Chapter 20 Resources

Timesaving Tools

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TEACHING TRANSPARENCIES

Why It Matters Chapter Transparency 20

APPLICATION AND ENRICHMENT

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:

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Local Standards

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610A
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](http://www.aande.com)
- The History Channel: [www.historychannel.com](http://www.historychannel.com)

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

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](http://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 student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.**
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*Also Available in Spanish*
From the Classroom of…

Ellen Closs
Okemos Public Schools
Okemos, MI

Reporter 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)
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

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.
**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.)

**TIME LINE**

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**

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.

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<th><strong>Axis Power</strong></th>
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<td>United States</td>
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**Organizing Information**

1944
- Supreme Court rules in *Korematsu v. the United States* that Japanese American relocation is constitutional
- Eisenhower leads D-Day invasion
- Battle of Leyte Gulf

1945
- Franklin Roosevelt dies in office; Harry S Truman becomes president
- United States drops atomic bomb on Japan
- World War II ends
CHAPTER 20
Section 1, 612–617

FOCUS

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

BELLRINGER Skillbuilder Activity
Project transparency and have students answer the question.

Daily Focus Skills Transparency 20–1

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

Mobilizing for War

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

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

<table>
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<th>1941</th>
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<td>Fall of France; Selective Service Act</td>
<td>Japan attacks Pearl Harbor</td>
<td>Women’s Army Auxiliary Corps (WAAC) established</td>
<td>Office of War Mobilization (OWM) established</td>
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An American Story

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
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.

### American Industry

**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 wins the war.

**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?

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**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.

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
CHAPTER 20
Section 1, 612–617

Guided Reading Activity 20–1

**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

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**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.)

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**Switching to Wartime Production**

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 B-24s. Overall, the automobile industry produced nearly one-third of the military equipment manufactured during the war.

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**Building the Liberty Ships**

Henry Kaiser’s shipyards built 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.

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**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...
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. 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.

Creating an Army

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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.

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](http://www.sss.gov) provides information about current policy and answers to frequently asked questions. **L2 US**: 24B; **ELA**: Gr9/10: 16E; Gr11: 15E

**You don’t say...**

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.

**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**
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 Crow is us. . . . Employers and labor unions shut us out. Lynching.

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 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

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 services. These successes paved the way for President Truman’s decision to fully integrate the military in 1948.
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.

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. In addition to serving in these new organizations, another 64,000 women served as nurses in the army and navy.

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.

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.”

Challenges to Mobilization

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

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.

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?

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.

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)

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
CHAPTER 20
Section 2, 618–623

The Early Battles

Section Overview
This section describes the early battles of World War II.

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

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.

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,

An American Story
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

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

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

Bellringer Activity
Project transparency and have students answer the question.

Daily Focus Skills Transparency 20–2

An American Story

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

618 CHAPTER 20 America and World War II
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:

—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.

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.

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.)

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.)

Use the rubric for a cooperative group management plan on pages 71–72 in the Performance Assessment Activities and Rubrics.
CHAPTER 20
Section 2, 618–623

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:
1. June 4, 1942, 4:30 A.M.
2. 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

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 fighters, 46 small bombers, 31 PBY 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 dealt the Japanese navy a deadly blow. Admiral Yamamoto ordered his remaining ships to retreat.

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.”

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 out 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.

Chapter 20 America and World War II 621

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.

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

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.

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

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 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.

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.”

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 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

3 Assess
Assign Section 2 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 20–2

Section Quiz 20–2

Name ___________________________ Date ___________ Class ___________

Chapter 20

Section Quiz 20–2

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

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 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 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.

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

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**Answer:**

**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?

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**Answer:**

**Critical Thinking**

5. **Analyzing** How did code breakers help stop Japanese advances?

6. **Evaluating** How were the Americans able to win the Battle of the Atlantic?

7. **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.

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**Battle of Midway**

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**Writing About History**

9. **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 were like for you and what you hope to accomplish during the war.

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**TAKS Practice**

**SECTION 2 ASSESSMENT**

**Checking for Understanding**

1. **Define:** periphery, convoy system.

2. **Identify:** Chester Nimitz, Douglas MacArthur, James Doolittle, George Patton.

3. **Explain** the American strategy in North Africa.

**Reviewing Themes**

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

**Critical Thinking**

5. **Analyzing** How did code breakers help stop Japanese advances?

6. **Evaluating** How were the Americans able to win the Battle of the Atlantic?

7. **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.

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**Analyzing Visuals**

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

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**Writing About History**

9. **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 were like for you and what you hope to accomplish during the war.

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**SECTION 2 ASSESSMENT ANSWERS**

1. Terms are in blue. **US:** 25A

2. Chester Nimitz (p. 618), Douglas MacArthur (p. 619), James Doolittle (p. 619), George Patton (p. 622) **US:** 6C

3. The North African campaign gave the army some experience and helped the British in Egypt.

4. Americans felt they had avenged Pearl Harbor by attacking Japanese soil. **US:** 6B

5. They alerted the U.S. to the imminent attacks on New Guinea and Midway. **US:** 24B

6. The convoy system protected cargo ships; radar, sonar, and depth charges located and damaged German submarines **US:** 6B

7. Japanese navy lost four carriers; stopped the Japanese advance in the Pacific; ended Japanese offensive **US:** 6B, 25C

8. Answers may note that early morning attacks held an element of surprise. **US:** 8B

9. Letters should focus on soldiers’ emotions and activities. **US:** 25D

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**Student Edition TEKS**

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**

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**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 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.

**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:

- **Read the map title.** This will indicate the location and time period covered on the map.
- **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.
- **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.
- **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?**
2. **What American aircraft carriers took part in the battle?**
3. **What was the fate of the *Hiryu?***

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**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**
5. **June 4–6, 1942**
6. **Enterprise, Hornet, and Yorktown**
7. **It sank**
Life on the Home Front

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

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.

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.

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.

Mobilizing the economy created almost 19 million new jobs and nearly doubled the average family’s income.

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.

Under pressure to produce, employers began to recruit women and minorities.

Women and minorities—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.
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:

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.

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
had tiny rooms, thin walls, poor heating, and housing crisis, the federal government allocated over
had to live in tents and tiny trailers. To help solve the
Perhaps the most difficult task
and the expansion of cities in the Deep South created
of the Northeast attracted many workers, most
assembly plants of the Midwest and the shipyards
Americans moved during the war. Although the
became an important part of the Southwest's agri-cultural system.

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

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 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

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

History and the Humanities
American Music: Cultural Traditions: “Take Me Back to Tulsa,” “Boogie Woogie Bugle Boy”
American Art & Architecture: The Red Stairway

Student Edition TEKS
US HISTORY: Page 626: 1A, 7A, 14A, 19B, 21D; Page 627: 1A, 8B, 10A, 14A, 25A
By saying, DeWitt explained the evacuation was of American citizens. Most of the evacuees were American citizens and from southern Arizona. Most of the evacuees were American citizens and from southern Arizona. The evacuation was of American citizens and from southern Arizona. 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.

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.

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.

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

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

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

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.

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Despite some problems with labor unions, the OPA (Office of Prices and Supplies) regulated wages and the price of materials and supplies created shortages. The OES (Office of Economic Stabilization) war because of the high demand for workers and raw materials. 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 points, called 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.

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.

**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.

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**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 had 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.)

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 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.

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

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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.

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”:

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

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
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.

**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
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.

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. 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.

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
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

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.

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

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.

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.

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-cylindered 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
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**

**Section Quiz 20–4**

**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

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**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 (apprx. 2,500 miles [4,000 km]), Hawaii and Guam (apprx. 4,300 miles [7,000 km]), and Hawaii and Midway (apprx. 1,600 miles [2,600 km])?

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3. **ASSESS**

**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.

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

**Obj 1: US6B(11)**
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.

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 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.

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

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.

Analyzing Visuals
7. Examining Photographs Study the photograph on this page. What effect do you think MacArthur’s return had on the Philippines?

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.

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

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
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

SECTION 4 ASSESSMENT

Checking for Understanding
1. Define: amphtrac, kamikaze
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?

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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)*


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

**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.

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.
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 had built strong defenses atop the cliffs over 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 to shore.

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).

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**Activity 6**

**THE TERRAIN AT UTAH BEACH**

On June 6, 1944, or D-Day, Allied troops landed on the beaches of Normandy, France. The two forces on Utah and Gold Beaches, which include Omaha, Grenville, and Vierville, were part of the invasion of France and are at the heart of German resistance. The attack at Utah Beach was considered the most successful of the Normandy beach invasions, with more than 5,000 casualties and fewer than 1,500 on Omaha.

**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?

**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 element of surprise.

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.
The War Ends

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.

An American Story

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

Student Edition TEKS

- 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

Social Studies TAKS tested at Grades 10/11: • Obj 5: WH25C(10), US24B(11)
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 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. 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 slammmed 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.

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 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 American bombers blew a hole in the German lines, enabling American tanks to race through the gap.

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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. \textbf{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. \textbf{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 \textit{Performance Assessment Activities and Rubrics}.

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

**MEETING SPECIAL NEEDS**  

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

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**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 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 it would make Japan prepare defenses against the next attack. But President Truman was determined. "I have the right to use the bomb, and I will not hesitate to use it in the defense of the United States," he said. On August 6, 1945, the United States dropped its first atomic bomb on Hiroshima. This attack killed tens of thousands of Japanese civilians. On August 9, a second bomb was dropped on Nagasaki, killing tens of thousands more.

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.
it 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.

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.

On August 6, 1945, a B-29 bomber named the Enola Gay dropped an atomic bomb, code-named “Little 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 “horrible 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 smoking 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?

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**: 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.

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.

### 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.

#### 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 view of a Japanese citizen. How does it differ from the accounts above, and why?

### 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.
CHAPTER 20
Section 5, 640–648

**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. **US:** 6B, 24B

**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

**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. These 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.”

**TAKS Practice**

**SECTION 5 ASSESSMENT**

**Checking for Understanding**
1. Define: hedgerow, napalm, charter.
4. Explain: how the United States developed the atomic bomb.
5. Describe: the war crimes trials.

**Critical Thinking**
7. 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.

**Analyzing Visuals**
9. 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**
10. 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**

1. Terms are in blue. **US:** 25A
2. 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
3. Battle of the Bulge, Iwo Jima, Okinawa **US:** 6B
4. secretly in New Mexico **US:** 22B
5. 3 Nazis acquitted, 7 imprisoned, 12 executed; 18 Japanese imprisoned, 7 executed
6. Answers will vary. **US:** 24G
7. Answers will vary but should be defensible. **US:** 24B, 24G
9. Answers will vary. Many would have been shocked by the devastation. **US:** 24G
10. Students’ letters should include a description of what the tribunal will accomplish. **US:** 25D
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 cartoon 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.

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

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.

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.
**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**


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?

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**Chapter Summary**

**1941**

- **The Pacific:** Japan attacks Pearl Harbor on December 7.
- **Europe and North Africa:** The Allies turn the tide in the Battle of the Atlantic.
- **The Home Front:** President Roosevelt forbids race discrimination in defense industries.

**1942**

- **The Pacific:** The United States defeats Japan in the Battles of the Coral Sea and Midway.
- **Europe and North Africa:** The Allies invade Italy; Germans surrender at Stalingrad.
- **The Home Front:** WAAC is established; Japanese American relocation is ordered.

**1943**

- **The Pacific:** The United States launches its island-hopping campaign.
- **Europe and North Africa:** Germany surrenders unconditionally on May 7.
- **The Home Front:** OWM is established; Detroit and Zoot Suit Riots occur.

**1944**

- **The Pacific:** The United States retakes the Philippines.
- **Europe and North Africa:** The Allies invade Normandy on June 6.
- **The Home Front:** The case of Korematsu v. United States is decided.

**1945**

- **The Pacific:** The United States drops atomic bombs; Japan surrenders on August 15.
- **Europe and North Africa:** Germany surrenders unconditionally on May 7.
- **The Home Front:** The UN charter is signed.

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**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.

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**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?

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25. **Analyzing Themes: Global Connections** How did World War II underscore the importance of an international organization such as the United Nations?
26. **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.

27. **Synthesizing** Why do you think the United States was able to successfully fight a war on multiple fronts?

28. **Categorizing** Use a concept web similar to the one below to list the major campaigns in the Pacific and in Europe.

![Concept Web Diagram]

29. **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.

   a. **Interpreting Maps** Which regions had a net loss of residents to other regions during this period?
   b. **Applying Geography Skills** What geographic features did the Germans encounter as they attacked? What information on the map shows this?

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**Chapter Activities**

30. **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.

31. **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**

32. **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.

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**Geography and History**

33. The map above shows troop movements at the Battle of the Bulge. Study the map and answer the questions below.

   a. **Interpreting Maps** At what location did the Germans surround American forces on December 27?
   b. **Applying Geography Skills** What geographic features did the Germans encounter as they attacked? What information on the map shows this?

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**Practicing Skills**

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25. It pointed out the need to investigate and propose settlements to international disputes before war erupted.

26. Answers may vary. Students should use knowledge of women’s past experiences as part of their answer. **US:** 24B

27. 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


**Practicing Skills**

29. 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**