



Chapter 20 Resources

Timesaving Tools

TeacherWorks™ All-In-One Planner and Resource Center



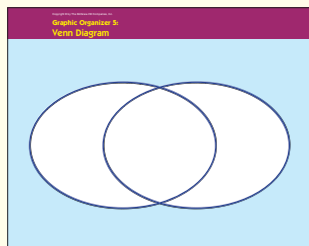
- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.



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TEACHING TRANSPARENCIES

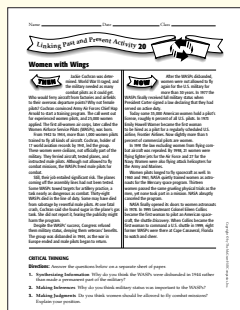
Graphic Organizer 5



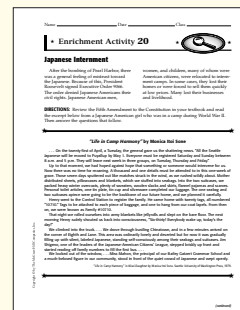
Why It Matters Chapter Transparency 20



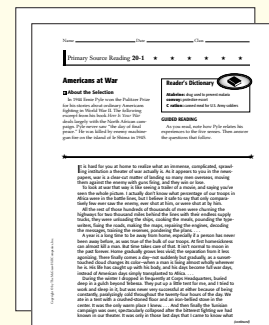
Linking Past and Present Activity 20



Enrichment Activity 20

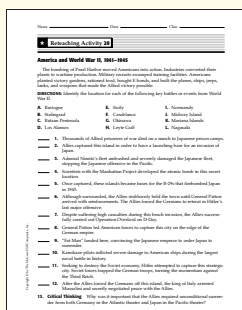


Primary Source Reading 20

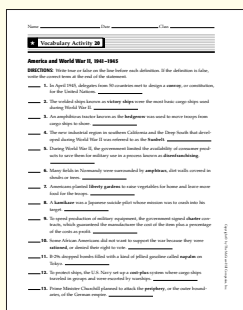


REVIEW AND REINFORCEMENT

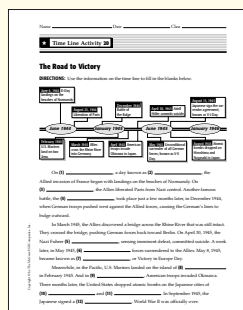
Reteaching Activity 20



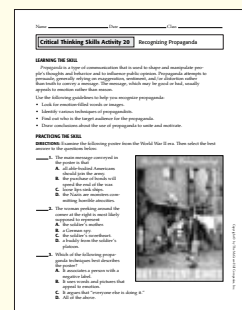
Vocabulary Activity 20



Time Line Activity 20



Critical Thinking Skills Activity 20



Meeting NCSS Standards

- The following standards are highlighted in Chapter 20:
- Section 1** **V** Individuals, Groups, and Institutions: B, D, E
 - Section 2** **I** Culture: A, B, D
 - Section 3** **II** Time, Continuity, and Change: B, C, F
 - Section 4** **III** People, Places, and Environments: A, F, H
 - Section 5** **VII** Production, Distribution, and Consumption: A, F

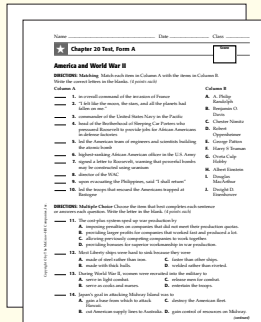
Local Standards

Chapter 20 Resources

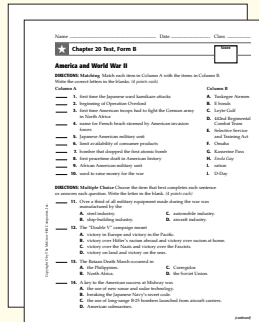


ASSESSMENT AND EVALUATION

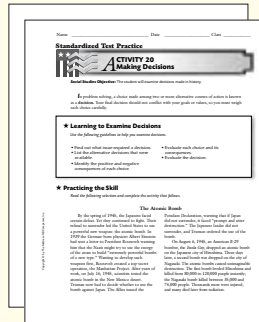
Chapter 20 Test Form A



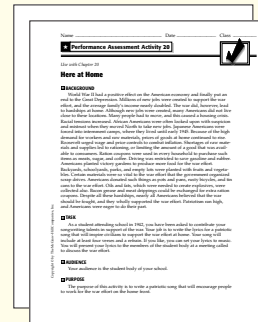
Chapter 20 Test Form B



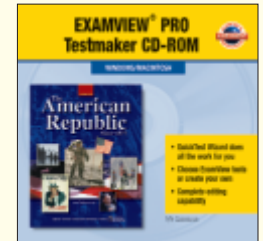
Standardized Test Practice Workbook Activity 20



Performance Assessment Activities and Rubrics 20



ExamView® Pro Testmaker CD-ROM



MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as a supplement to Chapter 20:

- **FDR: The War Years** (1-56-501458-8)
- **The Best Kept Secret: D Day** (0-76-700680-1)
- **Propaganda Wars: Japan and the U.S.** (1-56-501320-4)
- **The War in the Pacific** (1-56-501994-6)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



Chapter 20 Resources

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p>SECTION 1 Mobilizing for War</p> <p>1. Explain how the United States mobilized its economy.</p> <p>2. Describe the issues involved in raising an American army.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 20-1 Daily Lecture and Discussion Notes 20-1 Guided Reading Activity 20-1* Section Quiz 20-1* Reading Essentials and Study Guide 20-1 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 20-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 2 The Early Battles</p> <p>1. Analyze how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic.</p> <p>2. Explain why Stalingrad is considered a major turning point of World War II.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 20-2 Daily Lecture and Discussion Notes 20-2 Guided Reading Activity 20-2* Section Quiz 20-2* Reading Essentials and Study Guide 20-2 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 20-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Skillbuilder Interactive Workbook, Level 2 TeacherWorks™ CD-ROM Audio Program
<p>SECTION 3 Life on the Home Front</p> <p>1. Describe how the wartime economy created opportunities for women and minorities.</p> <p>2. Discuss how Americans coped with shortages and rapidly rising prices.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 20-3 Daily Lecture and Discussion Notes 20-3 Guided Reading Activity 20-3* Section Quiz 20-3* Reading Essentials and Study Guide 20-3 Supreme Court Case Studies 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 20-3 American Art & Architecture Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM American Music: Cultural Traditions
<p>SECTION 4 Pushing the Axis Back</p> <p>1. Describe the goals of the two major offensives the Allies launched in Europe in 1943.</p> <p>2. Explain the American strategy for pushing the Japanese back in the Pacific.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 20-4 Daily Lecture and Discussion Notes 20-4 Guided Reading Activity 20-4* Section Quiz 20-4* Reading Essentials and Study Guide 20-4 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 20-4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Audio Program
<p>SECTION 5 The War Ends</p> <p>1. Explain the tactics the Allies used to invade Germany and to defeat Japan.</p> <p>2. Outline the reasons the Allies created the United Nations and held war crimes trials.</p>	<ul style="list-style-type: none"> Reproducible Lesson Plan 20-5 Daily Lecture and Discussion Notes 20-5 Guided Reading Activity 20-5* Section Quiz 20-5* Reading Essentials and Study Guide 20-5 Performance Assessment Activities and Rubrics 	<ul style="list-style-type: none"> Daily Focus Skills Transparency 20-5 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM TeacherWorks™ CD-ROM Vocabulary PuzzleMaker CD-ROM Audio Program American Music: Cultural Traditions



OUT OF TIME?

Assign the Chapter 20 **Reading Essentials and Study Guide.**

Blackline Master
 Transparency
 CD-ROM
 DVD
 Poster
 Music Program
 Audio Program
 Videocassette

*Also Available in Spanish

Chapter 20 Resources



NATIONAL GEOGRAPHIC Teacher's Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "The Bismarck Found," November 1989
- "Blueprints for Victory," May 1995
- "Douglas MacArthur: An American Soldier," March 1992
- "Hiroshima," August 1995
- "Living with Radiation," April 1989
- "Pearl Harbor: A Return to the Day of Infamy," December 1991
- "Remembering the Blitz," July 1991

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *PictureShow: Story of America, Part 2* (CD-ROM)
- *PicturePack: World War II Era* (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Eyewitness to the 20th Century* (Book)
- *Historical Atlas of the United States*
- *Lost Fleet of Guadalcanal* (Video)
- *PicturePack: World War II Era* (Transparencies)
- *PictureShow: World War II Era* (CD-ROM)

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

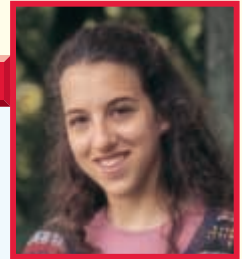
KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Ellen Closs
Okemos Public Schools
Okemos, MI



Reporters and the Times

Ask students to try to adopt the point of view of someone living in the 1940s. Organize the class into groups of 3 people each (reporter, soldier, and someone on the home front). Instruct the reporter to interview both the soldier and the person on the home front about how America's role in the war has changed their lives. How have they themselves changed as people? Has the war changed their view of the American government or the world? If possible, give them primary resources, such as letters and autobiographies from the time to help them prepare their questions.

Have them present their interviews to the class, acting as people who are living during World War II.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:

America and World War II

1941–1945



Performance Assessment

Refer to Activity 20 in the Performance Assessment Activities and Rubrics booklet.

Why It Matters Activity

Have students explain how they think World War II continues to have an impact on the lives of Americans. Students should evaluate their answers after they have completed the chapter. **US: 6B; ELA: Gr9/10: 16B; Gr11: 15B**

GLENCOE TECHNOLOGY

The American Republic Since 1877 Video Program

To learn more about America's role in World War II, have students view the Chapter 20 video, "Japanese American Internment Camps," from the *American Republic Since 1877 Video Program*.



Available in DVD and VHS

MindJogger Videoquiz

Use the *MindJogger Videoquiz* to preview Chapter 20 content.



Available in VHS

Why It Matters

The United States entered World War II unwillingly and largely unprepared. The American people, however, quickly banded together to transform the American economy into the most productive and efficient war-making machine in the world. American forces turned the tide in Europe and the Pacific, and they played a crucial role in the defeat of Germany, Italy, and Japan.

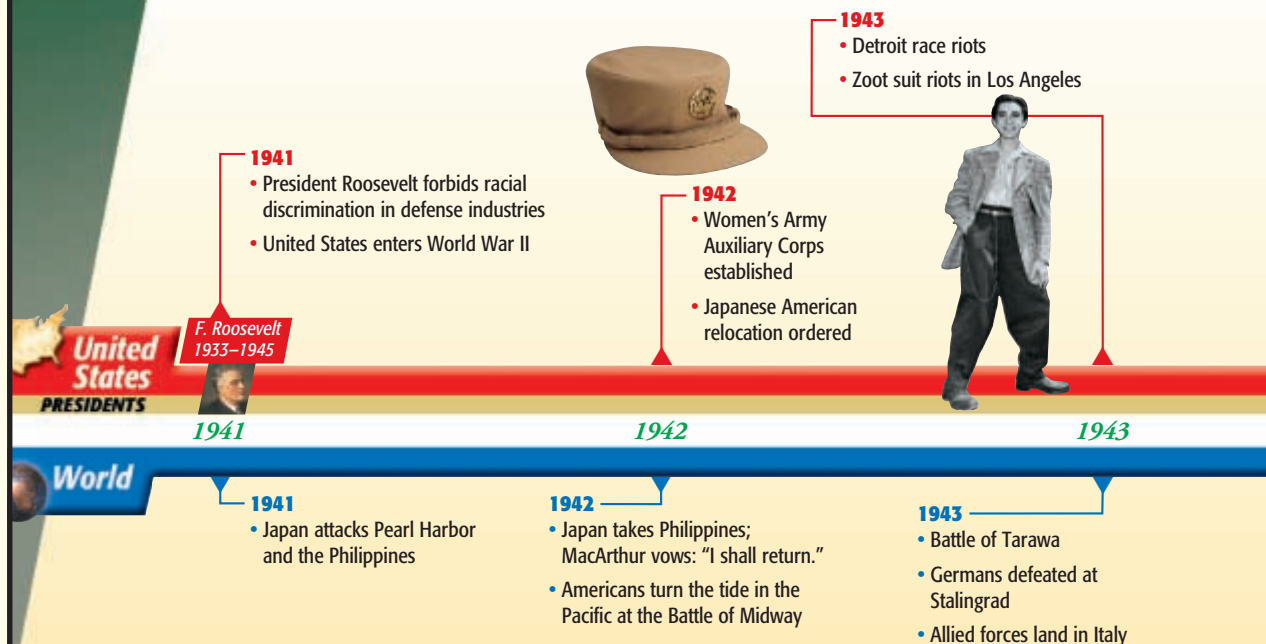
The Impact Today

Many changes that began in World War II are still shaping our lives today.

- The United Nations was founded.
- Nuclear weapons were invented.
- The United States became the most powerful nation in the world.



The American Republic Since 1877 Video The Chapter 20 video, "Japanese American Internment Camps," chronicles the treatment of Japanese Americans during World War II.



610

TWO-MINUTE LESSON LAUNCHER

Before the Japanese attack on Pearl Harbor, most Americans were aware of the war in Europe but held fast to their beliefs that the United States should not become involved. Ask students if they would support or oppose American involvement in a conflict between other countries if that involvement might result in a world war. **US: 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Introducing CHAPTER 20

HISTORY Online



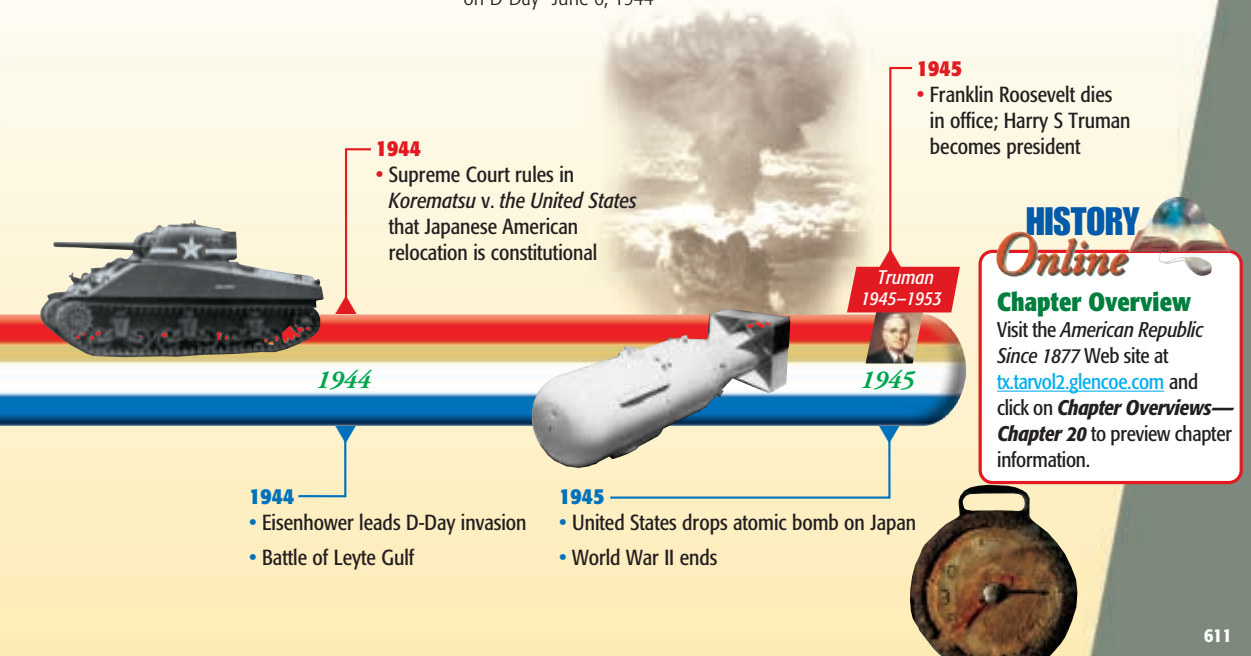
Introduce students to chapter content and key terms by having them access the **Chapter 20 Overview** at tx.tarvol2.glencoe.com.

More About the Photo

Landing craft were used to transport troops and equipment on D-Day. Have students imagine that they are one of these soldiers. Ask them what they were experiencing as their landing craft's ramp was lowered. *(Students may describe the physical conditions such as the cold, salty water or the emotions that the soldiers likely experienced such as determination or fear.)*



Allied soldiers landing at Omaha Beach in Normandy on D-Day—June 6, 1944



TIME LINE

ACTIVITY

Have students use a globe or world map to identify the approximate location where the world events on the time line occurred.

GRAPHIC ORGANIZER ACTIVITY

Organizing Information Have students take notes on Chapter 20 by completing a table similar to the one shown below. Students' notes should be concise, addressing the concepts or themes found in the chapter.


Allied Power	Axis Power
Britain	Germany
Russia	Italy
United States	Japan


1 FOCUS

Section Overview

This section describes the preparations the U.S. made in anticipation of entering the war.

BELLINGER Skillbuilder Activity

 Project transparency and have students answer the question.

 Available as a blackline master.

Daily Focus Skills Transparency 20–1

Unit 6
DAILY FOCUS SKILLS
CHAPTER 20
TRANSPARENCY 20-1

Analyzing Information

LIBERTY SHIPS



Directions: Answer the following questions based on the information at left.

What made Liberty ships important contributors to American success in World War II?

F Liberty ships were small and maneuverable.
G Liberty ships were built to last a long time.
H Liberty ships were cheap to build and easy to repair.
I Liberty ships were not built until after the end of World War II.

The majority of them were built in South Portland, Maine, and launched in June 1943 as a cheap and expendable cargo ship called a Liberty ship. Liberty ships were usually hard to sink and easy to repair because their hulls were welded together instead of riveted.

Guide to Reading

Answers to Graphic: A restructured Reconstruction Finance Corporation, War Production Board, Office of War Mobilization, draft board (under Selective Service and Training Act)

Preteaching Vocabulary

Have students write two questions that can be answered using the Key Terms. **US:** 25A; **ELA:** Gr9/10/11: 6A

SECTION 1 Mobilizing for War

Guide to Reading

Main Idea

The United States quickly mobilized its economy and armed forces to fight World War II.

Key Terms and Names

cost-plus, Reconstruction Finance Corporation, Liberty ship, War Production Board, Selective Service and Training Act, disfranchise

1 Reading Strategy

Organizing As you read about American mobilization for World War II, complete a graphic organizer like the one below by filling in the agencies the U.S. government created to mobilize the nation's economy for war.



Reading Objectives

- Explain how the United States mobilized its economy.
- Describe the issues involved in raising an American army.

Section Theme

Individual Action The success of the United States in mobilizing for war was due largely to the cooperation of individual American citizens.

Preview of Events



★ An American Story ★



Franklin D. Roosevelt

2 Shortly after 1:30 P.M. on December 7, 1941, Secretary of the Navy Frank Knox phoned President Roosevelt at the White House. “Mr. President,” Knox said, “it looks like the Japanese have attacked Pearl Harbor.” A few minutes later, Admiral Harold Stark, chief of naval operations, phoned and confirmed the attack.

As Eleanor Roosevelt passed by the president’s study, she knew immediately something very bad had happened:

“All the secretaries were there, two telephones were in use, the senior military aides were on their way with messages.” Eleanor also noticed that President Roosevelt remained calm: “His reaction to any event was always to be calm. If it was something that was bad, he just became almost like an iceberg, and there was never the slightest emotion that was allowed to show.”

Turning to his wife, President Roosevelt expressed anger at the Japanese: “I never wanted to have to fight this war on two fronts. We haven’t got the Navy to fight in both the Atlantic and Pacific. . . . We will have to build up the Navy and the Air Force and that will mean we will have to take a good many defeats before we can have a victory.”

—adapted from *No Ordinary Time*

Converting the Economy

Although the difficulties of fighting a global war troubled the president, British Prime Minister Winston Churchill was not worried. Churchill knew that victory in modern war depended on a nation’s industrial power. He compared the American economy



SECTION RESOURCES

Reproducible Masters


- Reproducible Lesson Plan 20–1
- Daily Lecture and Discussion Notes 20–1
- Guided Reading Activity 20–1
- Section Quiz 20–1
- Reading Essentials and Study Guide 20–1
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 20–1

Multimedia

- 1 Interactive Tutor Self-Assessment CD-ROM
- 2 ExamView® Pro Testmaker CD-ROM
- 3 Presentation Plus! CD-ROM
- 4 TeacherWorks™ CD-ROM
- 5 Audio Program

 Student Edition TEKS

ELA: Page 612: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 613: Gr9/10/11: 6A, 10B, 19B, 20B

2 TEACH

Daily Lecture and Discussion Notes 20–1

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Daily Lecture and Discussion Notes
Chapter 20, Section 1

Did You Know? During World War II, U.S. General George C. Marshall believed that the jeep was “America’s greatest contribution to modern warfare.” The jeep was first developed as a small durable military vehicle with room to mount a machine gun. The four-wheel drive function on the jeep made it possible for the vehicle to drive off the road through ice, mud, and other obstacles.

L. Converting the Economy (pages 612–613)
A. The United States’s industrial output during World War II was twice as productive as Germany and five times that of Japan. This turned the tide in favor of an Allied victory. Part of the success of the United States was the result of the government mobilizing

Designing a Bulletin Board

Have students create a bulletin board on one of the topics in this section. Students should focus on either industry or government as the nation prepared for war. **L1 ELL US: 6B, 25C, 25D; ELA: Gr9/10/11: 13B, 13C**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Reading Check

Answer: The cost-plus program encouraged companies to produce many products quickly and in quantity. The RFC made loans to help companies convert to war production.

History Through Art

Answer: Students may say it would have encouraged them to consider the threats to American freedom.

to a gigantic boiler: “Once the fire is lighted under it there is no limit to the power it can generate.”

Churchill was right. The industrial output of the United States during the war astounded the rest of the world. American workers were twice as productive as German workers and five times more productive than Japanese workers. American war production turned the tide in favor of the Allies. In less than four years, the United States achieved what no other nation had ever done—it fought and won a two-front war against two powerful military empires, forcing each to surrender unconditionally.

The United States was able to expand its war production so rapidly after the attack on Pearl Harbor in part because the government had begun to mobilize the economy before the country entered the war. When the German blitzkrieg swept into France in May 1940, President Roosevelt declared a national emergency and announced a plan to build 50,000 warplanes a year. Shocked by the success of the German attack, many Americans were willing to build up the country’s defenses.

Roosevelt and his advisers believed that the best way to rapidly mobilize the economy was to give industry an incentive to move quickly. As Henry Stimson, the new secretary of war, wrote in his diary: “If you are going to try and go to war, or to prepare for war, in a capitalist country, you have got to let business make money out of the process or business won’t work.”

Normally when the government needed military equipment, it would ask companies to bid for the contract, but that system was too slow in wartime. Instead of asking for bids, the government signed **cost-plus** contracts. The government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit. Under the cost-plus system, the more a company produced and the faster it did the work, the more money it would make. The system was not cheap, but it did get war materials produced quickly and in quantity.

Although cost-plus convinced many companies to convert to war production, others could not afford to reequip their factories to make military goods. To convince more companies to convert, Congress gave new authority to the **Reconstruction Finance Corporation** (RFC). The RFC, a government agency set up during the Depression, was now permitted to make loans to companies to help them cover the cost of converting to war production.

Reading Check Analyzing What government policies helped American industry to produce large quantities of war materials?

American Industry Gets the Job Done

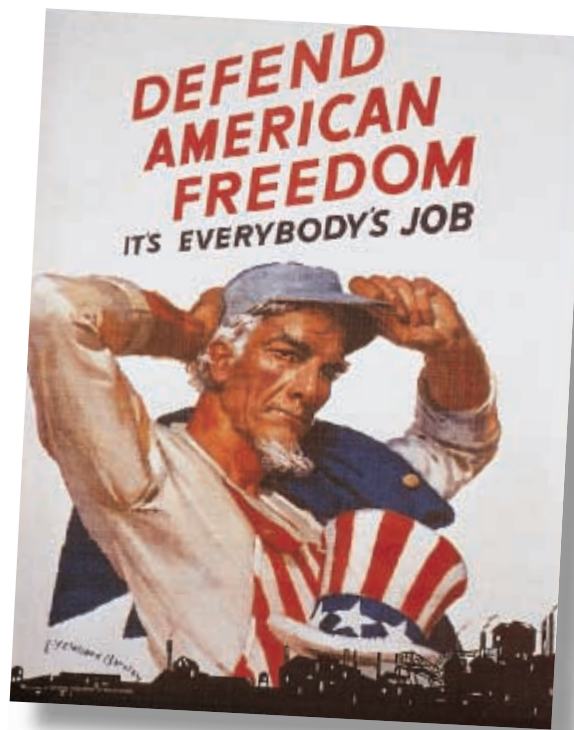
By the fall of 1941, much had already been done to prepare the economy for war, but it was still only partially mobilized. Although many companies were producing military equipment, most still preferred to make consumer goods. The Depression was ending and sales were rising. The Japanese attack on Pearl Harbor, however, changed everything. By the summer of 1942, almost all major industries and some 200,000 companies had converted to war production. Together they made the nation’s wartime “miracle” possible.

ECONOMICS

Tanks Replace Cars The automobile industry was uniquely suited to the mass production of military equipment. Automobile factories began to produce trucks, jeeps, and tanks. This was critical in modern warfare because the country that could move troops and supplies most quickly usually

History Through Art

WW II Posters War posters were designed to help encourage and inform the American public. **How would you have felt to see a poster such as this one?**



CHAPTER 20 America and World War II 613

COOPERATIVE LEARNING ACTIVITY

Creating a Plan Arrange the class into four groups and assign each group one of these industries: cellular telephones, computer software, agriculture, and construction. Have each group develop a plan for converting their industry to wartime production. Have each group share their plan with the class. Encourage students to offer constructive criticism of each group’s plan. **US: 26B; ELA: Gr9/10/11: 1A, 1B, 4A–D, 4F; Gr9/10: 15E, 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

Student Edition TEKS

US HISTORY: Page 612: 1A, 1B, 14A, 24B, 25A, 25C; Page 613: 1A, 6B, 14A, 15B, 24B, 24G, 25A

CHAPTER 20

Section 1, 612–617

won the battle. As General George C. Marshall, chief of staff for the United States Army, observed:

“The greatest advantage the United States enjoyed on the ground in the fighting was . . . the jeep and the two-and-a-half ton truck. These are the instruments that moved and supplied United States troops in battle, while the German army . . . depended on animal transport. . . . The United States, profiting from the mass production achievements of its automotive industry . . . had mobility that completely out-classed the enemy.”

—quoted in *Miracle of World War II*

Automobile factories did not just produce vehicles. They also built artillery, rifles, mines, helmets, pontoon bridges, cooking pots, and dozens of other pieces of military equipment. Henry Ford launched one of the most ambitious projects when he created an assembly line for the enormous B-24 bomber known as “the Liberator” at Willow Run Airport near Detroit. By the end of the war, the factory had built over 8,600 aircraft. Overall, the automobile industry produced nearly one-third of the military equipment manufactured during the war.

Building the Liberty Ships Henry Kaiser’s shipyards more than matched Ford’s achievement in aircraft production. Kaiser’s shipyards built many ships, but they were best known for their production of Liberty ships. The **Liberty ship** was the basic cargo ship used during the war. Most Liberty ships were welded instead of riveted. Welded ships were cheap, easy to build, and very hard to sink compared to riveted ships.

When a riveted ship was hit, the rivets often came loose, causing the ship to fall apart and sink. A welded ship’s hull was fused into one solid piece of steel. A torpedo might blow a hole in it, but the hull would not come apart. A damaged Liberty ship could often get back to port, make repairs, and return to service.

The War Production Board As American companies converted to war production, many business leaders became frustrated with the mobilization process. Government agencies argued constantly about supplies and contracts and whose orders had the highest priority.

After Pearl Harbor, President Roosevelt tried to improve the system by creating the **War Production Board (WPB)**. He gave the WPB the authority to set

Guided Reading Activity 20-1

Name _____ Date _____ Class _____

★ Guided Reading Activity 20-1

DIRECTIONS: Recording Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Why was Winston Churchill not worried about America’s ability to fight a global war?
2. Why did the industrial output of the United States during the war astound the rest of the world?
3. How did cost-plus contracts work?
4. What was the Reconstruction Finance Corporation (RFC)?
5. What industry was uniquely suited to the mass production of military equipment?

Analyzing Information Have students look carefully at the photograph and graphs on pages 614–615. Using what they see in the photo and graphs, along with the content of this section, have students write a paragraph describing what they think was happening when the photograph was taken. **L2 US: 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 13A; Gr9: 7D–H; Gr10/11: 7D–G**

Graph Skills

Answers:

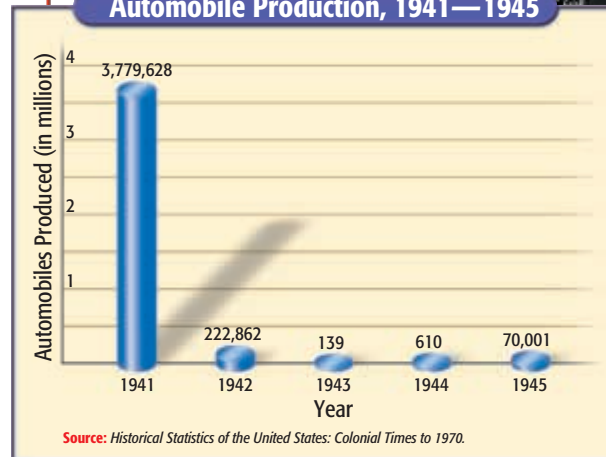
1. As the production of cars decreases, the production of tanks increases. When tank production is at its highest, auto production is at its lowest. When the production of tanks decreases the production of autos increases.
2. The graphs show that producing tanks to help win the war took precedence over producing automobiles.

Graph Skills Practice

Ask: Why does the production of tanks jump so sharply between 1941 and 1942? (U.S. entered the war at the end of 1941.)

Switching to Wartime Production

Automobile Production, 1941—1945



MEETING SPECIAL NEEDS

Learning Disability Students with language-based learning disabilities often know a variety of strategies for studying text, but they sometimes forget to employ these strategies appropriately. Ask students to preview Section 1 to determine the topics presented. List the topics on the board and ask students to think of strategies and skills they have employed throughout the text that might help in learning the information in this section. **L1 ELL**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

ELA: Page 614: Gr9/10/11: 6A, 8B, 19B, 20B; **Page 615:** Gr9/10/11: 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

priorities and production goals and to control the distribution of raw materials and supplies. Almost immediately, the WPB clashed with the military. Military agencies continued to sign contracts without consulting with the WPB. Finally, in 1943, Roosevelt established the **Office of War Mobilization (OWM)** to settle arguments between the different agencies.

Reading Check Explaining What military need led to the production of Liberty ships?

Building an Army

Converting factories to war production was only part of the mobilization process. If the United States was actually going to fight and win the war, the country also needed to build up its armed forces.

Creating an Army Within days of Germany’s attack on Poland, President Roosevelt expanded the army to 210,000 soldiers. After France surrendered to Germany in June 1940, two members of Congress

introduced the **Selective Service and Training Act**, a plan for the first peacetime draft in American history. Before the spring of 1940, college students, labor unions, isolationists, and most members of Congress had opposed a peacetime draft. Opinions changed after Germany defeated France. In August Congress approved the draft by a wide margin.

You’re in the Army Now At first the flood of draftees overwhelmed the army’s training facilities. Many recruits had to live in tents and use temporary facilities. The army also endured equipment shortages. Troops carried sticks representing guns, threw stones simulating grenades, and practiced maneuvers with trucks carrying signs that read “TANK.”

New draftees were initially sent to a reception center, where they were given physical exams and injections against smallpox and typhoid. The draftees were then issued uniforms, boots, and whatever equipment was available. The clothing bore the label “G.I.,” meaning “Government Issue,” which is why American soldiers were called “GIs.”

After taking aptitude tests, recruits were sent to basic training for eight weeks. They learned how to handle weapons, load backpacks, read maps, pitch tents, and dig trenches. Trainees drilled and exercised constantly and learned how to work as a team.

After the war, many veterans complained that basic training had been useless. Soldiers were rushed through too quickly, and the physical training left them too tired to learn the skills they needed. A sergeant in Italy told a reporter for *Yank* magazine that during a recent battle, a new soldier had held up his rifle and yelled, “How do I load this thing?”

Despite its problems, basic training helped to break down barriers between soldiers. Recruits came from all over the country, and training together made them into a unit. Training created a “special sense of kinship,” one soldier noted. “The reason you storm the beaches is not patriotism or bravery. It’s that sense of not wanting to fail your buddies.”

A Segregated Army Although basic training promoted unity, most recruits did not encounter Americans from every part of society. At the start of the war, the U.S. military was completely segregated. White recruits did not train alongside African Americans. African Americans had separate barracks, latrines, mess halls, and recreational facilities.

Reading Check

Answer: the need to have ships that were cheap, easy to build, and hard to sink

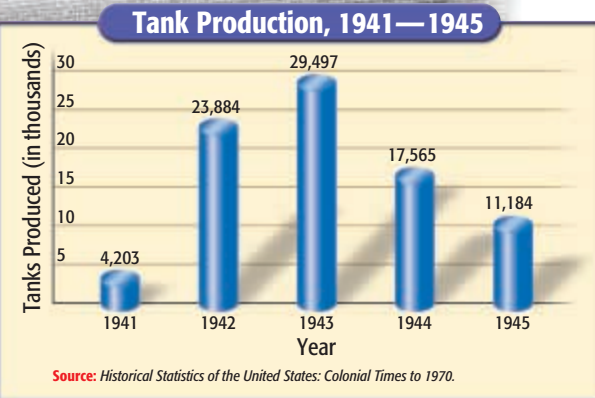
Creating a Chart Have students use the data in the chart that appears on page 615 to create a circle graph showing what proportion of all tanks made between 1941–1945 were made in each of the years. Tell them to use different color slices for each year and to prepare a legend to correlate the colors with the years. **L3 US: 6A, 24A–D, 24H, 25D; ELA: Gr9/10/11: 7D, 13C**



World War II Terms A term commonly used by GIs during World War II was *O-dark-30*. The expression means *early in the morning* and refers to military time of 30 minutes past midnight.

FYI

From 1948 until 1973, during both peacetime and periods of conflict, men were drafted to fill vacancies in the armed forces which could not be filled through voluntary means. The draft ended in 1973 and the U.S. converted to an all-volunteer military.



Graph Skills

- Interpreting Graphs** How does the number of tanks produced relate to the number of automobiles produced in the previous graph?
- Making Generalizations** How do these two graphs illustrate the commitment of the United States to winning the war?

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government Ask students to discuss current U.S. policy regarding readiness for a draft. Ask the following questions: **Do you think that current policy would allow the government to mobilize effectively? How do you feel about requiring persons of specific ages, gender, and citizenship status to register? Do you think that women should be required to register? Why or why not?** The Selective Service System Web site at www.sss.gov provides information about current policy and answers to frequently asked questions. **L2 US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Student Edition TEKS

US HISTORY: Page 614: 1A, 6B, 14A, 22B, 25A; **Page 615:** 1A, 6B, 19B, 22B, 24B, 24H, 25A

CHAPTER 20

Section 1, 612–617

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 20–1

Name _____ Date _____ Class _____

Study Guide
Chapter 20, Section 1
For use with textbook pages 612–617

MOBILIZING FOR WAR

KEY TERMS AND NAMES

cost-plus type of government contract in which the government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit (page 613)

Reconstruction Finance Corporation a government agency that made loans to companies to help cover the cost of converting to war production (page 613)

Liberty ship the basic cargo ship used during the war (page 614)

War Production Board a government agency with the authority to set priorities and production goals and to control the distribution of raw materials and supplies (page 614)

Selective Service and Training Act a plan for the first peacetime draft in American history (page 614)

Section Quiz 20–1

Name _____ Date _____ Class _____

★ Chapter 20 Score _____

Section Quiz 20-1

DIRECTIONS: Matching. Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit	A. Women's Army Corps
2. an African American unit, the 99th Pursuit Squadron, that played an important role during the Battle of Anzio	B. cost-plus contracts
3. nickname for African soldiers because their clothing was labeled "Government Issue"	C. GIs
4. first regular army corps for women	D. Liberty ship
5. basic cargo ship used during the war	E. Tuskegee Airmen

Picturing History

Background: By the war's end, the Tuskegee Airmen had shot down 111 enemy aircraft, destroyed 150 enemy aircraft on the ground, and, in a rare feat, used machine gun fire from the air to sink a German destroyer.

Answer: European

Ask: Why did the military begin to recruit African Americans?

(President Roosevelt ordered them to recruit African Americans.)

Student Edition TEKS

ELA: Page 616: Gr9/10/11: 6A, 8B, 10B, 19B, 20B; Page 617: Gr9/10/11: 1A, 1B, 4A, 4B, 4F, 6A, 7B, 7C, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H

Social Studies TAKS tested at Grades 10/11: 1 Obj 1: US6B(11) 2 Obj 1: US6B(11); Obj 3: US21A(11) 3 Obj 3: US21A(11) 4 Obj 1: US6B(11); Obj 4: US7C(11)

Once trained, African Americans were organized into their own military units, but white officers were generally in command of them. Most military leaders also wanted to keep African American soldiers out of combat and assigned them to construction and supply units.

Pushing for "Double V" Some African Americans did not want to support the war. As one student at a black college noted: "The Army Jim Crows us. . . . Employers and labor unions shut us out. Lynchings continue. We are disenfranchised . . . and spat upon. What more could Hitler do to us than that?" By **disfranchised**, the student meant that African Americans were often denied their right to vote. Despite the bitterness, most African Americans agreed with African American writer Saunders Redding that they should support their country:

“There are many things about this war I do not like . . . yet I believe in the war. . . . We know that whatever the mad logic of [Hitler's] New Order there is no hope for us under it. The ethnic theories of the Hitler 'master folk' admit of no chance of freedom. . . . This is a war to keep [people] free. The struggle to broaden and lengthen the road of freedom—our own private and important war to enlarge freedom here in America—will come later. . . . I believe in this war because I believe in America. I believe in what America professes to stand for. . . .”

—quoted in *America at War*

Picturing History

Tuskegee Airmen The Tuskegee Airmen distinguished themselves in combat, yet they were not allowed to serve in integrated units. **In what theater of the war did the Tuskegee Airmen serve?**



Benjamin O. Davis

Many African American leaders combined patriotism with protest. In 1941 the National Urban League set two goals for its members: "(1) To promote effective participation of [African Americans] in all phases of the war effort. . . . (2) To formulate plans for building the kind of United States in which we wish to live after the war is over. . . ."

The *Pittsburgh Courier*, a leading African American newspaper, embraced these ideas and launched what it called the **"Double V" campaign**. African Americans, the paper argued, should join the war effort in order to achieve a double victory—a victory over Hitler's racism abroad and a victory over racism at home. If the United States wanted to portray itself as a defender of democracy, Americans might be willing to end discrimination in their own country.

President Roosevelt knew that African American voters had played an important role in his election victories. Under pressure from African American leaders, he ordered the army air force, navy, and marines to begin recruiting African Americans, and he directed the army to put African Americans into combat. He also appointed Colonel **Benjamin O. Davis**, the highest-ranking African American officer in the U.S. Army, to the rank of brigadier general.

African Americans in Combat In response to the president's order, the army air force created the 99th Pursuit Squadron, an African American unit that trained in Tuskegee, Alabama. These African American fighter pilots became known as the **Tuskegee Airmen**. After General Davis urged the military to put African Americans into combat, the 99th Pursuit Squadron was sent to the Mediterranean in April 1943. The squadron played an important role during the Battle of Anzio in Italy.

African Americans also performed well in the army. The all-African American 761st Tank Battalion was commended for its service during the Battle of the Bulge. Fighting in northwest Europe, African Americans in the 614th Tank Destroyer Battalion won 8 Silver Stars for distinguished service, 28 Bronze Stars, and 79 Purple Hearts.

Although the military did not end all segregation during the war, it did integrate military bases in 1943 and steadily expanded the role of African Americans within the armed forces. These successes paved the way for President Truman's decision to fully integrate the military in 1948.

CRITICAL THINKING ACTIVITY

Analyzing Events World War II resulted in the devastation of lives and property. Ask students the following questions: **Could World War II have been avoided? Why or why not?** (Answers will vary. Some students might say that it could have been avoided if the Allies had not used the policy of appeasement with Hitler in the late 1930s. They might also indicate that it could have been avoided if the League of Nations had been given greater power after World War I. Other students might say that a war could not have been avoided, because force was the only way to stop the military aggression of Germany and Japan.) **L2 US: 6A, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Women Join the Armed Forces As in World War I, women joined the armed forces. The army enlisted women for the first time, although they were barred from combat. Instead, as the army’s recruiting slogan suggested, women were needed to “release a man for combat.” Many jobs in the army were administrative and clerical. By assigning women to these jobs, more men would be available for combat.



Picturing History

Answer: Before the war women’s education and career choices were limited. It is likely that army officials thought that women were not mentally or physically capable of combat.
Ask: Which service was the first to allow women’s units? (the army)

- 1 Congress first allowed women in the military in May 1942, when it established the **Women’s Army Auxiliary Corps (WAAC)** and appointed **Oveta Culp Hobby**, an official with the War Department, to serve as its first director. Although pleased about the establishment of the WAAC, many women were unhappy that it was an auxiliary corps and not part of the regular army. A little over a year later, the army replaced the WAAC with the **Women’s Army Corps (WAC)**. Director Hobby was assigned the rank of colonel. “You have a debt and a date,” Hobby explained to those training to be the nation’s first women officers. “A debt to democracy, a date with destiny.” The Coast Guard, the navy, and the marines quickly followed the army and set up their own women’s units.
- 1 In addition to serving in these new organizations, another 64,000 women served as nurses in the army and navy.

Picturing History

Women Pilots General Barney M. Giles inspects the guard of honor of the Women Air Service Pilots (WASPs) at Avenger Field in Sweetwater, Texas. Many pilots wore Filfinella patches (right) for good luck. **Why do you think the army refused to allow women to fly in combat?**

Of all the major powers involved in the war, the United States suffered the fewest casualties in combat.

American troops never adopted the spit-and-polish style of the Europeans. When they arrived at the front, Americans’ uniforms were usually a mess, and they rarely marched in step. When one Czechoslovakian was asked what he thought of the sloppy, unprofessional American soldiers, he commented, “They walk like free men.”

Reading Check Summarizing How did the status of women and African Americans in the armed forces change during the war?

Americans Go to War The Americans who went to war in 1941 were not well trained. Most of the troops had no previous military experience. Most of the officers had never led men in combat. The armed forces mirrored many of the tensions and prejudices of American society. Despite these challenges, the United States armed forces performed well in battle.

TAKS Practice

SECTION 1 ASSESSMENT

Checking for Understanding

1. **Define:** cost-plus, Liberty ship, disfranchise.
2. **Identify:** Reconstruction Finance Corporation, War Production Board, Selective Service and Training Act.
3. **Describe** the role of the OWM in the war production effort.

Reviewing Themes

4. **Individual Action** Why do you think African Americans were willing to fight in the war even though they suffered discrimination in American society?

Critical Thinking

5. **Evaluating** How effectively did American industry rally behind the war effort? Give examples to support your opinion.
6. **Categorizing** Use a graphic organizer like the one below to list the challenges facing the United States as it mobilized for war.



Analyzing Visuals

7. **Analyzing Graphs** Study the graphs of automobile and tank production on pages 614 and 615. Why did automobile production decrease while tank production increased?

Writing About History

8. **Descriptive Writing** Take on the role of a draftee who has just completed the first week of basic training. Write a letter to your parents telling them about basic training and what you hope to accomplish once the training is over.

Reteach

Have students create a two-column chart. In one column, have them list the industries affected by the war mobilization effort. In the other column, have students list how the industries were affected. **US:** 6B, 8A, 14A, 24B, 25C, 25D; **ELA:** Gr9/10/11: 4D

Enrich

Have students research one of the persons or organizations mentioned in this section using library and Internet resources to write a one-page paper about the topic. **US:** 6B, 6C, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

Reading Check

Answer: African Americans had several units that gave distinguished service. Women were allowed to serve in non-combat units.

4 CLOSE

Ask students to speculate on how their lives might be different if the U.S. had not begun to prepare for war when it did. **US:** 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

SECTION 1 ASSESSMENT ANSWERS

1. Terms are in blue. **US:** 25A
2. Reconstruction Finance Corporation (p. 613), War Production Board (p. 614), Selective Service and Training Act (p. 615) **US:** 6B
3. The OWM resolved conflicts among mobilization agencies. **US:** 6B, 15B
4. They opposed Hitler’s ethnic theories, believed America should wage this war, and demonstrated their support for democracy and equality at home and overseas. **US:** 21C
5. By 1942, almost all major industries were producing trucks, jeeps, and tanks. **US:** 14A
6. converting to wartime economy, building an army, training troops **US:** 6B, 24B
7. Auto manufacturers were producing tanks rather than cars. **US:** 22B, 24B, 24H
8. Answers should be in the form of a letter. **US:** 25D

Student Edition TEKS

US HISTORY: Page 616: 1A, 19B, 21C, 25A; Page 617: 1A, 6B, 14A, 15B, 21A, 21C, 21D, 22B, 24B, 24G, 24H, 25A, 25D

SECTION 2 The Early Battles

1 FOCUS

Section Overview

This section describes the early battles of World War II.

BELLRINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 20–2

UNIT 6 DAILY FOCUS SKILLS TRANSPARENCY 20-2

Using Decision-Making Skills

TECHNOLOGY IN WAR

Directions: Answer the following questions based on the information at left.

How might the Allies have used these new technological devices to achieve success in the Battle of the Atlantic?

A Radar and depth charges detected and destroyed enemy aircraft.
B Radar and sonar detected submerged submarines.
C Sonar and depth charges detected and destroyed submarines.
D Sonar and depth charges detected and attacked airplanes.

Guide to Reading

Answers to Graphic: April 1942, Doolittle Raid, Allies; May 1942, Philippines, Axis; May 1942, Coral Sea, Allies; June 1942, Midway, Allies; November 1942, Stalingrad, Allies; May 1943, North Africa, Allies

Preteaching Vocabulary

Have students write a paragraph containing at least four of the Key Terms and Names introduced in this section.

US: 25A; ELA: Gr9/10/11: 6A

Student Edition TEKS

ELA: Page 618: Gr9/10/11: 4D, 6A, 7D–F, 8B; Page 619: Gr9/10/11: 8B

Guide to Reading

Main Idea

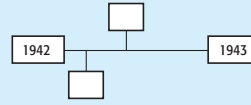
By late 1942, the Allies had stopped the German and Japanese advance.

Key Terms and Names

Chester Nimitz, Douglas MacArthur, James Doolittle, periphery, George Patton, convoy system

1 Reading Strategy

Sequencing As you read about the military campaigns of 1942, complete a time line similar to the one below to record the major battles discussed and the victor in each.



Reading Objectives

- **Analyze** how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and the North Atlantic.
- **Explain** why Stalingrad is considered a major turning point of the war.

Section Theme

Individual Action Many American soldiers made heroic sacrifices in order to turn the tide against the Axis Powers.

Preview of Events

1942

May 1942
Fall of the Philippines;
Battle of the Coral Sea

1943

June 1942
Battle of Midway

February 1943
Germans defeated
at Stalingrad

1944

May 1943
Germans driven out
of North Africa

★ An American Story ★



James S. Thach

On June 4, 1942, Lieutenant Commander James Thach climbed into his F4F Wildcat fighter plane. Thach knew that the Japanese Zero fighter planes were better than his Wildcat. To improve his chances against them, he had developed a new tactic he called the “Thach weave.” At the Battle of Midway, he had his first chance to try it:

“So we boarded our planes. All of us were highly excited and admittedly nervous. . . . A very short time after, Zero fighters came down on us—I figured there were twenty. . . . The air was just like a beehive, and I wasn’t sure that anything would work. And then my weave began to work! I got a good shot at two Zeros and burned them . . . then Ram, my wingman, radioed: ‘There’s a Zero on my tail.’ . . . I was really angry then. I was mad because my poor little wingman had never been in combat before [and] this Zero was about to chew him to pieces. I probably should have ducked under the Zero, but I lost my temper and decided to keep my fire going into him so he’d pull out. He did, and I just missed him by a few feet. I saw flames coming out of his airplane. This was like playing chicken on the highway with two automobiles headed for each other, except we were shooting at each other as well.”

—quoted in *The Pacific War Remembered*

Holding the Line Against Japan

While officers like James Thach developed new tactics to fight the Japanese, the commander of the United States Navy in the Pacific, Admiral **Chester Nimitz**, began planning operations against the Japanese navy. Although the Japanese had badly damaged the American fleet at Pearl Harbor, they had missed the American aircraft carriers,



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 20–2
- Daily Lecture and Discussion Notes 20–2
- Guided Reading Activity 20–2
- Section Quiz 20–2
- Reading Essentials and Study Guide 20–2
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 20–2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

2 TEACH

Daily Lecture and Discussion Notes 20–2

Daily Lecture and Discussion Notes
Chapter 20, Section 2

Did You Know? In the Battle of Stalingrad, the city was ruined, and the Soviets suffered more casualties than the United States did in the entire war.

- I. **Holding the Line Against Japan** (pages 618–621)
- A. After Japan bombed Pearl Harbor, the commander of the United States Navy in the Pacific, Admiral Chester Nimitz, could do little at first to stop the advancing Japanese into Southeast Asia. Japan attacked American airfields in the Philippines and landed their troops in the islands.
 - B. The commander of the Americans and Filipinos defending the Philippines, General Douglas MacArthur, decided to take his badly outnumbered troops and retreat to the

Writing a Press Release

Organize the class into two groups. Have one group represent Roosevelt. Have the other group represent the Japanese leaders. As you review each of the major battles in the Pacific front discussed in this section, have each group write a press release intended for publication to their people the day after the battle. **L1 US: 6A, 6B, 9A, 24A–D, 24F, 24G, 25A–D; ELA: Gr9/10/11: 1A, 1B**

More About the Photo

In addition to the B-25, the U.S. used B-24 and B-29 bombers. Fighter planes included the P-38 and P-40. Ask students why they think American leaders decided not to cancel the mission. (Because the Japanese had bombed American soil and captured U.S. forces, American leaders felt that bombing Japan would raise American morale.)

which were at sea on a mission. The United States had several carriers in the Pacific, and Nimitz was determined to use them. In the days just after Pearl Harbor, however, he could do little to stop Japan's advance into Southeast Asia.

The Fall of the Philippines A few hours after they bombed Pearl Harbor, the Japanese attacked American airfields in the Philippines. Two days later, Japanese troops landed in the islands. The American and Filipino forces defending the Philippines were badly outnumbered. Their commander, General **Douglas MacArthur**, decided to retreat to the Bataan Peninsula. Using the peninsula's rugged terrain, MacArthur's troops held out for more than three months. Gradually, the lack of supplies along with diseases such as malaria, scurvy, and dysentery took their toll. Realizing MacArthur's capture would demoralize the American people, President Roosevelt ordered the general to evacuate to Australia. In Australia MacArthur made a promise: "I came through, and I shall return."

On April 9, 1942, the weary defenders of Bataan finally surrendered. Nearly 78,000 prisoners of war were forced to march—sick, exhausted, and starving—65 miles (105 km) to a Japanese prison camp. Thousands died on this march, which came to be known as the **Bataan Death March**. Here one captured American, Leon Beck, recalls the nightmare:

“They'd halt us in front of these big artesian wells . . . so we could see the water and they wouldn't let us have any. Anyone who would make a

break for water would be shot or bayoneted. Then they were left there. Finally, it got so bad further along the road that you never got away from the stench of death. There were bodies laying all along the road in various degrees of decomposition—swollen, burst open, maggots crawling by the thousands. . . .”

—quoted in *Death March: The Survivors of Bataan*

Although the troops in the Bataan Peninsula surrendered, a small force held out on the island of **Corregidor** in Manila Bay. Finally, in May 1942, Corregidor surrendered. The Philippines had fallen.

The Doolittle Raid Even before the fall of the Philippines, President Roosevelt was searching for a way to raise the morale of the American people. He wanted to bomb Tokyo, but American planes could reach Tokyo only if an aircraft carrier brought them close enough. Unfortunately, Japanese ships in the North Pacific prevented carriers from getting close enough to Japan to launch their short-range bombers.

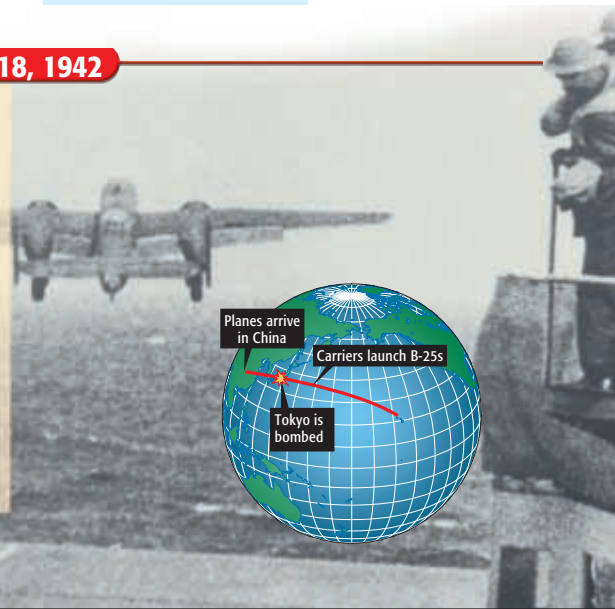
In early 1942, a military planner suggested replacing the carrier's usual short-range bombers with long-range B-25 bombers that could attack from farther away. Although B-25s could take off from a carrier, they could not land on its short deck. After attacking Japan, they would have to land in China.

President Roosevelt put Lieutenant Colonel **James Doolittle** in command of the mission. At the end of March, a crane loaded sixteen B-25s onto the aircraft carrier *Hornet*. The next day the *Hornet* headed west across the Pacific. On April 18, American bombs fell on Japan for the first time.

Striking Back: The Doolittle Raid, April 18, 1942

The plan for the Doolittle raid was to launch B-25 bombers from aircraft carriers between 450 and 650 miles from Japan. The planes would bomb selected targets, and fly another 1,200 miles to airfields in China.

All went well until the Japanese discovered the carriers more than 150 miles from the proposed launch site. Instead of canceling the mission, the bombers took off early. The planes reached Japan and dropped their bombs, but they did not have enough fuel to reach the friendly airfields in China. The crews were forced to bail out or crash-land, and only 71 of the 80 crew members survived. Nevertheless, the raid provided an instant boost to sagging American morale.



COOPERATIVE LEARNING ACTIVITY

Questioning Isolationism Organize students into small groups. Ask the groups: **What influenced the shift in American public opinion away from isolation?** Have the groups discuss and prepare a written response to the question and share their responses with the class. As a class, discuss the ideas presented by the groups. (Students might say that the fall of France and the threat to Britain changed Americans' belief that events outside the Western Hemisphere were none of their business.) **US: 6A, 6B, 24B; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 618: 1A, 1B, 6B, 6C, 24B, 25A, 25C; **Page 619:** 1A, 6B, 6C, 19B

CHAPTER 20

Section 2, 618–623

Geography Skills

Background: Before World War II, few of the indigenous peoples of the islands of the South Pacific had encountered people from other parts of the world.

Answers:

- June 4, 1942, 4:30 A.M.
- Aircraft carriers reduced the distance planes had to fly and the amount of fuel they consumed.

Geography Skills Practice

Ask: What general direction did the *Enterprise* and *Hornet* take? (southwest)

Writing a Report Ask students to prepare a one-page report on the career of a World War II military leader. The report should address how the leader contributed to the war effort and what the leader did earlier or later in his career. **L2 US: 6C, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G**

Use the rubric for creating a book review, research report, or position paper on pages 79–80 in the *Performance Assessment Activities and Rubrics*.

Guided Reading Activity 20–2

Name _____ Date _____ Class _____

Guided Reading Activity 20–2

DIRECTIONS: Identifying Supporting Details Read each main idea. Use your textbook to supply the details that support or explain each main idea.

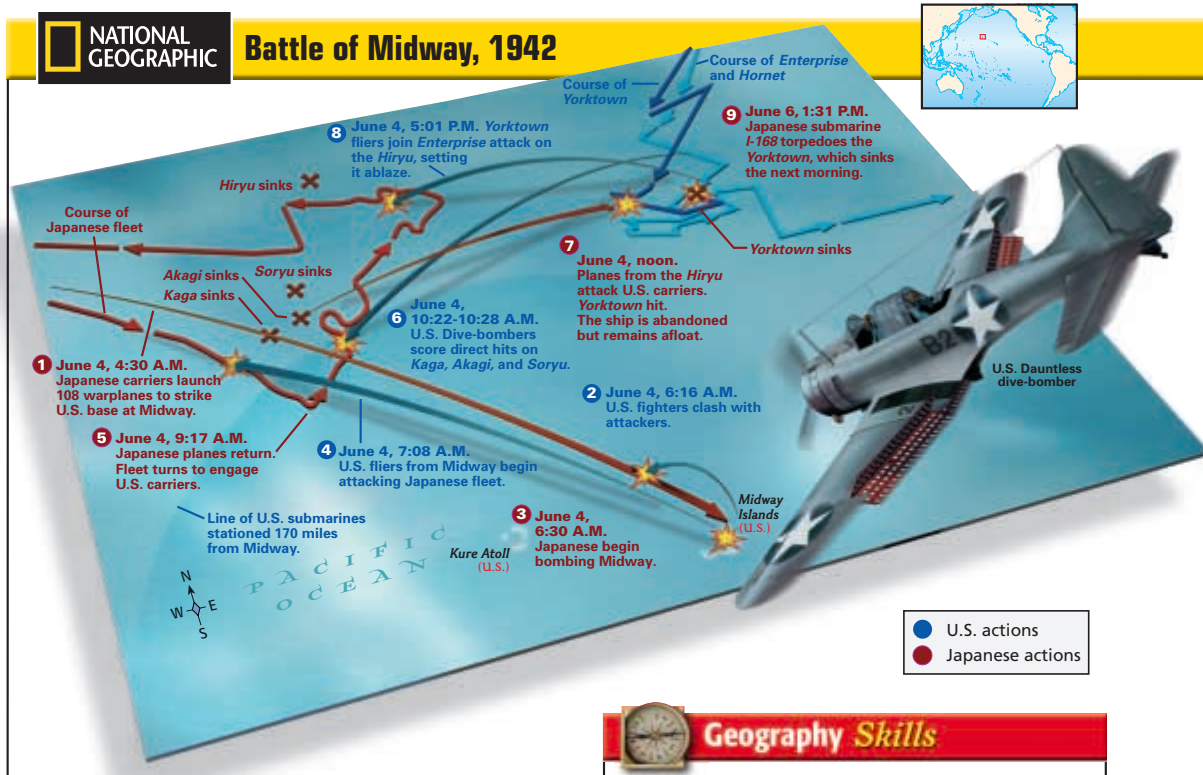
- Main Idea:** The United States had several carriers in the Pacific, and the commander of the United States Navy in the Pacific, Admiral Chester Nimitz, was determined to use them.
- Detail:** A few hours after they bombed Pearl Harbor, the Japanese attacked American aircraft in _____.
 - Detail:** When the forces defending the Bataan Peninsula surrendered in April of 1942, nearly _____ of them were forced to march _____ to a Japanese prison camp. Thousands died on this march, which came to be known as the _____.
 - Detail:** President Roosevelt wanted to bomb Tokyo, but Japanese ships in the _____ prevented carriers from getting close enough to Japan to launch _____.

Student Edition TEKS

ELA: Page 620: Gr9/10/11: 19B, 20B; **Page 621:** Gr9/10/11: 6A, 10B

NATIONAL GEOGRAPHIC

Battle of Midway, 1942



Geography Skills

- Interpreting Maps** When did Japan launch the attack on Midway?
- Applying Geography Skills** Why were aircraft carriers so vital to the war in the Pacific?

A Change in Japanese Strategy While Americans were overjoyed that the air force had finally struck back, Japanese leaders were aghast. Doolittle’s bombs could have killed the emperor. The Doolittle raid convinced Japanese leaders to change their strategy.

Before the raid, the Japanese Navy had been arguing about what to do next. The officers in charge of the navy’s planning wanted to cut American supply lines to Australia by capturing the south coast of New Guinea. The commander of the fleet, Admiral Yamamoto, wanted to attack Midway Island—the last American base in the North Pacific west of Hawaii. Yamamoto believed that attacking Midway would lure the American fleet into battle and enable his fleet to destroy it.

After Doolittle’s raid, the planners dropped their opposition to Yamamoto’s plan. The American fleet had to be destroyed in order to protect Tokyo from bombing. The attack on New Guinea would still go ahead, but only three aircraft carriers were assigned to the mission. All of the other carriers were ordered to prepare for an assault on Midway.

The Battle of the Coral Sea The Japanese believed that they could proceed with two different attacks. They thought the United States was unaware of Japan’s activity and would not be able to respond in time. Japan did not know that an American team of code breakers, based in Hawaii, had already broken the Japanese Navy’s secret code for conducting operations.

In March 1942, decoded Japanese messages alerted the United States to the Japanese attack on New Guinea. In response, Admiral Nimitz sent two carriers, the *Yorktown* and the *Lexington*, to intercept the Japanese in the Coral Sea. There, in early May, carriers from both sides launched all-out airstrikes against each other. Although the Japanese sank the *Lexington* and badly damaged the *Yorktown*, the American attacks forced the Japanese to call off their landing on the south coast of New Guinea. The American supply lines to Australia stayed open.

MEETING SPECIAL NEEDS

Interpersonal Have students select one portion of Section 2 to teach to another student. Ask students to read the passage and then to teach it to a partner. Have the student doing the teaching ask questions about what has been taught. Direct the teaching student to review any concepts that the learner did not understand. **L1 ELL ELA: Gr9/10: 16B; Gr11: 15B**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.



JAPANESE FORCES To destroy the U.S. Pacific Fleet, crippled by the 1941 attack on Pearl Harbor, Japan plots an occupation of two Aleutian islands and an invasion of Midway. Strategists believe that the twin actions will lure U.S. carriers to their doom. Two Japanese carriers and 58 other ships sail for the Aleutians. For Midway, Japan commits 4 large carriers, 2 light carriers, 280 planes, 7 battleships, 14 cruisers, 15 submarines, 42 destroyers, and more than 30 supporting ships. These include transports carrying 5,000 troops to take Midway.



U.S. FORCES No battleships guard U.S. carriers sent to Midway to engage the enemy fleet. Into combat go 3 carriers, including battle-damaged Yorktown. Protecting them are 8 cruisers and 16 destroyers. The U.S. has a total of 360 aircraft, including 234 carrier-based fighters and small bombers. Based on Midway are 28 fighters, 46 small bombers, 31 PBV Catalina scout planes, 4 Marauder medium bombers, and 17 Flying Fortresses. Most pilots on Midway have never flown in combat.

TURNING POINT

The Battle of Midway Back at Pearl Harbor, the code-breaking team that had alerted Nimitz to the attack on New Guinea now learned of the plan to attack Midway. With so many ships at sea, Admiral Yamamoto transmitted the plans for the Midway attack by radio, using the same code the Americans had already cracked.

Admiral Nimitz had been waiting for the opportunity to ambush the Japanese fleet. He immediately ordered carriers to take up positions near Midway. Unaware they were heading into an ambush, the Japanese launched their aircraft against Midway on June 4, 1942. The island was ready. The Japanese planes ran into a blizzard of antiaircraft fire, and 38 of them were shot down.

As the Japanese prepared a second wave to attack Midway, aircraft from the American carriers *Hornet*, *Yorktown*, and *Enterprise* launched a counterattack. The American planes caught the Japanese carriers with fuel, bombs, and aircraft exposed on their flight decks. Within minutes three Japanese carriers were reduced to burning wrecks. A fourth was sunk a few hours later. By nightfall it was apparent that the Americans had

1 dealt the Japanese navy a deadly blow. Admiral Yamamoto ordered his remaining ships to retreat.

1 The Battle of Midway was a turning point in the war. The Japanese Navy lost four of its largest carriers—the heart of its fleet. Just six months after Pearl Harbor, the United States had stopped the Japanese advance in the Pacific. As Admiral Ernest King, the commander in chief of the U.S. Navy, later observed, Midway “put an end to the long period of Japanese offensive action.” The victory was not without cost, however. The battle killed 362 Americans and 3,057 Japanese. Afterward, one naval officer wrote to his wife: “Let no one tell you or let you believe that this war is anything other than a grim, terrible business.”

2  **Reading Check Explaining** Why was the Battle of Midway considered a turning point?

Turning Back the German Army


In 1942 Allied forces began to win victories in Europe as well. Almost from the moment the United States entered the war, Joseph Stalin, the leader of the Soviet Union, urged President Roosevelt to open a second front in Europe. Stalin appreciated the Lend-Lease supplies that the United States had sent, but the Soviet people were still doing most of the fighting. If British and American troops opened a second front by attacking Germany from the west, it would take pressure off the Soviet Union.

Roosevelt wanted to get American troops into battle in Europe, but Prime Minister Churchill urged caution. He did not believe the United States and Great Britain were ready to launch a full-scale invasion of Europe. Instead Churchill wanted to attack the **periphery**, or edges, of the German empire. Roosevelt agreed, and in July 1942 he ordered the invasion of Morocco and Algeria—two French territories indirectly under German control.

The Struggle for North Africa Roosevelt decided to invade Morocco and Algeria for two reasons. First, the invasion would give the army some experience without requiring a lot of troops. More importantly, once American troops were in North Africa, they would be able to help British troops fighting the Germans in Egypt.

HISTORY Online
Student Web Activity Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities—Chapter 20** for an activity on America and World War II.

Creating a Thematic Map Have students create a map of the Pacific region with labels for major landforms and bodies of water. Students should also label the countries to show whether they were an Allied nation, a neutral nation, or part of the Japanese Empire. **L2 US: 6A–C, 8A, 8B, 9A, 9B, 24A–D, 25C, 25D; ELA: Gr9/10/11: 4D, 7D, 13B, 13C**

 Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

Reading Check

Answer: The Japanese lost four large carriers and their initiative.

FYI

The Japanese flag shown on page 621 is the regimental flag for the Japanese cavalry and infantry. The national flag of Japan since 1870 has consisted of a white background with a red circle in the middle. The red circle is said to symbolize the rising sun.



Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at tx.tarvol2.glencoe.com.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Visual Arts Have students work in groups to research and report on the military vessels and planes used in World War II. Ask students to organize their research to show the development of the vessels during the course of the war. Have students illustrate their work with photos, drawings, and models. Create a display area to showcase students' work. **L2 US: 24A–D, 25C, 25D; ELA: Gr9/10/11: 4D, 13B, 13C**

Student Edition TEKS

US HISTORY: Page 620: 1A, 6B, 6C, 8B; **Page 621:** 1A, 6B, 6C, 19B, 25A

CHAPTER 20

Section 2, 618–623

Profiles IN HISTORY

Use a Venn diagram to compare and contrast the lives and military careers of Nimitz and Yamamoto.

3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7i; Gr10/11: 7H**

1 Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 20–2

Name _____ Date _____ Class _____

Study Guide

Chapter 20, Section 2
For use with textbook pages 618–623

THE EARLY BATTLES

KEY TERMS AND NAMES

Chester Nimitz the commander of the United States Navy in the Pacific (page 618)
Douglas MacArthur the commander of the American and Filipino forces in the Philippines (page 619)
James Doolittle lieutenant colonel and head of the mission to bomb Tokyo (page 619)
periphery the edges (page 621)
George Patton commander of the American forces in Morocco during the American invasion of North Africa (page 622)
convoy system a system in which cargo ships traveled in groups and were escorted by navy warships (page 622)

Section Quiz 20–2

Name _____ Date _____ Class _____

★ Chapter 20 Score _____

Section Quiz 20–2

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. cargo ships traveled in groups and were escorted by navy warships
2. turning point in the war that put the Germans on the offense
3. edges
4. turning point in the war that stopped the Japanese advance in the Pacific
5. when 78,000 prisoners of war were forced to march 65 miles to a Japanese prison camp

Column B

- A. Battle of Midway
- B. Battle of Stalingrad
- C. Bastun Death March
- D. convoy system
- E. periphery

Profiles IN HISTORY

Fleet Admiral Chester W. Nimitz 1885–1966



Taking command of the Pacific Fleet after the bombing of Pearl Harbor, Admiral Chester Nimitz did not view the Japanese attack as a complete disaster. The United States still had its aircraft carriers, and base facilities were in good repair. Even though the battle fleet was at the bottom of the harbor, most of the ships could be retrieved and repaired. If the Japanese had attacked the fleet at sea, nothing would have been salvageable.

Nimitz believed that the only way to win the war was to keep constant pressure on the Japanese. He ordered attacks in early 1942 and firmly backed the Doolittle raid. Nimitz planned the American campaigns that turned the tide of war at Midway and Guadalcanal. Nimitz kept the pressure on the Japanese throughout the war, and he signed the Japanese surrender document as the official representative of the United States government in 1945. In less than four years, he had taken a badly damaged fleet and made it victorious throughout the Pacific.

Admiral Isoroku Yamamoto 1884–1943



The son of a schoolmaster, Isoroku Yamamoto spent his entire adult life in the military. In the 1930s he was one of the few Japanese leaders who opposed war with the United States. Yamamoto did so not because he was a pacifist, but because he feared Japan would lose.

When he realized that Japan's leaders were intent on war, Yamamoto became convinced that Japan's only hope lay in launching a surprise attack that would destroy the American Pacific Fleet. Although some officers opposed his plan, Yamamoto won out, and he planned and implemented the attack on Pearl Harbor. During the first years of the war, he enjoyed tremendous prestige because of Japanese victories he helped engineer.

In April 1943 the admiral took an inspection flight of several islands. Having already broken the Japanese codes, the Americans knew of the flight. On April 18, American fighters shot down Yamamoto's plane in the South Pacific, and the admiral was killed in the attack.

1 Egypt was very important to Britain because of the Suez Canal. Most of Britain's empire, including India, Hong Kong, Singapore, Malaya, and Australia, used the canal to send supplies to Britain. The German forces in the area, known as the "Afrika Korps," were commanded by General Erwin Rommel—a brilliant leader whose success earned him the nickname "Desert Fox."

2 The British forced Rommel to retreat at the battle of El Alamein, but his forces remained a serious threat. On November 8, 1942, the American invasion of North Africa began under the command of General Dwight D. Eisenhower. The American forces in Morocco, led by General **George Patton**, quickly captured the city of Casablanca, while those in Algeria seized the cities of Oran and Algiers. The Americans then headed east into Tunisia, while British forces headed west into Libya. The plan was to trap Rommel between the two Allied forces.

When the American troops advanced into the mountains of western Tunisia, they had to fight the German army for the first time. They did not do well. At the **Battle of Kasserine Pass**, the Americans were outmaneuvered and outfought. They suffered roughly 7,000 casualties and lost nearly 200 tanks. Eisenhower fired the general who led the attack and put Patton in

command. Together, the American and British forces finally pushed the Germans back. On May 13, 1943, the last German forces in North Africa surrendered.

The Battle of the Atlantic As American and British troops fought the German army in North Africa, the war against German submarines in the Atlantic Ocean continued to intensify. After Germany declared war on the United States, German submarines entered American coastal waters. They found American cargo ships to be easy targets, especially at night when the glow from the cities in the night sky silhouetted the vessels. To protect the ships, cities on the East Coast dimmed their lights every evening. People also put up special "blackout curtains" and drove with their headlights off.

By August 1942, German submarines had sunk about 360 American ships along the American coast. So many oil tankers were sunk that gasoline and fuel oil had to be rationed. To keep oil flowing, the government built the first long-distance oil pipeline, stretching some 1,250 miles (2,010 km) from the Texas oil fields to Pennsylvania.

The loss of so many ships convinced the U.S. Navy to set up a **convoy system**. Under this system, cargo ships traveled in groups and were escorted by navy warships. The convoy system improved the

CRITICAL THINKING ACTIVITY

Comparing and Contrasting Have students work in small groups to compare and contrast the early battles that the Allies fought against the Japanese and the Germans. Ask each group to prepare a chart showing the similarities and differences that they discover. Have the groups post their charts in the class. Give time for the groups to review the charts. Then hold a class discussion about the similarities and differences that they discovered. **L1 US: 6A, 24B; ELA: Gr9/10/11: 4D, 13B, 13C; Gr9/10: 15E, 16E; Gr11: 15E**

Student Edition TEKS

ELA: Page 622: Gr9/10/11: 6A; **Page 623:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

situation dramatically. It made it much harder for a submarine to torpedo a cargo ship and escape without being attacked.

The spring of 1942 marked the high point of the German submarine campaign. In May and June alone, over 1.2 million tons of shipping were sunk. Yet in those same two months, American and British shipyards built over 1.1 million tons of new shipping. From July 1942 onward, American shipyards produced more ships than German submarines managed to sink. At the same time, American airplanes and warships began to use new technology, including radar, sonar, and depth charges, to locate and attack submarines. As the new technology began to take its toll on German submarines, the Battle of the Atlantic slowly turned in favor of the Allies.

TURNING POINT

Stalingrad In the spring of 1942, before the Battle of the Atlantic turned against Germany, Adolf Hitler was very confident he would win the war. Rommel’s troops were pushing the British back in Egypt. German submarines were sinking American ships rapidly, and the German army was ready to launch a new offensive to knock the Soviets out of the war.

Hitler was convinced that the only way to defeat the Soviet Union was to destroy its economy. In May 1942, he ordered his army to capture strategic oil fields, industries, and farmlands in southern Russia and Ukraine. The key to the attack was the city of Stalingrad. The city controlled the Volga River and was a major railroad junction. If the German army captured Stalingrad, the Soviets would be cut off from the resources they needed to stay in the war.

When German troops entered Stalingrad in mid-September, Stalin ordered his troops to hold the city



Picturing History

Halting the German Advance Soviet troops assault German positions in Stalingrad in November 1942. Why did the Soviet army need to hold on to the city of Stalingrad?

at all cost. Retreat was forbidden. The Germans were forced to fight from house to house, losing thousands of soldiers in the process.

On November 23, Soviet reinforcements arrived and surrounded Stalingrad, trapping almost 250,000 German troops. When the battle ended, 91,000 Germans had surrendered, although only 5,000 of them survived the Soviet prison camps and returned home after the war. The Battle of Stalingrad was a major turning point in the war. Just as the Battle of Midway put the Japanese on the defensive for the rest of the war, the Battle of Stalingrad put the Germans on the defensive as well.

✔ **Reading Check** Evaluating What did the Allies do to win the Battle of the Atlantic?

Picturing History

Answer: to keep their supply lines open

Ask: What was the result of the battle for Stalingrad? (The battle put the Germans on the defensive and was a turning point of the war.)

Reteach

List the significant events that were discussed in this section on the board. Have students identify which Axis power was involved in each event. **US: 6B, 24A–D; ELA: Gr9/10: 16E; Gr11: 15E**

Enrich

Have students create a table showing every geographical location named in this section, along with an explanation of the location’s significance as it related to World War II. Have students locate and mark each location on a world map. **US: 6B, 24B; ELA: Gr9/10/11: 4D**

✔ **Reading Check**

Answer: In addition to using the convoy system to protect cargo ships, the Allies used new technology to locate and attack German submarines.

4 CLOSE

Ask students to speculate on what happened to the 91,000 German troops who surrendered at Stalingrad. **US: 24B; ELA: Gr9/10: 16E; Gr11: 15E**

🇺🇸 **TAKS Practice**

SECTION 2 ASSESSMENT

Checking for Understanding

- Define:** periphery, convoy system.
- Identify:** Chester Nimitz, Douglas MacArthur, James Doolittle, George Patton.
- Explain** the American strategy in North Africa.

Reviewing Themes

- Individual Action** How did the Doolittle raid help boost American morale?

Critical Thinking

- Analyzing** How did code breakers help stop Japanese advances?
- Evaluating** How were the Americans able to win the Battle of the Atlantic?
- Organizing** Use a graphic organizer like the one below to list the reasons the Battle of Midway was a major turning point in the war.



Analyzing Visuals

- Examining Maps** Study the map of Midway on page 620. Why do you think the Japanese forces attacked when they did?

Writing About History

- Descriptive Writing** Take on the role of an American soldier fighting in the Pacific in World War II. Write a letter to your family explaining what conditions are like for you and what you hope to accomplish during the war.

SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US: 25A**
- Chester Nimitz (p. 618), Douglas MacArthur (p. 619), James Doolittle (p. 619), George Patton (p. 622) **US: 6C**
- The North African campaign gave the army some experience and helped the British in Egypt.
- Americans felt they had avenged Pearl Harbor by attacking Japanese soil. **US: 6B**
- They alerted the U.S. to the imminent attacks on New Guinea and Midway. **US: 24B**
- the convoy system protected cargo ships; radar, sonar, and depth charges located and damaged German submarines **US: 6B**
- Japanese navy lost four carriers; stopped the Japanese advance in the Pacific; ended Japanese offensive **US: 6B, 25C**
- Answers may note that early morning attacks held an element of surprise. **US: 8B**
- Letters should focus on soldiers’ emotions and activities. **US: 25D**

🇺🇸 **Student Edition TEKS**

US HISTORY: Page 622: 1A, 6B, 6C, 9A, 25A; Page 623: 1A, 6B, 6C, 22B, 24B, 25A, 25C, 25D

TEACH

Reading a Thematic Map This skill emphasizes the importance of maps to understanding many historical events. By learning to read military maps using the legends, map scale, and other visuals, students gain an appreciation for the influence of geography on history.

Have students trace the troop movements of the Japanese and U.S. forces. Ask students to identify the main battles that occurred on the Bataan Peninsula. **US: 6B; ELA: Gr9/10/11: 19B, 20B**

Additional Practice

Reinforcing Skills Activity 20

Name _____ Date _____ Class _____

*** Reinforcing Skills Activity 20**

Reading a Thematic Map

LEARNING THE SKILL
Thematic maps focus on a specific subject or theme. To read a thematic map, (1) read the title of the map; (2) find the map's scale to determine the general size of the area you are looking at; (3) read the compass rose to determine north, south, east, and west; (4) read the map key; and (5) analyze the areas on the map that are highlighted in the key. Look for patterns.

PRACTICING THE SKILL
DIRECTIONS: Analyze the map below, and then answer the following questions on a separate sheet of paper.

Invasion of Normandy

**GLENCUE
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This interactive CD-ROM reinforces student mastery of essential social studies skills.

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ELA: Page 624: Gr9/10/11: 19B, 20B; **Page 625:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B, 13C



Social Studies SKILLBUILDER

Reading a Thematic Map

Why Learn This Skill?

In your study of American history, you will often encounter thematic maps. Knowing how to read a thematic map will help you get more out of it.

Learning the Skill

Military maps use colors, symbols, and arrows to show major battles, troop movements, and defensive positions during a particular battle or over a period of time. When reading a military map, follow these steps:

- 1 Read the map title.** This will indicate the location and time period covered on the map.
- 2 Read the map key.** This tells what the symbols on the map represent. For example, battle sites may be indicated by crossed swords or burst shells.
- 3 Study the map itself.** This will reveal the actual event or sequence of events that took place. Notice the geography of the area, and try to determine how it could affect military strategy.
- 4 Use the map to draw conclusions.**

Practicing the Skill

The map on this page shows troop movements in the Philippines from December 1941 to May 1942. Analyze the information on the map, then answer the following questions.

- 1** What part of the world does the map show?
- 2** When did MacArthur leave for Australia? What information on the map shows you this?
- 3** Where did the Japanese imprison the survivors of the Bataan Death March?
- 4** What geographic features did the Japanese encounter on the Bataan Peninsula?

Skills Assessment

Complete the Practicing Skills questions on page 651 and the Chapter 20 Skill Reinforcement Activity to assess your mastery of this skill.



Applying the Skill

Reading a Thematic Map Study the map of the Battle of Midway on pages 620–621. Use the information on the map to answer the following questions.

- 1** When was the battle fought?
- What American aircraft carriers took part in the battle?
- What was the fate of the *Hiryu*?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

ANSWERS TO PRACTICING THE SKILL

- 1** Bataan and Corregidor, in Southeast Asia
- 2** March 12, the date beside the troop movement arrow
- 3** Camp O'Donnell
- 4** mountainous terrain

Applying the Skill

- 1.** June 4–6, 1942
- 2.** *Enterprise*, *Hornet*, and *Yorktown*
- 3.** It sank.

SECTION 3 Life on the Home Front

Guide to Reading

Main Idea

World War II placed tremendous demands on Americans at home and led to new challenges for all Americans.

Key Terms and Names

Rosie the Riveter, A. Philip Randolph, Sunbelt, zoot suit, rationing, victory garden, E bond

1 Reading Strategy

Categorizing As you read about the challenges facing Americans on the home front, complete a graphic organizer listing opportunities for women and African Americans before and after the war. Also evaluate what progress still needed to be made after the war.

	Opportunities		
	Before War	After War	Still Needed
Women			
African Americans			

Reading Objectives

- **Describe** how the wartime economy created opportunities for women and minorities.
- **Discuss** how Americans coped with shortages and rapidly rising prices.

Section Theme

Civic Rights and Responsibilities To win the war, American citizens at home made countless changes in work patterns and lifestyles.

Preview of Events



“Rosie the Riveter” symbolized new roles for women

★ An American Story ★

Laura Briggs was a young woman living on a farm in Idaho when World War II began. As with many other Americans, the war completely changed her outlook on life:

“When I was growing up, it was very much depression times. . . . As farm prices [during the war] began to get better and better, farm times became good times. . . . We and most other farmers went from a tarpaper shack to a new frame house with indoor plumbing. Now we had an electric stove instead of a wood-burning one, and running water at the sink. . . . The war made many changes in our town. I think the most important is that aspirations changed. People suddenly had the idea, ‘Hey I can reach that. I can have that. I can do that. I could even send my kid to college if I wanted to.’”

—quoted in *Wartime America: The World War II Home Front*

Women and Minorities Gain Ground

As American troops fought their first battles against the Germans and Japanese, the war began to dramatically change American society at home. In contrast to the devastation the war brought to large parts of Europe and Asia, World War II had a positive effect on American society. The war finally put an end to the Great Depression.

- 2 Mobilizing the economy created almost 19 million new jobs and nearly doubled the average family’s income.
- 2 When the war began, American defense factories wanted to hire white men. With so many men in the military, there simply were not enough white men to fill all of the jobs.
- 2 Under pressure to produce, employers began to recruit women and minorities.

1 FOCUS

Section Overview

This section describes life in the United States during World War II.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 20–3

Drawing Conclusions

INTERNMENT OF “ENEMY” ALIENS

Directions: Answer the following question based on the image and information at left.

What can be said about the conditions many Japanese Americans endured at home during World War II?

- These persons moved voluntarily.
- These persons were moved to prison-like areas with high fences and guard towers.
- There was no forced relocation of Americans during the war.
- The only persons interned were known spies.

Tule Lake, California, was an internment camp where Japanese Americans were forcibly relocated and confined during World War II. These persons were denied their rights of due process and lost their homes, livelihoods, and good names.

Guide to Reading

Answers to Graphic: Women—Before war, few worked outside the home and job opportunities were limited to low-paying jobs. After war women were more accepted in the workforce. African Americans—Before war, African Americans had limited employment opportunities. After war, they were protected by the Fair Employment Practices Commission. Students’ ideas about what is still needed for both groups will vary.

Preteaching Vocabulary

Have students create two posters that feature the Key Terms and Names.
US: 25A

Student Edition TEKS

US HISTORY: Page 624: 1A, 8B, 24B; **Page 625:** 1A, 1B, 7A, 14A, 21D, 24B, 25A, 25C



SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 20–3
- Daily Lecture and Discussion Notes 20–3
- Guided Reading Activity 20–3
- Section Quiz 20–3
- Reading Essentials and Study Guide 20–3

Transparencies

- Daily Focus Skills Transparency 20–3

American Art & Architecture

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 20–3

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Daily Lecture and Discussion Notes
Chapter 20, Section 3

Did You Know? More than 25,000 women applied to become pilots in the Women's Airforce Service Pilots (WASP). Only 1,074 women became pilots in this military organization. Their jobs included flying planes from the factories to the airfields, testing rebuilt aircraft, and hauling gunnery targets. After the war, women were not allowed to fly for the military again until 1977.

I. Women and Minorities Gain Ground (pages 625–627)
A. Compared to the devastation in Europe and Asia, World War II had a positive effect on American society. It put an end to the Depression. The war led to the creation of almost 19 million new jobs and doubled the income of most American families.
B. The wartime labor shortage forced factories to hire women in positions that

Writing a Letter Have students take on the role of a young woman who just took a job working in a defense factory during the war and is writing to her grandmother about her first few days on the job. **L1 US: 6B, 14A, 21D, 24B, 24G, 25A–D; ELA: Gr9/10/11: 1A, 1B**

Use the rubric for creating a diary, short story, memorandum, or letter on pages 69–70 in the *Performance Assessment Activities and Rubrics*.

Profiles IN HISTORY

One of the advantages of using Navajo code talkers was that a three-line English message could be encoded, transmitted, and decoded in about 20 seconds. Code machines in use at the time took at least 30 minutes to perform the same task.

Ask: What is the significance of the Navajo language being a “hidden language”? (Because the language has no written alphabet and was known only to a few people, it was a very secure code.)

Women in the Defense Plants During the Depression, many people believed married women should not work outside the home, especially if it meant taking jobs away from men trying to support their families. Most women who did work were young, single, and employed in traditional female jobs. The wartime labor shortage, however, forced factories to recruit married women to do industrial jobs that traditionally had been reserved for men.

Although the government hired nearly 4 million women for mostly clerical jobs, it was the women in the factories who captured the public’s imagination. The great symbol of the campaign to hire women was “**Rosie the Riveter**,” a character from a popular song by the Four Vagabonds. The lyrics told of Rosie, who worked in a factory while her boyfriend served in the marines. Images of Rosie appeared on posters, in newspapers, and in magazines. Eventually 2.5 million women went to work in shipyards, aircraft factories, and other manufacturing plants. For many older middle-class women like Inez Sauer, working in a factory changed their perspective:

“I learned that just because you’re a woman and have never worked is no reason you can’t learn. The job really broadened me. . . . I had always been in a shell; I’d always been protected. But at Boeing I found a freedom and an independence I had never known. After the war I could never go back to playing bridge again, being a clubwoman. . . . when I knew there were things you could use your mind for. The war changed my life completely.”

—quoted in *Eyewitness to World War II*

Although most women left the factories after the war, their success permanently changed American attitudes about women in the workplace.

African Americans Demand War Work Although factories were hiring women, they resisted hiring African Americans. Frustrated by the situation, **A. Philip Randolph**, the head of the Brotherhood of Sleeping Car Porters—a major union for African American railroad workers—decided to take action.

He informed President Roosevelt that he was organizing “from ten to fifty thousand [African Americans] to march on Washington in the interest of securing jobs . . . in national defense and . . . integration into the military and naval forces.”

In response, Roosevelt issued Executive Order 8802, on June 25, 1941. The order declared, “there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color or national origin.” To enforce the order, the president created the Fair Employment Practices Commission—the first civil rights agency established by the federal government since the Reconstruction era.

Mexicans Become Farmworkers

The wartime economy needed workers in many different areas. To help farmers in the Southwest overcome the labor shortage, the government introduced the **Bracero Program** in 1942. *Bracero* is Spanish for worker. The federal government arranged for Mexican farmworkers to help in the harvest. Over 200,000 Mexicans came to the United States to help harvest

Profiles IN HISTORY

The Navajo Code Talkers 1942–1945

When American marines stormed an enemy beach, they used radios to communicate. Using radios, however, meant that the Japanese could intercept and translate the messages. In the midst of the battle, however, there was no time to use a code machine. Acting upon the suggestion of Philip Johnston, an engineer who had lived on a Navajo reservation as a child, the marines recruited Navajos to serve as “code talkers.”

The Navajo language was a “hidden language”—it had no written alphabet and was known only to the Navajo and a few missionaries and anthropologists. The Navajo recruits developed a code using words from their own language to represent military terms. For example, the Navajo word *jay-sho*, or “buzzard,” was code for bomber; *lotso*, or “whale,” meant battleship; and *na-ma-si*, or “potatoes,” stood for grenades.

Code talkers proved invaluable in combat. They could relay a message in



minutes that would have taken a code machine operator hours to encipher and transmit. At the battle of Iwo Jima, code talkers transmitted more than 800 messages during the first 48 hours as the marines struggled to get ashore under intense bombardment.

Over 400 Navajo served in the marine corps as code talkers. Sworn to secrecy, their mission was not revealed until many years after the war. In 2001 Congress awarded the code talkers the Congressional Gold Medal to recognize their unique contribution to the war effort.

COOPERATIVE LEARNING ACTIVITY

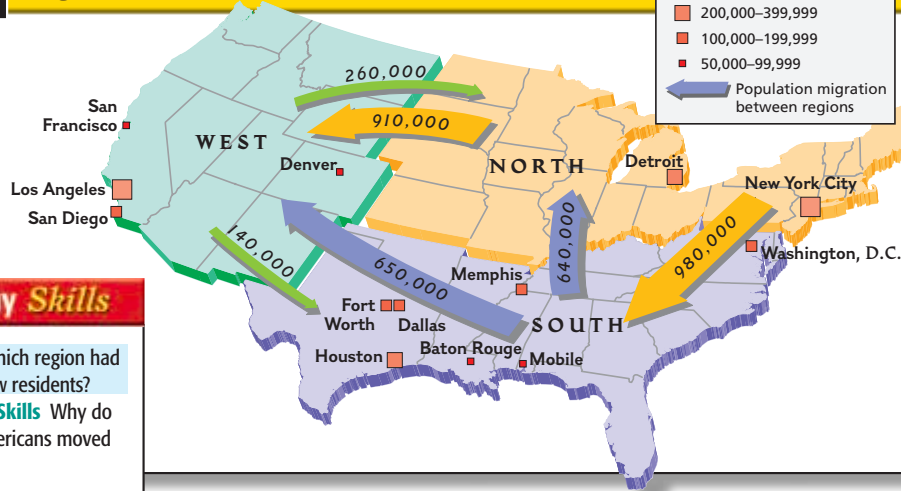
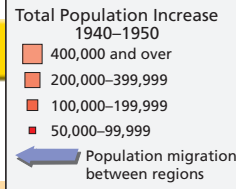
Creating a Display Have students work in small groups to create a display about the home front during World War II. Encourage students to use such items as photographs and memorabilia. Encourage students to ask older family members and acquaintances about wartime sacrifices. Even if these adults have no personal experiences, they might remember stories of sacrifice from their own parents or grandparents. All students in the group should contribute to the display in a specific way. **US: 6B, 14B, 24A–E, 25C, 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the *Performance Assessment Activities and Rubrics*.

Student Edition TEKS
ELA: Page 626: Gr9/10/11: 8B; Page 627: Gr9/10/11: 6A, 10B, 19B, 20B

NATIONAL GEOGRAPHIC

Migration in the United States, 1940–1950



Geography Skills

- Interpreting Maps** Which region had the largest influx of new residents?
- Applying Geography Skills** Why do you think so many Americans moved during the 1940s?

fruit and vegetables in the Southwest. Many also helped to build and maintain railroads. The Bracero Program continued until 1964. Migrant farmworkers became an important part of the Southwest’s agricultural system.

Reading Check Describing How did mobilizing the economy help end the Depression?

A Nation on the Move

The wartime economy created millions of new jobs, but the Americans who wanted these jobs did not always live nearby. To get to the jobs, 15 million Americans moved during the war. Although the assembly plants of the Midwest and the shipyards of the Northeast attracted many workers, most Americans headed west and south in search of jobs.

Taken together, the growth of southern California and the expansion of cities in the Deep South created a new industrial region—the **Sunbelt**. For the first time since the Industrial Revolution began in the United States, the South and West led the way in manufacturing and urbanization.

The Housing Crisis Perhaps the most difficult task facing cities with war industries was deciding where to put the thousands of new workers. Many people had to live in tents and tiny trailers. To help solve the housing crisis, the federal government allocated over \$1.2 billion to build public housing, schools, and community centers during the war.

Although prefabricated government housing had tiny rooms, thin walls, poor heating, and

almost no privacy, it was better than no housing at all. Nearly two million people lived in government-built housing during the war.

Racism Explodes Into Violence African Americans began to leave the South in great numbers during World War I, but this “**Great Migration**,” as historians refer to it, slowed during the Depression. When jobs in war factories opened up for African Americans during World War II, the Great Migration resumed. When African Americans arrived in the crowded cities of the North and West, however, they were often met with suspicion and intolerance. Sometimes these attitudes led to violence.

The worst racial violence of the war erupted in Detroit on Sunday, June 20, 1943. The weather that day was sweltering. To cool off, nearly 100,000 people crowded into Belle Isle, a park on the Detroit River. Fights erupted between gangs of white and African American teenage girls. These fights triggered others, and a full-scale riot erupted across the city. By the time the violence ended, 25 African Americans and 9 whites had been killed. Despite the appalling violence in Detroit, African American leaders remained committed to their Double V campaign.

The Zoot Suit Riots Wartime prejudice erupted elsewhere as well. In southern California, racial tensions became entangled with juvenile delinquency. Across the nation, crimes committed by young people rose dramatically. In Los Angeles, racism against Mexican Americans and the fear of juvenile crime became linked because of the “zoot suit.”

Geography Skills

Background: Remind students that during World War II the United States consisted of only 48 states. Alaska and Hawaii had not yet become states.

- Answers:**
- the West, with 1,560,000 (650,000 from the South and 910,000 from the North)
 - job opportunities

Geography Skills Practice
Give students a list of the 48 states and ask them to use the map to classify the states by region.

Reading Check

Answer: Mobilizing the economy for war production created nearly 19 million new jobs and nearly doubled the average family’s income.

Guided Reading Activity 20–3

Name _____ Date _____ Class _____

★ Guided Reading Activity 20-3

DIRECTIONS: Using Headings and Subheadings Locate each heading below in your textbook. Then use the information under the correct subheading to help you write each answer.

- Women and Minorities Gain Ground**
 - What was the result of the “Rosie the Riveter” campaign? _____
 - What was Executive Order 8802? _____
 - How did the government help farmers in the Southwest overcome the labor shortage? _____
- A Nation on the Move**
 - What was the most difficult task facing cities with war industries? _____
 - _____

History and the Humanities

- American Music: Cultural Traditions:** “Take Me Back to Tulsa,” “Boogie Woogie Bugle Boy”
- American Art & Architecture:** *The Red Stairway*

MEETING SPECIAL NEEDS

Kinesthetic Have students work in small groups to create a short play about daily life in the United States during the war. Encourage students to use props and costumes that represent the period. Have the groups present their plays to the rest of the class. As a class, discuss what students have learned about the daily lives of people in the United States during World War II. **L1 ELL**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.


Student Edition TEKS


US HISTORY: Page 626: 1A, 7A, 14A, 19B, 21D; Page 627: 1A, 8B, 10A, 14A, 25A

CHAPTER 20

Section 3, 625–630

Expressing an Opinion Provide the following information: In March 1942, United States General John DeWitt ordered the evacuation of all persons of Japanese descent from the western half of Washington, Oregon, and California, and from southern Arizona. Most of the evacuees were American citizens. DeWitt explained the evacuation by saying, “It makes no difference whether a Japanese is theoretically a citizen. He is still Japanese . . .” Organize the class into groups and have each group draft a response to DeWitt’s statement. **L2 US: 6B, 24A–D, 25A–D; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr11: 15E**

 Use *Supreme Court Case Study 23, Endo v. United States*.

 Use *Supreme Court Case Study 24, Korematsu v. United States*.

NATIONAL GEOGRAPHIC **MOMENT in HISTORY**

List the names and locations of the following camps on the board and have students use a map to point out the general locations of the camps: Amache, Colorado; Gila River, Arizona; Heart Mountain, Wyoming; Jerome, Arkansas; Manzanar, California; Minidoka, Idaho; Poston, Arizona; Rohwer, Arkansas; Topaz, Utah; and Tule Lake, California. Ask students to look at the picture and describe the emotions that these young boys are probably feeling.

Student Edition TEKS

ELA: Page 628: Gr9/10/11: 6A;
Page 629: Gr9/10/11: 6A, 7E, 10B, 19B, 20B

A **zoot suit** had very baggy, pleated pants and an overstuffed, knee-length jacket with wide lapels. Accessories included a wide-brimmed hat and a long key chain. Zoot-suit wearers usually wore their hair long, gathered into a ducktail. The zoot suit angered many Americans. In order to save fabric for the war, most men wore a “**victory suit**”—a suit with no vest, no cuffs, a short jacket, and narrow lapels. By comparison, the zoot suit seemed unpatriotic.

In California, Mexican American teenagers adopted the zoot suit. In June 1943, after hearing rumors that zoot suiters had attacked several sailors, 2,500 soldiers and sailors stormed into Mexican American neighborhoods in Los Angeles. They attacked Mexican American teenagers, cut their hair, and tore off their zoot suits. The police did not intervene, and the violence continued for several days. The city of Los Angeles responded by banning the zoot suit.

Racial hostility against Mexican Americans did not deter them from joining the war effort. Approximately 500,000 Hispanic Americans served in the armed forces during the war. Most—about 400,000—were Mexican American. Another 65,000 were from Puerto Rico. They fought in Europe, North Africa, and the

Pacific, and by the end of the war, 17 Mexican Americans had received the Medal of Honor.

Japanese American Relocation When Japan attacked Pearl Harbor, many West Coast Americans turned their anger against Japanese Americans. Mobs attacked Japanese American businesses and homes. Banks would not cash their checks, and grocers refused to sell them food.

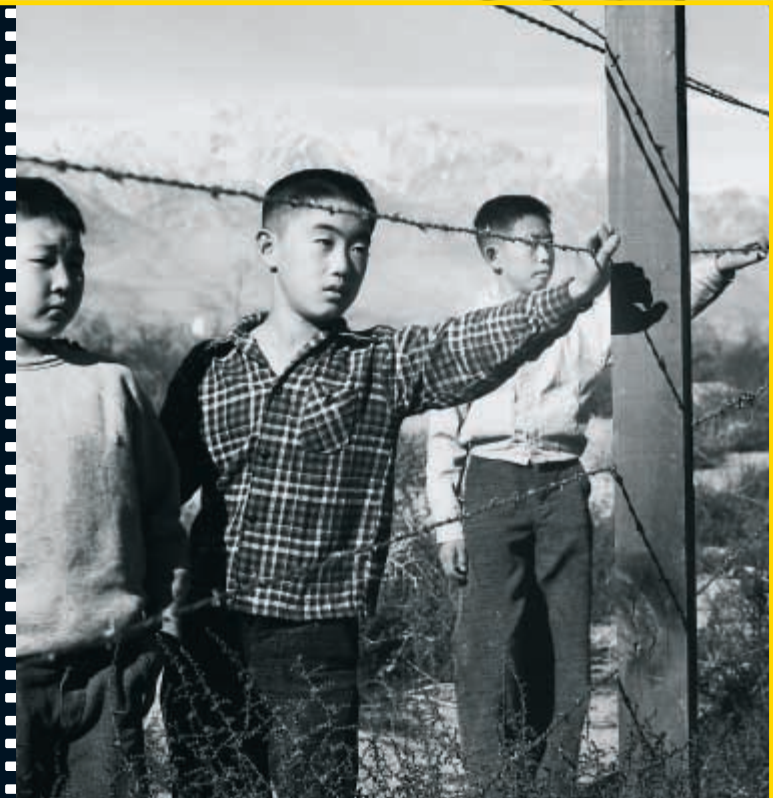
Newspapers printed rumors about Japanese spies in the Japanese American community. Members of Congress, mayors, and many business and labor leaders demanded that all people of Japanese ancestry be removed from the West Coast. They did not believe that Japanese Americans would remain loyal to the United States in the face of war with Japan.

On February 19, 1942, President Roosevelt gave in to pressure and signed an order allowing the War Department to declare any part of the United States to be a military zone and to remove anybody they wanted from that zone. Secretary of War Henry Stimson declared most of the West Coast a military zone and ordered all people of Japanese ancestry to evacuate to 10 internment camps.

NATIONAL GEOGRAPHIC **MOMENT in HISTORY**

BEHIND BARBED WIRE

As wartime hysteria mounted, the U.S. government rounded up 120,000 people of Japanese ancestry—77,000 of whom were American citizens—and forced them into internment camps in early 1942. Given just days to sell their homes, businesses, and personal property, whole families were marched under military guard to rail depots, then sent to remote, inhospitable sites where they lived in cramped barracks surrounded by barbed wire and watchtowers. By 1945, with the tide of war turned, most had been released, but they did not get an official apology or financial compensation until 1988.



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Economics Have students work in small groups to explore the effects of inflation on consumer prices. Ask the groups to research the way in which inflation is measured, especially the makeup of the Consumer Price Index (CPI). Ask the groups to prepare tabletop displays showing the effects of inflation from 1900 to 1999. Encourage groups to link the periods of high or low inflation to political and social events. **L3 US: 24A–D, 24H, 25A–D; ELA: Gr9/10/11: 4D**

Not all Japanese Americans accepted the relocation without protest. Fred Korematsu argued that his rights had been violated and took his case to the Supreme Court. In December 1944, in *Korematsu v. the United States*, the Supreme Court ruled that the relocation was constitutional because it was based not on race, but on “military urgency.” Shortly afterward, the Court did rule in *Ex Parte Endo* that loyal American citizens could not be held against their will. In early 1945, therefore, the government began to release the Japanese Americans from the camps. **M** (See page 963 for more information on *Korematsu v. the United States*.)

Despite the fears and rumors, no Japanese American was ever tried for espionage or sabotage. Japanese Americans served as translators for the army during the war in the Pacific. The all-Japanese 100th Battalion, later integrated into the **442nd Regimental Combat Team**, was the most highly decorated unit in World War II.

After the war, the **Japanese American Citizens League (JACL)** tried to help Japanese Americans who had lost property during the relocation. In 1988 President Reagan apologized to Japanese Americans on behalf of the U.S. government and signed legislation granting \$20,000 to each surviving Japanese American who had been interned.

3 Reading Check Comparing Why did racism lead to violence in Detroit and Los Angeles in 1943?

Daily Life in Wartime America

Housing problems and racial tensions were serious difficulties during the war, but mobilization strained society in many other ways as well. Prices rose, materials were in short supply, and the question of how to pay for it all loomed ominously over the entire war effort.

ECONOMICS

Wage and Price Controls As the economy mobilized, the president worried about inflation. Both wages and prices began to rise quickly during the war because of the high demand for workers and raw materials. To stabilize both wages and prices, Roosevelt created the **Office of Price Administration (OPA)** and the **Office of Economic Stabilization (OES)**. The OES regulated wages and the price of farm products. The OPA regulated all other prices. Despite some problems with labor unions, the OPA and OES were able to keep inflation under control.



Picturing History

Rationing Products War rationing affected everyone. Women painted seams on their legs to make it appear they were wearing stockings, because silk was needed to make parachutes instead of stockings. **Why was rationing so vital to the war effort?**

While the OPA and OES worked to control inflation, the War Labor Board (WLB) tried to prevent strikes that might endanger the war effort. In support, most American unions issued a “no strike pledge,” and instead of striking, asked the WLB to serve as a mediator in wage disputes. By the end of the war, the WLB had helped to settle 20,000 disputes involving 20 million workers.

Blue Points, Red Points The demand for raw materials and supplies created shortages. The OPA began **rationing**, or limiting the availability of, many products to make sure enough were available for military use. Meat and sugar were rationed to provide enough for the army. To save gasoline and rubber, gasoline was rationed, driving was restricted, and the speed limit was set at 35 miles per hour.

Every month each household would pick up a book of ration coupons. Blue coupons, called blue points, controlled processed foods. Red coupons, or red points, controlled meats, fats, and oils. Other coupons controlled items such as coffee and sugar. When people bought food, they also had to give enough coupon points to cover their purchases.

Picturing History

Answer: It allowed enough goods to be available for the war effort.

Ask: **What types of goods were rationed?** (*silk, meat, sugar, gasoline, processed foods, fats, and oils*)

Reading Check

Answer: African Americans who migrated to Detroit were often met with suspicion and intolerance. In Los Angeles, racism against Mexican Americans and fear of juvenile crime became linked because of zoot suits. These attitudes sometimes led to violence.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

④ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 20–3

Name _____ Date _____ Class _____

Study Guide
Chapter 20, Section 3
For use with textbook pages 625–630

LIFE ON THE HOME FRONT

KEY TERMS AND NAMES

Rose the Riveter the symbol of the campaign to hire women (page 626)

A. Philip Randolph the head of the Brotherhood of Sleeping Car Porters, a major union for African American railroad workers (page 626)

Sunbelt a new industrial region, located in southern California and the Deep South (page 627)

zoot suit an oversized jacket that had wide lapels and reached to the knees and included baggy, pleated pants (page 628)

rationing limiting the availability of an item (page 629)

victory garden a garden planted to produce more food for the war effort (page 630)

CRITICAL THINKING ACTIVITY

Evaluating Decisions In 1942 the U.S. government removed more than 100,000 people of Japanese birth and ancestry from their homes on the Pacific Coast to relocation centers. Ask students the following question: **Do you think the government ever has the right to relocate or keep a group in detention? Why or why not?** (*Answers will vary. Students who oppose the relocation policy might suggest that it was a violation of civil rights; those who agree with the policy might indicate that sometimes the country’s security takes precedence over the issue of a group’s rights.*) **L2 US:** 14B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Student Edition TEKS

US HISTORY: Page 628: 1A, 6B, 25A; Page 629: 1A, 6B, 7A, 14A, 19B, 24A, 24B, 25A

CHAPTER 20

Section 3, 625–630

Section Quiz 20-3

Name _____ Date _____ Class _____

★ Chapter 20 Score _____

- Section Quiz 20-3**
DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)
- | | |
|---|---|
| Column A | Column B |
| 1. first civil rights agency established by the federal government since the Reconstruction era | A. Japanese-American Citizens League |
| 2. gardens planted to produce more food for the war effort | B. victory gardens |
| 3. tried to help Japanese-Americans who had lost property during the relocation | C. "Rosie the Riveter" |
| 4. created to stabilize both wages and prices | D. Office of Price Administration |
| 5. symbol of the campaign to hire women during the wartime labor shortage | E. Fair Employment Practices Commission |

Analyzing Political Cartoons

Answer: to be conscious of the dangers their city lights pose to American sailors

Reteach

Have students create a poster encouraging efforts such as rationing, victory gardens, or war bonds. **US:** 14B, 24B, 24G, 25C, 25D

Enrich

Have students prepare a two-minute oral presentation on one of the neutral countries shown on the map on page 642 explaining the reasons for neutrality. **US:** 14B, 24A–D, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C

Reading Check

Answer: Rationing limited access to common products, but allowed people to purchase necessities.

4 CLOSE

As a class, discuss the effects of prejudice in society by focusing on groups discriminated against in the 1940s and today. **US:** 14B, 24B

Student Edition TEKS

ELA: Page 630: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H; **Page 631:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B

Illumination for the Shooting Gallery



Analyzing Political Cartoons

Turning Off the Lights Early in the war, lights from eastern cities silhouetted ships along the east coast, making them easy targets for German submarines. Americans were asked to turn out lights or put up dark curtains. **What point is the cartoon making to Americans?**

Victory Gardens and Scrap Drives Americans also planted gardens to produce more food for the war effort. Any area of land might become a garden—backyards, schoolyards, city parks, and empty lots. The government encouraged **victory gardens** by praising them in film reels, pamphlets, and official statements.

Certain raw materials were so vital to the war effort that the government organized scrap drives. Americans collected spare rubber, tin, aluminum, and steel. They donated pots, tires, tin cans, car bumpers, broken radiators, and rusting bicycles. Oils and fats were so important to the production of explosives that the WPB set up fat-collecting stations. Americans would exchange bacon grease and meat

TAKS Practice

SECTION 3 ASSESSMENT

Checking for Understanding

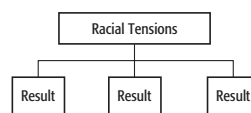
- Define:** Sunbelt, rationing, victory garden.
- Identify:** Rosie the Riveter, A. Philip Randolph, zoot suit, E bond.
- Explain** how the federal government expanded during the war.

Reviewing Themes

- Civic Rights and Responsibilities** What changes did American citizens and industry have to make to adapt to the war?

Critical Thinking

- Evaluating** If you had been a government official during the war, how would you have proposed paying for the war?
- Categorizing** Use a graphic organizer like the one below to list the results of increased racial tensions during the war.



Analyzing Visuals

- Examining Maps** Study the map on page 627. Which cities had populations over 400,000?
- Analyzing Photographs** Study the photograph on page 628. Why were Japanese Americans interned?

Writing About History

- Persuasive Writing** Write a newspaper editorial urging fellow citizens to conserve resources so that these resources can be diverted to the war effort.

drippings for extra ration coupons. The scrap drives were very successful and one more reason for the success of American industry during the war.

Paying for the War The United States had to pay for all of the equipment and supplies it needed. The federal government spent more than \$300 billion during World War II—more money than it had spent from Washington’s administration to the end of Franklin Roosevelt’s second term.

To raise money, the government raised taxes. Because most Americans opposed large tax increases, Congress refused to raise taxes as high as Roosevelt requested. As a result, the extra taxes collected covered only 45 percent of the cost of the war.

To raise the rest of the money, the government issued war bonds. When Americans bought bonds, they were loaning money to the government. In exchange for the money, the government promised that the bonds could be cashed in at some future date for the purchase price plus interest. The most common bonds were **E bonds**, which sold for \$18.75 and could be redeemed for \$25.00 after 10 years. Individual Americans bought nearly \$50 billion worth of war bonds. Banks, insurance companies, and other financial institutions bought the rest—over \$100 billion worth of bonds.

“V” for Victory Despite the hardships, the overwhelming majority of Americans believed the war had to be fought. Although the war brought many changes to the United States, most Americans remained united behind one goal—winning the war.

Reading Check Evaluating How did rationing affect daily life in the United States? How did it affect the economy?

SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Rosie the Riveter (p. 626), A. Philip Randolph (p. 626), zoot suit (p. 628), E bond (p. 630)
- New government agencies controlled the economy, raised taxes, and issued war bonds. **US:** 15B
- Industry and workers accepted wage and price controls and agreed to settle wage disputes by using WLB mediators. Citizens accepted rationing, planted victory gardens, recycled, and purchased war bonds.
- Students’ answers should include a rationale for their plan. **US:** 24G
- racial violence in Detroit, juvenile delinquency, Japanese internment **US:** 24B, 25C
- Los Angeles, Houston, New York **US:** 8B
- Many believed that they would not remain loyal to the United States. **US:** 6B, 24B
- Students’ editorials should follow the style of a newspaper editorial. **US:** 25D

SECTION 4 Pushing the Axis Back

Guide to Reading

Main Idea

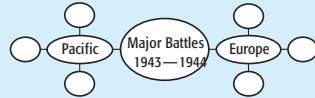
The Allies slowly pushed back the German and Japanese forces in 1943 and 1944.

Key Terms and Names

Casablanca Conference, Operation Overlord, D-Day, Omar Bradley, amphtrac, Guadalcanal, kamikaze

1 Reading Strategy

Organizing As you read about the major battles of 1943 and 1944, complete a graphic organizer similar to the one below by filling in the names of the battles fought. Indicate whether each battle was an Allied or an Axis victory.



Reading Objectives

- **Describe** the goals of the two major offensives the Allies launched in Europe in 1943.
- **Explain** the American strategy for pushing the Japanese back in the Pacific.

Section Theme

Geography and History The United States fought the war by landing troops in Italy and France and island-hopping across the Pacific toward Japan.

Preview of Events



★ An American Story ★

On the morning of June 6, 1944, Lieutenant John Bentz Carroll of the 16th Infantry Regiment scrambled down a net ladder from his troop ship to a small landing craft tossing in the waves 30 feet (9 m) below. The invasion of France had begun. Carroll's platoon would be among the first Americans to land in Normandy. Their objective was a beach, code-named "Omaha":



Men board a landing craft on D-Day

“Two hundred yards out, we took a direct hit. . . . [A machine gun] was shooting a rat-tat-tat on the front of the boat. Somehow or other, the ramp door opened up . . . and the men in front were being struck by machine gun fire. Everyone started to jump off into the water. They were being hit as they jumped, the machine gun fire was so heavy. . . . The tide was moving us so rapidly. . . . We would grab out on some of those underwater obstructions and mines built on telephone poles and girders, and hang on. We'd take cover, then make a dash through the surf to the next one, fifty feet beyond. The men would line up behind those poles. They'd say, 'You go—you go—you go,' and then it got so bad everyone just had to go anyway, because the waves were hitting with such intensity on these things.”

—quoted in *D-Day: Piercing the Atlantic Wall*

Striking Back at the Third Reich

As Lieutenant Carroll's experience shows, storming a beach under enemy control can be a terrifying ordeal. There is no cover on a beach, no place to hide, and no way to turn back. Launching an invasion from the sea is very risky. Unfortunately, the Allies had no choice. If they were going to win the war, they had to land their troops in Europe and on islands in the Pacific.

1 FOCUS

Section Overview

This section describes the Allied strategies and the battles of the later years of World War II.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 20–4

Directions: Answer the following question based on the bar graph.

In mid-1942, American army aircraft joined the Allied forces bombing Germany. What effect did American involvement have on the bombing effort?

- It slightly increased the amount of explosives dropped on Germany.
- It caused a significant reduction in the amount of explosives dropped on Germany.
- It made no change in the amount of explosives dropped on Germany.
- It caused a dramatic increase in the amount of explosives dropped on Germany.

Guide to Reading

Answers to Graphic: Pacific—Tarawa Atoll, Gilbert Islands, 1943, Allies; Guam, August 1944, Allies; Europe—Sicily, July–August 1943, Allies; D-Day, June 1944, Allies

Preteaching Vocabulary

Have students write three questions that can be answered using the Key Terms and Names. Remind them to use all the terms and names. **US:** 25A; **ELA:** Gr9/10/11: 6A

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 20–4
- Daily Lecture and Discussion Notes 20–4
- Guided Reading Activity 20–4
- Section Quiz 20–4
- Reading Essentials and Study Guide 20–4
- Performance Assessment Activities and Rubrics

Transparencies

- Daily Focus Skills Transparency 20–4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program

Student Edition TEKS

US HISTORY: Page 630: 1A, 6B, 14A, 15B, 24B, 24G, 25A, 25C, 25D;
Page 631: 1A, 1B, 6B, 24B, 25A, 25C

CHAPTER 20

Section 4, 631–637

2 TEACH

Daily Lecture and Discussion Notes 20–4

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Daily Lecture and Discussion Notes
Chapter 20, Section 4

Did You Know? The invasion of France along the Normandy coast of northern France was the largest seaborne invasion in history.

I. Striking Back at the Third Reich (pages 631–633)

A. In January 1943, President Roosevelt met with Prime Minister Churchill to plan the next stage of war. During the *Casablanca Conference*, the decision was made to increase the bombing of Germany in an effort to destroy its military, industrial, and economic system and to hurt the German morale. They decided to attack the Axis on the island of Sicily.

B. The new massive bombing campaign by the United States and Britain against

Creating a Database Have students create a database of the battles presented in this section. The database should include such information as site, dates, results, and casualties.

Encourage students to conduct independent research to fill in any missing fields in the database. Have students use the database to pose and answer questions about the battles fought in Europe. **US:** 6B, 6C, 8A, 8B, 9A, 9B, 24A–D, 25C, 25D; **ELA:** Gr9/10/11: 4D, 4F, 13B, 13C

Picturing History

Background: Being in the infantry meant working as a team. Each soldier had a specific role, and the team counted on each member to perform that role efficiently.

Answer: The Allies thought that the Italians would quit the war if their territory was invaded.

Ask: Who led the Allied forces on the ground during the invasion of Sicily? (General Patton for the United States and General Montgomery for the British)

The first large Allied invasion of the war—the attack on North Africa in November 1942—had shown that the Allies could mount a large-scale invasion from the sea. The success of the landings convinced Roosevelt that it was again time to meet with Churchill to plan the next stage of the war. In January 1943, the president headed to Casablanca, Morocco, to meet the prime minister.

At the **Casablanca Conference**, Roosevelt and Churchill agreed to step up the bombing of Germany. The goal of this new campaign was “the progressive destruction of the German military, industrial, and economic system, and the undermining of the morale of the German people.” The Allies also agreed to attack the Axis on the island of Sicily. Churchill called Italy the “soft underbelly” of Europe and was convinced that the Italians would quit the war if the Allies invaded their homeland.

Strategic Bombing The Allies had been bombing Germany even before the Casablanca Conference. Britain’s Royal Air Force had dropped an average of 2,300 tons (2,093 t) of explosives on Germany every month for over three years. The United States Eighth Army Air Force had joined the campaign in the summer of 1942, and they had dropped an additional 1,500 tons (1,365 t) of bombs by the end of the year.

These numbers were tiny, however, compared to the massive new campaign. Between January 1943 and May 1945, the Royal Air Force and the United States Eighth Army Air Force dropped approximately 53,000 tons (48,230 t) of explosives on Germany every month.

Picturing History

Softening the Gustav Line Infantrymen fire an 81-millimeter mortar to soften the German Gustav Line near the Rapido River. **Why do you think the Allies decided to attack first in Italy rather than in France?**



632 CHAPTER 20 America and World War II

The bombing campaign did not destroy Germany’s economy or undermine German morale, but it did cause a severe oil shortage and wrecked the railroad system. It also destroyed so many aircraft factories that Germany’s air force could not replace its combat losses. By the time the Allies landed in France, they had total control of the air, ensuring that their troops would not be bombed.

Striking at the Soft Underbelly As the bombing campaign against Germany intensified, the plan for the invasion of Sicily moved ahead as well. General Dwight D. Eisenhower was placed in overall command of the invasion. General Patton and the British General Bernard Montgomery were put in charge of the actual forces on the ground. The invasion began before dawn on July 10, 1943. Despite bad weather, the Allied troops made it ashore with few casualties. A new vehicle, the **DUKW**—an amphibious truck—proved very effective in bringing supplies and artillery to the soldiers on the beach.

Nine days after the troops came ashore, American tanks led by General Patton smashed through enemy lines and captured the western half of the island. After capturing western Sicily, Patton’s troops headed east, staging a series of daring end-runs around the German positions, while the British, under Montgomery, attacked from the south. By August 18, the Germans had evacuated the island.

The attack on Sicily created a crisis within the Italian government. The king of Italy, Victor Emmanuel, and a group of Italian generals decided that it was time to get rid of Mussolini. On July 25, 1943, the king invited the dictator to his palace. “My dear Duce,” the king began, “it’s no longer any good. Italy has gone to bits. The soldiers don’t want to fight anymore. At this moment, you are the most hated man in Italy.” The king then placed Mussolini under arrest, and the new Italian government began secretly negotiating with the Allies for Italy’s surrender.

On September 8, 1943, the Italian government publicly announced Italy’s surrender. The following day, American troops landed at Salerno. Although stunned by the surrender, Hitler was not about to lose Italy to the Allies. German troops went into action at once. They seized control of northern Italy, including Rome, attacked the Americans at Salerno, and put Mussolini back in power.

To stop the Allied advance, the German army took up positions near the heavily

COOPERATIVE LEARNING ACTIVITY

Researching Organize the class into groups of four or five. Have each group report on one of the battles described in this section. Reports should include more in-depth coverage than what is provided in the textbook. Each group should assign a special responsibility to each member in the group such as research, writing, or graphic presentation. Have each group present their report to the rest of the class. **US:** 6B, 24A–D, 25B–D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

ELA: Page 632: Gr9/10/11: 10B, 19B, 20B; Page 633: Gr9/10/11: 10B



The Big Three Stalin, Roosevelt, and Churchill meet at Tehran.

Guided Reading Activity 20–4

Name _____, Date _____, Class _____

★ Guided Reading Activity 20-4

DIRECTIONS: Filling in the blanks in the space provided, write the word or words that best complete the sentence. Refer to your textbook to fill in the blanks.

1. The first large Allied invasion of the war was the attack on _____.
2. Among the agreements reached at the _____ was the decision to step up the bombing of Germany.
3. Winston Churchill called Italy the _____ of Europe and was convinced that Italians would quit the war if the Allies invaded their homeland.
4. The _____ was one of the bloodiest in the war, costing the Allies more than 300,000 casualties.
5. At the Tehran, Iran, meeting with Churchill and Roosevelt, Stalin promised to launch a _____ against the Germans when the Allies invaded France in 1944.
6. Stalin also promised that once Germany was beaten, the Soviet Union would help _____.

More About the Photo

Background: Tehran is the capital of Iran. Tehran was an ideal location for the meeting because it was not a combat area and not a home to any of the big three Allied powers.

Discussing a Topic As a class, discuss how each of the following influenced Operation Overlord: the weather, the decoys placed along the coast opposite Calais, and the choice of five beaches for landing the troops. **L1 ELL US: 6B, 9A, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

fortified town of Cassino. The terrain near Cassino was steep, barren, and rocky. Instead of attacking such difficult terrain, the Allies chose to land at Anzio, behind German lines. They hoped the maneuver would force the Germans to retreat. Instead of retreating, however, the Germans surrounded the Allied troops near Anzio.

It took the Allies five months to break through the German lines at **Cassino** and **Anzio**. Finally, in late May 1944, the Germans were forced to retreat. Less than two weeks later, the Allies captured Rome. Fighting in Italy continued, however, until May 2, 1945. The Italian campaign was one of the bloodiest in the war. It cost the Allies more than 300,000 casualties.

1

Roosevelt Meets Stalin at Tehran Roosevelt wanted to meet with Stalin before the Allies launched the invasion of France. In late 1943 Stalin agreed, and he proposed that Roosevelt and Churchill meet him in Tehran, Iran.

1

The leaders reached several agreements. Stalin promised to launch a full-scale offensive against the Germans when the Allies invaded France in 1944. Roosevelt and Stalin then agreed to break up Germany after the war so that it would never again threaten world peace. Stalin also promised that once Germany was beaten, the Soviet Union would help the United States defeat Japan. He also accepted Roosevelt’s proposal to create an international organization to help keep the peace after the war.

2

✓ Reading Check Explaining What two major decisions did the Allies make at Casablanca?

Landing in France

After the conference in Tehran, Roosevelt headed to Cairo, Egypt, where he and Churchill continued planning the invasion of France. One major decision still had to be made. The president had to choose the commander for **Operation Overlord**—the code name for the planned invasion. Roosevelt wanted to appoint General George C. Marshall, Chief of Staff for the United States Army, but he depended on Marshall for military advice and did not want to send him to Europe. Instead, the president selected General Eisenhower to command the invasion.

Planning Operation Overlord Knowing that the Allies would eventually invade France, Hitler had fortified the coast. Although these defenses were formidable, the Allies did have one advantage—the element of surprise. The Germans did not know when or where the Allies would land. They believed that the Allies would land in Pas-de-Calais—the area of France closest to Britain. To convince the Germans they were right, the Allies placed inflated rubber tanks, empty tents, and dummy landing craft along the coast across from Calais. To German spy planes, the decoys looked real, and they succeeded in fooling the Germans. The real target was not Pas-de-Calais, but Normandy.

By the spring of 1944, everything was ready. Over 1.5 million American soldiers, 12,000 airplanes, and more than 5 million tons (4.6 million t) of equipment had been sent to England. Only one

MEETING SPECIAL NEEDS

Visual/Spatial Ask interested students to sketch the typical battle gear of Allied soldiers. Students should include the standard weapons used by the infantry. Have students write a paragraph to accompany each sketch that describes the item and how it was used. **L1 ELL US: 25D; ELA: Gr9/10/11: 1A**

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.

Student Edition TEKS

US HISTORY: Page 632: 1A, 6B, 6C; Page 633: 1A, 6B, 6C, 9B, 19B

CHAPTER 20

Section 4, 631–637

Creating a Table Have students create a table to illustrate these four important conferences: Arcadia, Casablanca, Tehran, and Yalta. The table should include the dates, the city and country where the conference was held, which world leaders attended, and the outcomes. Have students use their tables to pose and answer questions about the purposes and results of the various conferences. **L2**
US: 6B, 8A, 8B, 9A, 9B, 24B, 25C, 25D;
ELA: Gr9/10/11: 4D, 4F, 13B, 13C

What If...

A good way to help students understand the importance of historical events is to have them think about what might have happened if things had turned out differently. Have students read the passage and answer the questions on their own. Organize students into small groups and have them discuss their answers.

Answers:

1. Students' answers will vary. Likely answers will focus on how fog and rain would have hindered visibility for landing craft crews, troops approaching the beach, and pilots.
2. Students' answers will vary. Likely answers will focus on the potential casualties and a prolonging of the war if the Germans had known about the attack.

 **Student Edition TEKS**

ELA: Page 634: Gr9/10/11: 6A, 8B;
 Page 635: Gr9/10/11: 8B, 10B; Gr9:
 7G; Gr10/11: 7F

thing was left to do—pick the date and give the command to go. The invasion had to begin at night to hide the ships crossing the English Channel. The ships had to arrive at low tide so that they could see the beach obstacles. The low tide had to come at dawn so that gunners bombarding the coast could see their targets. Before the main landing on the beaches, paratroopers would be dropped behind enemy lines. They required a moonlit night in order to see where to land. Perhaps most important of all, the weather had to be good. A storm would ground the airplanes, and high waves would swamp the landing craft.

Given all these conditions, there were only a few days each month when the invasion could begin. The first opportunity would last from June 5 to 7, 1944.

- 1 Eisenhower's planning staff referred to the day any operation began by the letter D. The date for the invasion, therefore, came to be known as **D-Day**. Heavy cloud cover, strong winds, and high waves made it impossible to land on June 5. A day later the weather briefly improved. The Channel was still rough, but the landing ships and aircraft could operate. It was a difficult decision. Eisenhower's advisers were split on what to do. After looking at weather forecasts one
- 2

- 1 last time, shortly after midnight on June 6, 1944, Eisenhower gave the final order: "OK, we'll go."

The Longest Day Nearly 7,000 ships carrying more than 100,000 soldiers set sail for the coast of Normandy on June 6, 1944. At the same time, 23,000 paratroopers were dropped inland, east and west of the beaches. Allied fighter-bombers raced up and down the coast, hitting bridges, bunkers, and radar sites. As dawn broke, the warships in the Allied fleet let loose with a tremendous barrage of fire. Thousands of shells rained down on the beaches, code-named "Utah," "Omaha," "Gold," "Sword," and "Juno."

The American landing at Utah Beach went very well. The German defenses were weak, and in less than three hours American troops had captured the beach and moved inland, suffering less than 200 casualties in the process. On the eastern flank, the British and Canadian landings also went well. By the end of the day, British and Canadian forces were several miles inland.

Omaha Beach, however, was a different story. Under intense German fire, the American assault almost disintegrated. As General **Omar Bradley**, the commander of the American forces landing at Omaha

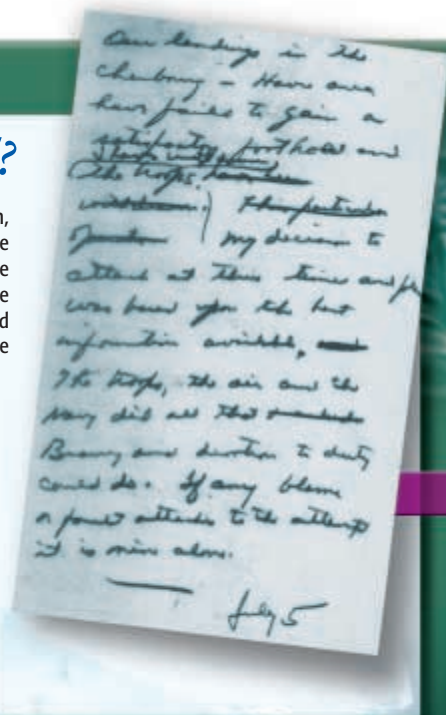
What If...

Operation Overlord Had Failed?

In what some historians believe was the most important weather prediction in military history, Group Captain James Stagg, chief meteorologist for the Royal Air Force, predicted gradual clearing for Normandy, France, on June 6, 1944. The prediction was critical for General Dwight D. Eisenhower, Supreme Commander of the Allied Expeditionary Forces. He had already delayed Operation Overlord once. The invasion forces of Operation Overlord were assembled and ready to go at a moment's notice. Everything depended upon a break in the bad weather so that the assault would take the Germans by surprise. Eisenhower trusted the weather prediction and believed in the battle

plan. The day before the invasion, however, he wrote the following note on a small piece of paper—a message he would deliver in the event the invasion failed. He mistakenly jotted "July 5" on the bottom and stuck the note in his wallet.

“Our landings in the Cherbourg-Havre area have failed to gain a satisfactory foothold and I have withdrawn the troops. My decision to attack at this time and place was based upon the best information available. The troops, the air and the Navy did all that Bravery and devotion to duty could do. If any blame or fault attaches to the attempt it is mine alone.”



INTERDISCIPLINARY CONNECTIONS ACTIVITY

Performing Arts Have students work in teams to research popular songs and films from this period to determine if the war had an impact on these arts. Have students prepare a short written report along with in-class presentations of their findings. Encourage them to integrate performances into their presentations. Costumes, singing, lip-synching to recorded music, dancing, and skits are all appropriate. **L1 ELL US:** 20A, 20C, 20D, 24A–D, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B

and Utah, grimly watched the carnage, he began making plans to evacuate Omaha. Slowly, however, the American troops began to knock out the German defenses. More landing craft arrived, ramming their way through the obstacles to get to the beach. Nearly 2,500 Americans were either killed or wounded on Omaha, but by early afternoon Bradley received this message: “Troops formerly pinned down on beaches . . . [are] advancing up heights behind beaches.” By the end of the day, nearly 35,000 American troops had landed at Omaha, and another 23,000 had landed at Utah. Over 75,000 British and Canadian troops were on shore as well. The invasion had succeeded.

- ① **Reading Check** **Summarizing** What conditions had to be met before Eisenhower could order D-Day to begin?

Driving the Japanese Back

While the buildup for the invasion of France was taking place in Britain, American military leaders were also developing a strategy to defeat Japan. The American plan called for a two-pronged attack. The Pacific Fleet, commanded by Admiral Nimitz, would

advance through the central Pacific by hopping from one island to the next, closer and closer to Japan. Meanwhile, General MacArthur’s troops would advance through the Solomon Islands, capture the north coast of New Guinea, and then launch an invasion to retake the Philippines.

GEOGRAPHY

Island-Hopping in the Pacific By the fall of 1943, the navy was ready to launch its island-hopping campaign, but the geography of the central Pacific posed a problem. Many of the islands were coral reef atolls. The water over the coral reef was not always deep enough to allow landing craft to get to the shore. If the landing craft ran aground on the reef, the troops would have to wade to the beach. As some 5,000 United States Marines learned at Tarawa Atoll, wading ashore could cause very high casualties.

- ① Tarawa, part of the Gilbert Islands, was the Navy’s first objective in the Pacific. When the landing craft hit the reef, at least 20 ships ran aground. The marines had to plunge into shoulder-high water and wade several hundred yards to the beach. Raked by Japanese fire, only one marine in three made it ashore. Once the marines reached the beach the battle was still far from over. As reporter Robert Sherrod wrote, the marines faced savage hand-to-hand fighting:

“A Marine jumped over the seawall and began throwing blocks of fused TNT into a coconut-log pillbox. . . . Two more Marines scaled the seawall, one of them carrying a twin-cylindrical tank strapped to their shoulders, the other holding the nozzle of the flame thrower. As another charge of TNT boomed inside the pillbox, causing smoke and dust to billow out, a khaki-clad figure ran out the side entrance. The flame thrower, waiting for him, caught him in its withering stream of intense fire. As soon as it touched him, the [Japanese soldier] flared up like a piece of celluloid. He was dead instantly . . . charred almost to nothingness.”

—from *Tarawa: The Story of a Battle*

Over 1,000 marines died on Tarawa. Photos of bodies lying crumpled next to burning landing craft shocked Americans back home. Many people began to wonder how many lives it would cost to defeat Japan.

Although many troops died wading ashore, one vehicle had been able to cross the reef and deliver its troops onto the beaches. The vehicle was the LVT—a boat with tank tracks. Nicknamed the “Alligator,” the

Reading Check

Answer: The invasion had to begin at night, the ships had to arrive at low tide, and the weather had to be relatively good.



Banzai On the final night of the battle of Tarawa, the Japanese made a last desperate charge against the American lines. This type of suicidal charge became known as a *banzai* attack, because the Japanese would yell, “Tenno heika banzai!” (Long Live the Emperor!)

Creating a Drawing Have interested students use the quote on page 635 as the basis for a pencil or chalk drawing that might have accompanied a news story filed by Robert Sherrod. Have students include the quote at the bottom of the drawing so that people viewing the drawing will have a frame of reference. **L3 US: 6B, 25C, 25D; ELA: Gr9/10/11: 13C**



Science American soldiers carried a first aid pouch attached to their waist belt. The pouch contained a package of sulfa powder and a bandage to dress wounds. The use of the sulfa drug Sulfanilamide significantly reduced the mortality rate during World War II, because the sulfa powder immediately went to work to fight bacterial infections. Sulfa drugs are still in use today.

Student Edition TEKS

US HISTORY: Page 634: 1A, 6B, 6C, 25A; Page 635: 1A, 6B, 6C, 22B, 24B



What might have happened?

1. What might have happened if the weather had not changed and the troops had landed amidst fog and rain?
2. What if the invasion had been delayed and the element of surprise lost?

CRITICAL THINKING ACTIVITY

Synthesizing Information Have students explain the significance of the promises that Stalin made at the Tehran Conference. (*By agreeing to launch a full-scale offensive against the Germans when the Allies invaded France, Stalin guaranteed that Germany would be defending itself on two fronts. Stalin’s promise to declare war on Japan as soon as Germany was beaten meant that the Japanese would be fighting on two fronts.*) **L2 US: 6B; ELA: Gr9/10: 16E; Gr11: 15E**

CHAPTER 20

Section 4, 631–637

Geography Skills

Answers:

1. Leyte Gulf: Oct. 23–26, 1944
2. to acquire bases to move supplies and troops closer and closer to Japan

Geography Skills Practice

Ask: What are the approximate distances between Hawaii and the Gilbert Islands (appx. 2,500 miles [4,000 km]), Hawaii and Guam (appx. 4,300 miles [7,000 km]), and Hawaii and Midway (appx. 1,600 miles [2,600 km])?

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity. **US: 25D**

- Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

Reading Essentials and Study Guide 20–4

Name _____ Date _____ Class _____

Study Guide

Chapter 20, Section 4

For use with textbook pages 631–637

PUSHING THE AXIS BACK

KEY TERMS AND NAMES

Casablanca Conference a meeting between Roosevelt and Churchill in which they agreed to increase the bombing of Germany and to invade Sicily (page 632)

Operation Overlord the code name for the planned invasion of France (page 633)

D-Day the day the invasion of France began (page 634)

Omar Bradley the commander of the American forces at Utah and Omaha Beaches in Normandy (page 634)

amphtrac an amphibious tractor (page 635)

Guadalcanal an island in the southwest Pacific and the first to be invaded by MacArthur's troops in the plan to "island-hop" toward Japan (page 636)

Section Quiz 20–4

Name _____ Date _____ Class _____

Chapter 20 Score _____

Section Quiz 20-4

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. an amphibious tractor invented in the late 1930s to rescue people in Florida swamps	A. D-Day
2. when Japanese pilots would deliberately crash their planes into American ships, killing themselves but also inflicting severe damage	B. amphtrac
3. an amphibious truck	C. kamikaze attacks
4. code name for the invasion of France	D. DUKW
5. the date for the invasion of France	E. Operation Overlord

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that

Student Edition TEKS

ELA: Page 636: Gr9/10/11: 6A, 19B, 20B; Page 637: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7i; Gr10/11: 7H

Social Studies TAKS tested at Grades 10/11: 1 Obj 2: US9A(11); Obj 5: WG21C(10, 11), WH26C(10, 11)
2 Obj 1: US6B(11)

NATIONAL GEOGRAPHIC

Island-Hopping in the Pacific, 1942–1945



Geography Skills

- 1. Interpreting Maps** Where did the first major battle between the American and Japanese forces in the South Pacific take place?
- 2. Applying Geography Skills** Why do you think Americans adopted the policy of island-hopping?

amphibious tractor, or **amphtrac**, had been invented in the late 1930s to rescue people in Florida swamps. It had never been used in combat, and not until 1941 did the navy decide to buy 200 of them. Had more been available at Tarawa, the number of American casualties probably would have been much lower.

The assault on the next major objective—**Kwajalein Atoll in the Marshall Islands**—went much more smoothly. This time all of the troops went ashore in amphtracs. Although the Japanese resisted fiercely, the marines captured Kwajalein and nearby Eniwetok with far fewer casualties.

After the Marshall Islands, the navy targeted the Mariana Islands. American military planners wanted to use the Marianas as a base for a new heavy bomber, the B-29 Superfortress. The B-29 could fly farther than any other plane in the world. From airfields in the

Marianas, B-29s could bomb Japan. Admiral Nimitz decided to invade three of the Mariana Islands: Saipan, Tinian, and Guam. Despite strong Japanese resistance, American troops captured all three by August 1944. A few months later, B-29 bombers began bombing Japan.

MacArthur Returns to the Philippines As the forces under Admiral Nimitz hopped across the central Pacific, General MacArthur's troops began their own campaign in the southwest Pacific. The campaign began with the invasion of **Guadalcanal** in August 1942. It continued until early 1944, when MacArthur's troops finally captured enough islands to surround Rabaul, the main Japanese base in the region. In response the Japanese withdrew their ships and aircraft from the base, although they left 100,000 troops behind to hold the island.

Worried that the navy's advance across the central Pacific was leaving him behind, MacArthur ordered his forces to leap nearly 600 miles (966 km) past Rabaul to capture the Japanese base at Hollandia on

636 CHAPTER 20 America and World War II

EXTENDING THE CONTENT

Clare Boothe Luce Although women did not participate in combat during World War II, some were assigned to cover the fighting as journalists, broadcasters, or photographers. Before she became well-known as a member of Congress (1942–1946), ambassador, and playwright, Clare Boothe Luce (1903–1987) worked for *Life* magazine during World War II. She endured battle experiences ranging from bombing raids in Europe and the Pacific to arrest in Trinidad by British customs officials who were upset by her accurate article about poor military preparedness in Libya. As a result of her article, Luce's longtime friend Winston Churchill changed Great Britain's Middle Eastern military policy.

the north coast of New Guinea. Shortly after securing New Guinea, MacArthur’s troops seized the island of Morotai—the last stop before the Philippines.

1 To take back the Philippines, the United States assembled an enormous invasion force. In October 1944, more than 700 ships carrying over 160,000 troops sailed for Leyte Gulf in the Philippines. On October 20, the troops began to land on Leyte, an island on the eastern side of the Philippines. A few hours after the invasion began, MacArthur headed to the beach. Upon reaching the shore, he strode to a radio and spoke into the microphone: “People of the Philippines, I have returned. By the grace of Almighty God, our forces stand again on Philippine soil.”

To stop the American invasion, the Japanese sent four aircraft carriers toward the Philippines from the north and secretly dispatched another fleet to the west. Believing the Japanese carriers were leading the main attack, most of the American carriers protecting the invasion left Leyte Gulf and headed north to stop them. Seizing their chance, the Japanese warships to the west raced through the Philippine Islands into Leyte Gulf and ambushed the remaining American ships.

The Battle of Leyte Gulf was the largest naval battle in history. It was also the first time that the Japanese used **kamikaze** attacks. *Kamikaze* means “divine wind” in Japanese. It refers to the great storm that destroyed the Mongol fleet during its invasion of Japan in the thirteenth century. Kamikaze pilots would deliberately crash their planes into American ships, killing themselves but also inflicting severe damage. Luckily for the Americans, just as their situation was becoming



A Triumphant Return In October 1944, Douglas MacArthur fulfilled his promise and returned to the Philippines.

desperate, the Japanese commander, believing more American ships were on the way, ordered a retreat.

Although the Japanese fleet had retreated, the campaign to recapture the Philippines from the Japanese was long and grueling. Over 80,000 Japanese were killed; less than 1,000 surrendered. MacArthur’s troops did not capture Manila until March 1945. The battle left the city in ruins and over 100,000 Filipino civilians dead. The remaining Japanese retreated into the rugged terrain north of Manila, and they were still fighting when word came in August 1945 that Japan had surrendered.

2 **Reading Check** **Describing** What strategy did the United States Navy use to advance across the Pacific?

More About the Photo

Writing about his return to the Philippines, MacArthur said, “It took me only 30 or 40 strides to reach dry land, but that was one of the most meaningful walks I ever took.”

Reteach

Write the years 1941–1945 on the board. Have students list important events that occurred during these years and explain how they affected U.S. foreign and domestic policy. **US: 1C, 6B, 15B, 24B**

Enrich

In addition to the 6 major powers, over 50 other nations were at war during World War II. Some countries entered the war as early as 1939, while others did not make a commitment until 1945. Have students work in pairs to research the roles five other countries played in World War II. **US: 6B, 24A–D; ELA: Gr9/10/11: 13B, 13C**

Reading Check

Answer: They moved from island to island, advancing slowly toward Japan.

4 CLOSE

Ask students to discuss why they think it was so important for the Allies to recapture the Philippines. **US: 6B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

TAKS Practice

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define:** amphtrac, kamikaze.
2. **Identify:** Casablanca Conference, Operation Overlord, D-Day, Omar Bradley, Guadalcanal.
3. **Explain** why D-Day’s success was so vital to an Allied victory.

Reviewing Themes

4. **Geography and History** How did the geography of the Pacific affect American strategy?

Critical Thinking

5. **Analyzing** What made the invasion of Normandy so important?
6. **Organizing** Use a graphic organizer to explain the significance of each leader listed below.

Leader	Significance
Dwight Eisenhower	
George Patton	
George Marshall	
Omar Bradley	
Douglas MacArthur	

Analyzing Visuals

7. **Examining Photographs** Study the photograph on this page. What effect do you think MacArthur’s return had on Philippine morale?

Writing About History

8. **Expository Writing** Using library or Internet resources, find more information on one of the battles discussed in this section. Use the information to write a report detailing the importance of the battle. Share your report with the class.

SECTION 4 ASSESSMENT ANSWERS

1. Terms are in blue. **US: 25A**
2. Casablanca Conference (p. 632), Operation Overlord (p. 633), D-Day (p. 634), Omar Bradley (p. 634), Guadalcanal (p. 636)
3. It would force the Germans to fight on two fronts. **US: 6B**
4. Coral reefs around some of the atolls made landing craft hard to

maneuver. They began using amphtracs to land the soldiers. **US: 9B**

5. The Germans now had to fight a two-front war, which stretched their resources even further. The Soviet Union had promised help in defeating the Japanese once the Germans were defeated. **US: 6B, 24B**

6. Answers should match chapter content. **US: 6C, 25C**
7. Answers may vary. They welcomed him because they had been treated harshly by the Japanese.
8. Reports should include details that do not appear in the student text. **US: 24A, 25D**

Student Edition TEKS

US HISTORY: Page 636: 1A, 6B, 6C, 8B, 22B, 25A; Page 637: 1A, 6B, 6C, 24A, 24B, 24D, 25A, 25C, 25D

1 FOCUS

Have students consider the obstacles faced by an invading army. Ask: **What kinds of landing sites were the Allies looking for when they were planning to invade Europe in 1944?** (a sheltered coastline somewhere between Denmark and Portugal with flat, firm beaches and within range of fighter planes based in England) **US:** 6B, 9A, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

2 TEACH

Writing a Narrative Have students choose one of the groups that landed at Omaha Beach and describe their journey after reaching the beach. Include information about the distance and direction traveled, the geography traversed, and German defenses encountered. **L1 US:** 6B, 9A, 24A–D, 24G, 24H; **ELA:** Gr9/10/11: 1A, 1B

Practicing Map Skills Have students calculate the approximate distances Canadian, British, and U.S. troops traveled from England to France on D-Day. Have students use a table to report the starting point, distance traveled, landing site, and nationality of troops for each of the five beaches along the coast of Normandy. **L2 US:** 6B, 8A, 8B; **Gr9/10/11:** 4A–D, 4F



SLOW GOING

Allied planners had hoped that American forces landing at Omaha early on June 6, 1944, would advance 5 to 10 miles after 24 hours of fighting. Stiff German resistance, however, stopped the invaders cold on the beach. Progress inland was excruciatingly

slow and painful. The Americans reached their first-day objective (dotted blue line on map) only after more than two days of bloody fighting. Despite terrible losses, American forces successfully carried out one of the most crucial missions of the war.

EXTENDING THE CONTENT

Military Inventions For centuries French farmers had erected high banks of earth around every small field to fence in livestock and protect crops from coastal winds. These natural barriers, known as hedgerows, grew thick with the roots of shrubs and trees. Although Allied tanks could ride up over these hedgerows, they exposed their undersides to antitank fire. The enemy was able to attack the tanks at their most vulnerable point. A creative sergeant solved the problem by adding tusks to the fronts of the tanks. The tusks would get caught in the underbrush and hold the tank in place as the engine propelled it forward through the mound of dirt.

Nightmare at Omaha



The selection of a site for the largest amphibious landing in history was one of the biggest decisions of World War II. Allied planners considered coastlines from Denmark to Portugal in search of a sheltered location with flat, firm beaches and within range of friendly fighter planes based in England.

There had to be enough roads and paths to move jeeps and trucks off the beaches and to accommodate the hundreds of thousands of American, Canadian, and British troops set to stream ashore following the invasion. An airfield and a seaport that the Allies could use were also needed. Most important was a reasonable expectation of achieving the element of surprise.

Five beaches on the northern coast of Normandy, France, met all the criteria and were chosen as invasion sites. On D-Day the attack on four beaches—Utah in the west and Gold, Juno, and Sword in the east (inset, opposite page) went according to plan. But at Omaha Beach (map), between Utah and Gold, the landing of the U.S. 1st Infantry Division threatened to turn into what American general Omar Bradley feared was an “irreversible catastrophe.”

Surrounded at both ends by cliffs that rose wall-like from the sea, Omaha was only four miles long. It was the only sand beach in the area, however, and thus the only place for a landing. Unless the Allies were to leave a 20-mile gap between Utah



Troops crowd into a landing craft to head across the English Channel to Omaha Beach.

and Gold, they would have to come ashore at Omaha Beach.

To repel the Allies at the water's edge, the Germans built a fortress atop the cliffs at Pointe du Hoc overlooking Omaha from the west. They dug trenches and guns into the 150-foot bluffs lining the beach and along five ravines leading off it (see map).

Wading into the surf, the Americans advanced toward Omaha Beach, which had been divided into sectors with code names such as Dog Red and Easy Green. Many men were cut down as the doors of their landing craft opened. The survivors had to cross more than 300 yards across a tidal flat strewn with man-made obstacles. Winds and a current pushed landing craft into clumps as the men moved ashore. As a result, soldiers ran onto the beach in groups and became easy targets. Many died. Of the more than 9,000 Allied casualties on D-Day, Omaha accounted for about one-third.



Bandaged and shell-shocked, infantrymen from the American 1st Division wait to be evacuated after landing on Omaha Beach.

LEARNING FROM GEOGRAPHY

1. Why did the Allies choose Normandy as the site of the invasion?
2. Why was the landing at Omaha Beach so much more difficult than U.S. leaders expected?

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Creating a Model Organize students into small groups. Have each group create a model of the landing area. The model should include a legend, a scale, and a compass rose. Encourage students to be creative in showing the details of their model. **L2 ELL**
US: 6B, 8A, 8B, 24H; ELA: Gr9/10/11: 13C

Geography and History Activity 6

Name _____ Date _____ Class _____

GEOGRAPHY AND HISTORY ACTIVITY 6

D-Day: Utah Beach

TWO BEACHES

On June 6, 1944, on D-Day, Allied troops landed on five beaches in Normandy, France. The two beaches on which American troops landed were Omaha Beach and Utah Beach. These beaches differed in terrain and in the amount of German defenses in place. Landings at both were successful, but the invasion of Utah Beach was accomplished with fewer than 300 losses due in part to these differences. Furthermore, there was a surprising error in the landing on Utah Beach. The troops were

THE TERRAIN AT UTAH BEACH

Utah Beach is a nine-mile stretch on the eastern shore of the Cotentin Peninsula of France. (See Map 1.) It was the westernmost beach of the five Allied landing areas in the Normandy invasion. Utah is similar to many beaches along the eastern coast of the United States. At low tide, a gentle slope of yellow sand is visible for about 200 yards out to sea. The Germans planted obstacles in it to make an invasion from sea difficult.

3 ASSESS

Have students answer the Learning from Geography questions. **US: 25D**

4 CLOSE

Ask students to describe what might have happened had the casualties at Omaha Beach been even greater than they were. Ask students how they think their lives would be different if the invasion of France had been unsuccessful. **US: 6B, 8B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives at www.nationalgeographic.com.

Student Edition TEKS

US HISTORY: Page 638: 1A, 6B; Page 639: 1A, 6B, 9A

ANSWERS TO LEARNING FROM GEOGRAPHY

1. The Allies chose Normandy because it was a sheltered location with flat, firm beaches and was within range of friendly fighter planes based in England. There were roads or paths to lead jeeps, trucks, and troops off the beaches. There was an airfield and a seaport that could be used by the Allies. There was a reasonable expectation of achieving the

2. Winds and steady currents pushed landing craft into clumps as the men moved to shore. As groups of soldiers ran onto the beach they became easy targets for the Germans who had built strong defenses atop the cliffs overlooking Omaha Beach.

SECTION 5 The War Ends

1 FOCUS

Section Overview

This section describes the end of World War II, including the dropping of the atomic bomb.

BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

Daily Focus Skills Transparency 20–5

Unit 5 DAILY FOCUS SKILLS
Chapter 20 TRANSPARENCY 20-5

Analyzing Information

WAR CRIMES TRIALS

In 1945 the United States, Great Britain, France, and the Soviet Union created the International Military Tribunal to handle the punishment of German and Japanese leaders for their war crimes.

WAR CRIMES TRIALS

- At the first Nuremberg trial, 22 leaders of the German war effort were prosecuted.
- 12 were sentenced to death.
- 7 were sentenced to life in prison.
- 3 were acquitted.

IN TOKYO, JAPAN

- 25 Japanese leaders were prosecuted.
- 7 were sentenced to death.
- 16 were sentenced to life in prison.
- 2 were acquitted.

Directions: Answer the following questions based on the information at left.

Of the 47 officials tried, how many were given prison sentences?

F 3
G 7
H 10
J 25

Nuremberg courtroom in 1945–1946. Former Prime Minister Hideki Tojo is seen in the foreground.

Guide to Reading

Answers to Graphic:

The War Ends

- I. The Third Reich Collapses
 - A. The Battle of the Bulge
 - B. V-E Day: War Ends in Europe
- II. Japan Is Defeated
 - A. Uncommon Valor on Iwo Jima

Students should complete the outline by including all heads in the section.

Preteaching Vocabulary

Organize the class into eight groups. Assign each group one of the Key Terms and Names. Have each group prepare a brief presentation for its assigned term. **US: 25A**

Student Edition TEKS

ELA: Page 640: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Gr9: 7I; Gr10/11: 7H;
Page 641: Gr9/10/11: 6A, 10B, 19B, 20B

Guide to Reading

The Main Idea

The ferocious military campaigns of 1945 finally convinced the Axis powers to surrender and the Allies to set up organizations to prevent another global war.

Key Terms and Names

hedgerow, Battle of the Bulge, V-E Day, Harry S Truman, Curtis LeMay, napalm, Manhattan Project, V-J Day, United Nations, charter

1 Reading Strategy

Taking Notes As you read about the end of World War II and the organizations set up to maintain global peace, use the major headings of the section to create an outline similar to the one below.

The War Ends
I. The Third Reich Collapses
A.
B.
II.
A.
B.

Reading Objectives

- **Explain** the tactics the Allies used to invade Germany and to defeat Japan.
- **Outline** the reasons the Allies created the United Nations and held war crimes trials.

Section Theme

Groups and Institutions Allied leaders forged plans for an international organization to prevent future wars.

Preview of Events



★ An American Story ★



Jewish prisoners at a German concentration camp

In 1945 Captain Luther Fletcher entered the German concentration camp at Buchenwald with a group of Germans who were being forced to see what their country had done. In his diary Fletcher described what they witnessed:

“They saw blackened skeletons and skulls in the ovens of the crematorium. In the yard outside, they saw a heap of white human ashes and bones. . . . [The] dead were stripped of their clothing and lay naked, many stacked like cordwood waiting to be burned at the crematory. At one time 5,000 had been stacked on the vacant lot next to the crematory. . . . At headquarters of the SS troops who ran the place were lamp shades made from human skin. . . . Often, the guide said, the SS wished to make an example of someone in killing him. . . . They used what I call hay hooks, catching him under the chin and the other in the back of the neck. He hung in this manner until he died.”

—quoted in *World War II: From the Battle Front to the Home Front*

The Third Reich Collapses

Well before the war ended, President Roosevelt and other Allied leaders were aware that the Nazis were committing atrocities. In 1943 the Allies officially declared that they would punish the Nazis for their crimes after the war. Meanwhile, Roosevelt was convinced that the best way to put an end to the concentration camps was to destroy the Nazi regime. To do that, he believed the Allies had to dedicate their resources to breaking out of Normandy, liberating France, and conquering Germany.

SECTION RESOURCES

Reproducible Masters

- Reproducible Lesson Plan 20–5
- Daily Lecture and Discussion Notes 20–5
- Guided Reading Activity 20–5
- Section Quiz 20–5
- Reading Essentials and Study Guide 20–5

Transparencies

- Daily Focus Skills Transparency 20–5

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

2 TEACH

Daily Lecture and Discussion Notes 20–5

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Daily Lecture and Discussion Notes
Chapter 20, Section 5

Did You Know? The United Nations is headquartered in New York City. Since 1945, the UN membership has more than tripled. New members are mostly African and Asian countries that were formerly European colonies.

I. **The Third Reich Collapses** (pages 640–642)
A. President Roosevelt and other Allied leaders promised to punish the Nazis after the war. Roosevelt felt destroying the Nazi regime would put an end to the concentration camps.
B. **Hedgerows**, or dirt walls several feet thick and covered in shrubbery, were used by the Germans to defend their positions in Normandy, France. The battle of the hedgerows.

Although D-Day had been a success, it was only the beginning. Surrounding many fields in Normandy were **hedgerows**—dirt walls, several feet thick, covered in shrubbery. The hedgerows had been built to fence in cattle and crops, but they also enabled the Germans to fiercely defend their positions. The battle of the hedgerows ended on July 25, 1944, when 2,500 American bombers blew a hole in the German lines, enabling American tanks to race through the gap.

As the Allies broke out of Normandy, the French Resistance—French civilians who had secretly organized to resist the German occupation of their country—staged a rebellion in Paris. When the Allied forces liberated Paris on August 25, they found the streets filled with French citizens celebrating their victory. Three weeks later, American troops were within 20 miles (32 km) of the German border.

The Battle of the Bulge As the Allies closed in on Germany, Hitler decided to stage one last desperate offensive. His goal was to cut off Allied supplies coming through the port of Antwerp, Belgium. The attack began just before dawn on December 16, 1944. Six inches (15 cm) of snow covered the ground, and the weather was bitterly cold. Moving rapidly, the Germans caught the American defenders by surprise.

1 As the German troops raced west, their lines bulged outward, and the attack became known as the **Battle of the Bulge**.

Part of the German plan called for the capture of the town of Bastogne, where several important roads converged. If the Allies held Bastogne, it would greatly delay the German advance. American reinforcements raced to the town, arriving just ahead of the Germans. The Germans then surrounded the town and demanded that the Americans surrender. The American commander sent back a one-word reply: “Nuts!”

Shortly after the Germans surrounded the Americans, Eisenhower ordered General Patton to rescue them. Three days later, faster than anyone expected in the midst of a snowstorm, Patton’s troops slammed into the German lines. As the weather cleared, Allied aircraft began hitting German fuel depots. On Christmas Eve, out of fuel and weakened by heavy losses, the German troops driving toward Antwerp were forced to halt. Two days later, Patton’s troops broke through to Bastogne.

1 Although fighting continued for three weeks, the United States had won the Battle of the Bulge. On January 8, the Germans began to withdraw. They had suffered more than 100,000 casualties and lost many tanks and aircraft. They now had very little left to prevent the Allies from entering Germany.

V-E Day: The War Ends in Europe While American and British forces fought to liberate France, the Soviet Union began a massive attack on German troops in Russia. By the time the Battle of the Bulge ended, the Soviets had driven Hitler’s forces out of Russia and back across Poland. By February 1945, Soviet troops had reached the Oder River. They were only 35 miles (56 km) from Berlin.

As the Soviets crossed Germany’s eastern border, American forces attacked Germany’s western border. By the end of February 1945, American troops had fought their way to the Rhine River, Germany’s last major line of defense in the west. Then on March 7, American soldiers captured the heights above the town of Remagen. Gazing down at the town, platoon leader Emmet J. Burrows was amazed at what he saw. The Ludendorf Bridge across the Rhine was still intact. The Germans had not blown it up. The American troops raced across the bridge, driving

Picturing History

Soldiers and Friends The Americans and the Soviets join forces in a long-awaited meeting. The alliance is symbolized here by Lieutenants William D. Robertson of the U.S. First Army and Alexander Sylvashko of the First Ukrainian Army, in a meeting near Torgau on the Elbe River. **What was the Allied strategy during the closing days of the war?**



CHAPTER 20 America and World War II 641

Analyzing Information As a class discuss the troop movements of the Allies and the Axis during the Battle of the Bulge. Ask students to identify good and poor strategic moves related to the battle. Then ask students how the strategy used by each side affected the outcome of the battle. **L1 US: 6B, 24B; ELA: Gr9/10: 16E; Gr11: 15E**

Picturing History

Background: The American lieutenant stands on the left, and the Ukrainian soldier is on the right. They can be identified by their uniforms. The high, stiff-necked collar signifies a soldier in the Russian army.

Answer: The U.S. and British troops worked to liberate France, while the Soviet troops began a massive attack on German troops in Russia.

Ask: What does V-E stand for? (victory in Europe)

COOPERATIVE LEARNING ACTIVITY

Teaching Classmates Group students into home teams of four and assign each member of the team a number from 1 to 4. Divide the section up into four parts and number the parts. Have everyone with the number 1 meet to study and discuss part 1 of the section. Do the same for each of the other parts. Reunite the home teams and have each member of the team share his or her knowledge about this section. **US: 6B, 24A–D, 26A; ELA: Gr9: 7E–H; Gr9/10: 16E; Gr10/11: 7E–G; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

Student Edition TEKS

US HISTORY: Page 640: 1A, 1B, 19B, 24B, 25A, 25C; **Page 641:** 1A, 6B, 6C, 25A

CHAPTER 20

Section 5, 640–648

Guided Reading Activity 20–5

Name _____ Date _____ Class _____

★ Guided Reading Activity 20-5

DIRECTIONS: Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. **The Third Reich Collapses**
 - A. While American and British forces fought to liberate _____, the _____ began a massive attack on German troops in _____.
 - B. By the end of February 1945, American troops had fought their way to the _____, Germany's last major line of defense in the west.
 - C. On May 7, 1945, Germany surrendered _____, and the next day was proclaimed _____.
- II. **Japan Is Defeated**
 - A. So that the B-29 Superfortress bombers would have enough fuel for efficient bombing _____, Japan _____.

Interpreting a Quotation When Vice President Truman heard that Roosevelt had died, he said that he felt “like the moon, the stars, and all the planets have fallen on me.” Ask students to offer their interpretation of his words. **L1 US: 19B**

Making an Oral Presentation As a class, discuss the ideas of valor (courage) and identify some examples of people who have acted with valor. Organize students into pairs. Ask the pairs to identify a person who has displayed valor and have them work together to prepare an oral presentation describing the courage that person has shown. Ask each pair to present their example of courage to the class. **L2 US: 24B, 25C, 25D; ELA: Gr9/10: 16A–D; Gr11: 15A, 15B, 15D**

Use the rubric for an oral presentation, monologue, song, or skit on pages 67–68 in the *Performance Assessment Activities and Rubrics*.

✓ Reading Check

Answer: The Germans lost over 100,000 troops and most of their tanks and aircraft.



back the German defenders. By the end of the day, American tanks were across the Rhine. Hearing the news, General Bradley yelled, “Hot dog . . . this will bust them wide open.”

As German defenses crumbled, American troops raced east, closing to within 70 miles (113 km) of Berlin. On April 16, Soviet troops finally smashed through the German defenses on the Oder River. Five days later, they reached the outskirts of Berlin.

Deep in his Berlin bunker, Adolf Hitler knew the end was near. On April 30, 1945, he put a pistol in his mouth and pulled the trigger. His secretary, Martin Bormann, carried Hitler’s body outside, doused it in gasoline, and set it on fire. Before killing himself, Hitler chose Grand Admiral Karl Doenitz to be his successor. Doenitz tried to surrender to the

Americans and British while continuing to fight the Soviets, but Eisenhower insisted on unconditional surrender. On May 7, 1945, Germany surrendered unconditionally. The next day—May 8, 1945—was proclaimed V-E Day, for “Victory in Europe.”

- 1
- 2

✓ Reading Check Explaining Why was the Battle of the Bulge such a disastrous defeat for Germany?

Japan Is Defeated

Unfortunately, President Roosevelt did not live to see the defeat of Germany. On April 12, 1945, while vacationing in Warm Springs, Georgia, he suffered a stroke and died. His vice president, **Harry S Truman**, became president during this difficult time.

MEETING SPECIAL NEEDS

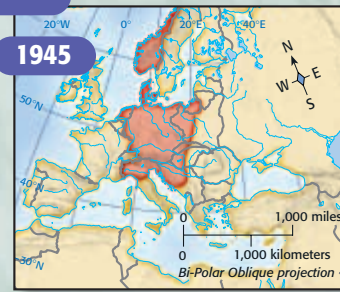
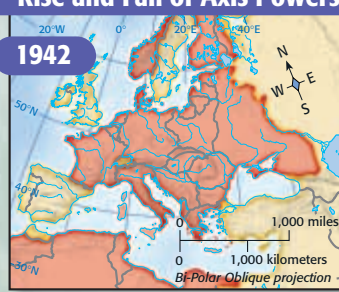
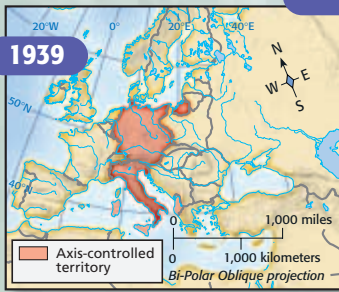
Visual/Spatial There are several feature films on World War II. Students might get a flavor of the period from any of the following films: *The Bridge on the River Kwai* (1957), *A Bridge Too Far* (1977), *Guns of Navarone* (1961), *Saving Private Ryan* (1998), *Summer of My German Soldier* (1978), and *They Were Expendable* (1945). Have students prepare a two- to three-minute critique of the movie they watched. **L1 ELA: Gr9/10/11: 19B, 20B**

Refer to *Inclusion for the High School Social Studies Classroom Strategies and Activities* in the TCR.

Student Edition TEKS

ELA: Page 642: Gr9/10/11: 8B, 10B; **Page 643:** Gr9/10/11: 8B, 19B, 20B

Rise and Fall of Axis Powers



Axis Expansion The Axis powers included Germany, Italy, Austria, and the Sudetenland.

Axis Control At their height, the Axis controlled almost all of Europe and North Africa.

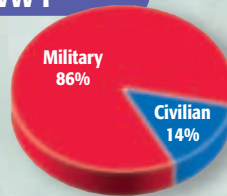
Axis Collapse The Allies invaded Germany from the east and the west.

Military and Civilian Deaths in World War II

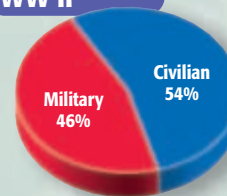
Country	Military Deaths	Civilian Deaths
USSR	13,600,000	7,700,000
Germany	3,250,000	3,810,000
Japan	1,506,000	300,000
China	1,324,000	10,000,000
Poland	850,000	6,000,000
United States	405,000	2,000
Great Britain	326,000	62,000
Italy	295,000	93,000
France	210,700	173,300

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

WW I



WW II



War Casualties World War II took more lives than any other war in history. More civilians than soldiers died in the war.



Geography Skills

1. **Interpreting Maps** Which European countries remained neutral during the war?
2. **Applying Geography Skills** How did the Soviet Union receive supplies during the war?

The next day, Truman told reporters: “Boys, if you ever pray, pray for me now. . . . When they told me yesterday what had happened, I felt like the moon, the stars, and all the planets had fallen on me.” Despite feeling overwhelmed, Truman began at once to make decisions about the war. Although Germany surrendered a few weeks later, the war with Japan continued to intensify, and Truman was forced to make some of the most difficult decisions of the war during his first six months in office.

Uncommon Valor on Iwo Jima On November 24, 1944, bombs fell on Tokyo for the first time since the 1942 Doolittle raid. Above the city flew 80 B-29

Superfortress bombers that had traveled over 1,500 miles (2,414 km) from new American bases in the Mariana Islands.

At first the B-29s did little damage because they kept missing their targets. Japan was simply too far away: By the time the B-29s reached Japan, they did not have enough fuel left to fix their navigational errors or to adjust for high winds. The solution was to capture an island closer to Japan, where the B-29s could refuel. After studying the problem, American military planners decided to invade **Iwo Jima**.

Iwo Jima was perfectly located, roughly halfway between the Marianas and Japan, but its geography



Geography Skills

Background: Stalin had originally cooperated with Hitler. Churchill and Roosevelt delayed an attack in Europe, forcing the Soviets to face the Germans alone. This increased the Soviets’ losses and weakened them as a postwar power.

Answers:

1. Ireland, Portugal, Spain, Sweden, Switzerland, and Turkey
2. They received supplies across the Atlantic, around the Scandinavian Peninsula, and across the Arctic Circle, through Iran and across the Caspian Sea.

Geography Skills Practice

Ask: Which countries had the highest number of military and civilian deaths during World War II? (military: USSR; civilian: China)



CURRICULUM CONNECTION

Music After announcing the death of President Franklin D. Roosevelt from a cerebral hemorrhage, the NBC Radio Network played Samuel Barber’s *Adagio for Strings*. Since that time, this sad, serene piece of music has been linked to occasions of public mourning. It has been used as a lament in hundreds of funerals and memorials all over the world.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Mathematics Have students add the total number of military and civilian deaths displayed on the charts on page 643. Then have students determine the percentages of military and civilian deaths for each country. Next have students create a third column for the table adding the number of civilian and military deaths for each country. Have them total the new column and again find the percentages. Have students refer to their percentages as you ask several questions about them. For example, what percentage of total civilian deaths did Poland experience? (21.3%) **L2 US: 25D; ELA: Gr9/10/11: 7D**



Student Edition TEKS

US HISTORY: Page 642: 1A, 6B, 6C, 19B; Page 643: 1A, 8B, 19B, 24H

CHAPTER 20

Section 5, 640–648

Expressing an Opinion Tell students that the firebombing of Japan has long been controversial because so many civilians were killed. Have students discuss their ideas about the lengths a military campaign should take to ensure that the fewest number of civilians are killed. Encourage students to express their opinions and explain their reasoning.

L2 US: 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

Picturing History

Background: The monument based on this famous photo pays tribute to the nearly 7,000 Americans who gave their lives in the battle of Iwo Jima. The monument was sculpted by Felix W. de Weldon over a nine-year period. The sculptor made plaster casts of the faces of the three members of the flag raisers who survived World War II. The other three figures were created from photos. The monument stands near Arlington National Cemetery in the nation's capital.

Answer: They boosted American morale because they saw the American forces gaining ground and winning victories.

Ask: **What do you think Nimitz meant by his quote?** (He meant that doing the heroic was commonplace among the soldiers who landed on Iwo Jima.)

FYI

In addition to the Los Alamos facility in New Mexico, two other facilities were constructed for the Manhattan Project. A facility in Oak Ridge, Tennessee, was built to separate uranium 235 from uranium 238, the more common form. Nuclear reactors used to produce plutonium were built in Hanford, Washington.

Student Edition TEKS

ELA: Page 644: Gr9/10/11: 6A, 8B;
Page 645: Gr9/10/11: 6A, 19B, 20B

1 was formidable. At its southern tip was Mount Suribachi, a dormant volcano. The terrain was rugged, with rocky cliffs, jagged ravines, and dozens of caves. Volcanic ash covered the ground. Even worse, the Japanese had built a vast network of caves and concrete bunkers connected by miles of tunnels.

2 On February 19, 1945, 60,000 U.S. Marines landed on Iwo Jima. As the troops leapt from the amphibtracs, they sank up to their ankles in the soft ash. Meanwhile, Japanese artillery began to pound the invaders. Robert Sherrod, who had been on Tarawa, was shocked: “[The marines] died with the greatest possible violence. Nowhere in the Pacific have I seen such badly mangled bodies. Many were cut squarely in half. Legs and arms lay 50 feet (15 m) away from any body.”

Inch by inch, the marines crawled inland, using flamethrowers and explosives to attack the Japanese bunkers. More than 6,800 marines were killed before the island was captured. Admiral Nimitz later wrote that on Iwo Jima, “uncommon valor was a common virtue.”

Firebombing Devastates Japan While American engineers prepared airfields on Iwo Jima, General Curtis LeMay, commander of the B-29s based in the Marianas, decided to change strategy. To help the B-29s hit their targets, he ordered them to drop bombs filled with **napalm**—a kind of a jellied gasoline. The bombs were designed not only to explode but also to start fires. Even if the B-29s missed their targets, the fires they started would spread to the intended targets.

The use of firebombs was very controversial because the fires would also kill civilians; however, LeMay could think of no other way to destroy Japan's war production quickly. Loaded with firebombs, B-29s attacked Tokyo on March 9, 1945. As strong winds fanned the flames, the firestorm grew so intense that it sucked the oxygen out of the air, asphyxiating thousands. As one survivor later recalled:

“The fires were incredible . . . with flames leaping hundreds of feet into the air. . . . Many people were gasping for breath. With every passing moment the air became more foul . . . the noise was a continuing crashing roar. . . . Fire-winds filled with burning particles rushed up and down the streets. I watched people . . . running for their lives. . . . The flames raced after them like living things, striking them down. . . . Wherever I turned my eyes, I saw people . . . seeking air to breathe.”

—quoted in *New History of World War II*

“uncommon valor
was a common
virtue”

—Admiral Chester W. Nimitz



Picturing History

Planting the Flag Photographer Joe Rosenthal won the Pulitzer Prize for this photo of five marines and a navy medical corpsman raising the flag on Iwo Jima. **How do you think photographs such as this one affected American morale? Why?**

CRITICAL THINKING ACTIVITY

Synthesizing After students read the “Different Viewpoints” that appears on pages 646–647, ask them to formulate a series of questions that they would like to ask Gar Alperovitz in order to get a better understanding of his position. (Students' answers will vary; examples of appropriate questions include: How close were the Soviets to invading Japan? What was the likelihood of a successful invasion? How many lives would have been lost in an invasion? What changes in the terms of surrender would you suggest to make surrender more acceptable to Japan?) **L2 US:** 6B, 9A, 24B; **ELA:** Gr9/10/11: 13B, 13C

The Tokyo firebombing killed over 80,000 people and destroyed more than 250,000 buildings. By the end of June 1945, Japan's six most important industrial cities had been firebombed, destroying almost half of their total urban area. By the end of the war, the B-29s had firebombed 67 Japanese cities.

The Invasion of Okinawa Despite the massive damage the firebombing caused, there were few signs in the spring of 1945 that Japan was ready to quit. Many American officials believed the Japanese would not surrender until Japan had been invaded. To prepare for the invasion, the United States needed a base near Japan to stockpile supplies and build up troops. Iwo Jima was small and still too far away. After much discussion, military planners chose Okinawa—only 350 miles (563 km) from Japan.

- American troops landed on Okinawa on April 1, 1945. Instead of defending the beaches, the Japanese troops took up positions in the island's rugged mountains. To dig the Japanese out of their caves and bunkers, the Americans had to fight their way up steep slopes against constant machine gun and artillery fire. More than 12,000 American soldiers, sailors, and marines died during the fighting, but by June 22, 1945, Okinawa had finally been captured.

The Terms for Surrender Shortly after the United States captured Okinawa, the Japanese emperor urged his government to find a way to end the war. The biggest problem was the American demand for unconditional surrender. Many Japanese leaders were willing to surrender but on one condition—the emperor had to stay in power.

American officials knew that the fate of the emperor was the most important issue for the Japanese. Most Americans, however, blamed the emperor for the war and wanted him removed from power. President Truman was reluctant to go against public opinion. Furthermore, he knew the United States was almost ready to test a new weapon that might force Japan to surrender without any conditions. The new weapon was the atomic bomb.

The Manhattan Project In 1938 Leo Szilard, one of the world's top physicists, learned that German scientists had split the uranium atom. Szilard had been the first scientist to suggest that splitting the atom might release enormous energy. Worried that the Nazis were working on an atomic bomb, Szilard convinced the world's best-known physicist, Albert



Picturing History

Ship Attacks Kamikaze attacks intensified in 1945, hitting the USS *Bunker Hill* and many other American ships. **Why do you think these Japanese kamikaze pilots were willing to fly suicide missions?**

Einstein, to sign a letter Szilard had drafted and send it to President Roosevelt. In the letter Einstein warned that by using uranium, "extremely powerful bombs of a new type may . . . be constructed."

Roosevelt responded by setting up a scientific committee to study the issue. The committee remained skeptical until 1941, when they met with British scientists who were already working on an atomic bomb. The British research so impressed the Americans that they convinced Roosevelt to begin a program to build an atomic bomb.

The American program to build an atomic bomb was code-named the **Manhattan Project** and was headed by General Leslie R. Groves. The project's first breakthrough came in 1942, when Szilard and Enrico Fermi, another physicist, built the world's first nuclear reactor at the University of Chicago. Groves organized a team of engineers and scientists to build an atomic bomb at a secret laboratory in Los Alamos, New Mexico. J. Robert Oppenheimer led the team. On July 16, 1945, they detonated the world's first atomic bomb near Alamogordo, New Mexico.

- The Decision to Drop the Bomb** Even before the bomb was tested, American officials began to debate how to use it. Admiral William Leahy, chairman of the Joint Chiefs of Staff, opposed using the bomb because

Picturing History

Background: The inset photo captures a kamikaze attack. During the invasion of Okinawa, kamikazes scored hundreds of hits on United States naval vessels.

Answer: They were willing to die for the emperor, and the empire would see them as heroes.

Ask: **What were the terms that Japan wanted to surrender?** (They wanted the emperor to stay in power.)



Different Results The effects of a nuclear explosion depend on the size of the bomb, weather conditions, terrain, and the point of the explosion in relationship to the earth's surface. Two different types of bombs were dropped on Hiroshima and Nagasaki. The one dropped on Hiroshima was smaller. However, more people were killed in Hiroshima due to the city's flat terrain.

History and the Humanities

- American Music: Hits Through History: "Comin' In on a Wing and a Prayer," "Blue Moon of Kentucky," "Take the A Train," "Hard Day Blues"
- American Music: Cultural Traditions: "Jersey Bounce," "It's Mighty Dark to Travel"

EXTENDING THE CONTENT

Japanese Surrender On September 2, 1945, as U.S. bombers flew above, the Japanese formally surrendered to the Allies in a ceremony aboard the battleship U.S.S. *Missouri* in Tokyo Bay. General Douglas MacArthur signed for the Allies, and Mamoru Shigemitsu signed for the Japanese.

Student Edition TEKS

US HISTORY: Page 644: 1A, 6B, 6C, 24G, 25A; Page 645: 1A, 6B, 22B, 24G, 25A

CHAPTER 20

Section 5, 640–648

Analyzing a Course of Action

Ask: If a decision or action solves an immediate problem, how heavily should future effects of the action be weighed? Have students give examples from their own experience to demonstrate their thinking. **L2 US:** 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

3 ASSESS

Assign Section 5 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 20–5

Name _____ Date _____ Class _____

Study Guide

Chapter 20, Section 5
For use with textbook pages 640–648

THE WAR ENDS

KEY TERMS AND NAMES

hedgerow dirt wall, several feet thick and covered with shrubbery (page 641)

Battle of the Bulge German attack on Allied forces in Antwerp, Belgium (page 641)

VE Day May 8, 1945, "Victory in Europe" day; the day after Germany surrendered (page 642)

Harry S. Truman the vice president who became president after Franklin Roosevelt's death (page 642)

Curtis LeMay commander of the B-29s based in the Mariana Islands (page 644)

napalm a kind of jellied gasoline (page 644)

Manhattan Project the code name for the program to build an atomic bomb (page 645)

Section Quiz 20–5

Name _____ Date _____ Class _____

Chapter 20 Score _____

Section Quiz 20-5

DIRECTIONS: Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. code-name for the American program to build an atomic bomb	A. VE Day
2. where the International Military Tribunal tried German leaders suspected of committing war crimes	B. hedgerows
3. dirt walls, several feet thick, that were covered in shrubbery and surrounded many fields in Normandy	C. Manhattan Project
4. the day after the unconditional surrender by Germany on May 7, 1945	D. "Little Boy"
5. code-name for the atomic bomb dropped on Hiroshima	E. Nuremberg

Student Edition TEKS

ELA: Page 646: Gr9/10/11: 8B;
Page 647: Gr9/10/11: 6A, 8B, 10B

1 He killed civilians indiscriminately. He believed that an economic blockade and conventional bombing would convince Japan to surrender. Secretary of War Henry Stimson wanted to warn the Japanese about the bomb while at the same time telling them that they could keep the emperor if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb without any warning to shock Japan into surrendering.

1 President Truman later wrote that he "regarded the bomb as a military weapon and never had any doubts that it should be used." His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to save American lives.

The Allies threatened Japan with "prompt and utter destruction" if the nation did not surrender unconditionally, but the Japanese did not reply. Truman then ordered the military to drop the bomb.

1 On August 6, 1945, a B-29 bomber named the *Enola Gay* dropped an atomic bomb, code-named "Little

1 Boy," on Hiroshima, an important industrial city. The bomb was dropped at 8:15 A.M. Forty-three seconds later, it exploded. Heat, radiation, and an enormous shock wave slammed into Hiroshima.

The bomb destroyed 76,000 buildings—about 63 percent of the city. Somewhere between 80,000 and 120,000 people died instantly, and thousands more died later from burns and radiation sickness. Everywhere, as witness Nozaki Kiyoshi recalled, were "horrific scenes":

“The center of the city was still burning bright red, like live charcoal. Roof tiles were popping. We passed numerous war dead who had been carbonized. . . . We found five or six half-burned roofless streetcars. Inside were piles of corpses smoldering under white smoke. . . . A young mother lay face down, her baby tucked under her breast. They looked more like pink wax dolls than human beings.”

—quoted in *Senso: The Japanese Remember the Pacific War*

Different Viewpoints

Dropping the Atomic Bomb: Was It the Right Decision?

More than half a century later, people continue to debate what some historians have called the most important event of the twentieth century—President Truman's order to drop the atomic bomb on Japan. Did his momentous decision shorten the war and save lives on both sides, or was it prompted by Truman's fear that the Soviet Union, poised to invade, would gain control of Japan after the war?

A historian opposes Truman's decision:

Historian Gar Alperovitz maintains that Truman possessed alternatives to the atomic bomb but chose to use the weapon in order to force Japan's surrender before the Soviet Union could mount an invasion and subsequently occupy Japanese territory.

"Quite simply, it is not true that the atomic bomb was used because it was the only way to save the 'hundreds of thousands' or 'millions' of lives as was subsequently claimed. The readily available options were to modify the surrender terms and/or await the shock of the Russian attack.

Perhaps it is here, most poignantly, that we confront our own reluctance to ask the difficult questions—for even if one were to accept the most inflated estimates of lives saved by the atomic bomb, the fact remains that it was an act of violent destruction aimed at large concentrations of noncombatants."

—quoted in *The Decision to Use the Atomic Bomb, and the Architecture of an American Myth*

Hiroshima in the aftermath of the atomic bomb



COOPERATIVE LEARNING ACTIVITY

Creating Graphs Organize students into groups of three or four. Have each group research the number of military deaths that occurred during World War II. Ask each group to prepare two circle graphs, one showing the Allied losses and one showing the Axis losses. Each piece of the circles should represent the losses suffered by each of the major countries on the two sides. Encourage groups to label the graphs clearly. **US:** 8B, 24B, 24H; **ELA:** Gr9/10/11: 4D

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

The bombing stunned the Japanese. Three days later, on August 9, the Soviet Union declared war on Japan. Later that same day, the United States dropped another atomic bomb, code-named “Fat Man,” on the city of Nagasaki, killing between 35,000 and 74,000 people.

1 Faced with such massive destruction and the shock of the Soviets joining the war, the Japanese emperor ordered his government to surrender. On August 15, 1945—**V-J Day**—Japan surrendered. On the other side of the world, Americans celebrated. For American soldiers the news was especially good. As one veteran recalled: “We would not be obliged to run up the beaches near Tokyo assault firing while being mortared and shelled. For all the fake manliness of our facades, we cried with relief and joy. We were going to live. We were going to grow up to adulthood after all.” The long war was finally over.

2 **Reading Check Analyzing** What arguments did Truman consider when deciding whether to use the atomic bomb?

A historian defends Truman’s decision:

Historian Herbert Feis argues that Truman’s desire to avoid an invasion of Japan, thus saving thousands of lives on both sides, motivated his decision to drop the bomb. “Our right, legal and historical, to use the bomb may thus well be defended; but those who made the decision to use it were not much concerned over these considerations, taking them for granted. Their thoughts about its employment were governed by one reason which was deemed imperative: that by using the bomb, the agony of war might be ended more quickly. The primary and sustaining aim from the start of the great exertion to make the bomb was military, and the impelling reason for the decision to use it was military—to end the war victoriously as soon as possible.”

—quoted in *Japan Subdued: The Atomic Bomb and the End of the War in the Pacific*

Learning From History

1. Which of the above interpretations do you think is the most valid? Why?
2. Using the Internet or other resources, find an account of the bombing from the point of a Japanese citizen. How does it differ from the accounts above, and why?

Fact Fiction Folklore

Family Sacrifices Millions of American homes proudly displayed banners such as these during the war. The blue star on the flag indicated that a family member was serving in the military. A gold star proclaimed that an individual had been killed. Many homes displayed banners with several stars, indicating the family had sent many members off to war.



Building a New World

Well before the war ended, President Roosevelt had begun to think about what the world would be like after the war. The president had wanted to ensure that war would never again engulf the world.

Creating the United Nations President Roosevelt believed that a new international political organization could prevent another world war. In 1944, at the Dumbarton Oaks Estate in Washington, D.C., delegates from 39 countries met to discuss the new organization, which was to be called the **United Nations (UN)**.

The delegates at the conference agreed that the UN would have a General Assembly, where every member nation in the world would have one vote. The UN would also have a Security Council with 11 members. Five countries would be permanent members of the Security Council: Britain, France, China, the Soviet Union, and the United States—the five big powers that had led the fight against the Axis. These five permanent members would each have veto power.

On April 25, 1945, representatives from 50 countries came to San Francisco to officially organize the United Nations and design its **charter**, or constitution. The General Assembly was given the power to vote on resolutions, to choose the non-permanent members of the Security Council, and to vote on the UN budget. The Security Council was responsible for international peace and security. It could investigate any international problem and propose settlements to countries that had disputes with each other. It could also take action to preserve the peace, including asking its members to use military force to uphold a UN resolution.

Reading Check

Answer: the potentially massive casualties involved in a ground invasion of Japan and his duty to save American lives

Fact Fiction Folklore

It is not uncommon for Americans to display symbols to signify their support for family and friends who serve in the military. Point out that during the Persian Gulf War in 1991, many Americans tied yellow ribbons on trees and poles to show their support for the American troops.

Different Viewpoints

Organize the students into small groups to research Truman’s decision to use the atomic bomb. Ask them to debate the following: Truman’s decision to drop the atomic bomb was or was not morally and ethically justified.

Answers:

1. Answers will vary but should focus on the use of evidence and potential bias.
2. Answers will vary but should include details from the selected narrative.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government Organize the class into small groups. Assign each group one of the following topics related to the United Nations: how it is funded, what it has accomplished, what types of humanitarian aid it provides, what influence it has today, and how the leader is chosen. Have each group prepare an oral presentation of their findings. Encourage groups to use charts, pictures, tables, and other visual aids during their presentations. **L2 US:** 8B, 24A–D, 25A–D; **ELA:** G9/10/11: 4A–D, 13B, 13C

Student Edition TEKS

US HISTORY: Page 646: 1A, 6B; Page 647: 1A, 6B, 24A, 24B, 24G

CHAPTER 20

Section 5, 640–648

Picturing History

Background: The fiftieth anniversary of V-J Day prompted a nationwide search for the two people pictured but without a conclusive result.

Answer: It captured the joy of the war's end.

Reteach

Have students select a significant date mentioned in this section to write a newspaper headline for the day. **US:** 6B, 24B, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B, 7D

Enrich

Read students the following quotation by President Truman announcing the use of the atomic bomb: “[The Japanese] may expect a rain from the air, the like of which has never been seen on this earth.” Ask them to discuss the ways in which the atomic bomb altered international politics. **US:** 6B, 24B

Reading Check

Answer: a General Assembly of all member nations and an 11-member Security Council with 5 permanent members, each of whom has veto power over UN actions

4 CLOSE

Ask students if they think the Allies would have indicted Adolf Hitler had he not committed suicide. Also ask if they think that an indictment of Hitler would have influenced the Allied decision about indicting Emperor Hirohito. **US:** 6B, 24B

Student Edition TEKS

ELA: Page 648: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C, 19B, 20B; Gr9: 7I; Gr10/11: 7H; Page 649: Gr9/10/11: 6A, 7A, 7B, 8A–C



Picturing History

V-J Day Photographer Alfred Eisenstaedt captured this image in Times Square during the victory celebration on V-J Day. No one knows the identities of the sailor and the nurse in the photo. **Why did this photograph become so famous?**

Putting the Enemy on Trial Although the Allies had declared their intention to punish German and Japanese leaders for their war crimes, they did not work out the details until the summer of 1945. In early August, the United States, Britain, France, and the Soviet Union created the **International Military**

Tribunal (IMT). At the **Nuremberg trials** in Nuremberg, Germany, the IMT tried German leaders suspected of committing war crimes.

Twenty-two leaders of Nazi Germany were prosecuted at Nuremberg. Three were acquitted and another seven were given prison sentences. The remaining 12 were sentenced to death by hanging. Trials of lower-ranking government officials and military officers continued until April 1949. Those trials led to the execution of 24 more German leaders. Another 107 were given prison sentences.

Similar trials were held in Tokyo for the leaders of wartime Japan. The IMT for the Far East charged 25 Japanese leaders with a variety of war crimes. Significantly, the Allies did not indict the Japanese emperor. They feared that any attempt to put him on trial would lead to an uprising by the Japanese people. Eighteen Japanese defendants were sentenced to prison. The rest were sentenced to death by hanging.

The war crimes trials punished many of the people responsible for World War II and the Holocaust, but they were also part of the American plan for building a better world. As Robert Jackson, chief counsel for the United States at Nuremberg, observed in his opening statement to the court: “The wrongs 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.”

Reading Check **Describing** How is the United Nations organized?

TAKS Practice

SECTION 5 ASSESSMENT

Checking for Understanding

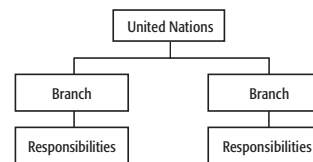
- Define:** hedgerow, napalm, charter.
- Identify:** Battle of the Bulge, V-E Day, Harry S Truman, Curtis LeMay, Manhattan Project, V-J Day, United Nations.
- List** the major campaigns on the European and Pacific fronts in 1945.
- Explain** how the United States developed the atomic bomb.
- Describe** the war crimes trials.

Reviewing Themes

- Continuity and Change** Why do you think the goal of world peace has yet to be achieved?

Critical Thinking

- Analyzing** If you had been an adviser to President Truman, what advice would you have given him about dropping the atomic bomb? Give reasons why you would have given this advice.
- Categorizing** Using a graphic organizer like the one below, fill in the structure of the United Nations.



Analyzing Visuals

- Examining Photographs** Study the photograph on page 646 of Hiroshima after the atomic bomb was dropped. What effect do you think this photograph may have had on the American public? Why?

Writing About History

- Descriptive Writing** Imagine you are on the staff of the International Military Tribunal in Nuremberg after the war. Write a letter to a family member in the United States explaining why the tribunal is conducting trials and what you hope the trials will accomplish.

SECTION 5 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Battle of the Bulge (p. 641), V-E Day (p. 642), Harry S Truman (p. 642), Curtis LeMay (p. 644), Manhattan Project (p. 645), V-J Day (p. 647), United Nations (p. 647) **US:** 6C
- Battle of the Bulge, Iwo Jima, Okinawa **US:** 6B
- secretly in New Mexico **US:** 22B
- 3 Nazis acquitted, 7 imprisoned, 12 executed; 18 Japanese imprisoned, 7 executed
- Answers will vary. **US:** 24G
- Answers will vary but should be defensible. **US:** 24B, 24G
- General Assembly: voting body; Security Council: international security **US:** 24B, 25C
- Answers will vary. Many would have been shocked by the devastation. **US:** 24G
- Students' letters should include a description of what the tribunal will accomplish. **US:** 25D

American LITERATURE



Jeanne Wakatsuki Houston was born in Inglewood, California. In 1942, when she was seven years old, her family was uprooted from their home and sent to live at the Manzanar internment camp in California. The detainees had committed no crimes. They were detained simply because of their heritage.

Farewell to Manzanar is the story of the Wakatsuki family's attempt to survive the indignities of forced detention and living behind barbed wire in the United States.

Read to Discover

How does Jeanne Wakatsuki Houston describe the internment camp that is to be her new home? What does her description remind you of?

Reader's Dictionary

barracks: plain and barren lodgings usually used to house soldiers

milling: wandering

savory: seasoned with spices

from Farewell to Manzanar

by Jeanne Wakatsuki Houston and James D. Houston

The following excerpt describes Jeanne Wakatsuki's first impressions as she and her family arrived at the internment camp.

We drove past a barbed-wire fence, through a gate, and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks, and beyond them . . . rows of barracks that seemed to spread for miles across the plain. People were sitting on carts or milling around . . . waiting to see which friends or relatives might be on this bus. . . .

We had pulled up just in time for dinner. The mess halls weren't completed yet. . . . They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been cooked too long, and on top of the rice a serving of canned apricots. The caucasian servers were thinking that the fruit poured over rice would make a dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. . . .

After dinner we were taken to Block 16, a cluster of fifteen barracks. . . . The shacks were built of one thickness of pine planking covered with tarpaper. . . . We were assigned two of these for the twelve



people in our family group; and our official family "number" was enlarged by three digits—16 plus the number of this barracks. We were issued steel army cots, two brown army blankets, each, and some mattress covers, which my brothers stuffed with straw.

Analyzing Literature

- 1. Recall and Interpret** How did the food served at the camp show a lack of understanding of Japanese culture?
- 2. Evaluate and Connect** Why do you think the families in the camps were assigned numbers?

Interdisciplinary Activity

Art and Architecture Draw plans for a community memorial for remembering Japanese Americans who were treated unfairly during World War II.

Answers to Analyzing Literature

1. Students' answers will vary depending on their understanding of Japanese culture. Answers should mention that rice is never eaten with sweet foods.
2. Students' answers will vary. Camp officials likely chose to use numbers because they found Japanese names difficult to spell and pronounce.

Interdisciplinary Activity

The plans for the memorial should show details including the size and shape of the memorial. The plans should emphasize how community members might interact with the memorial.



Block Schedule

Team Teaching This selection from *Farewell to Manzanar* can be presented in a team teaching context, in conjunction with English or Language Arts.

Read to Discover

Answer: The barracks are crudely built and unfinished. Students may see a parallel between these camps and the Nazi camps built in Europe.

Reinforcing Vocabulary

Ask students to use each of the terms in a sentence that is not related to the reading.

Historical Connection

In 1983 the Commission of Wartime Relocation and Internment of Civilians reported in *Personal Justice Denied* that there was no military necessity for internment.

Portfolio Writing Activity

Ask students to interview an older family member, neighbor, or friend. Ask them to describe how the most important historical event of his or her lifetime affected them. Write the results of the interview in a question-and-answer format.

HISTORY Online



Refer to tx.tarvol2.glencoe.com for additional Glencoe Literature titles, lesson plans, and study guides related to this unit.

Student Edition TEKS

US HISTORY: Page 648: 1A, 6B, 6C, 22B, 24B, 24G, 25A, 25C, 25D;
Page 649: 1A, 20A, 25A, 25D

GLENCoe
TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 20 content.



Available in VHS

Reviewing Key Terms

Students' answers will vary. The pages where the words appear in the text appear below.

1. **cost-plus** (p. 613); 2. **Liberty ship** (p. 614); 3. **disfranchise** (p. 616); 4. **periphery** (p. 621); 5. **convoy system** (p. 622); 6. **Sunbelt** (p. 627); 7. **rationing** (p. 629); 8. **victory garden** (p. 630); 9. **amphtrac** (p. 636); 10. **kamikaze** (p. 637); 11. **hedgerow** (p. 641); 12. **napalm** (p. 644); 13. **charter** (p. 647); **US: 25A, 25B; ELA: Gr9/10/11: 6A**

Reviewing Key Facts

14. Selective Service and Training Act (p. 615), Chester Nimitz (p. 618), Douglas MacArthur (p. 619), George Patton (p. 622), E bond (p. 630), Casablanca Conference (p. 632), D-Day (p. 634), Manhattan Project (p. 645), United Nations (p. 647) **US: 6C**
15. It was a campaign to enlist support in the African American community for the war effort. Double V stood for double victory—victory over Hitler's racism and victory over racism in the United States.
16. 15 million Americans moved during the war, usually for work opportunities; some moved to the Northeast, but most moved to the Sunbelt. **US: 10A**
17. Women and African Americans were able to get jobs not normally available to them. The gains were short lived. **US: 14A, 21A, 21D**
18. It boosted America's morale by striking on Japanese soil. **US: 6B**
19. They used rationing, encouraged victory gardens, and controlled wages and prices. **US: 14A, 15B**

CHAPTER
20 ASSESSMENT and ACTIVITIES

Reviewing Key Terms

On a sheet of paper, use each of these terms in a sentence.

- | | | |
|-------------------------|--------------------------|---------------------|
| 1. cost-plus | 6. Sunbelt | 11. hedgerow |
| 2. Liberty ship | 7. rationing | 12. napalm |
| 3. disfranchise | 8. victory garden | 13. charter |
| 4. periphery | 9. amphtrac | |
| 5. convoy system | 10. kamikaze | |

Reviewing Key Facts

14. **Identify:** Selective Service and Training Act, Chester Nimitz, Douglas MacArthur, George Patton, E bond, Casablanca Conference, D-Day, Manhattan Project, United Nations.
15. What was the "Double V" campaign?
16. How did the war change patterns of population movement and settlement in the United States?
17. How did the war effort change employment opportunities for women and African Americans?
18. Why was the Doolittle raid so important to Americans?
19. How did the American government ensure that there were enough necessities to supply the war effort?
20. Why did the United States adopt a policy of island-hopping in the Pacific?
21. Explain the significance of the following dates in American history: 1941–1945.
22. Why were the victories on Iwo Jima and Okinawa so vital to the Allies?
23. What did the Allies do to punish Axis leaders after the war?

Critical Thinking

24. **Interpreting Primary Sources** Many historians believe that the civil rights movement of the 1950s and 1960s had its roots in the Double V campaign and the March on Washington. Alexander Allen, a member of the Urban League during the war, believed that World War II was a turning point for African Americans. Read the excerpt and answer the questions that follow.

“Up to that point the doors to industrial and economic opportunity were largely closed. Under the pressure of war, the pressures of government policy, the pressures of world opinion, the pressures of blacks themselves and their allies, all this began to change. . . . The war forced the federal government to take a stronger position with reference to discrimination, and things began to change as a result. There was a tremendous attitudinal change that grew out of the war. There had been a new experience for blacks, and many weren't willing to go back to the way it was before.”

—quoted in *Wartime America*

- a. How did the war change the status of African Americans in American society?
- b. Why do you think the war forced the government to take a stronger position on discrimination in the workplace?
25. **Analyzing Themes: Global Connections** How did World War II underscore the importance of an international organization such as the United Nations?

Chapter Summary

1941	1942	1943	1944	1945
The Pacific				
Japan attacks Pearl Harbor on December 7.	The United States defeats Japan in the Battles of the Coral Sea and Midway.	The United States launches its island-hopping campaign.	The United States retakes the Philippines.	The United States drops atomic bombs; Japan surrenders on August 15.
Europe and North Africa				
	The Allies turn the tide in the Battle of the Atlantic.	The Allies invade Italy; Germans surrender at Stalingrad.	The Allies invade Normandy on June 6.	Germany surrenders unconditionally on May 7.
The Home Front				
President Roosevelt forbids race discrimination in defense industries.	WAAC is established; Japanese American relocation is ordered.	OWM is established; Detroit and Zoot Suit Riots occur.	The case of <i>Korematsu v. United States</i> is decided.	The UN charter is signed.

20. It was a way to efficiently move materials and troops closer to Japan. **US: 6B**
21. The United States committed its manpower and economic resources to fight in World War II. **US: 1C**
22. It gave Americans landing areas within striking distance of Japan. **US: 6B**
23. The Nuremberg trials and trials of the Japanese leaders convicted many of the Axis leaders of war crimes, imprisoned some and executed others, but spared

the emperor of Japan. **US: 6B**

Critical Thinking

24. a. It allowed many to work in industry and benefit from such work for the first time. Most were not willing to return to the way things had been. b. Possible answers: the war effort demanded a large domestic workforce; wished to avoid work stoppages **US: 7A, 24A, 24B; ELA: Gr9/10/11: 4C, 8B, 13B**

HISTORY Online

Self-Check Quiz

Visit the *American Republic Since 1877* Web site at tx.tarvol2.glencoe.com and click on **Self-Check Quizzes—Chapter 20** to assess your knowledge of chapter content.

- Analyzing Effects** Do you think the opportunities that opened up for women during World War II would have developed if the United States had stayed out of the war? Explain your answer.
- Synthesizing** Why do you think the United States was able to successfully fight a war on multiple fronts?
- Categorizing** Use a concept web similar to the one below to list the major campaigns in the Pacific and in Europe.



Practicing Skills

- Reading a Thematic Map** Study the map of migration patterns on page 627. Then use the steps you learned about reading thematic maps on page 624 to answer the following questions.
 - Interpreting Maps** Which regions had a net loss of residents to other regions during this period?
 - Synthesizing Information** How were the locations of the four fastest growing cities similar?

Chapter Activities

- Research Project** Use library or Internet resources to find information on the United Nations today. Use what you find to design an illustrated brochure highlighting the organization's work.
- Analyzing Geographic Patterns and Distributions** Look at the chart on Military and Civilian Deaths in World War II found on page 643. Create a thematic map indicating each country and the deaths that occurred there. Then write a quiz based on the chart about the distribution of casualties around the world and the patterns this suggests.

Writing Activity

- Persuasive Writing** Assume the role of an immigrant who fled Fascist Europe in 1933 and who has become a U.S. citizen. You have just read about the proposed United Nations, and you want to write your senator to urge that the United States join the organization or boycott it. Choose which position you support, and write a letter trying to convince the senator to support your position.

NATIONAL GEOGRAPHIC

Battle of the Bulge, December 1944–January 1945



Geography and History

- The map above shows troop movements at the Battle of the Bulge. Study the map and answer the questions below.
 - Interpreting Maps** At what location did the Germans surround American forces on December 25?
 - Applying Geography Skills** What geographic features did the Germans encounter as they attacked? What information on the map shows you this?



TAKS Test Practice

Directions: Choose the best answer to the following question.

Why did Britain and France finally declare war in 1939?

- Because Germany annexed part of Czechoslovakia
- Because Germany invaded Poland
- Because Italy invaded France
- Because of the non-aggression pact between Russia and Germany

Test-Taking Tip: Use the process of elimination to rule out answers you know are wrong. For example, it is unlikely that a non-aggression pact between Russia and Germany would cause Britain and France to declare war.



TAKS Test Practice

Answer: B

Test-Taking Tip: Ask students to use the process of elimination to rule out answers they know are wrong. For example, it is unlikely that a nonaggression pact between Russia and Germany would cause Britain and France to declare war.
ELA: Gr9/10/11: 8B; **TAKS:** Obj 1, 5

- It pointed out the need to investigate and propose settlements to international disputes before war erupted.
- Answers may vary. Students should use knowledge of women's past experiences as part of their answer. **US:** 24B
- Answers will vary. Students should note that most industrial production was geared to supporting both fronts and that the United States had personnel available to wage both fronts of the war. **US:** 21D
- Pacific: Battle of Coral Sea, Battle of Midway, Guadalcanal, Iwo Jima, Okinawa; Europe: North

African campaign, Battle of the Atlantic, Stalingrad, D-Day, Battle of the Bulge **US:** 6B, 24B; **ELA:** Gr9/10: 13C

Practicing Skills

- a.** Northeast and South; **b.** They were all located on large bodies of water. **US:** 8B, 10A; **ELA:** Gr9/10/11: 19B, 20B

Chapter Activities

- Brochures should reflect current information about the United Nations. **US:** 24A, 24D, 25C

Bonus Question ?

Ask: Why was the Battle of Midway so crucial to the war in the Pacific? (*Losing four carriers gutted the heart of the Japanese fleet and stopped Japan's ability to advance in the Pacific.*)