece of land was likely to be used to grow food. Many victory gardens were small and humble, but the combined efforts of millions of Americans produced big results. In 1943 the nation's 20 million victory gardens yielded an astounding 8 million tons of produce.

However, victory gardens alone could not fulfill all of the nation's food needs. Some foods could not be grown in home gardens. There were shortages of other products as well. As a result, the OPA set up a system for **rationing**, or establishing fixed allotments of goods deemed essential for the military. Under this system, households received ration books with coupons to be used



Children of all ages helped with wartime recycling. This 5-year-old boy pounded the pavement in New York City collecting aluminum.

for buying such scarce goods. These included meat, shoes, sugar, coffee, and gasoline. Most Americans willingly accepted rationing as a personal contribution to the war effort. Inevitably, some cheated by hoarding scarce goods or purchasing them through the “black market.” There, rationed items could be bought illegally without coupons at inflated prices. However, the penalties for breaking the rules could be severe.

Some materials were so vital to the war effort that even rationing was not enough to preserve the country’s supply. To help fulfill the military’s needs—and to keep civilians from suffering too much—scientists developed synthetic versions of some of these products. For example, rubber was necessary for making tires and other automotive parts. Nearly all of the world’s rubber supply came from parts of Asia that had been conquered by Japan. American companies began to produce synthetic rubber for many of these uses. The synthetic fabric nylon was produced to replace silk in parachutes, protective gear, and other military applications.

MOBILIZATION OF SCIENTISTS In 1941 Roosevelt created the Office of Scientific Research and Development (OSRD) to bring scientists into the war effort. The OSRD stimulated improvements in semiconductor technology, which is vital for modern communications equipment. In turn, these advances led to the development of radar and sonar. These new technologies were used to locate submarines under water. Scientists with the OSRD also worked to improve weapons technology. For example, they developed new bombs and guided missiles. They also improved aircraft technology. The first combat jet aircraft were launched during World War II, although they were not actually used in fighting during the war.

The OSRD also supported research into lifesaving medications and techniques. For example, it pushed the development of “miracle drugs,” such as penicillin. These drugs saved countless lives on and off the battlefield. It also funded research into new ways to isolate blood plasma—the liquid portion of blood—and transport both plasma and whole blood to where they were needed on the battlefield. The OSRD encouraged the use of pesticides like DDT to fight insects. As a result, U.S. soldiers were probably the first in history to be relatively free from body lice.

The most significant achievement of the OSRD, however, was the secret development of a new weapon, the atomic bomb. Interest in such a weapon began in 1939, after German scientists succeeded in splitting uranium atoms. That process released an enormous amount of energy. This news prompted physicist and German refugee Albert Einstein to write a letter to President Roosevelt. Einstein warned that the Germans could use their discovery to build a weapon of enormous destructive power.

Roosevelt responded by creating an Advisory Committee on Uranium to study the new discovery. In 1941 the committee reported that it would take from three to five years to build an atomic bomb. The OSRD hoped to shorten that time. It set up an intensive program in 1942 to develop a bomb as quickly as possible. Much of the early research was performed at Columbia University in Manhattan. As a result, the **Manhattan Project** became the code name for research work that was done across the country.

World War II 523

▶ ONLINE INTERACTIVE TABLES

The Government Takes Control of the Economy, 1942–1945

Have students explore the table and answer the associated question.

Interpret Tables Which government agency was responsible for rationing food items? *Office of Price Administration*

In print edition, see table of same title.

1. Why did President Roosevelt create the OSRD, and what did it do? *He created it to bring scientists into the war effort. It developed improvements in radar and sonar, pesticides, and “miracle drugs.” It also launched the Manhattan Project to create the atomic bomb.*
2. What was the purpose of the Fair Employment Practices Committee? *to prevent job discrimination based on race or religion*

The Government Takes Control of the Economy, 1942–1945

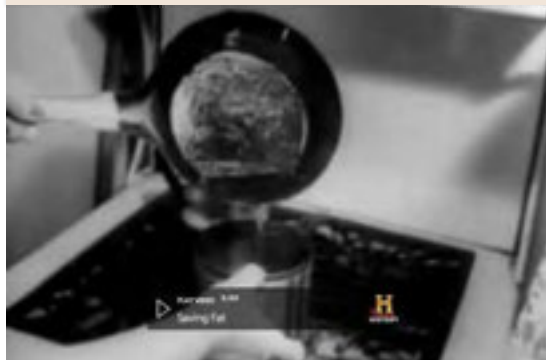
Agencies and Laws	Actions and Results
Office of War Information (OWI)	<ul style="list-style-type: none"> • Spread propaganda to increase support for the war effort • Produced posters and films alerting Americans to the need for rationing and to potential dangers
Office of Price Administration (OPA)	<ul style="list-style-type: none"> • Fought inflation by freezing wages, prices, and rents • Rationed foods, such as meat, butter, cheese, vegetables, sugar, and coffee
Department of the Treasury	<ul style="list-style-type: none"> • Issued war bonds to raise money for the war effort and to fight inflation
Revenue Act of 1942	<ul style="list-style-type: none"> • Raised the top personal-income tax rate to 88% • Added lower- and middle-income Americans to the income-tax rolls
War Production Board (WPB)	<ul style="list-style-type: none"> • Rationed fuel and materials vital to the war effort, such as gasoline, heating oil, metals, rubber, and plastics

ONLINE ANALYZE VIDEOS

Saving Fat

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos To what uses did the military put the grease that Americans donated? *It was used to create glycerin, a vital ingredient in the manufacturing of weapons and explosives.*



READING CHECK

Identify Problems What basic problems were the OPA and WPB created to solve? *These agencies were tasked with controlling inflation, managing shortages, and making sure that the armed forces and war industries got the resources they needed.*

The Government Takes Control of the Economy, 1942–1945

Agencies and Laws	Actions and Results
Office of War Information (OWI)	<ul style="list-style-type: none"> Spread propaganda to increase support for the war effort Produced posters and films alerting Americans to the need for rationing and to potential dangers
Office of Price Administration (OPA)	<ul style="list-style-type: none"> Fought inflation by freezing wages, prices, and rents Rationed foods such as meat, butter, cheese, vegetables, sugar, and coffee
Department of the Treasury	<ul style="list-style-type: none"> Issued war bonds to raise money for the war effort and to fight inflation
Revenue Act of 1942	<ul style="list-style-type: none"> Raised the top personal-income tax rate to 88 percent Added lower- and middle-income Americans to the income-tax rolls
War Production Board (WPB)	<ul style="list-style-type: none"> Rationed fuel and materials vital to the war effort, such as gasoline, heating oil, metals, rubber, and plastics
Office of Scientific Research and Development (OSRD)	<ul style="list-style-type: none"> Developed and improved military technology Researched new medications and medical techniques Established Manhattan Project to develop the atomic bomb
National War Labor Board (NWLB)	<ul style="list-style-type: none"> Limited wage increases Allowed negotiated benefits such as paid vacation, pensions, and medical insurance Kept unions stable by forbidding workers to change unions
Smith-Connally Anti-Strike Act (1943)	<ul style="list-style-type: none"> Limited the right to strike in industries crucial to the war effort Gave the president power to take over striking plants
Fair Employment Practices Committee	<ul style="list-style-type: none"> Prohibited job discrimination based on race or religion

Interpret Tables

- Why did President Roosevelt create the OSRD, and what did it do?
- What was the purpose of the Fair Employment Practices Committee?

TRANSPORTING GOODS All of the products made in American factories and saved by citizens had to be shipped to the soldiers overseas. Soldiers on both fronts needed weapons, food, medicines, and other supplies to be successful. Much of the responsibility for transporting goods to the war fronts fell to the U.S. merchant marine, a fleet of civilian merchant ships. More than 200,000 Americans served in the merchant marine during the war.

With battles raging on two fronts, transporting goods presented a huge challenge. Any goods transported to either Europe or the Pacific front had

Reading Check
Identify Problems
What basic problems
were the OPA and
WPB created to solve?

to cross an ocean patrolled by enemy ships, submarines, and planes. For safety, most merchant ships traveled in convoys. These groups were often escorted by warships. Even with such precautions, however, merchant shipping was dangerous. Dozens of ships were sunk, and tens of thousands of sailors were killed.

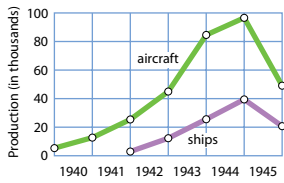
The nature of some products made them more challenging to ship. Many medicines and foods were perishable. They could not be shipped or stored without refrigeration, which often was not available. Fragile containers, such as glass jars, were difficult to transport without damage. However, American ingenuity provided solutions. Researchers developed methods to freeze-dry vital medical supplies, including penicillin and blood plasma. Dried supplies did not need refrigeration. They could also be transported in more durable containers, such as cans. Freeze-drying was also used later in the war to preserve food to ship to soldiers on both fronts.

A Production Miracle

One of the most important and most challenging aspects of mobilization was the rapid industrial change from peacetime to wartime production. Following the outbreak of war, the federal government spent tens of billions of dollars on weapons and supplies. Roosevelt set the ambitious goal of building 60,000 new planes in 1942 and 125,000 more the next year. He asked for 120,000 tanks in the same period. To meet these goals, Roosevelt relied on government agencies to regulate industry. They determined what factories produced, what prices they charged, and how raw materials would be allocated. He also relied on the efforts of millions of Americans who went to work in the nation's factories, many for the first time.

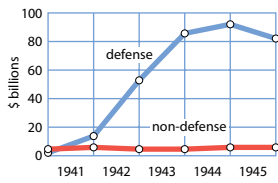
The Production Miracle

Aircraft and Ship Production, 1940-45



Source: *The Times Atlas of the Second World War*

U.S. Budget Expenditure, 1941-45



Interpret Graphs

1. Study the first graph. In what year did aircraft and ship production reach their highest production levels?
2. How does the second graph help explain how this production miracle was possible?

World War II 525

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How did American industry contribute to the war effort?
- How did the war create new job opportunities for women and minorities?

More About . . .

Henry J. Kaiser (1882–1967) Henry Kaiser was an industrial pioneer. He first proved his genius in organizing the construction companies that were involved in the construction of the Boulder, Bonneville, and Grand Coulee Dams. He revolutionized production with his shipyards in California during the war. By 1945 his shipyards were launching one ship a day. Kaiser also produced cars and steel. The first health maintenance organization, Kaiser Permanente, originated in Kaiser Industries.

Women in Defense Industries During World War II, women were actively recruited into what had been nontraditional work for women, including such jobs as welding, machining, construction, and bus and truck driving. The image of “Rosie the Riveter” was used to encourage women to join the work force.

ONLINE ANALYZE VIDEOS

Henry J. Kaiser

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What was the significance of the *Patrick Henry*? It was the first Liberty Ship, and it took 244 days to build.



ENGLISH-LANGUAGE LEARNERS

Compare Treatment of Women and Minorities

1. Have students work in mixed-ability pairs to make a list of the new opportunities that were open to women and African Americans in the U.S. armed forces and the workplace during World War II.
2. Have each pair make a list of the problems or prejudice that African Americans and women still faced at that time. Students can list examples of prejudicial treatment in a chart.

3. Have pairs share their lists with the class.

Women	Minorities
paid less	not hired at all
not promoted	menial jobs only

Integrated Assessment, Rubric 5: Writing Activities

▶ ONLINE INTERACTIVE GRAPHS

The Production Miracle

Have students explore the graphs and answer the associated question.

Interpret Graphs In what year did aircraft production, ship production, and defense spending reach their highest levels? 1944

In print edition, see graph of same title.

1. Study the first graph. In what year did aircraft and ship production reach their highest production levels? 1944
2. How does the second graph help explain how this production miracle was possible? *The U.S. budget expenditure on defense increased as the production of aircrafts and ships did.*

Aircraft and Ship Production, 1940–1945



U.S. Budget Expenditure, 1940–1945

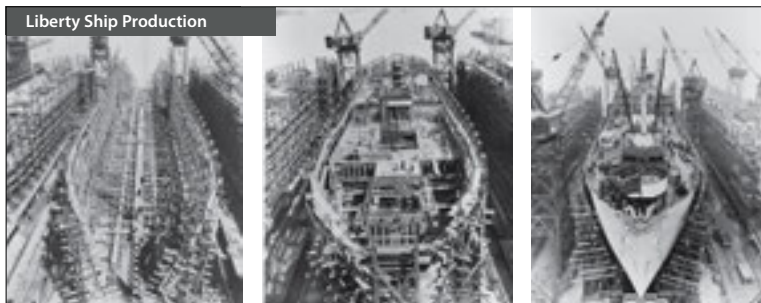


THE INDUSTRIAL RESPONSE Early in February 1942, American newspapers reported the end of automobile production for private use. The last car to roll off an automaker's assembly line was a gray sedan with "victory trim,"—that is, without chrome-plated parts. Within weeks of the shut-down in production, the nation's automobile plants had been retooled. They began to produce tanks, planes, boats, and command cars. They were not alone. Across the nation, factories were quickly converted to war production. A maker of mechanical pencils produced bomb parts. A bedspread manufacturer made mosquito netting. A soft-drink company converted from filling bottles with liquid to filling shells with explosives.

Meanwhile, shipyards and defense plants expanded with dizzying speed. By the end of 1942, industrialist Henry J. Kaiser had built seven massive new shipyards that turned out Liberty ships (cargo carriers), tankers, troop transports, and "baby" aircraft carriers at an astonishing rate. Late that year Kaiser invited reporters to Way One in his Richmond, California, shipyard. They watched as his workers assembled *Hull 440*, a Liberty ship, in a record-breaking four days. Before the end of the fourth day, 25,000 amazed spectators watched as *Hull 440* slid into the water. How could such a ship be built so fast? Kaiser used prefabricated, or factory-made, parts that could be assembled quickly at his shipyards. Equally important were his workers, who worked at record speeds.

LABOR'S CONTRIBUTION When the war began, defense contractors warned the Selective Service System that the nation did not have enough workers to meet both its military and its industrial needs. They were wrong. A wave of patriotism swept through the country, binding Americans together against a common enemy. Some Americans expressed their patriotic feelings by enlisting in the armed forces. Others rushed to take jobs in factories to support the war effort. By 1944, despite the draft, nearly 18 million workers were laboring in war industries, three times as many as in 1941.

Liberty Ship Production



These images illustrate the progress of a Liberty ship at the Bethlehem-Fairfield Shipyards in Baltimore, Maryland, in the spring of 1943. From left to right, the construction is documented from Day 1 to Day 10 to Day 24, when the ship is complete and ready to launch.

526 Module 11

▶ ONLINE INTERACTIVE VISUALS

Carousel: Liberty Ship Production

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What manufacturing technique helped to speed the shipbuilding process? *the use of prefabricated parts*

Swept up in the national wave of patriotism, laborers threw themselves fully into the war effort. Individuals willingly worked long hours with few breaks. Labor unions pledged not to strike or take any other action that would slow down production. As the war dragged on and prices climbed, however, some workers grew frustrated. They called on union leaders to fight for higher wages. To head off a potential production slowdown, Roosevelt established the National War Labor Board (NWLB) in 1942. The board served as a mediator between labor and management to prevent strikes. It prevented protests about wages by setting limits on wage increases, which took the decision out of management's hands. To prevent union instability, which could affect production, it banned workers from quitting or changing unions while employed.



During the war, women took many jobs previously held by men. In this 1943 photo, a young woman is seen operating a hand drill in Nashville, Tennessee.



A lathe operator at the Consolidated Aircraft plant in Fort Worth, Texas, creates parts for transport planes.

NEW WORKERS Among those who committed to working in war industries were more than 6 million women who wanted to support their country. At first, war industries feared that most women lacked the necessary strength for factory work and were reluctant to hire them. But women proved that they could operate welding torches or riveting guns as well as men. After that, employers could not hire enough of them, especially since women earned only about 60 percent as much as men doing the same jobs. The character “Rosie the Riveter” was inspired by a popular song of the era. Her image was that of a strong woman hard at work in an arms factory. That image became an enduring symbol of these women and their contributions to the war.

Defense plants also hired more than 2 million minority workers during the war years. These included African Americans, Mexican Americans, Asian Americans, Native Americans, and others. Like women, minorities faced strong prejudice at first. Before the war, 75 percent of defense contractors simply refused to hire African Americans. Another 15 percent employed them only in menial jobs. Nationalism and a desire to contribute led African American workers to take these menial jobs. However, many were not happy about the situation. “Negroes will be considered only as janitors,” declared the general manager of North American Aviation. “It is the company policy not to employ them as mechanics and aircraft workers.”

Many of the new workers in America's factories had previously worked on farms, as had many soldiers. The departure of so many workers from American farms led to a severe shortage of agricultural laborers. Faced with the possibility of low harvests, the U.S. government responded. In 1942 it launched a program in which Mexican *braceros*, or hired hands, were invited

World War II 527

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Women in the Workplace

After the bombing of Pearl Harbor, many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen of New York City and her sister. Students can read or listen to Mary's quote and then answer the associated question.

Analyze Sources How did the outbreak of war change the lives of Mary Cohen and women like her? *They took on new, stressful jobs filled with hard labor and long hours. They also gained a feeling that they were helping the war effort.*

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

Women in the Workplace

After the bombing of Pearl Harbor many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen of New York City and her sister.

▶ ONLINE INTERACTIVE VISUALS

Carousel: War Work

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme.



READING CHECK

Form Generalizations How did women and minorities contribute to the wartime work force? *Women and minorities filled crucial jobs in war industries. Mexican braceros took jobs on U.S. farms.*

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How were racial and ethnic minorities treated at home?
- What actions did people take to fight discrimination on the home front?

More About . . .

Mexican Americans in Los Angeles By 1940 Los Angeles had the largest urban population of people of Mexican descent outside Mexico City. It also had a poor record of discrimination in jobs, housing, education, and recreation. Here is one example of that discrimination: A public swimming pool was open to Mexican Americans and African Americans only one day a week. After it closed for that day, the pool was drained, cleaned, and refilled before being reopened for whites.

A Native Son Describes African American Life One of the most important chroniclers of African American life during the years before and during World War II was Richard Wright (1908–1960). Wright grew up in the segregated South and moved to Chicago. His most famous novel, *Native Son*, led many Americans to question the treatment of African Americans in U.S. society. This novel was the first best-selling novel written by an African American.

Historical Source

Women in the Workplace

After the bombing of Pearl Harbor many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen of New York City and her sister.

"We both wanted to get something to help the war effort. We saw an ad in the paper about working on aircraft on fighter planes. . . . We didn't realize how much stress that would be, but we were young, so it didn't bother us at that time. . . . It didn't matter as far as the money. We just wanted to get these planes out. It was a very patriotic feeling. It took its toll. I got sick once. I never even took time off. I just went in all the time."

—Mary Cohen, quoted in the Rosie the Riveter WWII Oral History Project

Analyze Historical Sources

How did the outbreak of war change the lives of Mary Cohen and women like her?

Reading Check

Form
Generalizations
How did women and minorities contribute to the wartime work force?

to the United States to work on farms. Hundreds of thousands of braceros entered the United States between 1942 and 1947. By the war's end, many braceros had also taken jobs in the railroad industry.

In theory, the bracero program guaranteed that all workers would receive fair pay and equal treatment under the law. In practice, however, many farm owners ignored these guidelines. Some shorted workers' paychecks or gave them inadequate tools for their work. In addition, many braceros entering the country were met with scorn and abuse from other farm workers and from supervisors.

Opportunity, Discrimination, and Adjustment

The war opened up many opportunities for women and minorities. At the same time, though, old prejudices and policies persisted, both in the military and at home. In addition, Americans of all ethnicities and backgrounds had to adjust to the absence of loved ones fighting abroad.

CONFRONTING LABOR ISSUES To protest discrimination both in the military and in industry, **A. Philip Randolph** organized a march on Washington. Randolph was president and founder of the Brotherhood of Sleeping Car Porters and the nation's most respected African American labor leader. He called on African Americans everywhere to come to the capital on July 1, 1941. They were to march under the banner "We Loyal Colored Americans Demand the Right to Work and Fight for Our Country."

President Roosevelt feared that the march might provoke white resentment or violence. He called Randolph to the White House and asked him to back

LINK TO CIVICS

Create a Political Cartoon

1. Briefly review the injustice and irony of how minorities were treated during a war for freedom and justice.
2. Then have students choose either the Detroit or Los Angeles race riot as a subject and create a cartoon that comments on the injustice and irony of the situation.

Integrated Assessment, Rubric 4: Visual Presentations



A. Philip Randolph in 1942

down. "I'm sorry Mr. President," the labor leader said, "the march cannot be called off." Roosevelt then asked, "How many people do you plan to bring?" Randolph replied, "One hundred thousand, Mr. President." Roosevelt was stunned. Even half that number of African American protesters would be far more than Washington—still a very segregated city—could feed, house, and transport.

In the end it was Roosevelt, not Randolph, who backed down. In return for Randolph's promise to cancel the march, the president issued an executive order creating the Fair Employment Practices Committee. It called on employers and labor unions "to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin."

CIVIL RIGHTS PROTESTS African Americans made some progress on the home front. During the war, thousands of African Americans left the South. The majority moved to the Midwest where they could find better jobs. Between 1940 and 1944 the percentage of African Americans working in skilled or semiskilled jobs rose from 16 to 30 percent.

Wherever African Americans moved, however, discrimination presented tough hurdles. In 1942 civil rights leader **James Farmer** founded an interracial organization called the **Congress of Racial Equality (CORE)**. Its purpose was to confront urban segregation in the North. That same year, CORE staged its first sit-in at a segregated Chicago restaurant.

As African American migrants moved into already overcrowded cities, tensions rose. In 1943 a tidal wave of racial violence swept across the country. The worst conflict erupted in Detroit on a hot Sunday afternoon in June. It began as a disagreement between blacks and whites at a beach on the Detroit River. It grew into a riot when white sailors stationed nearby joined in. The fighting continued for three days. False rumors circulated that whites had murdered a black woman and her child and that black rioters had killed 17 whites. By the time President Roosevelt sent federal troops to restore order, 9 whites and 25 blacks lay dead or dying.

The violence of 1943 showed both black and white Americans just how serious racial tensions had become in the United States. By 1945 more than 400 committees had been established by American communities to improve race relations. Progress was slow, but African Americans were determined not to give up the gains they had made.

TENSION IN LOS ANGELES Mexican Americans also experienced prejudice during the war years. In the violent summer of 1943, Los Angeles exploded in anti-Mexican "zoot-suit" riots. The zoot suit was a style of dress adopted by Mexican American youths to symbolize their rebellion against tradition. It consisted of a long jacket and pleated pants. Broad-brimmed hats were often worn with the suits.

World War II 529

BIOGRAPHY

A. Philip Randolph

Have students read the biography of A. Philip Randolph, who played a key role in President Harry Truman's 1948 decision to integrate the nation's armed forces.



ADVANCED/GIFTED

Compare Presidential Responses to Popular Pressure

1. Roosevelt's backing down from Randolph stands in stark comparison to an event nine years earlier, Hoover's reaction to the Bonus Marchers. In both cases, the president was faced with popular pressure.
2. Ask students to research both situations. Make sure that they take into account the context of both situations—worldwide economic depression and the brink of war.

3. Then ask them to write a short paper that compares and contrasts each president's response to popular pressure.

RUBRIC *The compare and contrast paper should:*

- outline the main points of popular pressure
- identify the similarities of the presidential responses
- clearly illustrate differences in presidential responses

Integrated Assessment, Rubric 1: Research Report; Rubric 5: Writing Activities

READING CHECK

Summarize Why did A. Philip Randolph propose a march on Washington, DC, and how did President Roosevelt respond? *Randolph called on African Americans to march to protest discrimination. Roosevelt feared that the march would prompt a negative reaction and issued an executive order calling on employers to end discrimination.*



These Mexican Americans, involved in the 1943 Los Angeles riots, are seen here leaving jail to make court appearances.

The riots began when 11 sailors in Los Angeles reported that they had been attacked by zoot-suit-wearing Mexican Americans. This charge triggered violence involving thousands of servicemen and civilians. Mobs poured into Mexican neighborhoods and grabbed any zoot-suiters they could find. The attackers ripped off their victims' clothes and beat them senseless. The riots lasted almost a week and resulted in the beatings of hundreds of Mexican American youth and other minorities.

In spite of such unhappy experiences with racism, many Mexican Americans expressed hope that their sacrifices during wartime would lead to a better future.

"This war . . . is doing what we in our Mexican-American movement had planned to do in one generation. . . . It has shown those 'across the tracks' that we all share the same problems. It has shown them what the Mexican American will do, what responsibility he will take and what leadership qualities he will demonstrate. After this struggle, the status of the Mexican Americans will be different."

—Manuel de la Raza, quoted in *A Different Mirror: A History of Multicultural America*

HARDSHIPS FOR NATIVE AMERICANS Native Americans, too, faced discrimination during the war. Native Americans on the whole were among the most enthusiastic volunteers for military service. Although they risked their lives to defend American values, many states still prohibited them from voting. Even in states that did not bar Native Americans from voting outright, local policies prevented many from casting ballots.

During the war, the federal government reclaimed some reservation land for its own use. Some of this land was used to build or enlarge military bases or to create weapons-testing areas. Parts of two reservations in Arizona were designated as relocation camps, despite the objections of the residents. Huge tracts of Native American land were mined for valuable resources, including oil, gas, lead, and helium. During the war, these lands yielded more than \$39 million worth of vital minerals. However, the Native American tribes on the lands received only \$6 million in compensation.

SOCIAL ADJUSTMENTS Americans willingly put up with many hardships and managed without comforts during the war. For many, the hardest part was dealing with the absence of loved ones. Across the country, families with loved ones in the armed forces showed their sacrifice by displaying a flag with a blue star. If the service member was killed, the blue star was replaced with a gold one. Over the course of the war, more than 400,000 American service members were killed, leaving many grieving families behind.

Families adjusted to the changes brought on by war as best they could. With millions of fathers in the armed forces, mothers struggled to raise their children alone. Many young children got used to being left with neighbors or relatives or in child-care centers as more and more mothers went to work. Teenagers left at home without parents sometimes drifted into juvenile delinquency. And when fathers finally did come home, there was often a painful period of readjustment as family members got to know one another again.

The war helped create new families, too. Longtime sweethearts—as well as couples who barely knew each other—rushed to marry before the soldier or sailor was shipped overseas. In booming towns like Seattle, the number of marriage licenses issued went up by as much as 300 percent early in the war. A New Yorker observed in 1943, “On Fridays and Saturdays, the City Hall area is blurred with running soldiers, sailors, and girls hunting the license bureau, floral shops, ministers, blood-testing laboratories, and the Legal Aid Society.”

Internment of Japanese Americans

While some minorities struggled with tension and discrimination, the war produced tragic result for others. After Pearl Harbor, government officials began to fear that people of German, Italian, and Japanese descent might resort to sabotage or other disloyal behavior in order to help the enemy. Italians and Germans who had immigrated to the United States but not yet completed the citizenship process were considered “enemy aliens.” Many were forced to register with the government and carry identification cards. In addition, the government designated certain areas restricted from enemy aliens. Such restrictions on people’s civil liberties placed a huge burden on those living or working in these areas. Thousands of Germans and Italians were placed in prison camps. But the worst treatment was reserved for the Japanese Americans.

Reading Check
Summarize Why did A. Philip Randolph propose a march on Washington, DC, and how did President Roosevelt respond?

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What challenges did people of Italian and German descent in the United States face on the home front?
- Why were Japanese Americans placed in internment camps?
- How were Japanese Americans compensated for internment?

More About . . .

Personal Items Japanese American internees were instructed to bring small household goods with them to the camps. For example, they were expected to provide bedding and eating utensils for each member of the family. They were also instructed to bring extra clothing and essential personal effects. However, they had to leave behind or dispose of most of their other belongings.

Fred Korematsu Korematsu was in his early 20s and living in his hometown of Oakland when the exclusion order was announced in 1942. He tried twice to enlist in the army, but was turned down because of a physical disability. Korematsu was working in a defense plant for a while. He was a loyal, law-abiding citizen who had never been in trouble or arrested. Rather than be separated from his white girlfriend, Korematsu posed as Chinese and took a job in a trailer park. He was arrested in May 1942 and tried and convicted of violating the exclusion order.

World War II 531

ADVANCED/GIFTED

Japanese American Internment

1. Ask students to research original articles involving the Japanese population in California in 1941 and 1942. Use the *Los Angeles Times*, *San Francisco Chronicle*, *San Francisco Examiner*, and *Oakland Tribune* between December 8, 1941, and February 19, 1942, when Roosevelt signed the executive order for internment.
2. Have them report their findings to the rest of the class. Then discuss what the research suggests about the mainstream press and its reporting of the situation.

RUBRIC *The compare and contrast paper should:*

- trace the events in the specified time period
- include excerpts from newspaper articles
- evaluate the assumptions or biases of the mainstream press reporting

Integrated Assessment, Rubric 1: Research Reports

HISTORIC DECISIONS OF THE SUPREME COURT

Korematsu v. United States (1944)

Invite students to read about *Korematsu v. United States* (1944) and then answer the associated question.

Critical Thinking The internment of Japanese Americans during World War II disrupted lives and ripped apart families. What do you think can be done today to address this terrible mistake? How can the government make amends? *The government could support efforts to award financial reparations. The government could also pass or amend laws to ensure that such actions did not happen again.*

ONLINE INTERACTIVE MAPS

Japanese Relocation Camps, 1942

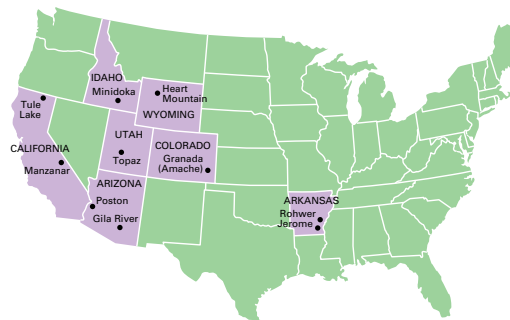
Have students explore the map and answer the associated question.

Location In which state was Camp Jerome located? *Arkansas*

In print edition, see map of same title.

1. **Location** In which states were the Japanese internment camps located in 1942? *Arizona, Arkansas, California, Colorado, Idaho, Utah, and Wyoming*
2. **Place** Why do you think the majority of these camps were located in the West? *The West was more sparsely populated. The internment camps were situated in remote areas.*

Japanese Relocation Camps, 1942



Interpret Maps

1. **Location** In which states were the Japanese internment camps located in 1942?
2. **Place** Why do you think the majority of these camps were located in the West?



On March 3, 1942, a Japanese American mother carries her sleeping daughter during their relocation to an internment camp.

When the war began, 120,000 Japanese Americans lived in the United States, mostly on the West Coast. The sense of fear and uncertainty following Pearl Harbor caused a wave of prejudice against them. The surprise in Hawaii had stunned the nation. After the bombing, panic-stricken citizens feared that the Japanese would soon attack the United States. Frightened people believed false rumors that Japanese Americans were committing sabotage by mining coastal harbors and poisoning vegetables.

Early in 1942 the War Department called for the mass evacuation of all Japanese Americans from Hawaii. General Delos Emmons, the military governor of Hawaii, resisted the order because 37 percent of the people in Hawaii were Japanese Americans. To remove them would have destroyed the islands' economy and hindered U.S. military operations there. However, he was eventually forced to order the **internment**, or confinement, of 1,444 Japanese Americans, 1 percent of Hawaii's Japanese American population.

On February 19, 1942, President Roosevelt signed Executive Order 9066 requiring the removal of people of Japanese ancestry from California and parts of Washington, Oregon, and Arizona. Based on strong recommendations from the military, he justified this step as necessary for national security. In the following weeks, the army rounded up some 110,000 Japanese Americans. They were sent to ten hastily constructed remote "relocation centers," euphemisms for prison camps.

About two-thirds were Nisei, or Japanese people born in this country of parents who emigrated from Japan. Thousands of Nisei had already joined the armed forces. To Monica Itoi Sone, a Nisei teenager from Seattle, the evacuation to the Minidoka camp in Idaho seemed unbelievable.

"We couldn't believe that the government meant that the Japanese-Americans must go. . . . We were quite sure that our rights as American citizens would not be violated, and we would not be marched out of our homes on the same basis as enemy aliens."

—Monica Itoi Sone, from *Nisei Daughter*

No specific charges were ever filed against Japanese Americans, and no evidence of subversion was ever found. Faced with expulsion, terrified families were forced to sell their homes, businesses, and all their belongings for less than their true value.

Japanese Americans fought for justice, both in the courts and in Congress. The initial results were discouraging. In 1944 the Supreme Court decided, in *Korematsu v. United States*, that the government's policy of evacuating Japanese Americans to camps was justified under the Constitution on the basis of "military necessity." After the war, however, the **Japanese American Citizens League (JACL)** pushed the government to compensate those sent to the camps for their lost property. In 1965 Congress authorized the spending of \$38 million for that purpose. This amount represented less than a tenth of Japanese Americans' actual losses.

The JACL did not give up its quest for justice. In 1978 it called for the payment of reparations, or restitution, to each individual that suffered internment. A decade later Congress passed, and President Ronald Reagan signed, a bill that promised \$20,000 to every Japanese American sent to a relocation camp. When the checks were sent in 1990, a letter from President George Bush accompanied them, in which he stated, "We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II."

Reading Check

Analyze Motives
Why did President Roosevelt order the internment of Japanese Americans?

Lesson 4 Assessment

1. **Organize Information** Use a web diagram to record the ways that the war affected the lives of Americans on the home front.



2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
3. **Analyze Issues** How did government agencies manage wartime mobilization?

Think About:

- the Office of War Information and the use of propaganda
- the Office of Price Administration and inflation
- the War Production Board and industrial mobilization

4. **Summarize** How did the scientific and technological advances made by American researchers during World War II meet wartime needs?
5. **Analyze Events** How did the U.S. government finance the country's involvement in World War II?
6. **Analyze Causes** Why did many women and minority Americans contribute to the war effort despite facing discrimination?
7. **Evaluate** Do you think the government's actions toward German, Italian, and Japanese Americans were justified on the basis of "military necessity" or a denial of civil rights? Explain your answer.

World War II 533

READING CHECK

Analyze Motives Why did President Roosevelt order the internment of Japanese Americans? He ordered it on the basis of national security because some people perceived Japanese Americans as a threat.

Print Assessment

1. **Organize Information** Use a web diagram to detail ways that the war affected the lives of Americans on the home front. *Possible responses: People limited purchases, conserved foods and goods, sold scrap, and purchased war bonds; workers increased production, working long hours to supply the war effort; women and minority workers took jobs previously unavailable to them; African Americans, Mexican Americans, Native Americans, and others faced discrimination; families faced adjustments, as members took on new roles and some teens became delinquents.*
2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson's key terms and people can be found on the following pages: George Marshall, p. 518; Women's Auxiliary Army Corps, p. 519; Office of Price Administration, p. 522; War Production Board, p. 522; rationing, p. 522; Manhattan Project, p. 523; A. Philip Randolph, p. 528; James Farmer, p. 529; Congress of Racial Equality, p. 529; internment, p. 532; Japanese American Citizens League, p. 533.*
3. **Analyze Issues** How did government agencies manage wartime mobilization?

Think About:

- the Office of War Information and the use of propaganda
- the Office of Price Administration and inflation
- the War Production Board and industrial mobilization

The government took charge of nearly every aspect of the war effort for both individuals and businesses. Agencies controlled the flow of information to the public (OWI), regulated the prices businesses could charge for products (OPA), determined which war materials individual businesses would produce (WPB), and made countless other determinations.

(continued)

Print Assessment (*continued*)

4. **Summarize** How did the scientific and technological advances made by American researchers during World War II meet wartime needs? *Advances in military technology, including radar and sonar, made it easier to detect submarines; advances in medicine, including the development of penicillin and the isolation of blood plasma, saved lives on and off the battlefield.*
5. **Analyze Events** How did the U.S. government finance the country's involvement in World War II? *restructured tax rates and implementation of withholding system, selling of war bonds*
6. **Analyze Causes** Why did many women and minority Americans contribute to the war effort despite facing discrimination? *They felt a sense of national pride and wanted to contribute to the war effort.*
7. **Evaluate** Do you think the government's actions toward German, Italian, and Japanese Americans were justified on the basis of "military necessity" or a denial of civil rights? Explain your answer. *Justified—The U.S. government had no way of knowing with certainty that these citizens were loyal. Denial of Rights—There was no proof that these citizens were disloyal to their country.*

Online Assessment

1. What was the purpose of the Women's Auxiliary Army Corps (WAAC)?
- ☐ to train women to handle military equipment and fight at the front
 - ☐ to allow women to work in factories producing weapons and munitions
 - ☐ to train women to move aircraft between bases and transport supplies
 - ☒ to allow women to serve in the military in supporting noncombat roles

Alternate Question What noncombat roles did U.S. women fill in the military during World War II? Select the **three** correct answers.

- ☐ bombing cities
- ☒ operating radios
- ☐ building new ships
- ☒ testing new planes
- ☒ driving ambulances
- ☐ planting victory gardens

2. Why was the War Production Board (WPB) established during World War II?
- ☐ to organize scientists in developing useful new products
 - ☒ to allot resources to the armed forces and war industries as needed
 - ☐ to control inflation by keeping prices low on most goods and services
 - ☐ to spread propaganda and influence the public in favor of the war effort

Alternate Question Which of the following did the War Production Board (WPB) do to help the war effort? Select the **two** correct answers.

- ☒ organized drives to collect scarce materials
- ☐ encouraged ordinary citizens to buy war bonds
- ☐ converted unused, open fields into victory gardens
- ☐ developed artificial versions of products needed by the military
- ☒ determined which companies converted from peacetime to wartime production

3. What was the purpose of the National War Labor Board (NWLB)?
- ☐ to determine which factories should convert to wartime production
 - ☒ to help settle labor disputes that could affect war production
 - ☐ to organize labor groups to gain higher wages for workers in war industries
 - ☐ to prevent private companies from discriminating in hiring workers

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

To prevent , which could slow down wartime production, President Roosevelt established the National War Labor Board (NWLB) in 1942.

4. What was to be the purpose of A. Philip Randolph's proposed march on Washington in 1941?
- ☐ to call for increased public investment in urban schools and colleges
 - ☒ to protest discrimination against African Americans in industry and the military
 - ☐ to call for fairer labor practices and desegregated working conditions
 - ☐ to protest discrimination against African Americans in housing and urban planning

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

President Roosevelt created the in 1941 to help prohibit job discrimination based on race or religion.

5. What did the Supreme Court rule in its 1944 *Korematsu v. United States* decision?
- ☒ The U.S. government was justified in forcing Japanese Americans into internment camps out of military necessity.
 - ☐ Congress and the president had the authority to impose a curfew to protect against sabotage.
 - ☐ The U.S. government was wrong to force U.S. citizens away from their homes and must compensate them.
 - ☐ Japanese Americans who swore loyalty oaths could not be held in internment camps.

Alternate Question To which states did President Roosevelt's Executive Order 9066 apply? Select the **four** correct answers.

- ☒ Arizona
- ☒ California
- ☐ Hawaii
- ☐ Nevada
- ☐ New Mexico
- ☒ Oregon
- ☒ Washington

6. **Summarize** How did many African Americans hope to use the war as an opportunity to fight discrimination?

African Americans supported the war effort through Double V Clubs. These clubs collected money and supplies. They held events to rally African American communities to support the war effort. They met with local leaders to promote fairer hiring practices. They hoped that showing their patriotism would help inspire African Americans to believe that they could win a victory over poor treatment at home.

7. **Make Inferences** Why did the U.S. government probably feel it was necessary to create the Office of War Information (OWI)?

The U.S. government probably wanted to keep the morale of ordinary citizens high. It feared that low spirits at home could affect military personnel fighting overseas. Spreading propaganda to encourage a positive vision of the United States would help ensure victory in the war.

8. **Make Generalizations** How did women help increase production during World War II?

In order to produce all of the materials needed to fight the war, more than 6 million women went to work in war industries. They took on jobs typically held by men, using welding torches and riveting guns. Despite performing the same tasks as men, women typically were paid only about 60 percent as much as men were.

9. **Summarize** What challenges did Native Americans face during World War II?

Native Americans volunteered for military service enthusiastically during World War II. However, Native Americans were prevented from voting in many states due to law or local policy. Additionally, reservation land was reclaimed by the federal government with little or no compensation to use for military bases, testing areas, or mining.

10. **Elaborate** The Hawaiian Islands were closest to Japan, experienced a Japanese attack, and had a large Japanese population, and yet most Japanese Americans living in Hawaii were not subjected to the same internment experienced by Japanese Americans on the West Coast. Why?

Japanese Americans made up over a third of the population of Hawaii. Removing all of them would have damaged the economy of Hawaii and hindered U.S. military operations. Furthermore, removing over 140,000 people from Hawaii would have been very costly and time-consuming for the U.S. government.

Historic Decisions of the Supreme Court

Korematsu v. United States (1944)

Ask students to remember the military situation immediately following Pearl Harbor. Tell them that previously Americans felt safe from conflict, an ocean away from both aggressors. Pearl Harbor not only shattered the illusion of security, it created the fear of immediate threat. Ask: Would they expect military authorities to make judicious decisions when faced with conflicts about security and liberty? How would racism, fear, and ignorance play into the decision?

- 1. Connect to History** Do Internet research to locate the three dissenting opinions in *Korematsu* written by justices Frank Murphy, Robert Jackson, and Owen Roberts. Read one of these opinions, and then write a summary that states its main idea. What constitutional principle, if any, does the opinion use?

RUBRIC The summary should:

- identify which justice's opinion is being summarized and the constitutional principle cited
- state the main idea and present supporting evidence of that idea
- show evidence of the constitutional principle in the opinion of the justice

- 2. Connect to Today** The internment of Japanese Americans during World War II disrupted lives and ripped apart families. What do you think can be done today to address this terrible mistake? How can the government make amends? *The government could support efforts to award financial reparations. The government could also pass or amend laws to ensure that such actions did not happen again.*

Korematsu v. United States (1944)

ORIGINS OF THE CASE

Following the Japanese attack on Pearl Harbor on December 7, 1941, U.S. military officials argued that Japanese Americans posed a threat to the nation's security. Based on recommendations from the military, President Franklin Roosevelt issued Executive Order 9066, which gave military officials the power to limit the civil rights of Japanese Americans. Military authorities began by setting a curfew for Japanese Americans. Later, they forced

Japanese Americans from their homes and moved them into detention camps. Fred Korematsu was convicted of defying the military order to leave his home. At the urging of the American Civil Liberties Union (ACLU), Korematsu appealed that conviction.

THE RULING

The Court upheld Korematsu's conviction and argued that military necessity made internment constitutional.

LEGAL REASONING

Executive Order 9066 was clearly aimed at one group of people—Japanese Americans. Korematsu argued that this order was unconstitutional because it was based on race. Writing for the Court majority, Justice Hugo Black agreed “that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect.” However, in this case, he said, the restrictions were based on “a military imperative” and not “group punishment based on antagonism to those of Japanese origin.” As such, Justice Black stated that the restrictions were constitutional.

“Compulsory exclusion of large groups, . . . except under circumstances of direct emergency and peril, is inconsistent with our basic governmental institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger.”

Justice Frank Murphy, however, dissented—he opposed the majority. He believed that military necessity was merely an excuse that could not conceal the racism at the heart of the restrictions.

“This exclusion . . . ought not to be approved. Such exclusion goes over ‘the very brink of constitutional power’ and falls into the ugly abyss of racism.”

Two other justices also dissented, but Korematsu's conviction stood.

LEGAL SOURCES

LEGISLATION

U.S. Constitution, Fifth Amendment (1791)

“No person shall . . . be deprived of life, liberty, or property, without due process of law.”

Executive Order 9066 (1942)

“I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places and of such extent as he . . . may determine, from which any or all persons may be excluded.”

RELATED CASES

Hirabayashi v. United States (June 1943)

The Court upheld the conviction of a Japanese American man for breaking curfew. The Court argued that the curfew was within congressional and presidential authority.

Ex Parte Endo (December 1944)

The Court ruled that a Japanese American girl, whose loyalty had been clearly established, could not be held in an internment camp.



Internees did what they could to adjust to confinement in the camps. They established schools for their children, produced newspapers, planted gardens, and formed a variety of community groups. Inset: President Clinton presents Fred Korematsu with a Presidential Medal of Freedom during a ceremony at the White House on January 15, 1998.

WHY IT MATTERED

About 110,000 Japanese Americans were forced into internment camps, as shown above, during World War II. Many had to sell their businesses and homes at great loss. Thousands were forced to give up their possessions. In the internment camps, Japanese Americans lived in a prison-like setting under constant guard.

The Court ruled that these government actions did not violate people's rights because the restrictions were based on military necessity rather than on race. But the government treated German Americans and Italian Americans much differently. In those instances, the government identified potentially disloyal people but did not harass the people it believed to be loyal. By contrast, the government refused to make distinctions between loyal and potentially disloyal Japanese Americans.

HISTORICAL IMPACT

In the end, the internment of Japanese Americans became a national embarrassment. In 1976 President Gerald R. Ford repealed Executive Order 9066.

Similarly, the Court's decision in *Korematsu* became an embarrassing example of court-sanctioned racism often compared to the decisions on *Dred Scott* (1857) and *Plessy v. Ferguson* (1896). In the early 1980s a scholar conducting research obtained copies of government documents related to the *Hirabayashi* and *Korematsu* cases. The documents showed that the army had lied to the Court in the 1940s. Japanese Americans had not posed any security threat. Korematsu's conviction was overturned in 1984. Hirabayashi's conviction was overturned in 1986. In 1988 Congress passed a law ordering reparations payments to surviving Japanese Americans who had been detained in the camps.

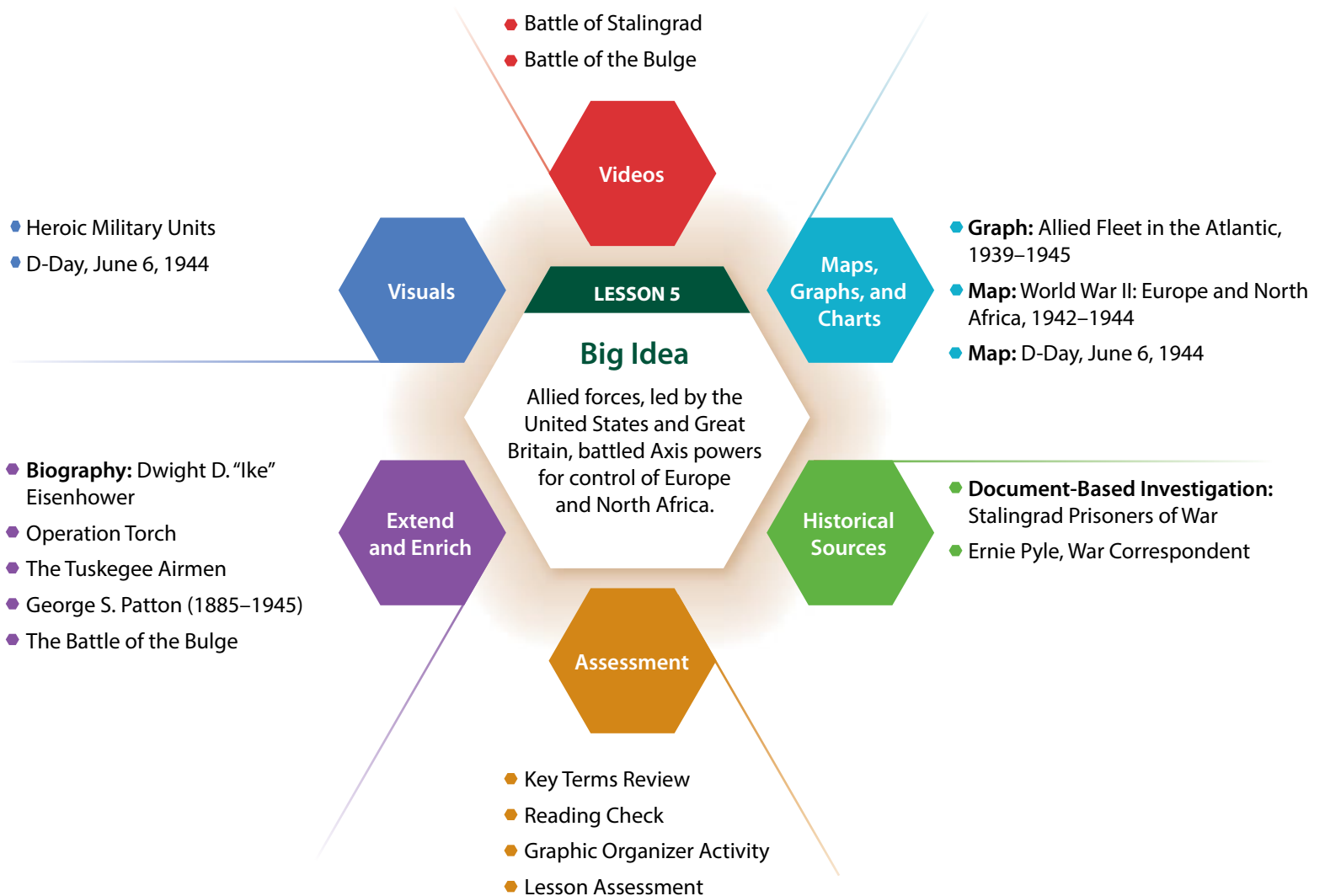
Critical Thinking

1. Connect to History Do Internet research to locate the three dissenting opinions in *Korematsu* written by Justices Frank Murphy, Robert Jackson, and Owen Roberts. Read one of these opinions, and then write a summary that states its main idea. What constitutional principle, if any, does the opinion use?

2. Connect to Today The internment of Japanese Americans during World War II disrupted lives and ripped apart families. What do you think can be done today to address this terrible mistake? How can the government make amends?



The War for Europe and North Africa



Online Lesson 5 Enrichment Activities

Operation Torch

Video Students view the video to learn more about the Allied invasion of North Africa. Then students write a letter home describing Operation Torch from the perspective of an American soldier involved in the campaign.



The Tuskegee Airmen

Article Students read about the experiences of the decorated African American unit. Then students create a Venn diagram comparing the experiences of the Tuskegee Airmen to those of other pilots.



George S. Patton (1885–1945)

Biography Students read about George S. Patton and his effectiveness as a military leader during World War II. Then students respond to questions about Patton's command and his behavior as a commander.



The Battle of the Bulge

Article Students read about how the defense of Bastogne played a role in the outcome of the Battle of the Bulge. Then students write a short paragraph about how the outcome of World War II might have changed had the Allies not managed to defend Bastogne in 1944.

Teach the Big Idea

- 1. Whole Class Open/Introduction** Ask students to recall a time when they felt they were in danger. How did it feel? How do they think they would react if they were soldiers marching into battle?
- 2. Direct Teach** Read students the Big Idea: *Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa*. Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Summarize the Allies' plan for winning the war.
 - Identify events in the war in Europe.
 - Describe the Allies' invasion of France.
- 3. Whole Group Close/Reflect** Have students write short narratives following a fictional American soldier through the events of World War II in North Africa and Europe between 1942 and 1945.

▶ ONLINE DOCUMENT-BASED INVESTIGATION

World War II

Stalingrad Prisoners of War is the fifth of seven document-based investigations that students will analyze in the World War II Module. Students can view the photo of German soldiers taken prisoner and answer the associated question.

▶ ONLINE GRAPHIC ORGANIZER

The War for Europe and North Africa

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize Choose two battles or operations and explain how they are related. *Operation Torch provided a foothold in North Africa that the Allies could use to begin the Italian Campaign.*

▶ ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Dwight D. Eisenhower, Omar Bradley, D-Day, George Patton, Battle of the Bulge.**

The War for Europe and North Africa

One American's Story

It was 1951, and John Patrick McGrath was just finishing his second year in drama school. For an acting class, his final exam was to be a performance of a death scene. McGrath knew his lines perfectly. But as he began the final farewell, he broke out in a sweat and bolted off the stage. Suddenly he had a flashback to a frozen meadow in Belgium during the Battle of the Bulge in 1945. Three German tanks were spraying his platoon with machine-gun fire.

"Only a few feet away, one of the men in my platoon falls. . . . He calls out to me. 'Don't leave me. Don't. . . .' The tanks advance, one straight for me. I grab my buddy by the wrist and pull him across the snow. . . . The tank nearest to us is on a track to run us down. . . . When the German tank is but 15 yards away, I grab my buddy by the wrist and feign a lurch to my right. The tank follows the move. Then I lurch back to my left. The German tank clamors by, only inches away. . . . In their wake the meadow is strewn with casualties. I turn to tend my fallen comrade. He is dead."

—John Patrick McGrath, from *A Cue for Passion*



Private John P. McGrath carried this bullet-riddled letter in a pack that saved his life. In 1990 he visited Anzio, where members of his company were buried.

Like countless other soldiers, McGrath would never forget both the heroism and the horrors he witnessed while fighting to free Europe.

COLLABORATIVE LEARNING

Combat Heroes

1. Assign students to groups and have each group choose a war hero or military unit, such as Eisenhower, Marshall, Bradley, Patton, Congressional Medal of Honor winners, or decorated units like the Tuskegee Airmen; Company E of the 141st Regiment, 36th Division; and the 442nd Regimental Combat Team.
2. Have students research the individual or group they selected.

3. Then have student groups prepare a multimedia presentation on the subject of their research.
4. Invite students to critique and provide constructive feedback on the presentations. Students should identify what worked well and what parts could be improved.

Integrated Assessment, Rubric 6: Technology Activities

The United States and Britain Join Forces

"Now that we are, as you say, 'in the same boat,'" British prime minister Winston Churchill wired President Roosevelt two days after the Pearl Harbor attack, "would it not be wise for us to have another conference. . . and the sooner the better." As commander in chief of the U.S. military, it would fall to Roosevelt to direct the country's overall war strategy. He responded to Churchill's wire with an invitation to come to Washington at once. So began a remarkable alliance between the two nations.

WAR PLANS Prime Minister Churchill arrived at the White House on December 22, 1941, and spent the next three weeks working out war plans with President Roosevelt and his advisers. The strategy they developed was called Germany First. Believing that Germany and Italy posed a greater threat than Japan, Churchill convinced Roosevelt to strike first against Hitler. Once the Allies had gained an upper hand in Europe, they could pour more resources into the Pacific War.

By the end of their meeting, Roosevelt and Churchill had formed, in Churchill's words, "a very strong affection, which grew with our years of comradeship." When Churchill reached London, he found a message from the president waiting for him. "It is fun," Roosevelt wrote in the message, "to be in the same decade with you."

THE BATTLE OF THE ATLANTIC After the attack on Pearl Harbor, Hitler ordered submarine raids against ships along America's east coast. The German aim in the Battle of the Atlantic was to prevent food and war materials from reaching Great Britain and the Soviet Union. Britain depended on supplies from the sea. The 3,000-mile-long shipping lanes from North America were her lifeline. Hitler knew that if he cut that lifeline, Britain would be starved into submission.

The Allies responded by organizing their cargo ships into convoys. Convoys were groups of ships traveling together for mutual protection, as they had done in the First World War. However, for a long time, it looked as though Hitler might succeed in his mission. Early in the war, the Allies did not have enough vessels to form effective convoys. As a result, American ships proved to be easy targets for the Germans. In the first four months of 1942, the Germans sank 87 ships off the Atlantic shore. Seven months into the year, German wolf packs had destroyed a total of 681 Allied ships in the Atlantic. Something had to be done or the war at sea would be lost.

Gradually, the Allied situation began to improve. As U.S. industry shifted to wartime production, the United States launched a crash ship-building program. By early 1943, 140 Liberty ships were produced each month. Launchings of Allied ships began to outnumber sinkings. At the same time, U.S. aircraft production ramped up, with four times as many airplanes built in 1943 as were constructed in 1941.

World War II 537

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- To what did Roosevelt and Churchill agree early in the war?
- Why was winning the Battle of the Atlantic so crucial to the fortunes of the Allies?

More About . . .

The Sinking of the *Reuben James* For ships traveling across the Atlantic Ocean in the early days of World War II, the danger of German U-boat attack was always present. The first U.S. vessel destroyed by enemy fire in World War II was the Navy destroyer USS *Reuben James*. In October 1941, before the United States had entered the war, the *Reuben James* was escorting merchant ships carrying goods to Great Britain from American ports. Struck by a German torpedo, the ship's ammunition exploded and the ship sank quickly. More than 100 of its crew were lost. Later in the war, technological advances would make the convoy system more effective and help to reduce such losses.

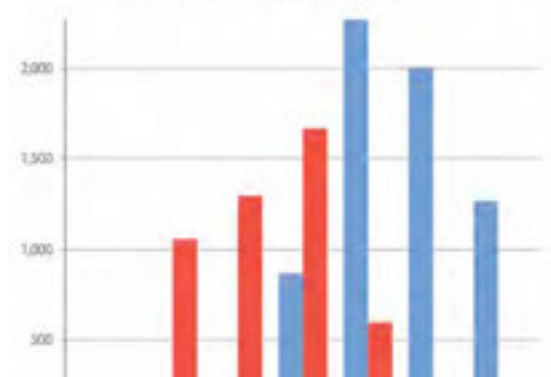
ONLINE INTERACTIVE GRAPHS

Allied Fleet in the Atlantic, 1939–1945

Have students explore the graph and answer the associated question.

Interpret Graphs In what year did the number of ships built by the United States overtake the number of Allied ships sunk in the Atlantic? 1943

Allied Fleet in the Atlantic, 1939–1945



READING CHECK

Find Main Ideas Where did Churchill believe the Allies should focus their efforts and why? *in Europe, because he thought Germany and Italy posed a greater threat than Japan*

ENGLISH-LANGUAGE LEARNERS

Understand Idioms

1. Assign partners to support each other as they read and begin to understand these idioms and expressions in the lesson.
 - Hitler knew that if he cut that lifeline, Britain would be starved into submission.
 - organizing their cargo ships into convoys
 - mutual protection
 - escorted across the Atlantic accompanied by more destroyers equipped with sonar for detecting submarines
 - reached an unbearable height

2. Have students create dictionary entries for each idiom and expression. Beginning and intermediate students may use illustrations, while advanced and advanced high students use words.
3. Have students explain at least one idiom to another student using specificity and detail, which allows students to use accessible language as they learn new and essential language.

Integrated Assessment, Rubric 5: Writing Activities

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- Why was the Battle of Stalingrad so important?
- What happened in the war in North Africa?
- What happened after the Allies invaded Italy?

More About . . .

Stalingrad The city has gone through several name changes. It was originally known as Tsaritsyn, or the “tsarina’s city.” With its strategic location on the Volga, it grew into an important trading city, and under the Soviets, an industrial one. In 1918 Stalin led the defense of the city in the civil war against White Army troops, and the city was renamed in his honor. As a result of the de-Stalinization process undergone by the Communist Party, the Soviet Union renamed the city Volgograd in 1961.

The Tuskegee Airmen During World War II, most African American soldiers served in noncombat positions. The Tuskegee Airmen, an all-black unit of fighter pilots, engaged in their first combat mission in June 1943, when they launched an assault on a small Italian island. During the next two years, they escorted bombing missions and attacked Axis airfields, supply centers, and communication lines. By the end of the war, the Tuskegee Airmen were the only U.S. escort group that had not lost a single bomber to enemy planes.

▶ ONLINE ANALYZE VIDEOS

Battle of Stalingrad

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How many German Sixth Army troops died as a result of disease, starvation, and exposure at Stalingrad? *about 250,000 troops*



Reading Check
Find Main Ideas
Where did Churchill believe the Allies should focus their efforts and why?



A convoy of British and American ships rides at anchor in the harbor of Hvalfjord, Iceland.

As a result, convoys began to be escorted across the Atlantic accompanied by more destroyers equipped with sonar for detecting submarines underwater and by airplanes that used radar to spot U-boats on the ocean’s surface. With this improved tracking and support, the Allies were able to find and destroy German U-boats faster than the Germans could build them. In late spring of 1943, Admiral Karl Doenitz, the commander of the German U-boat offensive, reported that his losses had “reached an unbearable height.”

By mid-1943 the tide of the Battle of the Atlantic had turned. A happy Churchill reported to the House of Commons that June “was the best month [at sea] from every point of view we have ever known in the whole 46 months of the war.”

The Eastern Front and the Mediterranean

By the winter of 1943, the Allies began to see victories on land as well as sea. The first great turning point came in the Battle of Stalingrad.

THE BATTLE OF STALINGRAD The Germans had been fighting in the Soviet Union since June 1941. In November 1941 the bitter cold had stopped them in their tracks outside the Soviet cities of Moscow and Leningrad. When spring came, the German tanks were ready to roll.

In the summer of 1942, the Germans took the offensive in the southern Soviet Union. Hitler hoped to capture Soviet oil fields in the Caucasus Mountains. He also wanted to wipe out Stalingrad, a major industrial center on the Volga River.

538 Module 11

ARTISTIC RESPONSE TO WAR

Review with students the details of the Battle of Stalingrad described in the text and have them examine the photo of the defeated German soldiers. Then explain the role of major world events in the formation of artistic movements.

Below Level Discuss with students their emotional reaction to what they have learned. Help students create a poem or dance movement to express this emotion.

At Level Students can create a work of art, a song, a poem, or a dance movement to express their reaction to what they have studied.

Above Level Have each student select and research an artistic movement, such as Cubism, Beat poetry, or interpretive dance, and create a work in that style that reflects the horrors of Stalingrad.

Integrated Assessment, Rubric 3: Oral Presentations; Rubric 4: Visual Presentations

The German army confidently approached Stalingrad in August 1942. “To reach the Volga and take Stalingrad is not so difficult for us,” one German soldier wrote home. “Victory is not far away.” The Luftwaffe—the German air force—prepared the way with nightly bombing raids over the city. Nearly every wooden building in Stalingrad was set on fire. The situation looked desperate. Soviet officers in Stalingrad recommended blowing up the city’s factories and abandoning the city. A furious Stalin ordered them to defend his namesake city no matter what the cost.

For weeks the Germans pressed in on Stalingrad, conquering it house by house in brutal hand-to-hand combat. By the end of September, they controlled nine-tenths of the city—or what was left of it. Then another winter set in. The Soviets saw the cold as an opportunity to roll fresh tanks across the frozen landscape and begin a massive counterattack. The Soviet army closed around Stalingrad. This action trapped the Germans in and around the city and cut off their supplies. The Germans’ situation was hopeless, but Hitler’s orders came: “Stay and fight! I won’t go back from the Volga.”

The fighting continued as winter turned Stalingrad into a frozen wasteland. “We just lay in our holes and froze, knowing that 24 hours later and 48 hours later we should be shivering precisely as we were now,” wrote a German soldier, Benno Zieser. “But there was now no hope whatsoever of relief, and that was the worst thing of all.” The German commander surrendered on January 31, 1943. Two days later his starving troops also surrendered.

In defending Stalingrad, the Soviets lost a total of 1,100,000 soldiers—more than all American deaths during the entire war. Despite the staggering death toll, the Soviet victory marked a turning point in the war. From that point on, the Soviet army began to move westward toward Germany.

Historical Source

Stalingrad Prisoners of War

Dazed, starved, and freezing, these German soldiers were taken prisoner after months of struggle. But they were the lucky ones. More than 230,000 of their comrades died in the Battle of Stalingrad.

Analyze Historical Sources

What does the photograph tell you about the conditions faced by the German soldiers at the Battle of Stalingrad? What details in the photograph support your conclusions?



World War II 539

▶ ONLINE DOCUMENT-BASED INVESTIGATION

Stalingrad Prisoners of War

Students can view the photo of German soldiers taken prisoner and answer the associated question.

Analyze Sources What does the photograph tell you about the conditions faced by the German soldiers at the Battle of Stalingrad? What details in the photography support your conclusions? *The Germans faced difficult conditions, such as brutally cold weather. The soldiers are wearing coats and makeshift head coverings to protect themselves from the cold, and their uniforms appear to have snow on them. The soldiers’ expressions, with their eyes closed, suggest exhaustion.*

DOCUMENT-BASED INVESTIGATION: HISTORICAL SOURCE

Stalingrad Prisoners of War

Dazed, starved, and freezing, these German soldiers were taken prisoner after months of struggle. But they were the lucky ones. More than 230,000 of their comrades died in the Battle of Stalingrad.



ONLINE INTERACTIVE MAPS

World War II: Europe and North Africa, 1942–1944

Have students explore the map using the interactive features and answer the associated question.

Place Which of the following countries was completely under Axis control in 1942? *Italy*

In print edition, see map of same title.

- Place** Which countries were neutral in 1942?
Ireland, Spain, Portugal, Saudi Arabia, Turkey, Sweden, Switzerland
- Movement** What was the name of the invasion that the Allies launched in North Africa?
Operation Torch



ONLINE HISTORICAL SOURCES

Ernie Pyle, War Correspondent

Invite students to read the excerpt and answer the associated question.

Analyze Sources How does this excerpt illustrate an important function of war correspondents?
One important purpose of war correspondents is to describe war to people who have never experienced it. In this excerpt, Pyle compares victory in battle to winning at poker or a successful fishing trip, experiences that Americans would be able to understand.

HISTORICAL SOURCE

Ernie Pyle, War Correspondent

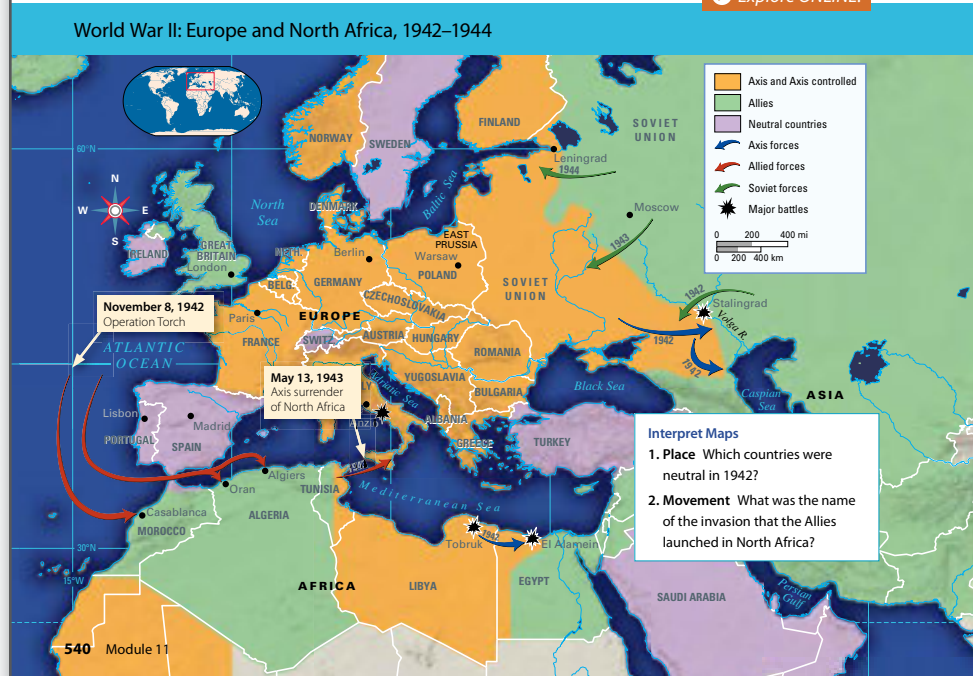
American journalist Ernie Pyle, shown here in 1944, was one of the most famous war correspondents of World War II. After the surrender of the Afrika Korps, Pyle caught the mood of the victorious Allied troops.

THE NORTH AFRICAN FRONT While the Battle of Stalingrad raged, Stalin pressured Britain and America to open a “second front” in Western Europe. He argued that an invasion across the English Channel would force Hitler to divert troops from the Soviet front. Churchill and Roosevelt didn’t think the Allies had enough troops to attempt an invasion on European soil. Instead, they launched Operation Torch, an invasion of Axis-controlled North Africa, commanded by American general **Dwight D. Eisenhower**.

The British and the Italians had begun a battle for North Africa in June 1940, shortly after the fall of France. Control of the territory was vital to the Allies because it would protect Mediterranean shipping lanes that provided the British with Middle Eastern oil via the Suez Canal. Without oil, Great Britain would not be able to defend itself, much less defeat the Axis.

In the early fighting, Italian forces tried to drive the British from their stronghold in Egypt and failed. The Italians were beaten badly and driven back. In early 1941 Hitler was forced to send troops, led by General Erwin Rommel, to support the Italians. The German forces fought a back-and-forth battle against the British for control of North Africa throughout 1941 and 1942. Rommel led brilliantly, earning the nickname Desert Fox. But the British ultimately gained the upper hand. They struck a major blow when they defeated the Germans at the Battle of El Alamein.

Explore ONLINE!



Operation Torch called for an Allied invasion of Morocco and Algeria. France had controlled these areas before the war. In November 1942 some 107,000 Allied troops, most of them Americans, landed in Casablanca, Oran, and Algiers in North Africa. From there they sped eastward, chasing Rommel's Afrika Korps. After months of heavy fighting, the last of the Afrika Korps surrendered in May 1943. British general Harold Alexander sent a message to Churchill: "All enemy resistance has ceased. We are masters of the North African shores."

Some 20,000 Americans were killed or wounded during the six months of fighting. However, as a result of the campaign in North Africa, American troops gained some much-needed combat experience. Their efforts toward the victory in North Africa proved that they could make a significant contribution to the war effort.

THE ITALIAN CAMPAIGN Even before the battle in North Africa was won, Roosevelt, Churchill, and their commanders met in Casablanca. At this meeting, the two leaders agreed to accept only the unconditional surrender of the Axis powers. That is, enemy nations would have to accept whatever terms of peace the Allies dictated. The two leaders also discussed where to attack next. The Americans argued for organizing a massive invasion fleet in Britain and launching it across the English Channel. Then Allied troops would move through France and into the heart of Germany. Churchill, however, thought it would be safer to first attack Italy.

The Italian campaign got off to a good start with the capture of Sicily in the summer of 1943. Stunned by their army's collapse in Sicily, the Italian government forced dictator Benito Mussolini to resign. On July 25, 1943, King Victor Emmanuel III summoned *Il Duce* (Italian for "the leader") to his palace. The king stripped Mussolini of power and had him arrested. "At this moment," the king told Mussolini, "you are the most hated man in Italy." Italians began celebrating the end of the war.

Their cheers were premature. Hitler was determined to stop the Allies in Italy rather than fight on German soil. One of the hardest battles the Allies encountered in Europe was fought less than 40 miles from Rome. This battle, "Bloody Anzio," lasted four months, until the end of May 1944. It left about 25,000 Allied and 30,000 Axis casualties. During the year after Anzio, German armies continued to put up strong resistance. The effort to free Italy did not succeed until 1945, when Germany itself was close to collapse.

HEROES IN COMBAT Among the brave men who fought in Italy were several units composed entirely of minority groups. The soldiers in these units sometimes had to deal with discrimination and poor treatment. Even so, their feelings of nationalism led them to risk their lives for their country.

The most celebrated of these minority units were the pilots of the all-black 99th Pursuit Squadron—the first squadron of Tuskegee Airmen. In Sicily the squadron registered its first victory against an enemy aircraft. Then it went on to more impressive strategic strikes against the German forces throughout Italy. The Tuskegee Airmen won two Distinguished Unit Citations (the military's highest commendation) for their outstanding aerial combat against the German Luftwaffe.

World War II 541

ONLINE INTERACTIVE VISUALS

Carousel: Heroic Military Units

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme.



READING CHECK

Summarize Describe the contributions of minorities to the war effort. *Members of minority groups, including African Americans, Mexican Americans, and Asian Americans, fought honorably and bravely in segregated units during the war.*

ADVANCED/GIFTED

The Enigma Machine

1. The German Enigma cipher machine was an electro-mechanical coder that was produced commercially in the 1920s and became the standard code machine of the German military and secret police. Have students research the story of how Alan Turing and other British cryptographers unlocked the secrets of the Enigma machine and helped turn the tide of war in favor of the Allies.
2. Have students describe the machine and explain how it worked to the class.

RUBRIC *The enigma machine report should:*

- include pictures or diagrams of the machine
- explain how cryptographers cracked the code
- evaluate the impact of decoding German secrets

Integrated Assessment, Rubric 1: Research Reports

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was D-Day?
- What happened at the Battle of the Bulge?

More About . . .

Biography: Dwight D. “Ike” Eisenhower Eisenhower was a master planner. For Operation Overlord, he knew that he needed to surprise the Germans. He also needed to destroy the Germans’ ability to move troops on the French railroad in northern France. Eisenhower insisted that bombers be diverted from bombing runs into Germany to destroy the railroad in a wide area so as not to give away Normandy as the landing target.



The 99th Pursuit Squadron was the first group of African American pilots trained at the Tuskegee Institute. In addition to the Presidential Unit citation, the highly decorated squadron earned over 100 Distinguished Flying Crosses, a Legion of Merit, and other commendations.

Another African American unit to distinguish itself was the famous 92nd Infantry Division, nicknamed the Buffaloes. In just six months of fighting in Europe, the Buffaloes won 7 Legion of Merit awards, 65 Silver Stars, and 162 Bronze Stars for courage under fire.

Like African Americans, most Mexican Americans served in segregated units. Seventeen Mexican American soldiers were awarded the Congressional Medal of Honor. An all-Chicano unit—Company E of the 141st Regiment, 36th Division—became one of the most decorated of the war.

Japanese Americans also served in Italy and North Africa. At the urging of General Delos Emmons, the army created the 100th Battalion. It consisted of 1,300 Hawaiian Nisei. (The word *Nisei* refers to American citizens whose parents had emigrated from Japan.) The 100th saw brutal combat and became known as the Purple Heart Battalion. Later the 100th was merged into the all-Nisei 442nd Regimental Combat Team. It became the most decorated unit in U.S. history.

The Allies Gain Ground in Europe

Even as the Allies were battling for Italy in 1943, they had begun work on a dramatic plan to free Western Europe from the Nazis. In late 1943 Roosevelt, Churchill, and Stalin met in Tehran, Iran, to discuss the Allied strategy. The Tehran Conference had two major outcomes. The Soviet Union agreed to launch a major offensive against Germany from the east. At the same time,

Reading Check

Summarize
Describe the
contributions of
minorities to the
war effort.

542 Module 11

STRUGGLING READERS

Sequence

1. To help students understand the events leading up to the end of the war, have them construct an annotated timeline beginning with the Battle of the Atlantic and ending with D-Day. The timeline should include all events referred to in the text.
2. After the students have constructed the timeline, assign one event to each student. Have them create a “living” timeline in which they stand in the correct sequence and identify and explain their event.

Integrated Assessment, Rubric 2: Information Assessing Activities

COLLABORATIVE LEARNING

D-Day Involvement

1. Assign students to groups and have each group choose between the planning of Operation Overlord or the actual attack on D-Day.
2. Then have them use library and Internet resources to find out more about the participation of British and Canadian forces.
3. Have students construct a multimedia presentation of their findings.

Integrated Assessment, Rubric 6: Technology Activities

Background

American paratroopers on D-Day carried a simple signaling device to help them find one another in the dark. Each had a metal toy cricket to click. No German radio operators could intercept these messages.

the other Allies planned to invade the Normandy region of France. This would force Germany to fight on two fronts. The Soviets had been asking Allied leaders to open a second front to help relieve the pressure on the Soviet army. The Allies eventually agreed to the Soviet request. Their delay, however, caused lingering resentment between Soviet and Western leaders.

D-DAY General Dwight D. Eisenhower was chosen to command the Allied invasion of Normandy, code-named Operation Overlord. He selected General **Omar Bradley** to lead the American forces participating in the mission. From this point on, Bradley commanded all U.S. ground troops invading Europe from the west.

Under Eisenhower's direction in England, the Allies gathered a massive force. It consisted of nearly 3 million British, American, and Canadian troops and mountains of military equipment and supplies. To keep their plans secret, the Allies set up a huge phantom army with its own headquarters and equipment. In radio messages they knew the Germans could read, Allied commanders sent orders to this make-believe army to attack the French port of Calais—150 miles away—where the English Channel is narrowest. As a result, Hitler ordered his generals to keep a large army at Calais.

The Allied invasion was originally set for June 5, but bad weather forced a delay. Based on a forecast for clearing skies, Eisenhower gave the go-ahead for **D-Day**—June 6, 1944, the first day of the invasion. Shortly after midnight, two American divisions—the 82nd and 101st Airborne divisions—and one British division parachuted down behind German lines. They were followed in the early morning hours by thousands upon thousands of seaborne soldiers. This was the largest land-sea-air operation in army history.

— BIOGRAPHY

Dwight D. "Ike" Eisenhower (1890–1969)

When Army Chief of Staff General George Marshall chose modest Lieutenant General Dwight David Eisenhower to become the Supreme Commander of U.S. forces in Europe, he knew what he was doing. Eisenhower, or "Ike" as he was known, was a superb planner and possessed a keen mind for military tactics.

More important, Eisenhower had an uncommon ability to work with all kinds of people, even competitive and temperamental allies. After V-E Day a grateful Marshall wrote to Ike, saying, "You have been selfless in your actions, always sound and tolerant in your judgments and altogether admirable in the courage and wisdom of your military decisions.



You have made history, great history for the good of mankind." In 1953 Dwight D. Eisenhower became the 34th president of the United States.

BIOGRAPHY

Dwight D. "Ike" Eisenhower

Have students read the biography of Eisenhower. When Eisenhower was a senior in high school in Abilene, Kansas, classmates predicted he would become a history professor at Yale. He did become president of Columbia University in New York. It was his brother Edgar who was predicted to become president.



Print Assessment (*continued*)

3. **Evaluate** Evaluate the military contributions of leaders during World War II.

Think About:

- Dwight Eisenhower
- Omar Bradley
- George Patton

They helped the Allies liberate Europe from the Nazis. Eisenhower commanded Operation Overlord. Bradley led American ground forces invading Europe from the west. Patton led the French resistance and American troops to help recapture Paris from German occupation.

4. **Draw Conclusions** Why did Stalin want the other Allied nations to open a second front? Why did Roosevelt and Churchill resist? *Stalin hoped opening a second front would force Hitler to split his troops to protect each front, taking some pressure off of the Russian troops on the eastern front. Roosevelt and Churchill did not believe they had enough troops to support two fronts.*
5. **Analyze Events** Why was the invasion of Normandy significant? *The invasion of Normandy was the first major Allied offensive against Germany in Western Europe, and it led to the Allies freeing France, Belgium, and Luxembourg.*
6. **Summarize** What were the results of the Casablanca and Tehran conferences? *Casablanca: U.S. and Britain agreed to accept only the unconditional surrender of the Axis powers, decision to attack Italy; Tehran: The Soviet Union agreed to launch a major offensive against Germany from the east. At the same time, the other Allies planned to invade the Normandy region of France.*

3. What was Operation Overlord?

- ☒ the Allied invasion of Normandy
- ☐ the Allied defense of Great Britain
- ☐ the German defense of Western Europe
- ☐ the Soviet offensive against Germany in the east

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

On D-Day, June 6, 1944, Allied forces invaded Normandy in the largest land-sea-air operation in history.

4. **Evaluate** What were the two most important factors in the Allied victory in the Battle of the Atlantic?

Superior production and technology were the two most important factors in the Allied victory. The United States expanded its wartime production so that it was able to replace its destroyed ships and airplanes at a rate faster than could Germany. Also, the Allies employed radar and sonar technology to detect German airplanes and submarines and then destroy them.

5. **Illustrate** What are three examples of members of minority groups who distinguished themselves during the fighting in Europe?

During the fighting in Europe, members of minority groups fought with distinction. The all-black 99th Pursuit Squadron, known as the Tuskegee Airmen, won citations for fighting the Luftwaffe over Sicily and Italy. The all-Chicano Company E of the 141st Regiment, 36th Division, was highly decorated. And the all-Nisei 442nd Regimental Combat Team was the most decorated unit in U.S. history.

6. **Draw Conclusions** What was Germany's goal in the Battle of the Bulge?

The German military attempted to drive through the advancing Allied lines and recapture Antwerp. The goal of this drive was to cut off the Allied armies from their supply lines and discourage them. The discouraged and poorly supplied Allied troops would be defeated more easily. This would allow Germany to retake territory that had been liberated by the Allies.

Online Assessment

1. What was the German strategy in the Battle of the Atlantic?
- ☐ to use battleships to guard the shores of western Europe from invasion
 - ☐ to use submarines to attack the U.S. naval forces and keep U.S. troops away from Europe
 - ☐ to use air power to destroy Allied navies protecting Great Britain from invasion
 - ☒ to use submarines to sink U.S. ships bringing supplies to the Soviet Union and Great Britain

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

To protect Allied supply lines from German submarine attacks, cargo ships were organized into convoys.

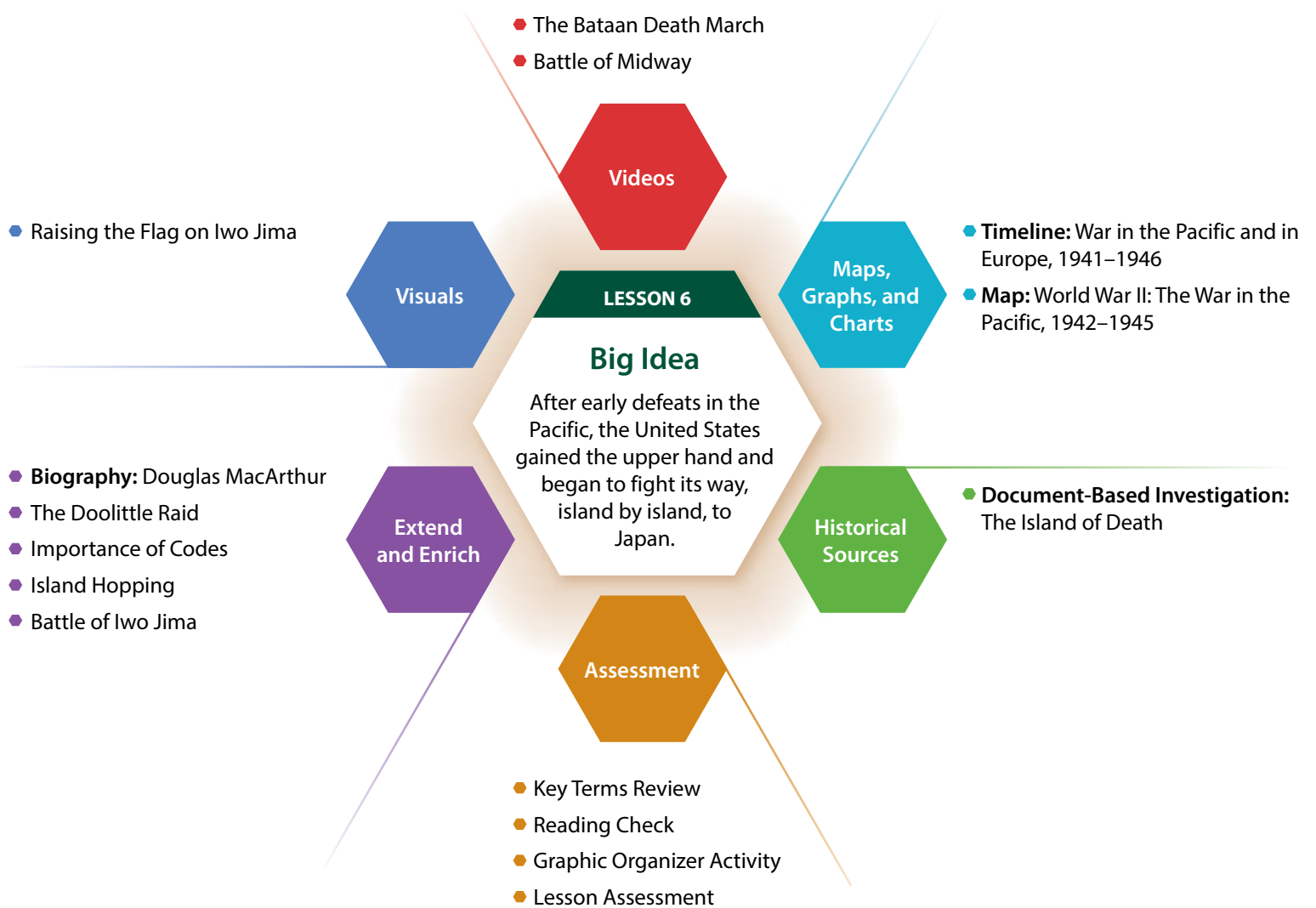
2. What was the purpose of Operation Torch?
- ☐ to protect British shipping lanes and the Suez Canal
 - ☒ to invade North Africa and open a second front against the Axis powers
 - ☐ to protect British-controlled oil fields in North Africa and the Middle East
 - ☐ to invade across the English Channel and force German troops away from the Soviet Union

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Allies invaded North Africa as part of Operation Torch and attacked the Axis forces.



The War in the Pacific



Online Lesson 6 Enrichment Activities

The Doolittle Raid

Video Students view the video to learn more about Doolittle's daring raid on Tokyo. Then students imagine they are a newspaper reporter and write an article reporting on the Doolittle Raid and its significance.



Importance of Codes

Create a Code Students read about how efforts to breaking enemy codes were critical to the Allies' success in the Pacific. Then students create a code and use the code to encrypt a two-sentence message about the significance of the Battle of Midway.

Island Hopping

Respond to Questions Students read about how the Allies used the strategy of island hopping in the Pacific. Then students locate the island chains in the Pacific on a map and answer questions about the island-hopping strategy used by the Allies.

Battle of Iwo Jima

Video Students view the video to understand key decisions that led the Allies to victory in the Battle of Iwo Jima. As students watch the video, they create a table recording decisions they would have made during the Battle of Iwo Jima and comparing them to decisions made by Allied military leaders.



Teach the Big Idea

- 1. Whole Class Open/Introduction** Ask students to look at a map of the western Pacific and then discuss how different it would be to fight a war in Japan rather than in Europe.
- 2. Direct Teach** Read students the Big Idea: *After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Explain why the Allies initially struggled to gain ground in the Pacific.
 - Identify key turning points in the war in the Pacific.
 - Describe the Allied shift to an offensive approach to the Pacific war.
- 3. Whole Group Close/Reflect** Have students review the “World War II: The War in the Pacific, 1942–1945” map. Ask them to choose five events depicted on the map and to add captions describing those events.

ONLINE DOCUMENT-BASED INVESTIGATION

World War II

The Island of Death is the sixth of seven document-based investigations that students will analyze in the World War II Module. In this excerpt, war correspondent Ralph Martin describes the conditions at Guadalcanal. Students can click on the audio button beneath the historical source to hear the excerpt read aloud.

ONLINE GRAPHIC ORGANIZER

The War in the Pacific

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects Which event do you think was the most significant turning point for the Allies in the war in the Pacific? Explain your choice. *The Battle of Midway; the Allied victory in that battle crippled the Japanese navy to the extent that the Allies could shift from defense to offense.*

ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Douglas MacArthur, Bataan Death March, Chester Nimitz, Battle of Midway, island hopping, kamikaze.**

The War in the Pacific

The Big Idea

After early defeats in the Pacific, the United States gained the upper hand and began to fight its way, island by island, to Japan.

Why It Matters Now

These battles in the Pacific convinced world leaders that a powerful weapon would be required to win the war.

Key Terms and People

Douglas MacArthur
Bataan Death March
Chester Nimitz
Battle of Midway
island hopping
kamikaze

One American's Story

The writer William Manchester left college after Pearl Harbor to join the marines. Manchester says that, as a child, his “horror of violence had been so deep-seated that I had been unable to trade punches with other boys.” On a Pacific island, he would have to confront that horror the first time he killed a man in face-to-face combat. Manchester's target was a Japanese sniper firing on Manchester's buddies from a fisherman's shack.



American soldiers fighting on Leyte in the Philippine Islands in late 1944.

“My mouth was dry, my legs quaking, and my eyes out of focus. Then my vision cleared. I . . . kicked the door with my right foot, and leapt inside. . . . I . . . saw him as a blur to my right. . . . My first shot missed him, embedding itself in the straw wall, but the second caught him dead-on. . . . A wave of blood gushed from the wound. . . . He dipped a hand in it and listlessly smeared his cheek red. . . . Almost immediately a fly landed on his left eyeball. . . . A feeling of disgust and self-hatred clotted darkly in my throat, gagging me.”

—William Manchester, from *Goodbye Darkness: A Memoir of the Pacific War*

The Pacific War was a savage conflict fought with raw courage. Few who took part in that fearsome struggle would return home unchanged.

COLLABORATIVE LEARNING

Island-Hopping Board Game

1. Organize the class into small groups. Have each group make a simplified map of East Asia and the Pacific based on the map in the text.
2. Have each group make up a set of rules for a board game based on the events of the Pacific war. The goal of the game is to teach younger students about the Allied strategy of island hopping to weaken and defeat Japan.
3. Have each group make game markers. Students will need to design enough markers to show whether territory is in the hands of the Japanese or the Allies. Game pieces may also include battleships, aircraft carriers, submarines, fighter

planes, bombers, and kamikaze planes. Game pieces may also include battleships, aircraft carriers, submarines, fighter planes, bombers, and kamikaze planes.

4. Have each group share and explain its game to the rest of the class. Invite students to critique and provide constructive feedback on the games.

Integrated Assessment, Rubric 4: Visual Presentations

ADVANCED/GIFTED

Stop Japanese Advances

1. Display a current map of the Pacific for students. Ask volunteers to use the map to point out the farthest extent of Japanese control in the Pacific.

A Slow Start for the Allies

While the Allies agreed that the defeat of the Nazis was their first priority, the United States did not wait until V-E Day to move against Japan. Fortunately, the Japanese attack on Pearl Harbor in 1941 had missed the Pacific Fleet's submarines. Even more importantly, the attack had missed the fleet's aircraft carriers, which were out at sea at the time.

JAPANESE ADVANCES Still, the attack on Pearl Harbor had dealt a tremendous blow to the U.S. Pacific Fleet, one that would take months to overcome. Pearl Harbor also provided a major boost to Japanese pride and encouraged them to continue their assault on territory in Asia. The combination of these factors led to a quick string of Japanese victories unimpeded by U.S. forces.

In the first six months after Pearl Harbor, the Japanese conquered an empire that dwarfed Hitler's Third Reich. On the Asian mainland, Japanese troops overran Hong Kong, French Indochina, Malaya, Burma, Thailand, and much of China. The British had believed that the mighty fortress of Singapore, part of Malaya, would never fall to invaders. The Japanese captured it in just two weeks.

They also swept south and east across the Pacific, conquering the Dutch East Indies, Guam, Wake Island, the Solomon Islands, and countless other outposts in the ocean, including two islands in the Aleutian chain, which were part of Alaska. Their conquests gave them control of rich oil reserves, which were vital to their military plans, and also functioned as strategic bases for future operations.

The Allies were stunned by the rapid success of the Japanese military in the months following Pearl Harbor. They had underestimated the skill of Japanese soldiers, not realizing that they were so well trained. The Japanese military also had excellent equipment. For instance, Japanese fighter aircraft were as good as—or better than—anything the Allies could produce. Japanese ships and torpedoes were also of high quality. These factors gave the Japanese an important advantage early in the war.

THE PHILIPPINES Japan's attacks on Hong Kong, Singapore, the Dutch East Indies, and Burma were part of a larger offensive strategy with one other major target: the American-controlled islands of the Philippines. At the time of the Japanese invasion in December 1941, General **Douglas MacArthur** was in command of Allied forces on the islands. He led a small force of Americans plus a number of poorly trained and equipped Filipino soldiers, totaling roughly 80,000 troops. They were no match for the 200,000 Japanese invaders who came ashore in December 1941.

As the Japanese gained ground, MacArthur planned a retreat to the Bataan Peninsula. There he hoped to hold off the Japanese for as long as possible. Simply getting his troops into this defensive position took determined fighting and brilliant leadership. Once there, the soldiers found that food, medicine, and other supplies were terribly limited. MacArthur urged Allied officials to send ships to help relieve his starving, battle-worn troops. War planners, however, decided that such a move was too risky.

World War II 547

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How extensive were Japanese conquests in the Pacific?
- Why did the Allies experience a slow start in the Pacific?
- What was the Bataan Death March?

More About . . .

Biography: Douglas MacArthur MacArthur's most lasting achievement may have been his role in rebuilding Japan after the war. He implemented a complete reform of the Japanese economic and political institutions. What made his work so successful was his ability to adapt Japanese traditions to a westernized political and economic system. MacArthur had presidential ambitions but failed to gain the Republican nomination.

BIOGRAPHY

Douglas MacArthur

Have students read the biography of Douglas MacArthur, U.S. commander in the Pacific island region at the beginning of the war.

▶ ONLINE ANALYZE VIDEOS

The Bataan Death March

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How far were the Allied soldiers expected to march? How much time did the Japanese expect the march to last? *55 miles; one to two days*



2. Have students review the information in this lesson about Japanese military strengths in the months following U.S. entry into the war. Then have them write a memorandum to the president analyzing these strengths and suggesting one possible strategy for stopping the Japanese advances.
3. Have volunteers read their memoranda to the class.

Integrated Assessment, Rubric 5: Writing Activities

COLLABORATIVE LEARNING

Bataan Death March

1. Explain to students that the Japanese were aggressive in their military tactics and that they had won a series of

impressive military victories against both British and U.S. forces.

2. Divide students into pairs. Have students write two memos. The first memo should be written from the viewpoint of a British soldier who has served in Hong Kong. Students should try to convince British military leaders that additional resources must be committed to fight the war in the Pacific. The second memo should be written from the viewpoint of a commander who does not believe the Japanese can continue their string of victories. Students should try to convince their superiors that Allied forces can easily defeat the Japanese.
3. Lead a discussion of the two points of view.

Integrated Assessment, Rubric 5: Writing Activities

READING CHECK

Analyze Causes What factors contributed to Japan's series of rapid military victories following Pearl Harbor? *damage to the U.S. Pacific Fleet; increased national pride; skilled, well trained troops; superior weaponry*

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What American actions surprised the Japanese?
- What was the importance of the Battle of Midway?

More About . . .

James Doolittle James Doolittle left college to join the army when the United States entered World War I. He became an expert pilot and flight instructor. After the war, he tested and raced aircraft for the Army Air Corps. Doolittle left the army in 1930 to work as an aviation consultant, but he returned to active duty when World War II began. He led air operations throughout the war, including courageous bombing attacks on Japan in 1942, immortalized in the famous movie *Thirty Seconds Over Tokyo*. The raid was the first attack on the Japanese mainland during the war. Doolittle later commanded bombing raids on Germany, which helped lead to the end of the war in Europe.

ONLINE INTERACTIVE TIMELINES

War in the Pacific and in Europe, 1941–1946

Have students explore the timeline and answer the associated question.

Analyze Timelines Which two events happened in the same month? *U.S. Marines land on Guadalcanal; Hitler orders the attack on Stalingrad.*

ONLINE ANALYZE VIDEOS

Battle of Midway

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What advantages did each side have going into the battle? *The Japanese had a larger fleet, with four aircraft carriers to the Allies' three. The Allies had advance intelligence about the planned attack.*

READING CHECK

Find Main Ideas What was the significance of the Battle of the Coral Sea? *It was the first time in the war that the Japanese advance had been halted.*

BIOGRAPHY

Douglas MacArthur (1880–1964)

Douglas MacArthur was too arrogant and prickly to be considered a “regular guy” by his troops. But he was arguably the most brilliant Allied strategist of World War II. For every American soldier killed in his campaigns, the Japanese lost ten.

He was considered a real hero of the war, both by the military and by the prisoners on the Philippines, whom he freed. “MacArthur took more territory with less loss of life,” observed journalist John Gunther, “than any military commander since Darius the Great [king of Persia, 522–486 BC].”



MacArthur and his forces fought on bravely. They held out against the invading Japanese troops for four months on the Bataan Peninsula. Hunger, disease, and bombardments killed 14,000 Allied troops and left 48,000 wounded. When American and Filipino forces found themselves with their backs to the wall on Bataan, President Roosevelt ordered MacArthur to leave. On March 11, 1942, MacArthur left the Philippines with his wife, his son, and his staff. As he left, he pledged to the many thousands of men who did not make it out, “I shall return.” Less than a month later, about 10,000 American and 60,000 Filipino troops remaining on Bataan surrendered.

Although the fighting was over, the suffering of the soldiers had just begun. For five days and nights, the Japanese forced the captured soldiers through what came to be called the **Bataan Death March**. The prisoners had little food or water, and those who dropped out of line were beaten or shot. Thousands perished. Those who completed this terrible journey did not fare much better. In the Japanese prison camp, lack of food and medicine claimed hundreds more lives.

Fortunes Shift in the Pacific

The loss of the Philippines was a low point for the United States in the Pacific war. In the spring of 1942, however, the Allies began to turn the tide against the Japanese. In fact, just days after the surrender on Bataan, Americans finally got some good news.

DOOLITTLE'S RAID On April 18, 1942, Army Lieutenant Colonel James Doolittle led 16 bombers in a daring raid on Tokyo and several other Japanese cities. The next day, Americans awoke to headlines that read “Tokyo Bombed! Doolittle Did It!” Doolittle's raid, as the event came to be known, did not do

Reading Check
Analyze Causes
What factors contributed to Japan's series of rapid military victories following Pearl Harbor?

548 Module 11

ENGLISH-LANGUAGE LEARNERS

Identify Turning Points

1. Have students give the names and dates of the events and battles that acted as early turning points of the war in the Pacific.
2. Organize the class into groups, and assign each group a battle or event. Have each group create a chart about its assigned turning point, reporting the five “Ws”: Who, What, When, Where, and Why it was significant.

Integrated Assessment, Rubric 5: Writing Activities

COLLABORATIVE LEARNING

Create a Code

1. To gain an understanding of cryptology, divide students into small groups.
2. Ask them to create a code using numbers as indicators.
3. Have them write a sentence in their code.
4. Then give each group a chance to crack the other's code.

Integrated Assessment, Rubric 5: Writing Activities

major damage to the Japanese targets, but it still had some significant effects. Pulling off a Pearl Harbor-style air raid over Japan lifted America's sunken spirits. At the same time, it dampened spirits in Japan.

BATTLE OF THE CORAL SEA Close on the heels of Doolittle's raid came another morale booster for the Allies. Since the beginning of the war, Allied forces in the Pacific, mainly Americans and Australians, had seen little success in slowing Japanese conquests. In May 1942, however, the Allies finally turned a corner. They succeeded in stopping the Japanese drive toward Australia in the five-day Battle of the Coral Sea. During this battle, the fighting was done by airplanes that took off from enormous aircraft carriers. Not a single shot was fired by surface ships. It was not a decisive win for the Allies. Both sides suffered losses and both, in fact, claimed victory. But it was a strategic triumph. For the first time since Pearl Harbor, a Japanese invasion had been stopped and turned back.

THE BATTLE OF MIDWAY Japanese leaders had been troubled by Doolittle's raid. They were determined to stop any future attacks on the Japanese mainland. To do so, they planned to lure the Americans into a large sea battle with the goal of destroying what remained of U.S. naval forces. The first step in their plan would be to attack Midway Island, a strategic island that lies northwest of Hawaii. The Japanese had a large advantage in the number of ships and carriers they could bring to the battle. However, the Americans had an advantage that Japan did not know about. Naval intelligence officers had broken the Japanese code and knew that Midway was to be their next target. They also knew the date of the planned attack and the direction from which the Japanese ships would approach. Here again the Allies succeeded in stopping the Japanese.

Admiral **Chester Nimitz**, the commander of American naval forces in the Pacific, moved to defend the island, carefully placing his forces based on his knowledge of the Japanese military's plans. On June 3, 1942, his scout planes found the Japanese fleet. The Americans sent torpedo planes and dive bombers to attack. The Japanese were caught with their planes still on the decks of their carriers. The results were devastating. By the end of the **Battle of Midway**, it was clear the Allies had won a tremendous victory. The Japanese had lost 4 aircraft carriers, a cruiser, and 250 planes. In the words of a Japanese official, at Midway the Americans had "avenged Pearl Harbor."

The Allies Go on the Offensive

The Battle of Midway was a turning point in the Pacific War. With the Japanese navy crippled, the Allies decided to take the fight to Japan.

GUADALCANAL The first step in the new Allied strategy was to win control of territory in the Solomon Islands. The Japanese had taken these islands in 1942, and an Allied presence there would help protect nearby Australia. A key goal in the Solomons was the capture of an island called Guadalcanal. The Japanese had nearly completed an airfield there, making it a tempting

Reading Check
Find Main Ideas
What was the
significance of the
Battle of the Coral
Sea?

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What strategy did the United States adopt in fighting Japan?
- What were kamikazes?
- Why did the Japanese fight so hard on Iwo Jima?
- Why did the Allies believe Okinawa was a foretaste of an invasion of Japan?

More About . . .

Guadalcanal Japanese strategy on Guadalcanal was to wage a guerrilla war of attrition in the jungle. The Japanese questioned American resolve and tested it severely. The hand-to-hand combat on Guadalcanal was a trial of American grit and also a preview of what the land war in the island-hopping campaign was to be like for the remainder of the war.

Navajo Code Talkers Philip Johnston, the son of a missionary to the Navajo and one of the few non-Navajo people fluent in the Navajo language, was the man responsible for using Navajo in this crucial role. Johnston approached a Marine commander who arranged a test. The Navajo so outperformed all other code machines that the commander was impressed and began the Code Talker program immediately. Navajo Code Talkers provided indispensable service in every Marine assault in the Pacific from 1942 to the end of the war. Ask: Why do you think it took so long for Navajo Code Talkers to receive national recognition? *General prejudice and a tendency to overlook the contributions of nonwhites is a probable reason.*

STRUGGLING READERS

Map Reading

1. Reading a map involves different spatial and visual skills than reading text. Students may need assistance reading a complicated map, such as the "World War II: The War in the Pacific, 1942–1945" map.
2. Have students work in pairs. Ask them to find each map key item on the map; list each battle discussed in the text and find it on the map; and use their list to create a timeline of the war in the Pacific.
3. Students may benefit from seeing a chronology for the battles shown on the map.

ONLINE DOCUMENT-BASED INVESTIGATION

The Island of Death

When the Japanese left Guadalcanal, they called it the Island of Death. To war correspondent Ralph Martin and the troops who fought there, it was simply "hell." Invite students to read the excerpt or click on the audio button beneath the source to hear it read aloud.

Analyze Sources How might the conditions that Martin describes have affected the soldiers fighting there? *They could have had a negative effect on morale. They could also have been a distraction that could endanger soldiers' lives.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

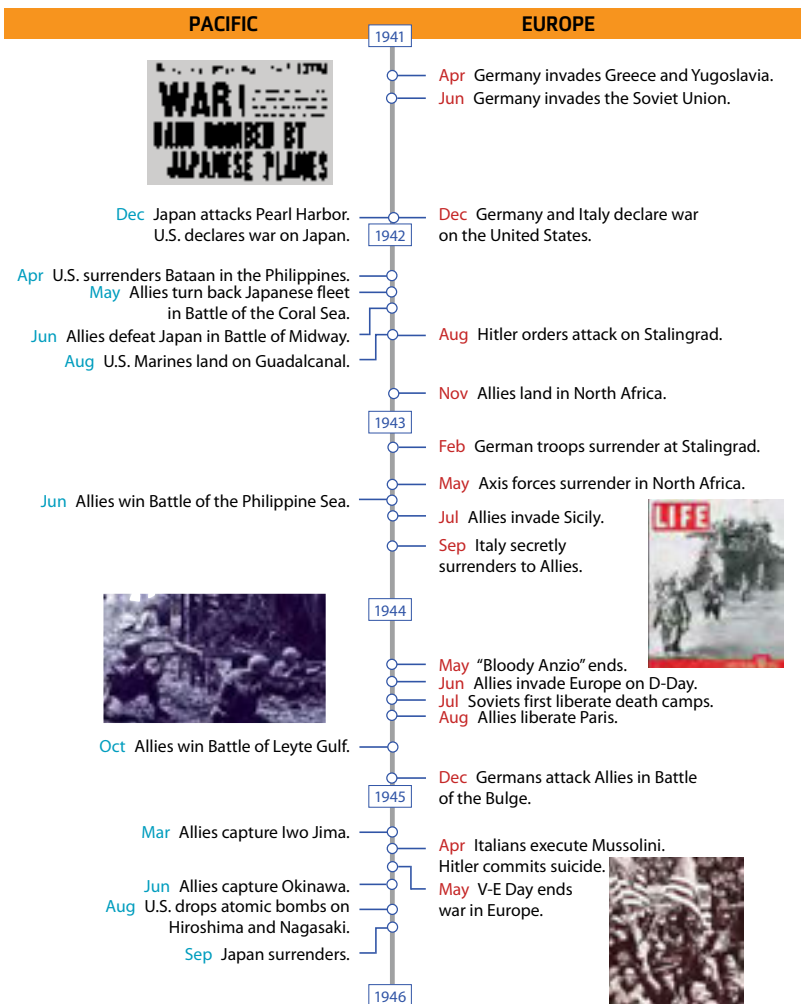
The Island of Death

When the Japanese left Guadalcanal, they called it the Island of Death. To war correspondent Ralph Martin and the troops who fought there, it was simply "hell."

"Hell was red furry spiders as big as your fist, giant lizards as long as your leg, leeches falling from trees to suck blood, armies of white ants with a bite of fire, scurrying scorpions inflaming any flesh they touched, enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours, . . . stinking wet heat of dripping rain forests that sapped the strength of any man."

—Ralph G. Martin

War in The Pacific and in Europe, 1941–1946



target. The rest of the island, however, offered little. It was covered by swamps and dense jungles, and daytime temperatures regularly reached into the 90s. It was a miserable place to fight.

The Allied offensive against Guadalcanal began in August 1942 when 19,000 troops stormed the island. The battle took place on land, at sea, and in the air. Each side won small victories until the Japanese finally abandoned Guadalcanal six months later. At the time, they called it the Island of Death. To war correspondent Ralph Martin and the troops who fought there, it was simply “hell.”

“Hell was red furry spiders as big as your fist, giant lizards as long as your leg, leeches falling from trees to suck blood, armies of white ants with a bite of fire, scurrying scorpions inflaming any flesh they touched, enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours, . . . stinking wet heat of dripping rain forests that sapped the strength of any man.”

—Ralph G. Martin, from *The GI War*

THE ALLIES PRESS ON Guadalcanal marked Japan’s first defeat on land, but not its last. However, the Japanese still controlled a number of heavily fortified islands throughout the Pacific. Attacking those islands would have been a costly and time-consuming endeavor. Instead, the Allies chose to bypass them in favor of strategically important but less-well-defended islands. Soon the Allies began “**island hopping**.” This method used a powerful combination of land, sea, and air forces to capture and secure islands while avoiding the heaviest concentrations of enemy forces. These captured islands would then become bases from which future military actions could be launched. Island by island they won territory back from the Japanese. With each island, Allied forces moved closer to Japan.

American diversity and ingenuity aided their progress. Hundreds of Native Americans of the Navajo nation worked as code talkers, translating messages into a coded version of their own language. The Navajo language was spoken only in the American Southwest and traditionally had no alphabet or other written symbols. This unwritten language was so complex that the Japanese never deciphered it, allowing quick and secure transmission of vital military information. Although the Navajo had no words for combat terms, they developed terms such as *chicken hawk* for *dive-bomber* and *war chief* for *commanding general*. Throughout the Pacific campaign—from Midway to Iwo Jima—the code talkers were considered indispensable to the war effort. They finally received national recognition in 1969.



Four hundred Navajo were recruited into the Marine Corps as code talkers. Their primary duty was transmitting telephone and radio messages.

ONLINE INTERACTIVE MAPS

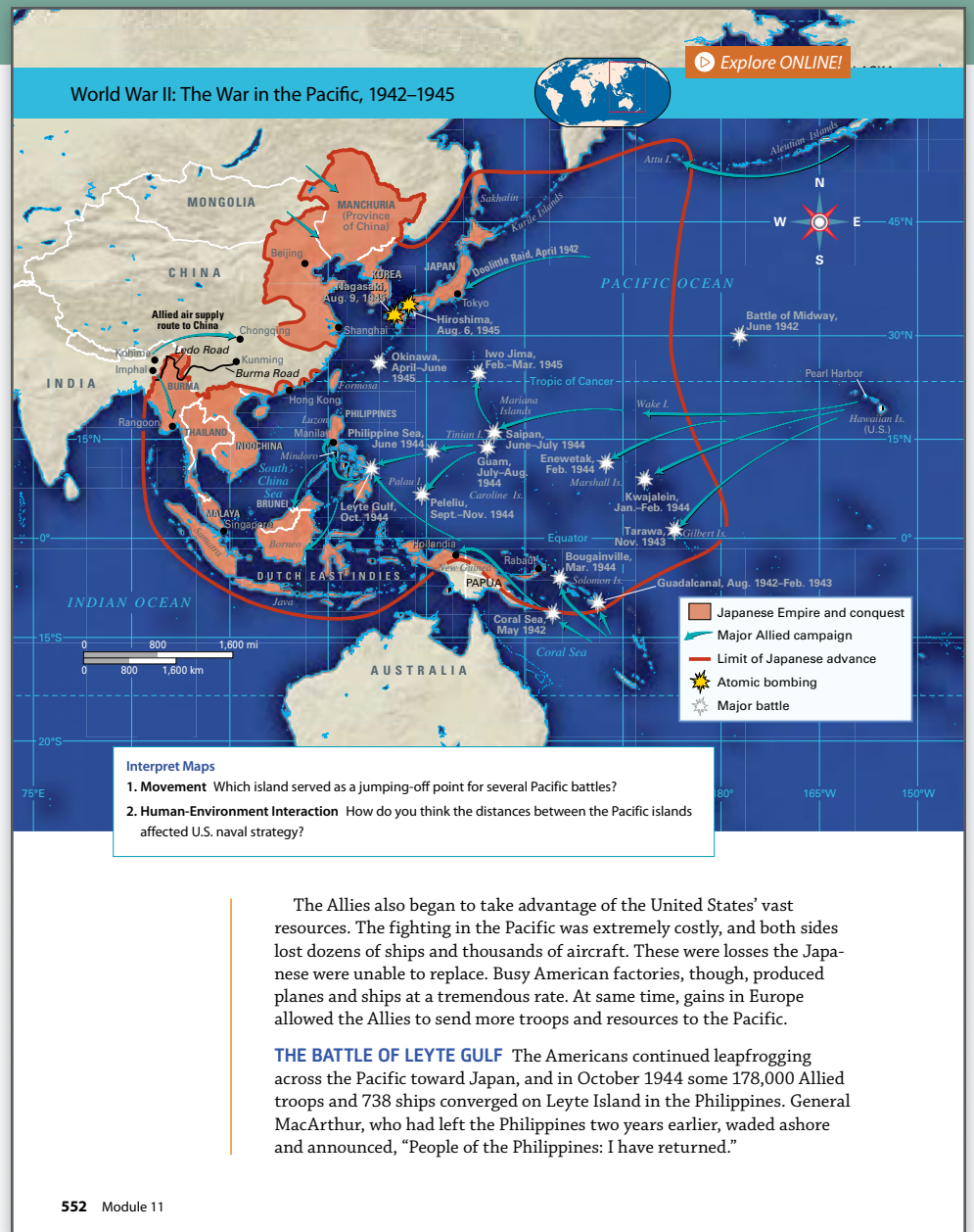
World War II: The War in the Pacific, 1942–1945

Have students explore the map using the interactive features and answer the associated question.

Location Which battle gave the Allies a jumping-off point to begin the attack on Peleliu in September 1944? *Guam*

In print edition, see map of same title.

- 1. Movement** Which island served as a jumping-off point for several Pacific battles? *Guam*
- 2. Human-Environment Interaction** How do you think the distances between the Pacific islands affected U.S. naval strategy? *The distances meant that the Allies had to leapfrog from one island to another, causing great difficulties in transporting goods and men.*



The Japanese threw their entire fleet into the Battle of Leyte Gulf. They also tested a new tactic, the **kamikaze** (kā'mī-kā'zē), or suicide-plane, attack in which Japanese pilots crashed their bomb-laden planes into Allied ships. (*Kamikaze* means “divine wind” and refers to a legendary typhoon that saved Japan in 1281 by destroying a Mongol invasion.) In the Philippines, 424 kamikaze pilots embarked on suicide missions, sinking 16 ships and damaging another 80.

Americans watched these terrifying attacks with “a strange mixture of respect and pity” according to Vice Admiral Charles Brown. “You have to admire the devotion to country demonstrated by those pilots,” recalled Seaman George Marse. “Yet, when they were shot down, rescued and brought aboard our ship, we were surprised to find the pilots looked like ordinary, scared young men, not the wide-eyed fanatical ‘devils’ we imagined them to be.”

Despite the damage done by the kamikazes, the Battle of Leyte Gulf was a disaster for Japan. In three days of battle, it lost 3 battleships, 4 aircraft carriers, 13 cruisers, and almost 500 planes. From then on the Imperial Navy played only a minor role in the defense of Japan.

IWO JIMA After retaking much of the Philippines and liberating the American prisoners of war there, the Allies turned to Iwo Jima, an island that writer William Manchester later described as “an ugly, smelly glob of cold

Historical Source

Raising the Flag on Iwo Jima

In February 1945 U.S. Marines captured Mount Suribachi, Iwo Jima's highest point, after four days of intense fighting. Although the battle raged on, troops were sent to place a flag at the top of the peak, large enough that it could be seen from across the island. Photographer Joe Rosenthal saw the flag raising, grabbed his camera, and snapped a hasty photo. It appeared the next morning on the front pages of American newspapers and has become an enduring symbol of World War II.



Analyze Historical Sources

What human qualities or events do you think Rosenthal's photograph symbolizes?

ONLINE INTERACTIVE VISUALS

Image Compare: Raising the Flag on Iwo Jima

Have students explore and compare the images using the interactive slider.

In print, see historical source of same title.

Analyze Sources What human qualities or events do you think Rosenthal's photograph symbolizes? *unity, cooperation, courage, triumph against odds*



READING CHECK

Draw Conclusions Why was Okinawa a significant island in the war in the Pacific? *It was the final island that stood between the Allies and a direct assault on Japan. The battle itself foreshadowed what the Allies imagined that final invasion would be like.*

Print Assessment

- 1. Organize Information** Use a chart to describe the significance of key Allied military actions in the Pacific during World War II. Which military action was a turning point for the Allies? *Doolittle's Raid: American spirits lifted by Tokyo bombing; Coral Sea: first time since Pearl Harbor a Japanese invasion had been turned back; Midway: damaged Japanese air and naval power; Guadalcanal: Japan's first defeat on land; Leyte Gulf: reduced Japanese navy to minor role; Iwo Jima: critical base for heavy bombers to reach Japan; Okinawa: allowed attack on Japan itself*
- 2. Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson's key terms and people can be found on the following pages: Douglas MacArthur, p. 547; Bataan Death March, p. 548; Chester Nimitz, p. 549; Battle of Midway, p. 550; island hopping, p. 551; kamikaze, p. 553.*
- 3. Evaluate** Evaluate the military contributions of leaders during World War II.

Think About:

- Douglas MacArthur
- Chester Nimitz

MacArthur commanded Allied forces in the Philippines and Pacific. Nimitz led the American naval forces in the Pacific to victory at the Battle of Midway.

- 4. Predict** What was the Bataan Death March? How do you think it affected the Allied war effort? *Japanese troops forced Allied soldiers to march with little food or water during the Bataan Death March, and thousands died. Students may suggest that it damaged morale or that it helped inspire Allied forces to battle back.*



Japanese kamikaze pilots pose—smiling—just before taking off on the mission that would be their last.

lava squatting in a surly ocean." Iwo Jima (which means "sulfur island" in Japanese) was critical to the United States as a base from which heavily loaded bombers might reach Japan. It was also perhaps the most heavily defended spot on earth, with 20,700 Japanese troops entrenched in tunnels and caves. More than 6,000 marines died taking this desolate island, the greatest number in any battle in the Pacific to that point. Only 200 Japanese survived. Just one obstacle now stood between the Allies and a final assault on Japan—the island of Okinawa.

THE BATTLE FOR OKINAWA In April 1945 U.S. Marines invaded Okinawa. The Japanese unleashed more than 1,900 kamikaze attacks on the Allies during the Okinawa campaign. They sank 30 ships, damaged more than 300 more, and killed almost 5,000 seamen.

Once ashore, the Allies faced even fiercer opposition than on Iwo Jima. By the time the fighting ended on June 21, 1945, more than 7,600 Americans had died. But the Japanese paid an even ghastlier price—110,000 lives—in defending Okinawa. This total included two generals who chose ritual suicide over the shame of surrender. A witness to this ceremony described their end: "A simultaneous shout and a flash of the sword . . . and both generals had nobly accomplished their last duty to their Emperor."

The Battle of Okinawa was a chilling foretaste of what the Allies imagined the invasion of Japan's home islands would be. Churchill predicted the cost would be a million American lives and half that number of British lives.

Reading Check
Draw Conclusions
Why was Okinawa a significant island in the war in the Pacific?

Lesson 6 Assessment

- 1. Organize Information** Use a chart to describe the significance of key Allied military actions in the Pacific during World War II.

Military Action	Significance
1.	
2.	
3.	
4.	
5.	

Which military action was a turning point for the Allies?

- 2. Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.

- 3. Evaluate** Evaluate the military contributions of leaders during World War II.

Think About:

- Douglas MacArthur
- Chester Nimitz

- 4. Predict** What was the Bataan Death March? How do you think it affected the Allied war effort?
- 5. Develop Historical Perspective** Analyze the significance of the Battle of Midway as a turning point in the war in the Pacific.
- 6. Draw Conclusions** How were the Allies able to gain ground against the Japanese in the Pacific?

- 5. Develop Historical Perspective** Analyze the significance of the Battle of Midway as a turning point in the War in the Pacific. *The Battle of Midway damaged Japanese air and naval power and allowed the Allies to begin an offensive period of "island hopping" in order to win back territory in the Pacific.*
- 6. Draw Conclusions** How were the Allies able to gain ground against the Japanese in the Pacific? *They adopted a strategy of island hopping, bypassing heavily defended islands in favor of others that were easier to capture. They then used the newly captured islands as bases to launch attacks farther into Japanese territory.*

▶ Online Assessment

1. What did Japan gain from its new territories following its attack on Pearl Harbor to further its goals?

- ☐ rich farmland and areas to fish
- ☐ freshwater sources and timber reserves
- ☒ rich oil reserves and military bases
- ☐ large coal reserves and an educated labor source

Alternate Question Which of the following were captured by Japan following Pearl Harbor? Select the **four** correct answers.

- ☐ Australia
- ☒ Dutch East Indies
- ☒ French Indochina
- ☒ Hong Kong
- ☐ India
- ☐ Manchuria
- ☒ Wake Island

2. Why were the Battle of the Coral Sea and the Battle of Midway important?

- ☐ Japan failed to stop Allied shipping lanes bringing supplies to China.
- ☒ Allied naval forces halted the advance of the Japanese in the Pacific.
- ☐ Japan gained important naval bases from which to launch future attacks.
- ☐ Allied forces captured islands from which to launch bombing raids on Japan.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

U.S. naval forces defeated Japan at the Battle of

Midway, halting Japan's advance across the Pacific and damaging its naval forces severely.

3. What was the Allied "island-hopping" strategy in the Pacific?

- ☐ to take back Japanese-controlled islands in an orderly manner
- ☐ to avoid small, lightly defended islands regardless of strategic value
- ☒ to take over less-well-defended islands and use them to launch future operations
- ☐ to strike at islands with the strongest Japanese forces in an attempt to weaken Japanese morale

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

As part of the "island-hopping" strategy, the United States attacked

Iwo Jima in 1945 and faced a strong Japanese defense to gain an airfield from which to bomb the home islands of Japan.

4. **Cause and Effect** Why were U.S. and Filipino forces forced to surrender on the Bataan Peninsula?

U.S. and Filipino forces were forced to surrender on the Bataan Peninsula because they were isolated by attacking Japanese forces. The Allied forces had only limited food, medicine, and other supplies. Despite the pleas of General MacArthur to the U.S. military, relief was not sent. The isolated U.S. and Filipino forces fought hunger, disease, and Japanese bombardments for four months until they ultimately surrendered.

5. **Make Inferences** What was the goal of Doolittle's raid?

Doolittle's raid was intended to be more symbolic than to serve any military objective. The raid itself did little damage to targets in Japan. However, it improved morale in the United States. The United States had not responded militarily to the attack on Pearl Harbor for over five months. Doolittle's raid provided that response and gave people in the United States something to cheer for.

6. **Summarize** How did members of the Navajo nation contribute to the Allied war effort in the Pacific?

Members of the Navajo nation were very important to the Allied efforts across the Pacific. Speaking in their native language, the Navajo code talkers sent essential military information during and between battles. The Japanese never broke the code.





The End of World War II



Online Lesson 7 Enrichment Activities

Truman Announces the Use of the Atomic Bomb

President's Statement Students read the excerpts from President Truman's statement about the use of the atomic bomb. Then students write a journal entry describing how they might have reacted to Truman's announcement about the dropping of the atomic bomb on Hiroshima.

The Nuremberg Trials

Writing Activity Students write a speech about the defense used by many of the war criminals tried at Nuremberg—that they were just following orders. The activity walks students through prewriting, writing the speech, and revising and practicing.

New Roles for Women During World War II

Video Students view the video to learn more about women's contributions to the war effort. Then students respond to a question about women's wartime experiences and their expectations about their role in society after the war.



The End of World War II

The Big Idea

While the Allies completed the defeat of the Axis Powers on the battlefield, Allied leaders were making plans for the postwar world.

Why It Matters Now

Wartime decisions affected global affairs for the next several decades.

Key Terms and People

V-E Day
Harry S. Truman
J. Robert Oppenheimer
Hiroshima
Nagasaki
United Nations (UN)
Nuremberg trials
GI Bill of Rights

One American's Story

Brigadier General Thomas F. Farrell served as second-in-command of the Manhattan Project. Early on the morning of July 16, 1945, Farrell and other key figures gathered at White Sands in the remote New Mexico desert to witness the first official test of the atomic bomb. Code-named "Trinity," the test would determine whether the bomb would work as a weapon. Farrell and the rest watched from several miles away as the bomb successfully exploded at 5:29 a.m.

"The effects could well be called unprecedented, magnificent, beautiful, stupendous and terrifying. No man-made phenomenon of such tremendous power had ever occurred before. . . . The whole country was lighted by a searing light with the intensity many times that of the midday sun. It was golden, purple, violet, gray and blue. . . . Thirty seconds after the explosion came first, the air blast pressing hard against the people and things, to be followed almost immediately by the strong, sustained, awesome roar which warned of doomsday and made us feel that we puny things were blasphemous to dare tamper with the forces heretofore reserved to The Almighty."

—Thomas F. Farrell, from a memorandum for the Secretary of War, July 18, 1945



Brigadier General Thomas F. Farrell

The test was a success. Scientists and military personnel cheered and danced in celebration. Finally, Farrell reflected, they had found a weapon that could end the war.

World War II 555

Teach the Big Idea

- 1. Whole Class Open/Introduction** Ask students what happens when two people stop being friendly because of conflicting personalities or ideas. Could the same situation happen between two countries?
- 2. Direct Teach** Read students the Big Idea: *While the Allies completed the defeat of the Axis powers on the battlefield, Allied leaders were making plans for the postwar world.* Review the following lesson objectives with students to aid in their understanding of the Big Idea.
 - Describe the end of the war in Europe.
 - Explain both the development of the atomic bomb and the debates about its use.
 - Identify the challenges faced by the Allies in building a just and lasting peace.
 - Summarize the economic and social changes that reshaped American life during World War II.
- 3. Whole Group Close/Reflect** Have students form small groups and discuss the ways that World War II changed American life.

DOCUMENT-BASED INVESTIGATION

World War II

A Shifting Population is the last of seven document-based investigations that students will analyze in the World War II Module. Over 1.2 million African Americans left the South during World War II and the years that followed. Students can study the map and answer the associated question.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

A Shifting Population

Over 1.2 million African Americans left the South during World War II and the years that followed. Most of them moved to cities in the North and West in search of better jobs.

GRAPHIC ORGANIZER

The End of World War II

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Draw Conclusions Which event do you think had the biggest effect on the postwar world? Explain your choice. *the development of the United Nations, because it provided a venue for nations to work together and communicate to avoid war*

COLLABORATIVE LEARNING

Reliving the Yalta Conference

1. Organize the class into three groups representing the United States, Great Britain, and the Soviet Union.
2. Have each group research the positions its country took at the Yalta Conference. Have students use the following questions to guide their research: What were the postwar goals of each country? What compromises was each country ready to make to reach an agreement?
3. Have each group select one person to play the part of its member of the "big three"—Franklin Roosevelt, Winston Churchill, and Joseph Stalin.
4. Have students take turns presenting their group's position to the class. Then guide the class in a discussion of the goals and results of the Yalta Conference.
5. Invite students to critique and provide constructive feedback about the mock conference. Students should identify what they felt worked well and what parts could be improved upon.

Integrated Assessment, Rubric 3: Oral Presentations

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What did Allied troops find in Germany?
- What decisions did the Allies reach at the Yalta Conference?
- What happened to Hitler?

More About . . .

Survivors of Concentration Camps Israel Lau was just eight years old when an American Jewish chaplain, smiling and weeping, embraced him in Buchenwald on April 11, 1945. “How old are you, my child?” he asked. “What difference does it make? I’m older than you,” I answered. “Why do you think you are older than me?” he asked. “Because you cry and laugh as a child. And I can’t even cry. So I must be older than you.”

Soviet Rush to Berlin For years historians assumed that the Soviets’ haste to reach Berlin—a rush that led to the death of 70,000 Russian soldiers—was the result of a combination of Soviet pride and mistrust of the West. Recent scholarship, however, uncovered a document that indicated that the Soviets were trying to reach the German nuclear research center in Berlin before the Americans got there. When the Soviets arrived, they found three tons of uranium oxide, enough to allow them to start working on their first nuclear weapon.

INTERACTIVE VISUALS

Image with Text Slider: Compromises of the Yalta Conference

Have students explore the image by revealing additional information using the interactive slider.



ONLINE LESSON FLIP CARDS

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson’s key terms and people:

V-E Day, Harry S. Truman, J. Robert Oppenheimer, Hiroshima, Nagasaki, United Nations (UN), Nuremberg trials, GI Bill of Rights.

The Allies Liberate Europe

Even as Manhattan Project scientists were feverishly working to create a weapon to end it, war raged on. In both Europe and the Pacific, the tide had turned in the Allies’ favor, but neither Germany nor Japan was beaten. Still, as the months passed, the Allies moved closer and closer to victory.

LIBERATION OF THE DEATH CAMPS In Europe, the Battle of the Bulge left Germany severely weakened. Allied troops pressed eastward into the German heartland, and the Soviet army pushed westward across Poland toward Berlin. Soviet troops were the first to come upon one of the Nazi death camps, in July 1944. As the Soviets drew near a camp called Majdanek in Poland, SS guards worked feverishly to bury and burn all evidence of their hideous crimes. But they ran out of time. When the Soviets entered Majdanek, they found a thousand starving prisoners barely alive, the world’s largest crematorium, and a storehouse containing 800,000 shoes. “This is not a concentration camp,” reported a stunned Soviet war correspondent, “it is a gigantic murder plant.” The Americans who later liberated Nazi death camps in Germany were equally horrified.

“We started smelling a terrible odor and suddenly we were at the concentration camp at Landsberg. Forced the gate and faced hundreds of starving prisoners. . . . We saw emaciated men whose thighs were smaller than wrists, many had bones sticking out thru their skin. . . . Also we saw hundreds of burned and naked bodies. . . . That evening I wrote my wife that ‘For the first time I truly realized the evil of Hitler and why this war had to be waged.’”

—Robert T. Johnson, quoted in *Voices: Letters from World War II*

MARCHING DEEPER INTO GERMANY As the Soviet army approached Germany from the east, Allied forces in the west were preparing to cross the Rhine River. The Rhine was the last physical obstacle between Germany and France, and Hitler was determined to stop the Allied advance there. He ordered his soldiers to destroy all bridges across the river and to hold defensive positions on its banks.

Despite the efforts of German troops, American forces were able to capture a railroad bridge over the Rhine at Remagen in March 1945. Allied forces poured across the Rhine into the heart of Germany. The forces that had sought to stop the Allies’ passage suddenly found themselves surrounded. More than a quarter of a million German soldiers were captured, and tens of thousands more were killed.

With the Rhine crossed, there was little to stop the Allied advance through Germany. Allied planes roamed the skies freely, raining bombs down on German targets. Allied troops pushed toward Berlin from both sides, ready to end the war once and for all. Meanwhile, the leaders of the Allies were meeting half a continent away to debate Germany’s postwar fate.

556 Module 11

LINK TO HUMANITIES

Eyewitness Journal

1. Ask students to put themselves in the role of Robert T. Johnson or other soldiers who discovered the death camps. While persecution of the Jews was a part of Nazi propaganda, no one had any idea of the deadly efficiency with which the Nazis had transformed words into deeds.
2. Ask students to write a journal entry or letter based on what they discover. Have students share their writing with the class.

Integrated Assessment, Rubric 5: Writing Activities

THE YALTA CONFERENCE In January 1945 Franklin D. Roosevelt took the presidential oath of office for the fourth time. He had run in 1944 believing that he needed to see the nation through to victory. A majority of American voters had agreed. Shortly after his inauguration in February 1945, an ailing Roosevelt met with Churchill and Stalin at the Black Sea resort city of Yalta in the Soviet Union. Stalin graciously welcomed the president and the prime minister. The Big Three, as they were called, toasted the defeat of Germany that now seemed certain.

For eight grueling days, the three leaders discussed the fate of Germany and the postwar world. Stalin's country was devastated by German forces, and he favored a harsh approach. He wanted to keep Germany divided into occupation zones—areas controlled by Allied military forces—so that Germany would never again threaten the Soviet Union.

When Churchill strongly disagreed, Roosevelt acted as a mediator in an effort to maintain the Grand Alliance. He was prepared to make concessions to Stalin for two reasons. First, he hoped that the Soviet Union would stand by its commitments to join the war against Japan that was still waging in the Pacific. Stalin had thus far refused to send troops to the region. This had caused tension among the Allies. Second, Roosevelt wanted Stalin's support for a new world peacekeeping organization to be named the United Nations.



Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin meet at the Yalta Conference.

The historic meeting at Yalta produced a series of compromises. To pacify Stalin, Roosevelt convinced Churchill to agree to a temporary division of Germany into four zones. There would be one zone each for the Americans, the British, the Soviets, and the French. Churchill and Roosevelt assumed that, in time, all the zones would be brought together in a reunited Germany. For his part, Stalin promised “free and unfettered elections” in Poland and other Soviet-occupied Eastern European countries.

Stalin also agreed to join in the war against Japan. That struggle was expected to continue for another year or more. All three leaders hoped that Soviet participation would hasten the war's end. In addition, Stalin agreed to participate in an international conference to take place in April in San Francisco. There, Roosevelt's dream of a United Nations (UN) would become a reality. Although Roosevelt had secured Stalin's agreement, the Yalta Conference had been tense. Friction between the Soviet Union and the other Allies was growing.

UNCONDITIONAL SURRENDER By April 25, 1945, the Soviet army had stormed Berlin. As Soviet shells burst overhead, the city panicked. “Hordes of soldiers stationed in Berlin deserted and were shot on the spot or hanged from the nearest tree,” wrote Claus Fuhrmann, a Berlin clerk. “On their chests they had placards reading, ‘We betrayed the Führer.’”

▶ ANALYZE VIDEOS

Mourning FDR

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How long had Roosevelt been president of the United States when he died?
13 years



READING CHECK

Summarize What decisions did Roosevelt, Churchill, and Stalin make at the Yalta Conference? *They agreed to a temporary division of Germany into four zones; Stalin promised that Soviet-occupied Eastern European countries would have free elections; Stalin agreed to send troops to defeat Japan; Stalin agreed to the establishment of the United Nations.*

Vocabulary
capitulation
surrender

Reading Check
Summarize What decisions did Roosevelt, Churchill, and Stalin make at the Yalta Conference?



New Yorkers celebrate V-E Day with a massive party that began in Times Square and went on for days at sites throughout the city.

In his underground headquarters in Berlin, Hitler prepared for the end. On April 29 he married Eva Braun, his longtime companion. The same day, he wrote out his last address to the German people. In it he blamed the Jews for starting the war and his generals for losing it. "I die with a happy heart aware of the immeasurable deeds of our soldiers at the front. I myself and my wife choose to die in order to escape the disgrace of . . . capitulation," he said. The next day Hitler shot himself while his new wife swallowed poison. In accordance with Hitler's orders, the two bodies were carried outside, soaked with gasoline, and burned.

A week later General Eisenhower accepted the unconditional surrender of the Third Reich. On May 8, 1945, the Allies proclaimed **V-E Day**—Victory in Europe Day. The war in Europe was finally over. Many celebrated throughout the United States and Europe. Many others, however, still had work to do to end the war in the Pacific.

TRUMAN BECOMES PRESIDENT President Roosevelt did not live to see V-E Day. On April 12, 1945, while posing for a portrait in Warm Springs, Georgia, the president had a stroke and died. Vice-President **Harry S. Truman** became the nation's 33rd president that same night.

Truman, previously a U.S. senator from Missouri, had been picked as Roosevelt's running mate in 1944. He had served as vice-president for just a few months before Roosevelt's death. During his term as vice-president, Truman had not been included in top policy decisions. He had not even known that the United States was developing an atomic bomb. Many Americans doubted Truman's ability to serve as president. But Truman was honest and had a willingness to make tough decisions. These were qualities that he would need desperately during his presidency.

The Atomic Bomb Ends the War in the Pacific

The taking of Iwo Jima and Okinawa opened the way for an invasion of Japan. However, Allied leaders knew that such an invasion would become a desperate struggle. Japan still had a huge army that would defend every inch of homeland. President Truman saw only one way to avoid an invasion of Japan. He decided to use a powerful new weapon that had been developed by scientists working on the Manhattan Project—the atomic bomb.

THE MANHATTAN PROJECT General Leslie Groves led the project, with research directed by American scientist **J. Robert Oppenheimer**. The development of the atomic bomb was the most ambitious scientific enterprise in history. It was also a very costly enterprise, requiring more than \$2 billion in government investment. There was also significant opportunity cost involved with the project. Resources and personnel who could have been used in other war industries were instead employed in a highly theoretical undertaking. Over the life of the project, more than 600,000 Americans at sites across the country were involved in it.

Among the major sites were Oak Ridge, Tennessee, where the project was headquartered, and Los Alamos, New Mexico, where the actual bomb was built. Despite the number of people involved, though, the Manhattan Project was the best kept secret of the war. Few of the workers engaged in the project knew its ultimate purpose. The government and the military took every precaution to keep news of the bomb's development from reaching enemy ears.

The first test of the new bomb took place on the morning of July 16, 1945, in an empty expanse of desert near Alamogordo, New Mexico. A blinding flash, which was visible 180 miles away, was followed by a deafening roar as a tremendous shock wave rolled across the trembling desert. Otto Frisch, a scientist on the project, described the huge mushroom cloud that rose over the desert as "a red-hot elephant standing balanced on its trunk." The bomb worked!

WEIGHING THE OPTIONS President Truman now faced a difficult decision. Should the Allies use the bomb to bring an end to the war? Many advisors to President Truman, including Secretary of War Henry Stimson, believed the bomb should be used to end the war and save American lives. Some scientists working on the bomb agreed—even more so as the casualty figures from Iwo Jima and Okinawa sank in. "Are we to go on shedding American blood when we have available a means to a steady victory?" they petitioned. "No! If we can save even a handful of American lives, then let us use this weapon—now!"

Diplomatic and political considerations also factored into the decision. Tension and distrust were already developing between the Western Allies and the Soviets. At the Yalta Conference, Roosevelt had received Stalin's promise that the Soviet Union would enter the war in the Pacific. After the successful test of the atomic bomb, Secretary of State James F. Byrnes and other top advisors agreed that Soviet entry into the Pacific war should be reconsidered. As a result of the bomb, it was seen as no longer necessary. If it could be prevented, it would reduce Soviet influence in East Asia after the war. Additionally, some

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What was the Manhattan Project?
- What factors influenced the decision of whether to use the atomic bomb?
- When and where was the atomic bomb used?

More About . . .

First Atomic Bomb Test J. Robert Oppenheimer, in describing the first bomb test in New Mexico, recalled, "A few people laughed, a few people cried, most people were silent." Oppenheimer himself said that as he watched the incredible spectacle, he thought of two passages from the ancient Hindu epic *Bhagavad-Gita*. First: "If the radiance of a thousand suns were to burst into the sky, that would be the splendor of the Mighty One." But the second was, "I am become Death, the shatterer of worlds."

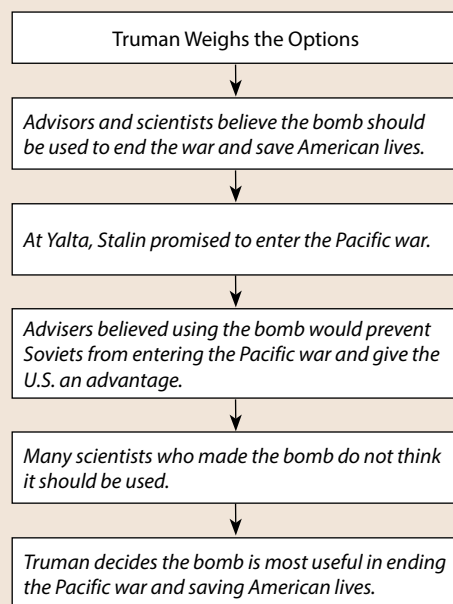
Hiroshima in Ruins The Hiroshima atomic bomb killed over 70,000 people on impact and injured 69,000. In Hiroshima, the bomb destroyed about 67 percent of the city's structures. In Nagasaki, it is estimated that the bomb destroyed about 40 percent of the city. The Nagasaki bomb did less damage because of the geography of the city. It killed more than 39,000 and injured 25,000. Hiroshima and Nagasaki have become centers for peace movements to ban atomic bombs. Hiroshima houses the Peace Memorial Park, which is located near the center of the atomic blast site. The park contains a museum and a memorial to those who died in the blast.

World War II 559

ENGLISH-LANGUAGE LEARNERS

Create a Sequence Diagram

1. To help students understand President Truman's decision behind dropping the atomic bomb, have them copy and completed a sequencing diagram like the one shown. Omit the italicized answers.
2. Have volunteers share their completed diagrams with the class.

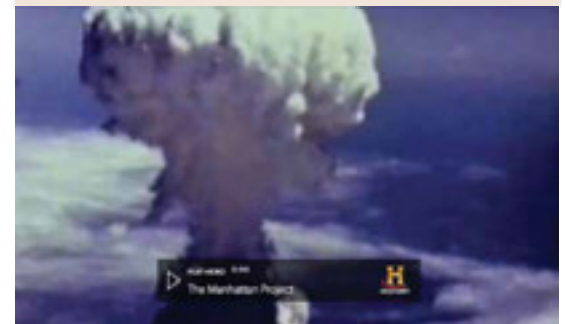


ANALYZE VIDEOS

The Manhattan Project

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why was the United States well positioned to build the atomic bomb during the war? *because it had both the scientific and manufacturing resources needed to achieve this monumental task*



NOW & THEN

Atom Bombs to Brain Scans

Ask students to consider whether peaceful applications of atomic technology make up for its destructive past. *Some students may argue that the benefits outweigh the costs; others may point out that the destruction of the atomic bombs and the fear of future use are too great to be overcome; still others may point out that atomic technology could have led to peacetime applications without the atomic bomb having been developed.*

DIFFICULT DECISIONS

To Drop the Atomic Bomb or Not

Have students read through the feature and use the interactive prompt to indicate their position on the issue presented.



HISTORICAL SOURCE

The Destruction of Hiroshima

Invite students to read the excerpt, study the images, and answer the associated question.

Analyze Sources What information does the quotation provide that the photograph doesn't show? *The photograph illustrates the physical destruction of the bomb, but the quotation describes how it felt to experience the blast and highlights the personal fears and reactions that residents might have had in response to the bombing.*

HISTORICAL SOURCE

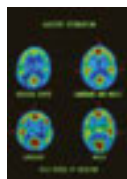
The Destruction of Hiroshima

The atomic bomb destroyed or damaged over 67 percent of Hiroshima's buildings and by year's end led to the death of over 100,000 of the city's 343,000 inhabitants. Shirji Mikamo was a teenager living less than a mile from the epicenter when the bomb hit. He later told his daughter Akiko about it.

NOW & THEN

Atom Bombs to Brain Scans

Faced with alarming rumors of work on a German atomic bomb, America mobilized some of the finest scientific minds in the world to create its own atomic bomb. The energy released by its nuclear reaction was enough to kill hundreds of thousands of people, as evidenced by the destruction of Hiroshima and Nagasaki.



But the resulting ability to harness the atom's energy also led to new technologies for diagnosing and treating human diseases. Today, the diagnostic techniques using radioisotopes instead of x-rays can allow imaging of both bones and soft tissues. For example, positron emission tomography (PET) is able to reveal the inner workings of the human brain. Another major use of radioisotopes as a diagnostic tool is in laboratory blood tests. Radiation is also used to treat a variety of cancers. One new field is Targeted Alpha Therapy (TAT), which uses alpha emissions to control cancers dispersed throughout the body.

American officials believed that a successful use of the atomic bomb would give the United States a powerful advantage over the Soviets in shaping the postwar world. Finally, some feared that if the bomb were not dropped, the project would be seen as a gigantic waste of money and wartime resources.

However, many of the scientists who had worked on the bomb had doubts about using it. So did some military leaders and civilian policymakers. Dr. Leo Szilard, a Hungarian-born physicist who had helped President Roosevelt launch the project and who had a major role in developing the bomb, was a key figure opposing its use. A petition drawn up by Szilard and signed by 70 other scientists argued that it would be immoral to drop an atomic bomb on Japan without fair warning. Many supported staging a demonstration of the bomb for Japanese leaders. They suggested exploding one on a deserted island near Japan to convince the Japanese to surrender. Others, such as Supreme Allied Commander General Dwight D. Eisenhower, argued that Japan had already been defeated and was on the verge of surrender. He maintained that "dropping the bomb was completely unnecessary" to save American lives.

Truman did not hesitate. In a journal entry, he acknowledged that the bomb "seems to be the most terrible thing ever discovered, but it can be made the most useful." Truman was committed to fulfilling Roosevelt's legacy. Throughout the war, Roosevelt's fundamental strategy had been to commit the vast industrial and technological resources of the United States to achieve total victory with the lowest cost in American lives. In Truman's estimation, the bomb was the way to achieve this goal. He believed it would bring about an end to the war in the Pacific without sacrificing lives in an Allied invasion.

On July 25, 1945, Truman ordered the military to make final plans for dropping two atomic bombs on Japanese targets. Meanwhile, he and other Allied leaders meeting at

Potsdam, Germany, discussed plans for ending the war in the Pacific. A day after Truman's order to the military, the United States and the other Allies warned Japan that it faced "prompt and utter destruction" unless it surrendered at once. Japan refused. Truman later wrote, "The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used."

HIROSHIMA AND NAGASAKI On August 6 a B-29 bomber named *Enola Gay* released an atomic bomb, code-named *Little Boy*, over **Hiroshima**, an important Japanese military center. Forty-three seconds later, almost every building in the city collapsed into dust from the force of the blast. Hiroshima

560 Module 11

COLLABORATIVE LEARNING

Letters to Truman About the Atomic Bomb

1. Divide students into small groups. Inform them that they will be writing a letter to President Truman, advising him on what to do with the first two atomic bombs developed by the United States.
2. Ask them to review the material they have read about the atomic bomb and then add their own opinions. Then have the group draft a letter, summarizing their reasoning to the president. Dissenting members can file a dissenting opinion.

Integrated Assessment, Rubric 5: Writing Activities

had ceased to exist. Still, Japan's leaders hesitated to surrender. Three days later a second bomb, code-named Fat Man, was dropped on **Nagasaki**, leveling half the city. By the end of the year, an estimated 200,000 people had died due to injuries and radiation poisoning caused by the atomic blasts. Shinji Mikamo was a teenager living less than a mile from the epicenter when the first bomb hit Hiroshima. He later told his daughter Akiko about the blast.

"In that instant, I felt a searing pain that spread through my entire body. It was as if a bucket of boiling water had been dumped over my whole body and scoured my skin."

At the same time, I was thrown into a pit of absolute darkness. What had happened? I couldn't see anything. I was in total shock. I could feel nothing at all."

—Shinji Mikamo, as recounted by Akiko Mikamo in *Rising from the Ashes*

Emperor Hirohito was horrified by the destruction wrought by the bomb. "I cannot bear to see my innocent people suffer any longer," he told Japan's leaders tearfully. Then he ordered them to draw up papers "to end the war." On September 2, formal surrender ceremonies took place on the U.S. battleship *Missouri* in Tokyo Bay. "Today the guns are silent," General MacArthur said in a speech marking this historic moment. "The skies no longer rain death—the seas bear only commerce—men everywhere walk upright in the sunlight. The entire world is quietly at peace."

Reading Check
Find Main Ideas
What were the main arguments for and against dropping the atomic bomb on Japan?

Hiroshima was in ruins following the atomic bomb blast on August 6, 1945.



World War II 561

READING CHECK

Find Main Ideas What were the main arguments for and against dropping the atomic bomb on Japan? For—to prevent additional Allied casualties; to prevent the project from being viewed as a waste of money and resources; to give the United States an advantage over the Soviet Union in postwar negotiations; Against—immoral to drop the bomb on Japan without warning; unnecessary to drop the bomb because Japan was nearing surrender

ADVANCED/GIFTED

Application of Science

1. Development of the atomic bomb represented not only a scientific triumph but also a technological application of unprecedented destructive power. Have interested students discuss the responsibility of scientists for the practical results of their work.
2. Ask the following questions: How can scientists pursue "pure" knowledge, if they must be alert for negative applications of their discoveries? Who should take responsibility for the application of theoretical knowledge?

RUBRIC The discussion should:

- be focused on the question of scientists' responsibility for their work
- have several different viewpoints
- include a summary at the conclusion of the discussion

Integrated Assessment, Rubric 2: Information Assessing Activities

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- What plans for peacekeeping did the United States make near the end of the war?
- What did the United States do with the surviving leaders of Germany and Japan?
- What happened to Japan after the war ended?

More About . . .

The Nuremberg War Trials In 1945 and 1946, the Nuremberg trials were conducted by the International Military Tribunal under authority from the London Agreement (1945), and negotiated by representatives of the United States, Great Britain, France, and the Soviet Union. Among those tried and convicted were Joachim von Ribbentrop, Hitler's foreign minister, who negotiated the Hitler-Stalin Pact of 1939; Rudolf Hess, Hitler's vice chancellor; Hermann Goering, head of the Luftwaffe; and Albert Speer, Hitler's chief architect.

Emperor Hirohito One of the terms of the peace agreement was that Emperor Hirohito would remain as emperor and not be charged with any crimes. MacArthur saw the continuity of the emperor as the key to linking the old authoritarian Japan to the new democratic country he was trying to create. So he added the condition that the emperor had to address the nation on the radio and say that, contrary to what people had believed about the war, he was not divine, just a man. To many Japanese, the shock of hearing the emperor's voice on the radio was greater than the shock of losing the war.

The Challenges of Victory

With Japan's surrender, the Allies turned to the challenge of rebuilding war-torn nations in a changed world. The creation and use of the atomic bomb had brought the world into the nuclear age. No one had ever used such a destructive weapon before, and it was destined to change the nature of warfare. American leaders hoped it would give them leverage over the Soviet Union in the postwar world. However, they could not foresee that it would eventually prompt a massive arms race. The Soviet Union and other nations sought to build their own atomic weapons in an effort to feel secure and restore the balance of power. At the time, all they could see were the challenges of restoring order after a destructive war. Even before the last guns fell silent, Allied leaders were thinking about principles that would govern the postwar world.

THE UNITED NATIONS In the fall of 1943, Secretary of State Cordell Hull began working with other Allied leaders on a declaration of the intent to form an international organization based on the equality of nations. Details of the organization were discussed at several wartime conferences. At the Yalta Conference, Roosevelt, Churchill, and Stalin declared their intention to establish "a general international organization to maintain peace and security."

In the midst of war, hopes for world peace were high. The most visible symbol of these hopes was the **United Nations (UN)**. On April 25, 1945, the representatives of 50 nations met in San Francisco to establish this new peacekeeping body. President Truman appointed Mary McLeod Bethune to serve as the U.S. representative at the founding conference. She was the only woman of color in attendance. After two months of debate, on June 26, 1945, the delegates signed the charter establishing the UN. The UN officially came into being on October 24, 1945. On that day, China, France, Great Britain, the Soviet Union, the United States, and a number of other nations ratified the charter.

One of the UN's first actions was to commission a document declaring the fundamental equal rights of all human beings. This act was a sign of the international community's commitment to preventing the atrocities of World War II and the Holocaust from ever happening again. The Commission on Human Rights was made up of 18 men and women from a variety of political and cultural backgrounds. Eleanor Roosevelt chaired the committee responsible for drafting the declaration. The committee worked for two years, and in December 1948 the UN General Assembly adopted the Universal Declaration of Human Rights.

Although the UN had been founded as a union of many nations, it soon came to be dominated by two. The United States and the Soviet Union were the most powerful countries in the world following World War II, and they became the major players in UN affairs. In the years following the war, tensions arose between the two countries. Their conflicts crept into international debates. The UN was intended to promote peace, but it soon became a place in which the two superpowers competed. Both the United States and the Soviet Union used the UN as a forum to spread their influence over others.



Delegates of 50 nations gathered in San Francisco in 1945 to draft the United Nations charter.

562 Module 11

STRUGGLING READERS

The Potsdam Conference

1. Pair struggling readers with more proficient ones to clarify the main ideas in this section. Have student pairs read the text about the Potsdam Conference.
2. Ask students to make a list of the causes of the tensions between the United States and the Soviet Union as they read.
3. Have students review their list and write out any unanswered questions they may have. Have students reread the section and write the answers to the questions.
4. Assign different pairs to share their lists of questions and answers.

THE POTSDAM CONFERENCE The tension between the United States and the Soviet Union had arisen even before World War II ended. In July 1945, just a month after the UN charter was signed, Allied leaders came together for the final wartime conference at Potsdam near Berlin. The countries that participated were the same ones that had been represented at Yalta in February. Stalin still represented the Soviet Union. Clement Attlee replaced Churchill as Britain's representative mid-conference, because Churchill's party lost a general election. And Harry Truman took Roosevelt's place.

At Yalta, Stalin had promised Roosevelt that he would allow free elections—that is, a vote by secret ballot in a multiparty system—in Poland and other parts of Eastern Europe that the Soviets occupied at the end of the war. By the time of the Potsdam Conference, however, it was clear that Stalin would not keep this promise. The Soviets prevented free elections in Poland and banned democratic parties. Stalin's refusal to allow free elections in Poland convinced Truman that U.S. and Soviet aims were deeply at odds. Truman's goal in demanding free elections was to spread democracy to nations that had been under Nazi rule. These disagreements would influence postwar relations.

Despite the conflict over Poland, most of the discussion at Potsdam dealt with the question of how to deal with Germany after the war. At the Yalta Conference, the Soviets had wanted to take reparations from Germany to help repay Soviet wartime losses. Now, at Potsdam, Truman objected to that. He feared that crippling reparations against Germany would eventually backfire, as they had after World War I. Those reparations nearly destroyed the German economy and paved the way for the growth of the Nazi Party.

After hard bargaining, the leaders at Potsdam reached a compromise. They confirmed the plan made at Yalta to divide Germany into four occupation zones. The zones would be administered by the United States, Great Britain, France, and the Soviet Union. It was agreed that each occupying country could independently take reparations from its own occupation zone. In addition, the German navy and merchant fleet were to be divided among the United States, Great Britain, and the Soviet Union.



Clement Attlee, Harry Truman, and Joseph Stalin at the Potsdam Conference



INTERACTIVE VISUALS

Image with Text Slider: Potsdam Conference

Have students explore the image by revealing information using the interactive slider.



ADVANCED/GIFTED

Human Rights Law

1. The Nuremberg trials played a part in the development of international law that sanctions human rights.
2. Ask students to research the Internet to find information on the foundations of human rights in international law.
3. Then have them identify one place where human rights organizations have been effective in bringing attention to the breaking of international law.

RUBRIC *The research report should:*

- *identify specific international laws regarding human rights*
- *list specific examples of successful human rights organization activities*
- *include a list of all resources used*

Integrated Assessment, Rubric 1: Research Reports

READING CHECK

Summarize Why was the United Nations formed, and who was involved in its formation? *The UN was created to keep peace among nations. It was formed by representatives from 50 countries around the world. Key players from the United States included Cordell Hull, Mary McLeod Bethune, and Eleanor Roosevelt.*



The Nuremberg trials began in November 1945. The last case concluded in April 1949.

THE NUREMBERG WAR TRIALS Besides geographic division, Germany had another price to pay for its part in the war. The discovery of Hitler's death camps led the Allies to put 24 surviving Nazi leaders on trial. They were charged with crimes against humanity, crimes against the peace, and war crimes. The trials were held in the southern German town of Nuremberg, between November 20, 1945 and October 1, 1946.

At the **Nuremberg trials**, the defendants included Hitler's most trusted party officials, government ministers, military leaders, and powerful industrialists. Each defendant at the Nuremberg trials was accused of one or more of the following crimes:

- **Crimes Against the Peace**—Germany had planned and waged an aggressive war against other countries.
- **War Crimes**—The Germans had performed acts against the customs of warfare, such as the killing of hostages and prisoners. Such acts violated the Geneva Conventions. Those were a series of international agreements signed after World War I that protected the rights of prisoners. In addition, the Germans had stolen private property and destroyed towns and cities.
- **Crimes Against Humanity**—In the Holocaust, the Germans had attempted the murder, extermination, deportation, or enslavement of civilians.

In his opening argument, the chief prosecutor for the United States, Supreme Court Justice Robert Jackson, explained the significance of the event.

"The wrongs which we seek to condemn and punish have been so calculated, so malignant and so devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated. . . . It is hard now to perceive in these miserable men . . . the power by which as Nazi leaders they once dominated much of the world and terrified most of it. Merely as individuals, their fate is of little consequence to the world. What makes this inquest significant is that these prisoners represent sinister influences that will lurk in the world long after their bodies have returned to dust. They are living symbols of racial hatreds, of terrorism and violence, and of the arrogance and cruelty of power. . . . Civilization can afford no compromise with the social forces which would gain renewed strength if we deal ambiguously or indecisively with the men in whom those forces now precariously survive."

—Robert Jackson, from the opening address to the Nuremberg War Crimes Trial

In the end, 12 of the 24 defendants were sentenced to death. Most of those remaining were sent to prison. In later trials of lesser leaders, nearly 200 more Nazis were found guilty of war crimes. Still, many people have argued that the trials did not go far enough in seeking out and punishing war criminals. Many Nazis who took part in the Holocaust did indeed go free.

Yet no matter how imperfect the trials might have been, they did establish an important principle. This was the idea that individuals are responsible for their own actions, even in times of war. Nazi executioners could not escape punishment by claiming that they were merely “following orders.” The principle of individual responsibility was now part of international law.

THE OCCUPATION OF JAPAN Following its surrender, Japan was occupied by U.S. forces under the command of General Douglas MacArthur. In the early years of the occupation, more than 1,100 Japanese, from former prime minister Hideki Tojo to lowly prison guards, were arrested and put on trial. Seven, including Tojo, were sentenced to death. In the Philippines, in China, and in other Asian battlegrounds, additional Japanese officials were tried for atrocities against civilians or prisoners of war.

During the seven-year American occupation, MacArthur reshaped Japan’s economy by introducing free-market practices that led to a remarkable economic recovery. MacArthur also worked to transform Japan’s government. He called for a new constitution that would provide for woman suffrage and guarantee basic freedoms. Americans followed these changes with interest. The *New York Times* reported that “General MacArthur . . . has swept away an autocratic regime by a warrior god and installed in its place a democratic government presided over by a very human emperor and based on the will of the people as expressed in free elections.” The Japanese apparently agreed. To this day, their constitution is known as the MacArthur Constitution.

Changes on the Home Front

Despite the devastation it caused in Europe and Japan, World War II was a time of opportunity for millions of Americans. Jobs abounded, and despite rationing and shortages, people had money to spend. At the end of World War II, the nation emerged as the world’s dominant economic and military power.

The war years were good ones for working people. As defense industries boomed, unemployment fell to a low of 1.2 percent in 1944. Even with price and wage controls, average weekly pay (adjusted for inflation) rose 10 percent during the war. And although workers still protested long hours, overtime, and night shifts, they were able to save money for the future. Some workers invested up to half their paychecks in war bonds.

Farmers also prospered during the war. During the Depression years, farmers had battled dust storms and floods. But the early 1940s featured good weather for growing crops. Farmers benefited from improvements in farm machinery and fertilizers. They reaped the profits from rising crop prices. As a result, crop production increased by 50 percent, and farm income tripled. Before the war ended, many farmers could pay off their mortgages.

Reading Check
Summarize Why was the United Nations formed, and who was involved in its formation?

Objectives

You may wish to discuss the following questions with students to help them frame the content as they read.

- How did the war affect American workers?
- How did the growth of the defense industry affect American population patterns?
- How did wartime activities affect families?

More About . . .

Wartime Migration In addition to the mass African American migration from the South, thousands of young men left home for military training in other parts of the country and then for service overseas. The rapid growth of defense industries further changed American demographics as workers pulled up roots to follow the job opportunities.

The GI Bill of Rights The GI Bill offered free education to returning veterans. It was estimated that after World War II, the bill produced 450,000 engineers; 238,000 teachers; 91,000 scientists; 67,000 doctors; 22,000 dentists; and more than a million other college-trained men and women. The program continues to assist men and women who served in the armed forces.

World War II 565

COLLABORATIVE LEARNING

Effects of Demobilization

1. Help students understand the problems governments are faced with when they demobilize large armies.
2. First ask students to predict what will happen when thousands of military personnel return to the U.S. after the war. What needs will these individuals have?
3. Ask students to consider the effects of the GI Bill on colleges and universities. How was the GI Bill a win-win for both veterans and the U.S. government?

Integrated Assessment, Rubric 2: Information Assessing Activities

LINK TO POPULAR CULTURE

Identify Changing Attitudes Toward Women

1. To understand changing social attitudes in the postwar era, ask students to discuss attitudes toward women’s roles in the 1940s. Help them identify the social values at the time.
2. Ask students to speculate about what happened and when attitudes toward women changed.

Integrated Assessment, Rubric 2: Information Assessing Activities

DOCUMENT-BASED INVESTIGATION

A Shifting Population

Over 1.2 million African Americans left the South during World War II and the years that followed. Have students explore the map using the interactive features and answer the associated question.

Analyze Sources How did the wartime economy contribute to the mass migration? *Most of the people who left the South were looking for jobs in the defense industry.*

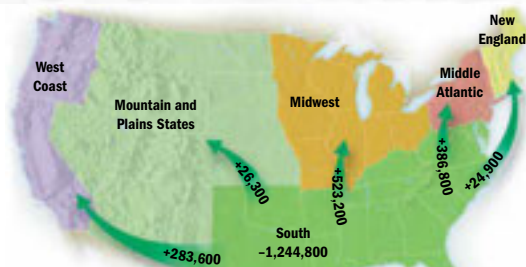
In print edition, see map titled African American Migration, 1940–1950.

- 1. Movement** To which geographic region did the greatest number of African Americans migrate? *the Midwest*
- 2. Movement** How did the wartime economy contribute to this mass migration? *There were defense jobs in northern and western factories.*

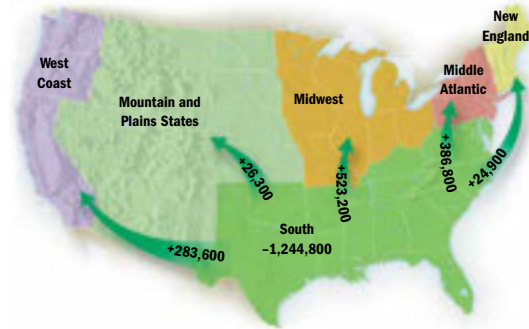
DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

A Shifting Population

Over 1.2 million African Americans left the South during World War II and the years that followed. Most of them moved to cities in the North and West in search of better jobs.



African American Migration, 1940–1950



Interpret Maps

- 1. Movement** To which geographic region did the greatest number of African Americans migrate?
- 2. Movement** How did the wartime economy contribute to this mass migration?



The war gave women the chance to prove they could be just as productive as men. But their pay usually did not reflect their productivity.

Women also enjoyed employment gains during the war, although many lost their jobs when the war ended. Over 6 million women had entered the work force for the first time, boosting the percentage of women in the total work force to 35 percent. A third of those jobs were in defense plants, which offered women more challenging work and better pay than jobs traditionally associated with women, such as waitressing, clerking, and domestic service. With men away at war, many women also took advantage of openings in journalism and other professions. “The war really created opportunities for women,” said Winona Espinosa, a wife and mother who became a riveter and bus driver during the war. “It was the first time we got a chance to show that we could do a lot of things that only men had done before.” In the years that followed the war, many women fought to regain the rights they had enjoyed during the war. They wanted the same opportunities available to men, such as access to better jobs and education.

In addition to revamping the economy, the war triggered one of the greatest mass migrations in American history. Americans whose families had lived for decades in one place suddenly uprooted themselves to seek work elsewhere. Men and women left farms and small towns to take jobs in shipyards, steel mills, and aircraft plants across the country. More than a million



Attending Pennsylvania State College under the GI Bill of Rights, William Oskay Jr. paid \$28 a month for the trailer home in which you see him working.

Reading Check

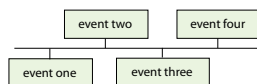
Analyze Causes
How did World War II alter the population distribution of the United States?

newcomers poured into California alone between 1941 and 1944. Across the country, towns with defense industries saw their populations double and even triple, sometimes almost overnight. Among the most eager migrants during the war were African Americans. Looking for new jobs and an escape from discrimination, hundreds of thousands of African Americans left the South for cities in the North and West.

The war also created new opportunities for the country's millions of new veterans. In 1944, to help ease the transition of returning servicemen to civilian life, Congress passed the Servicemen's Readjustment Act, better known as the **GI Bill of Rights**. This legislation provided education and training for veterans, paid for by the federal government. Just over half the returning soldiers, or about 7.8 million veterans, attended colleges and technical schools under the GI Bill. Among those who attended college under the GI Bill were many African Americans and members of other minority groups. For many, it was their first opportunity to receive higher education. The act also provided federal loan guarantees to veterans buying homes or farms or starting new businesses.

Lesson 7 Assessment

- 1. Organize Information** Trace on a timeline the events leading up to the end of the war in Europe and in the Pacific and the beginning of planning for the postwar world.



- 2. Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.
- 3. Form Generalizations** What were the key diplomatic outcomes of World War II?

Think About:

- the decisions made at Yalta and Potsdam
- the goals of the United Nations
- the results of the Nuremberg trial
- plans for after the war

- 4. Draw Conclusions** What were the economic, diplomatic, and military consequences of developing the atomic bomb?
- 5. Analyze Primary Sources** Review the quotation from Robert T. Johnson about liberating the death camps. Why was the liberation of concentration camps an important event in World War II?
- 6. Analyze Causes** What led to the growth of the defense and agricultural industries during World War II?
- 7. Predict** How do you think increased tension among Allied leaders would affect the postwar world?

World War II 567

READING CHECK

Analyze Causes How did World War II alter the population distribution of the United States? *Workers moved from rural areas and small towns to larger industrial centers. Hundreds of thousands of African Americans moved from the South to the North and West.*

Print Assessment

- 1. Organize Information** Trace on a timeline the events leading up to the end of the war in Europe and in the Pacific and the beginning of planning for the postwar world. *July 1944—Allied troops begin liberating Nazi death camps; January 1945—FDR is inaugurated for the fourth time; February 1945—The Big Three meet at Yalta; March 1945—Allied forces cross the Rhine River; April 12, 1945—Truman becomes president; April 25, 1945—The Soviet army storms Berlin and representatives meet in San Francisco to establish the United Nations; May 8, 1945—The Allies celebrate V-E Day; June 26, 1945—The UN charter is signed; July 1945—Allied leaders meet at Potsdam; July 16, 1945—The Los Alamos atomic bomb test succeeds; July 25, 1945—Truman orders the military to make plans to drop two atomic bombs on Japan; August 6, 1945—U.S. drops an atomic bomb on Hiroshima; August 9, 1945—U.S. drops an atomic bomb on Nagasaki; September 2, 1945—Japan surrenders; November 20, 1945—The Nuremberg trials begin.*

- 2. Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance. *Explanations of the significance of the lesson's key terms and people can be found on the following pages: V-E Day, p. 558; Harry S. Truman, p. 558; J. Robert Oppenheimer, p. 559; Hiroshima, p. 560; Nagasaki, p. 561; United Nations, p. 562; Nuremberg trials, p. 564; GI Bill of Rights, p. 567.*

- 3. Form Generalizations** What were the key diplomatic outcomes of World War II?

Think About:

- the decisions made at Yalta and Potsdam
- the goals of the United Nations
- the results of the Nuremberg trial
- plans for after the war

Germany was organized into four occupation zones, each overseen by a different country. German leaders were tried for war crimes, including the inhumane treatment of prisoners, and many were executed or imprisoned. The United Nations was created to prevent future wars. Tensions increased between the United States and the Soviet Union over issues that arose during the war.

(continued)

Print Assessment (*continued*)

4. **Draw Conclusions** What were the economic, diplomatic, and military consequences of developing the atomic bomb? *The bomb cost more than \$2 billion to develop. It caused millions of dollars' worth of damage in Japan. Developing the bomb gave the United States a military edge over other countries, especially the Soviet Union, and laid the foundation for an arms race that would define diplomatic relations between the two countries for decades.*
5. **Analyze Primary Sources** Review the quotation from Robert T. Johnson about liberating the death camps. Why was the liberation of concentration camps an important event in World War II? *The concentration camps had starved and killed many prisoners. Liberating them meant an end to these horrific practices.*
6. **Analyze Causes** What led to the growth of the defense and agricultural industries during World War II? *The need for war materials led many companies that normally made civilian products to shift to defense production instead. Improved farm equipment and high food prices led to the growth of farming.*
7. **Predict** How do you think increased tension among Allied leaders would affect the postwar world? *Possible answer: Tensions would continue to increase, leading to a breakup of the alliance. Now rivals, countries would begin to compete for global influence and military superiority.*

Online Assessment

1. Where did Churchill, Roosevelt, and Stalin meet in early 1945 to discuss the postwar world?
- ☐ Casablanca
 - ☐ Potsdam
 - ☐ Washington
 - ☒ Yalta

Alternate Question What compromises did Churchill, Roosevelt, and Stalin agree to at the Yalta Conference? Select the **four** correct answers.

- ☐ Japan would keep its emperor.
- ☒ Poland would have free elections.
- ☐ Germany must surrender unconditionally.
- ☒ The United Nations (UN) would be formed.
- ☐ Italy would be divided into three occupation zones.
- ☒ The Soviet Union would join in the war against Japan.
- ☒ Germany would be divided temporarily into four zones.

2. What was the intended product of the Manhattan Project?

- ☒ an atomic bomb
- ☐ a long-range gun
- ☐ an atomic submarine
- ☐ a long-range bomber

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Research for the Manhattan Project, which developed the atomic bomb, was directed by J. Robert Oppenheimer.

3. How did General MacArthur change Japan following the war?
- ☐ He replaced its emperor with an elected parliament.
 - ☐ He based its society on agriculture and local control.
 - ☒ He introduced democracy and a free-market economy.
 - ☐ He placed different families in charge of different industries.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Following World War II, General Douglas MacArthur reshaped Japan by introducing democracy and a free-market economy.

4. Why was the Servicemen's Readjustment Act (or GI Bill of Rights) passed?
- ☐ to provide free health care to veterans
 - ☐ to help veterans find government jobs
 - ☐ to provide high-paying jobs to veterans
 - ☒ to help veterans return to civilian life

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Servicemen's Readjustment Act (or GI Bill of Rights) provided education to veterans to help them return to civilian life.

5. **Make Inferences** Why do you think Roosevelt was so insistent during the Yalta Conference on the Soviet Union going to war against Japan?

Even though the end of the war in Europe was near, many Allied leaders feared the war in the Pacific would last another year. Roosevelt probably wanted the Soviet Union to use its geographic position and strike south into Japanese-controlled territory in Manchuria. This would bring about an end of the war in the Pacific more quickly, Roosevelt hoped, and save the lives of Allied troops.

6. **Evaluate** In your opinion, what was the strongest argument in favor of dropping the atomic bomb on Japan? Why?

The strongest argument for dropping the atomic bomb on Japan was that it would save the lives of U.S. servicemen. Secretary of War Henry Stimson and some scientists working on the bomb advocated for dropping the bomb for this same reason. After taking heavy casualties during the invasions of Iwo Jima and Okinawa, they feared that taking the home islands of Japan would cost even more U.S. lives, not to mention the lives of Japanese military personnel and civilians.

7. **Summarize** How was Germany punished at the Potsdam Conference?

Germany was divided into four zones, each occupied by the United States, France, Great Britain, or the Soviet Union. Any of Germany's resources within a zone could be taken at will by the country occupying that zone. Finally, German ships from its navy or merchant fleet were divided between the United States, the Soviet Union, and Great Britain.

8. **Illustrate** What were three ways that people in the United States benefited from the war?

While many Americans fought overseas, the lives of many people improved in the United States. People found well-paying jobs in defense industries as unemployment plummeted following the Great Depression. Farmers prospered from good weather, rising crop prices, and improved farm machinery and fertilizer. Women benefited, as well, holding jobs that paid more than those held by women traditionally.



Print Assessment

KEY TERMS AND PEOPLE

For each key term or person below, write a sentence explaining its significance during World War II. *Explanations of the significance of the module's key terms and people can be found on the pages indicated below.*

1. fascism p. 486
2. Adolf Hitler p. 487
3. Winston Churchill p. 491
4. appeasement p. 492
5. Holocaust p. 498
6. rationing p. 522
7. Dwight D. Eisenhower p. 540
8. D-Day p. 543
9. Hiroshima p. 560
10. GI Bill of Rights p. 567

MAIN IDEAS

Use your notes and the information in the module to answer the following questions.

LESSON 1

War Breaks Out

1. What factors led to the rise of totalitarian governments, such as fascism and communism, in Europe? *anger and resentment following World War I and the Treaty of Versailles, the worldwide economic depression, rising inflation, unemployment, and social unrest*
2. Why did Japan invade Manchuria? *to gain "living space" and resources for the Japanese people*
3. Why was the blitzkrieg effective? *It surprised the enemy and then crushed it with overwhelming force.*
4. How did the civil and political values of Nazi Germany and Imperial Japan differ from those of the United States? *Possible response: Germany and Japan both favored conquering other countries to take land and resources that they needed. The United States traded with other countries or made alliances to obtain resources. In Germany and Japan, the governments were authoritarian and enforced strict rules upon the people. In the United States, the people took part in the government.*
5. How effective was the League of Nations in dealing with aggression among nations in the 1930s? *It was not effective. It could not keep aggressive countries from expanding, and when it protested, those countries simply quit the League.*

LESSON 2

The Holocaust

6. How did the United States respond to Jewish refugees after Kristallnacht? *The United States refused to loosen immigration restrictions to allow more Jews to immigrate to the country.*

Module 11 Assessment

Key Terms and People

For each term or person below, write a sentence explaining its significance during World War II.

- | | |
|----------------------|-------------------------|
| 1. fascism | 6. rationing |
| 2. Adolf Hitler | 7. Dwight D. Eisenhower |
| 3. Winston Churchill | 8. D-Day |
| 4. appeasement | 9. Hiroshima |
| 5. Holocaust | 10. GI Bill of Rights |

Main Ideas

Use your notes and the information in the module to answer the following questions.

War Breaks Out

1. What factors led to the rise of totalitarian governments, such as fascism and communism, in Europe?
2. Why did Japan invade Manchuria?
3. Why was the blitzkrieg effective?
4. How did the civil and political values of Nazi Germany and Imperial Japan differ from those of the United States?
5. How effective was the League of Nations in dealing with aggression among nations in the 1930s?

The Holocaust

6. How did the United States respond to Jewish refugees after Kristallnacht?
7. What groups did Nazis deem unfit to belong to the Aryan "master race"?
8. How did some Europeans show their resistance to Nazi persecution of the Jews?
9. How did the Holocaust affect Jews and other targeted groups living in territory controlled by the Nazis?

America Moves Toward War

10. How did isolationist policy shape U.S. foreign policy in the 1920s and 1930s? What were the consequences of U.S. isolationism?

11. Why did Roosevelt take one "unneutral" step after another to assist Britain and the Soviet Union in 1941?
12. How did the isolationist views of many Americans challenge Roosevelt's political leadership?
13. What factors led Japan to attack the United States at Pearl Harbor?
14. Why did the United States enter World War II?

The War Effort on the Home Front

15. What was the Double V Campaign?
16. What role did the media play in helping the country mobilize?
17. Why did the outbreak of World War II create a need for new military bases across the country?

18. What were the causes and consequences of racial tension in the 1940s?

19. How did the war affect families?

The War for Europe and North Africa

20. What role did Franklin Roosevelt play as commander in chief of the U.S. military?
21. How did the Allies win control of the Atlantic Ocean between 1941 and 1943?
22. What two key decisions determined the final outcome at Stalingrad?
23. What was the outcome of the North African and Italian campaigns?

The War in the Pacific

24. Briefly describe the strategy of island hopping during the war in the Pacific.
25. Why was the Battle of Leyte Gulf so crucial to the Allies?
26. What was significant about the Battle of Iwo Jima?

The End of World War II

27. Why did President Truman decide to use atomic weapons?

568 Module 11

ONLINE DOCUMENT-BASED INVESTIGATION

World War II

Have students complete and review all of the DBI activities in **Part 1**.

Use this Analytical Essay Rubric to score students' work in **Part 2**.

RUBRIC Students' essays should:

- present an analysis of the topic that is detailed and relevant
- develop the analysis logically, clearly, and accurately
- cite at least four sources of relevant text evidence from Part 1 in support of their analysis

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Analytical Essay

The violence of World War II destroyed communities and lives throughout Europe, Africa, and Asia, but people around the world felt its effects. Everyone—soldier and civilian, at home or abroad—sacrificed and struggled to meet the war's demands. Write an essay in which you analyze the effects of the war on various groups of people. Focus on three different groups, and explain their involvement in the war effort and how it changed their lives. Be sure to cite specific evidence from at least four sources in your response.

Module 11 Assessment, continued

28. How are the Nuremberg trials an example of the humanitarian effects of World War II?
29. How did World War II expand access to education?
30. What issues did Allied leaders address at the Potsdam Conference, and what decisions did they make?

Critical Thinking

1. **Categorize** In a chart like the one shown below, explain the opportunities and obstacles that women and ethnic and racial minorities faced during World War II.

	Women	Minorities
Opportunities		
Obstacles		

2. **Draw Conclusions** How did the rise of dictatorships in Italy, Germany, and Japan and the aggression of those nations toward other countries lead to World War II?
3. **Interpret Maps** Look at the map “German Advances, 1938–1941” in Lesson 1. How might Poland’s location have influenced the secret pact that Germany and the Soviet Union signed on August 23, 1939?
4. **Compare** How were the geography and events in the European and Pacific theaters of World War II similar? How were they different?
5. **Summarize** Explain the bravery and contributions of women and ethnic minorities in the armed forces during World War II, including the Tuskegee Airmen, the 442nd Central Postal Directory, and the Navajo code talkers.
6. **Evaluate** Do you think the United States was justified in using atomic bombs against the Japanese? Write a paragraph explaining your response.
7. **Analyze Effects** Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World

War II, and analyze the impact of the post-war shift back to domestic production.

8. **Make Inferences** How do you think World War II helped some Americans attain their vision of the American Dream?
9. **Analyze Effects** How did policies such as the Lend-Lease Act and other wartime changes affect the American economy?
10. **Evaluate** Evaluate the domestic and international leadership of Presidents Franklin D. Roosevelt and Harry S. Truman during World War II. Consider the U.S. domestic industry’s rapid mobilization for the war effort and the nation’s relationship with its allies.

Engage with History

Imagine that you are a journalist in 1955, working for a major magazine that is preparing an issue focusing on the ten-year anniversary of the end of World War II. Write an article in which you look back at the changes in American life brought about by involvement in the war. Discuss political and economic changes that resulted from the war as well as social changes that stemmed from issues on the home front.

Focus on Writing

Write an expository essay in which you explain the Holocaust as an instance of genocide. Include varying perspectives, such as those of victims, perpetrators, and observers.

Multimedia Activity

Conduct library or Internet research to learn more about some of the actions the U.S. government took between World Wars I and II to preserve its isolationist policy. Then investigate the events that drew the country into World War II. Consider the perspectives of people on both sides of the debate. Use your findings to draw a political cartoon that supports or opposes the U.S. policy of neutrality at the beginning of World War II. Write a caption to accompany your cartoon.

World War II 569

7. What groups did Nazis deem unfit to belong to the Aryan “master race”? *Jews, gypsies, homosexuals, people with mental or physical disabilities, Poles, Ukrainians, and Russians*
8. How did some Europeans show their resistance to Nazi persecution of the Jews? *Some people risked death by hiding Jews in their homes or helping them to escape to neutral countries.*
9. How did the Holocaust affect Jews and other targeted groups living in territory controlled by the Nazis? *Those that could not flee were arrested and shipped to concentration camps. There they were tortured, forced to work, starved, or murdered.*

LESSON 3

America Moves Toward War

10. How did isolationist policy shape U.S. foreign policy in the 1920s and 1930s? What were the consequences of U.S. isolationism? *The U.S. government took several steps to avoid war or involvement in world affairs, including disarmament and a refusal to recognize Japan’s actions in Manchuria. It may have delayed U.S. involvement, but in the end, the country was attacked by Germany and Japan and was drawn into war anyway.*
11. Why did Roosevelt take one “unneutral” step after another to assist Britain and the Soviet Union in 1941? *He believed that the best way to stop the Axis powers was to help their opponents—mainly Britain and the Soviet Union.*
12. How did the isolationist views of many Americans challenge Roosevelt’s political leadership? *Isolationists, including many members of Congress, worked to keep Roosevelt from implementing any programs that would involve the United States in world affairs. They passed legislation like the Johnson Debt Default Act to limit Roosevelt’s ability to give foreign aid.*
13. What factors led Japan to attack the United States at Pearl Harbor? *The United States had the potential to block Japanese expansion in the Pacific. Also, the United States had banned the sale of oil to Japan, and some Japanese leaders wanted to attack to force the country to end its embargo.*
14. Why did the United States enter World War II? *because the Japanese bombed Pearl Harbor*

LESSON 4

The War Effort on the Home Front

15. What was the Double V campaign? *It was a movement popular in some African American communities to win political and economic rights by taking part in the war effort.*
16. What role did the media play in helping the country mobilize? *The media issued propaganda films that reinforced the view of Germany and Japan as enemies, made informational films explaining the reasons for fighting, and created posters and films about actions Americans could take to support the war effort.*

(continued)

Essential Question ESSAY

Why did the Allies win World War II?

RUBRIC Students’ essays should:

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write a persuasive essay in response to the Essential Question. Your essay should include key people, decisions, circumstances, and turning points that resulted in victory for the Allies. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries.

Print Assessment (continued)

17. Why did the outbreak of World War II create a need for new military bases across the country? *The war increased enlistment in the armed forces, and the new recruits needed places for training and housing.*
18. What were the causes and consequences of racial tension in the 1940s?
Causes—concentration of minorities in cities, discrimination, racism;
Consequences—civil rights protests, riots
19. How did the war affect families? *During the war, mothers became single parents and women took jobs outside the home. Some unsupervised teenagers drifted into juvenile delinquency. The war also helped to create new families when soldiers and sailors rushed to get married.*

LESSON 5

The War for Europe and North Africa

20. What role did Franklin Roosevelt play as commander in chief of the U.S. military? *He set the overall military strategy for U.S. forces.*
21. How did the Allies win control of the Atlantic Ocean between 1941 and 1943? *The Allies had succeeded in using convoys; the United States had greatly increased the production of ships and aircraft and employed technology such as radar and sonar.*
22. What two key decisions determined the final outcome at Stalingrad? *Stalin's decision to defend the city and Hitler's decision to besiege it no matter the cost*
23. What was the outcome of the North African and Italian campaigns? *North African campaign—German forces surrendered North Africa to the Allies. American troops gained combat experience and proved they could contribute to the war effort. Italian campaign—The Allies freed Italy despite Hitler's efforts at the Battle of Anzio. Mussolini was removed from power.*

LESSON 6

The War in the Pacific

24. Briefly describe the strategy of island hopping during the war in the Pacific. *Allied leaders chose to capture only certain islands in the Pacific, leapfrogging over those that were heavily defended. Each new island they captured then gave them a new base from which they could launch attacks farther into Japanese territory.*
25. Why was the Battle of Leyte Gulf so crucial to the Allies? *The battle was a disaster for Japan, which lost much of its fleet. From then on, the Imperial Navy played only a minor role in the defense of Japan.*
26. What was significant about the Battle of Iwo Jima? *By capturing Iwo Jima, the Allies gained a base they could use to launch bombing attacks against Japan itself.*

LESSON 7

The End of World War II

27. Why did President Truman decide to use atomic weapons? *The United States wanted to avoid the casualties that would result from an invasion of Japan and to end the war quickly. The bomb would also serve as a symbol of U.S. military superiority over the Soviet Union.*
28. How are the Nuremberg trials an example of the humanitarian effects of World War II? *The trials established an important principle that individuals are responsible for their own actions, even in times of war. Nazi executioners could not claim they were simply "following orders" and thereby escape punishment. This principle of individual responsibility became part of international law.*
29. How did World War II expand access to education? *Through the GI Bill, the federal government paid for education and training for returning veterans.*
30. What issues did Allied leaders address at the Potsdam Conference, and what decisions did they make? *They addressed the issues of elections in Poland and*

the fate of Germany after the war. The Soviet Union refused to allow free Polish elections. Allied leaders organized Germany into four occupation zones in which occupying countries could demand reparations. The German fleet would be divided among the United States, Great Britain, and the Soviet Union.

CRITICAL THINKING

1. **CATEGORIZE** In a chart, explain the opportunities and obstacles that women and ethnic and racial minorities faced during World War II. *Possible answers: Opportunities—Women: took jobs normally available only to men; served in auxiliary military units; Minorities: took jobs not available to them during peacetime; served in decorated military units; Obstacles—Women: received less pay for doing the same jobs as men; had to give up jobs after the war; Minorities: Were given unpleasant or undemanding jobs; faced discrimination in the workplace and the community*
2. **DRAW CONCLUSIONS** How did the rise of dictatorships in Italy, Germany, and Japan and the aggression of those nations toward other countries lead to World War II? *The rise to power of dictators and their joining together as the Axis powers became a real threat to European countries and, eventually, the United States. As more countries in Europe and Asia fell victim to their aggression, the leaders of other countries took steps to stop them. War was the result.*
3. **INTERPRET MAPS** Look at the map "German Advances, 1938–1941." How might Poland's location have influenced the secret pact that Germany and the Soviet Union signed on August 23, 1939? *Poland's location between Germany and the Soviet Union might have led Stalin to make the pact out of concern that the Soviet Union would become Hitler's next target.*
4. **COMPARE** How were the geography and events in the European and Pacific theaters of World War II similar? How were they different? *Both theaters involved combat against authoritarian states far from the United States. Europe is a largely flat continent, and most of the fighting there took place on land with some air support. The Pacific theater was mostly huge expanses of water dotted with small islands. Much of the fighting there took place between ships or between aircraft launched from ships.*
5. **SUMMARIZE** Explain the bravery and contributions of women and ethnic minorities in the armed forces during World War II, including the Tuskegee Army, the 442nd Central Postal Directory, and the Navajo code talkers. *Women in the military contributed to the success of U.S. efforts during World War II in essential noncombat roles such as nurses, radio operators, and pilots. Ethnic minorities contributed and showed bravery as they led successful aerial and ground combat missions against the Germans. The Navajo code talkers helped the U.S. transmit secret messages that the Japanese could not decipher.*
6. **EVALUATE** Do you think the United States was justified in using atomic bombs against the Japanese? Write a paragraph explaining your response. *Possible responses: Yes—The bomb ended the war with fewer American casualties than would have resulted from an invasion of Japan. No—The death and destruction of the bomb, especially the cost to civilians, was too high a price to pay.*
7. **ANALYZE EFFECTS** Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the postwar shift back to domestic production. *By shifting to military production, American industry gave up the chance to continue producing consumer goods to be sold for profit. The shift back to domestic production meant the loss of the guaranteed market that had existed for military products.*
8. **MAKE INFERENCES** How do you think World War II helped some Americans attain their vision of the American Dream? *Possible response: Many people saved money during the war that they could later use to buy homes, open businesses, or pursue other opportunities. Women realized new opportunities during the war, and many women continued to pursue their dreams once the*

fighting ended. The GI Bill gave veterans the opportunity to attend college or start businesses of their own.

9. **ANALYZE EFFECTS** How did policies such as the Lend-Lease Act and other wartime changes affect the American economy? *The Lend-Lease Act inspired American industry to increase its production of war materials. As the war continued, this production increased further, reaping great profits for American manufacturers. To avoid the threat of wartime inflation, the Office of Price Administration froze prices on most goods; Congress raised income tax rates, extending the tax to millions who had never paid it before; and the government encouraged Americans to buy war bonds with their extra cash. With less money to spend, consumer demand on goods dropped and kept inflation lower than 30 percent.*
10. **EVALUATE** Evaluate the domestic and international leadership of Presidents Franklin D. Roosevelt and Harry S. Truman during World War II. Consider the U.S. domestic industry's rapid mobilization for the war effort and the nation's relationship with its allies. *Students' responses will vary. Students should note Roosevelt's role in supporting mobilization and his formation and maintenance of the alliance with Churchill and Stalin. They should also note Truman's clashes with Stalin and his decision to use the atomic bomb.*

ENGAGE WITH HISTORY

Imagine that you are a journalist in 1955, working for a major magazine that is preparing an issue focusing on the ten-year anniversary of the end of World War II. Write an article in which you look back at the changes in American life brought about by involvement in the war. Discuss political and economic changes that resulted from the war as well as social changes that stemmed from issues on the home front.

RUBRIC The magazine article should:

- accurately describe political, economic, and social changes brought about by World War II
- explain the causes of those changes
- present information in a clear and organized way

FOCUS ON WRITING

Write an expository essay in which you explain the Holocaust as an instance of genocide. Include varying perspectives, such as those of victims, perpetrators, and observers.

RUBRIC The expository essay should:

- use appropriate supporting details to elaborate on a main idea and present a clear point of view
- use vivid and engaging language
- exhibit a grasp of the meaning of genocide
- demonstrate an understanding of the experiences of various groups during the Holocaust

MULTIMEDIA ACTIVITY

Conduct library or Internet research to learn more about some of the actions the U.S. government took between World Wars I and II to preserve its isolationist policy. Then investigate the events that drew the country into World War II. Consider the perspectives of people on both sides of the debate. Use your findings to draw a political cartoon that supports or opposes the U.S. policy of neutrality at the beginning of World War II. Write a caption to accompany your cartoon.

RUBRIC The political cartoon should:

- express a clear point of view and reflect an understanding of the arguments used for or against isolationist policy
- use logical or well-explained symbolism to support its point of view
- include a caption

Online Assessment

1. Drag the name of the leader into the box next to the country he led.

Germany		Adolf Hitler
Great Britain		Winston Churchill
Italy		Benito Mussolini
Japan		Hideki Tojo
Soviet Union		Joseph Stalin

2. Drag the events into chronological order from top to bottom.

- Germany reoccupies the Rhineland with troops in direct violation of the Treaty of Versailles.
- Germany announces its Anschluss with Austria.
- Germany invades Czechoslovakia after being granted the Sudetenland six months earlier.
- Germany and the Soviet Union sign a nonaggression pact.
- Germany invades Poland from the west, and the Soviet Union invades from the east three weeks later.
- Germany takes over Denmark, Norway, Holland, Belgium, Luxembourg, and France.

3. How was Great Britain able to win the Battle of Britain?

- ☒ by using radar to find attacking German planes
- ☐ by replacing destroyed planes faster than Germany could
- ☐ by using sonar to find attacking German U-boats
- ☐ by replacing destroyed ships faster than Germany could

4. What was the Holocaust?

- ☐ a system of anti-Semitism that existed in Germany for centuries
- ☐ a series of laws that denied Jews their citizenship, jobs, and property
- ☐ the emigration of German Jews before the war
- ☒ the killing of 6 million Jews in Europe by the Nazis

5. Why did the Nazis target homosexuals and people who were mentally deficient, mentally ill, physically disabled, or incurably ill?

- ☐ to give German-speaking people more living space
- ☐ to rid Germany of any person belonging to an "inferior race"
- ☐ to unite German-speaking people from different parts of Europe
- ☒ to rid Germany of any person unfit to be part of the "master race"

6. Select an answer choice for each of the drop-down lists to complete the sentence correctly.

As part of the final stage of the "Final Solution," thousands of Jews were killed each day at death camps such as Chelmno and Auschwitz.

7. How did Congress attempt to maintain U.S. isolationism throughout the 1930s?

- ☐ by refusing to ratify the Treaty of Versailles
- ☒ by prohibiting the sale of arms to countries at war or engaged in civil war
- ☐ by refusing to enforce the decisions of the League of Nations
- ☐ by prohibiting the reduction of tariffs on goods from countries at war or engaged in civil war

8. Drag an answer choice into each box to complete the sentence correctly. Following the entry of France and Great Britain into the war, President Roosevelt and Congress began preparing the United States for war by passing the Selective Training and Service Act, which required men between 21 and 35 to register for a military draft, and the Lend-Lease Act, which helped supply Great Britain and the Soviet Union with arms and other materials.

(continued)

▶ Online Assessment (continued)

9. Which of the following was an effect of Japan's bombing of Pearl Harbor?

- ☒ The United States entered the war.
- ☐ The Soviet Union invaded Manchuria.
- ☐ Germany entered the war on the side of Japan.
- ☐ The United States placed an embargo on Japan.

10. How was the United States able to produce so much war material in such a short period of time?

- ☐ by placing all industry and agriculture under strict state management
- ☐ by outlawing labor rights and controlling all aspects of the lives of workers
- ☒ by converting existing factories to wartime use and organizing resources efficiently
- ☐ by forcing industries to compete for resources in order to improve industrial efficiency

11. How did ordinary Americans help with the war effort and conserve resources? Select the **three** correct answers.

- ☒ by collecting junk
- ☒ by using ration books
- ☐ by refusing to pay taxes
- ☐ by hoarding scarce goods
- ☒ by planting victory gardens
- ☐ by buying items on the "black market"

12. Members of minority groups experienced different opportunities and forms of discrimination during World War II. In each row of the table, select the minority group that experienced the action described.

left the South for jobs in the North and West	<i>African Americans</i>
were victims of attacks on zoot-suit-wearing youths	<i>Mexican Americans</i>
formed CORE to confront segregation in the North	<i>African Americans</i>
worked as <i>braceros</i> , or hired hands, on U.S. farms	<i>Mexican Americans</i>
were forcibly removed from the West Coast to internment camps	<i>Asian Americans</i>
received little compensation for resources mined on reservation lands	<i>Native Americans</i>

13. How did Germany attempt to prevent food and war materials from reaching Great Britain and the Soviet Union?

- ☐ by capturing ports in Western Europe
- ☐ by capturing supply ships in the Atlantic
- ☒ by using U-boats to sink U.S. supply ships

- ☐ by using long-range bombers to attack U.S. factories

14. Why did Joseph Stalin pressure U.S. and British leaders to open a "second front" in Western Europe?

- ☐ to capture ports that could be used by Allied supply ships
- ☒ to force Germany to send troops from the Soviet front to fight in France
- ☐ to help give the Soviets more time to move factories away from the front
- ☐ to prevent Germany from taking the Suez Canal and cutting off oil supplies

15. Drag the events into chronological order from top to bottom.

- The British army stops General Rommel and the Germans at El Alamein.
- The Allies land in North Africa in Operation Torch.
- The Allies capture Sicily, leading to the German occupation of Italy.
- The Allies invade Normandy on D-Day.
- The German forces push the Allies back in the Battle of the Bulge.

16. Select an answer choice for each of the drop-down lists to complete each sentence correctly.

Following its attack on Pearl Harbor, Japan invaded the Philippines. A combined U.S.-Filipino army commanded by Douglas MacArthur retreated to the Bataan Peninsula, where it fought off the Japanese for months despite having limited food, medicine, and other supplies.

17. Drag the events into chronological order from top to bottom.

- U.S. naval forces inflict heavy losses on Japan at the Battle of Midway.
- Japan suffers its first loss of territory at Guadalcanal.
- Allied forces face kamikazes for the first time but sink much of the Japanese naval forces at the Battle of Leyte Gulf.
- Allied troops face staunch resistance in taking Iwo Jima, allowing for long-range U.S. bombers to reach the home islands of Japan.
- Both the Allies and Japan suffer heavy casualty rates in fighting over Okinawa.

18. Members of which Native American nation served as code talkers, translating messages into an unbreakable code to help the Allies advance across the Pacific?

- ☐ Apache
- ☐ Cherokee
- ☒ Navajo
- ☐ Sioux

19. Which of the following was an effect of the dropping of atomic bombs on Hiroshima and Nagasaki?

- ☒ Japan agreed to surrender.
- ☐ Allied leaders met at Potsdam.
- ☐ Japan's emperor gave up his throne.
- ☐ The Soviet Union invaded Manchuria.

20. Which of the following were effects of World War II? Select the **three** correct answers.

- ☒ the creation of the United Nations (UN)
- ☐ a strong belief in isolationism in U.S. politics
- ☒ new political and economic systems in Japan
- ☐ the division of Japan into two occupation zones
- ☐ political and economic reform in the Soviet Union
- ☒ the division of Germany into four occupation zones

21. How did the United States change as a result of World War II? Select the **four** correct answers.

- ☒ Unemployment fell and wages increased.
- ☐ Spending on defense decreased significantly.
- ☐ Different regions of the United States became more isolated.
- ☒ The United States became the world's strongest economic and military power.
- ☒ Women experienced increased opportunities, holding jobs previously held by men.
- ☒ Farmers used improved farm machinery and fertilizer to increase crop production greatly.
- ☐ The U.S. government increased its planning of the economy and control of different industries.

▶ Online Multimedia Connections

In this Multimedia Connection, students will explore some of the personal stories and recollections of World War II. They will watch and discuss short video clips on American mobilization for the war, the air war over Germany, and D-Day, and will read and discuss a soldier's letter home.



MULTIMEDIA CONNECTIONS

Memories of WORLD WAR II



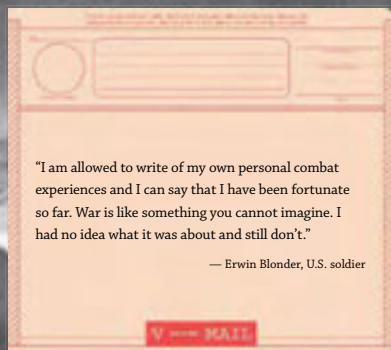
A global conflict, World War II shaped the history of both the United States and the world. Americans contributed to the war effort in numerous ways. Many enlisted in the military and served in Africa, Europe, and the Pacific. Others contributed by working in factories to produce the massive amounts of ships, planes, guns, and other supplies necessary to win the war. In the process,

these Americans left behind firsthand accounts of their experiences during the war, both at home and abroad. Explore some of the personal stories and recollections of World War II online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

569 MC1 MULTIMEDIA CONNECTIONS



Go online to view these and other HISTORY® resources.



A Soldier's Letter Home

Read the document to learn about one soldier's wartime experiences in southern France.



America Mobilizes for War

Watch the video to see how the United States mobilized its citizens for war and how society changed as a result.



Air War Over Germany

Watch the video to see how the P-51 Mustang helped the Allies win the air war over Germany.



The Pacific Islands

Watch the video to hear veterans describe their experiences fighting in the Pacific theater.

HMH SOCIAL STUDIES

UNCOVER THE
CONNECTIONS



For more information visit:
hmhco.com/hmh-social-studies

Connect with us:



HISTORY® and the "H" logo are trademarks of A&E Television Networks LLC. Wi-Fi® is a registered trademark of Wi-Fi Alliance. Houghton Mifflin Harcourt®, HMH®, and HMH Player® are registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. Print in the U.S.A. 02/17 MS188821

hmhco.com • 800.225.5425