The following standards are highlighted in Chapter 25:

- **Section 1** V Individuals, Groups, and Institutions: B, D, E
- **Section 2** I Culture: A, B, D
- **Section 3** II Time, Continuity, and Change: B, C, F
- **Section 4** III People, Places, and Environments: A, F, H
- **Section 5** VII Production, Distribution, and Consumption: A, F
12. The cost-plus system sped up war production by allowing previously competing companies to work together.

13. The Bataan Death March occurred in 1942.

14. The 442nd Regimental Combat Team was a Japanese American military unit.

A. Enola Gay
B. D-Day
C. Operation Torch
D. Battle of Midway

2. During World War II, women were recruited into the military to gain a base from which to attack Japan.

3. The Japanese goal in attacking Midway Island was to destroy the United States Pacific Fleet.

4. George Patton was the commander of the United States Army in the Pacific.

5. The Manhattan Project was an American scientific effort to develop the atomic bomb.

6. Roosevelt, in a speech to Congress, said, "I ask that you declare a day of national mourning and prayer for me and my country." This day was December 7.

7. Over a third of all military equipment made during the war was manufactured by the steel industry.

8. Women had traditionally worked in offices, factories, and on farms, but during World War II, women were recruited into the military.

9. After years of refusal to surrender, Japan surrendered on August 15, 1945.

10. The B-25 bomber was used in Operation Torpedo, the use of long-range B-25 bombers launched from aircraft carriers.

11. The 74,000 people. Thousands more were injured, and many died later from radiation.

12. The atomic bomb was dropped on Hiroshima and Nagasaki, and the surrender of Japan was announced on August 15, 1945.

13. The Manhattan Project was an American scientific effort to develop the atomic bomb.

14. The Manhattan Project was an American scientific effort to develop the atomic bomb.

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 tav.glencoe.com, the Web site companion to the American Vision. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

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

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.
# Chapter 25 Resources

## SECTION RESOURCES

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<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
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| **SECTION 1** Mobilizing for War  
1. Explain how the United States mobilized its economy.  
2. Describe the issues involved in raising an American army. | Reproducible Lesson Plan 25–1  
Daily Lecture and Discussion Notes 25–1  
Guided Reading Activity 25–1  
Section Quiz 25–1*  
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Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
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TeacherWorks™ CD-ROM  
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| **SECTION 2** The Early Battles  
1. Analyze how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic.  
2. Explain why Stalingrad is considered a major turning point of World War II. | Reproducible Lesson Plan 25–2  
Daily Lecture and Discussion Notes 25–2  
Guided Reading Activity 25–2*  
Section Quiz 25–2*  
Reading Essentials and Study Guide 25–2  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 25–2  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
Skillbuilder Interactive Workbook, Level 2  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 3** Life on the Home Front  
1. Describe how the wartime economy created opportunities for women and minorities.  
2. Discuss how Americans coped with shortages and rapidly rising prices. | Reproducible Lesson Plan 25–3  
Daily Lecture and Discussion Notes 25–3  
Guided Reading Activity 25–3*  
Section Quiz 25–3*  
Reading Essentials and Study Guide 25–3  
Supreme Court Case Studies | Daily Focus Skills Transparency 25–3  
American Art & Architecture  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
American Music: Cultural Traditions |
| **SECTION 4** Pushing the Axis Back  
1. Describe the goals of the two major offensives the Allies launched in Europe in 1943.  
2. Explain the American strategy for pushing the Japanese back in the Pacific. | Reproducible Lesson Plan 25–4  
Daily Lecture and Discussion Notes 25–4  
Guided Reading Activity 25–4*  
Section Quiz 25–4*  
Reading Essentials and Study Guide 25–4  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 25–4  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program |
| **SECTION 5** The War Ends  
1. Explain the tactics the Allies used to invade Germany and to defeat Japan.  
2. Outline the reasons the Allies created the United Nations and held war crimes trials. | Reproducible Lesson Plan 25–5  
Daily Lecture and Discussion Notes 25–5  
Guided Reading Activity 25–5*  
Section Quiz 25–5*  
Reading Essentials and Study Guide 25–5  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 25–5  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Vocabulary PuzzleMaker CD-ROM  
Audio Program  
American Music: Cultural Traditions |

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Assign the Chapter 25 Reading Essentials and Study Guide.

*Also Available in Spanish*
Chapter 25 Resources

NATIONAL GEOGRAPHIC Teacher’s Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.
• “The Bismarck Found,” November 1989
• “Blueprints for Victory,” May 1995
• “Hiroshima,” August 1995
• “Living with Radiation,” April 1989
• “Pearl Harbor: A Return to the Day of Infamy,” December 1991
• “Remembering the Blitz,” July 1991

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:
• PictureShow: Story of America, Part 2 (CD-ROM)
• PicturePack: Story of America Library, Part 2 (Transparencies)
• PicturePack: World War II Era (Transparencies)
• PictureShow: World War II Era (CD-ROM)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:
• Eyewitness to the 20th Century (Book)
• Lost Fleet of Guadalcanal (Video)

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

From the Classroom of…

Ellen Closs
Okemos Public Schools
Okemos, MI

Reporters and the Times

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

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

ADDITIONAL RESOURCES FROM GLENCOE

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

KEY TO ABILITY LEVELS

Teaching strategies have been coded.
L1  BASIC activities for all students
L2  AVERAGE activities for average to above-average students
L3  CHALLENGING activities for above-average students
LLE  ENGLISH LANGUAGE LEARNER activities

Block Schedule

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

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.

TWO-MINUTE LESSON LAUNCHER
Before the Japanese attack on Pearl Harbor, most Americans were aware of the war in Europe but held fast to their beliefs that the United States should not become involved. Ask students if they would support or oppose American involvement in a conflict between other countries if that involvement might result in a world war.
Introducing CHAPTER 25

HISTORY Online
Introduce students to chapter content and key terms by having them access the Chapter 25 Overview at tav.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.)

HISTORY Online
Chapter Overview
Visit the American Vision Web site at tav.glencoe.com and click on Chapter Overviews—Chapter 25 to preview chapter information.

GRAPHIC ORGANIZER ACTIVITY
Organizing Information Have students take notes on Chapter 25 by completing a table similar to the one shown below. Students’ notes should be concise, addressing the concepts or themes found in the chapter.

<table>
<thead>
<tr>
<th>Allied Power</th>
<th>Axis Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>Germany</td>
</tr>
<tr>
<td>Russia</td>
<td>Italy</td>
</tr>
<tr>
<td>United States</td>
<td>Japan</td>
</tr>
</tbody>
</table>
Section 1, 736–741

1 FOCUS

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

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

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.

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). Have students write two questions that can be answered using the Key Terms.

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 Gets the Job Done**

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

**ECONOMICS**

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

Automobile Production, 1941–1945

Automobiles Produced (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Automobiles Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>3,779,628</td>
</tr>
<tr>
<td>1942</td>
<td>222,862</td>
</tr>
<tr>
<td>1943</td>
<td>139</td>
</tr>
<tr>
<td>1944</td>
<td>610</td>
</tr>
<tr>
<td>1945</td>
<td>70,001</td>
</tr>
</tbody>
</table>


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

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

— quoted in Miracle of World War II

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

Building the Liberty Ships

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

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

The War Production Board

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

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

Guided Reading Activity 25–1

DIRECTIONS: Recording Who, What, When, Where, Why, and How

Read the section and answer the questions below. Refer to your textbook to write the answers.

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

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.)

MEETING SPECIAL NEEDS

Learning Disability

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

ELL

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

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

Creating an Army

Within days of Germany’s attack on Poland, President Roosevelt expanded the army to 227,000 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 September Congress approved the draft by a wide margin.

You’re in the Army Now

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

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

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

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

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

A Segregated Army

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

Creating a Chart

Have students use the data in the chart that appears on this page to create a circle graph showing what proportion of all tanks made between 1941–1945 were made in each of the years. Tell them to use different color slices for each year and to prepare a legend to correlate the colors with the years. L3

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.

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.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government

Ask students to discuss current U.S. policy regarding readiness for a draft. Ask the following questions: Do you think that current policy would allow the government to mobilize effectively? How do you feel about requiring persons of specific ages, gender, and citizenship status to register? Do you think that women should be required to register? Why or why not?

The Selective Service System Web site at www.sss.gov provides information about current policy and answers to frequently asked questions. L2
Once trained, African Americans were organized into their own military units, but white officers were generally in command of them. Most military leaders also wanted to keep African American soldiers out of combat and assigned them to construction and supply units.

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

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

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

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

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

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

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

Although the military did not end all segregation during the war, it did integrate military bases in 1943 and steadily expanded the role of African Americans within the armed forces. These successes paved the way for President Truman’s decision to fully integrate the military in 1948.
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 68,000 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.

Critical Thinking
5. Evaluating How effectively did American industry rally behind the war effort? Give examples to support your opinion.

6. Categorizing Use a graphic organizer like the one below to list the challenges facing the United States as it mobilized for war.

Analyzing Visuals
7. Analyzing Graphs Study the graphs of automobile and tank production on pages 738 and 739. Why did automobile production decrease while tank production increased?

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

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 timeline 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.

GUIDE TO READING

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

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

Holding the Line Against Japan

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

James S. Thach
The Fall of the Philippines

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

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

“They’d halt us in front of these big artesian wells . . . so we could see the water and they wouldn’t let us have any. Anyone who would make a break for water would be shot or bayoneted. Then they were left there. Finally, it got so bad further along the road that you never got away from the stench of death. There were bodies lying all along the road in various degrees of decomposition—swollen, burst open, maggots crawling by the thousands...”

—quoted in Death March: The Survivors of Bataan

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

The Doolittle Raid

Even before the fall of the Philippines, President Roosevelt was searching for a way to raise the morale of the American people. He wanted to bomb Tokyo, but American planes could reach Tokyo only if an aircraft carrier brought them close enough. Fortunately, 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.

The Doolittle Raid

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

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

COOPERATIVE LEARNING ACTIVITY

Questioning Isolationism

Organize students into small groups. Ask the groups: What influenced the shift in American public opinion away from isolation? Have the groups discuss and prepare a written response to the question and share their responses with the class. As a class, discuss the ideas presented by the groups. (Students might say that the fall of France and the threat to Britain changed Americans’ belief that events outside the Western Hemisphere were none of their business.)

Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
A Change in Japanese Strategy  While Americans were overjoyed that the air force had finally struck back, Japanese leaders were aghast. Doolittle’s bombs could have killed the emperor. The Doolittle raid convinced Japanese leaders to change their strategy.

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

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

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

In March 1942, decoded Japanese messages alerted the United States to the Japanese attack on New Guinea. In response, Admiral Nimitz sent two carriers, the Yorktown and the Lexington, to intercept the Japanese in the Coral Sea. There, in early May, carriers from both sides launched all-out airstrikes against each other. Although the Japanese sank the Lexington and badly damaged the Yorktown, the American attacks forced the Japanese to call off their landing on the south coast of New Guinea. The American supply lines to Australia stayed open.
JAPANESE FORCES  To destroy the U.S. Pacific Fleet, crippled by the 1941 attack on Pearl Harbor, Japan plots an occupation of two Aleutian islands and an invasion of Midway. Strategists believe that the twin actions will lure U.S. carriers to their doom. Two Japanese carriers and 58 other ships sail for the Aleutians. For Midway, Japan commits 4 large carriers, 2 light carriers, 280 planes, 7 battleships, 14 cruisers, 15 submarines, 42 destroyers, and more than 30 supporting ships. These include transports carrying 5,000 troops to take Midway.

U.S. FORCES  No battleships guard U.S. carriers sent to Midway to engage the enemy fleet. Into combat go 3 carriers, including battle-damaged Yorktown. Protecting them are 8 cruisers and 16 destroyers. The U.S. has a total of 360 aircraft, including 234 carrier-based fighters and small bombers. Based on Midway are 28 fighters, 46 small bombers, 31 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.”

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

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

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

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

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

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

The Japanese flag shown on this page 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.

INTERNATIONAL 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
Chapter 25 Section 2, 742–747

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 battleship fleet was at the bottom of the harbor, most of the ships could be retrieved and repaired. If the Japanese had attacked the fleet at sea, nothing would have been salvageable.

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

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

Assign Section 2 Assessment as homework or as an in-class activity.

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

Reading Essentials and Study Guide 25–2

Section Quiz 25–2

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
1. Terms are in blue.
2. Chester Nimitz (p. 742), Douglas MacArthur (p. 743), James Doolittle, George Patton (p. 746)
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.
5. They alerted the U.S. to the imminent attacks on New Guinea and Midway.
6. The convoy system protected cargo ships; radar, sonar, and depth charges located and damaged German submarines.
7. Japanese navy lost four carriers; stopped the Japanese advance in the Pacific; ended Japanese offensive.
8. Answers may note that early morning attacks held an element of surprise.
9. Letters should focus on soldiers’ emotions and activities.
Reading a Thematic Map

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.

Additional Practice

Reinforcing Skills Activity 25

Reading a Thematic Map

LEARNING THE SKILL

Thematic maps focus on a specific subject or theme. To read a thematic map, (1) analyze the information on the map, then answer the following questions.

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 775 and the Chapter 25 Skill Reinforcement Activity to assess your mastery of this skill.

CD-ROM

Glencoe Skillbuilder Interactive Workbook

CD-ROM, Level 2

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

ANSWERS TO PRACTICING THE SKILL

1. Bataan and Corregidor, in Southeast Asia
2. March 12, the date beside the troop movement arrow
3. Camp O’Donnell
4. Mountainous terrain

Applying the Skill

Reading a Thematic Map

Study the map of the Battle of Midway on pages 744–745. 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"?
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.

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.

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

Answers to Graphic: Women—Before war, few worked outside the home and job opportunities were limited to low-paying jobs. After war women were more accepted in the workforce. African Americans—Before war, African Americans had limited employment opportunities. After the 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.
**Writing a Letter**  
Have students take on the role of a young woman who just took a job working in a defense factory during the war and is writing to her grandmother about her first few days on the job. L1

*Use the rubric for creating a diary, short story, memorandum, or letter on pages 79–80 in the Performance Assessment Activities and Rubrics.*

**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 *jo-yah,* or “buzzard,” was code for bomber; *lotso,* or “whale,” meant battleship; and *na-ma-si,* or “potatoes,” stood for grenades.

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

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

**COOPERATIVE LEARNING ACTIVITY**

**Creating a Display**  
Have students work in small groups to create a display about the home front during World War II. Encourage students to use such items as photographs and memorabilia. Encourage students to ask older family members and acquaintances about wartime sacrifices. Even if these adults have no personal experiences, they might remember stories of sacrifice from their own parents or grandparents. All students in the group should contribute to the display in a specific way.

*Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.*
fruit and vegetables in the Southwest. Many also helped to build and maintain railroads. The Bracero Program continued until 1964. Migrant farmworkers became an important part of the Southwest’s agricultural system.

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

A Nation on the Move

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

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

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

Although prefabricated government housing had tiny rooms, thin walls, poor heating, and almost no privacy, it was better than no housing at all. Nearly two million people lived in government-built housing during the war.

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

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

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

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 25–3

Answers:
1. the West, 1,560,000 (650,000 from the South and 910,000 from the North)
2. job opportunities

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

History and the Humanities

American Music: Cultural Traditions: “Take Me Back to Tulsa,” “Boogie Woogie Bugle Boy”

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

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

Racial hostility against Mexican Americans did not deter them from joining the war effort. Approximately 500,000 Hispanic Americans served in the armed forces during the war. Most—about 400,000—were Mexican American. Another 65,000 were from Puerto Rico. They fought in Europe, North Africa, and the Pacific, and by the end of the war, 17 Mexican Americans had received the Medal of Honor.

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

Newspapers printed rumors about Japanese spies in the Japanese American community. Members of Congress, mayors, and many business and labor leaders demanded that all people of Japanese ancestry be removed from the West Coast. They did not believe that Japanese Americans would remain loyal to the United States in the face of war with Japan. On February 19, 1942, President Roosevelt gave in to pressure and signed an order allowing the War Department to declare any part of the United States to be a military zone and to remove anybody they wanted from that zone. Secretary of War Henry Stimson declared most of the West Coast a military zone and ordered all people of Japanese ancestry to evacuate to 10 internment camps.

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

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Economics Have students work in small groups to explore the effects of inflation on consumer prices. Ask the groups to research the way in which inflation is measured, especially the makeup of the Consumer Price Index (CPI). Ask the groups to prepare tabletop displays showing the effects of inflation from 1900 to 1999. Encourage groups to link the periods of high or low inflation to political and social events.
Not all Japanese Americans accepted the relocation without protest. Fred Korematsu argued that his rights had been violated and took his case to the Supreme Court. In December 1944, in *Korematsu v. the United States*, the Supreme Court ruled that the relocation was constitutional because it was based not on race, but on “military urgency.” Shortly afterward, the Court did rule in *Ex Parte Endo* that loyal American citizens could not be held against their will. In early 1945, therefore, the government began to release the Japanese Americans from the camps. [See page 1081 for more information on Korematsu v. the United States.]

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

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

**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.

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 over 17,000 disputes involving more than 12 million workers.

**Blue Points, Red Points**

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

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

**CRITICAL THINKING ACTIVITY**

**Evaluating Decisions**

In 1942 the U.S. government removed more than 100,000 people of Japanese birth and ancestry from their homes on the Pacific Coast to relocation centers. Ask students the following question: Do you think the government ever has the right to relocate or keep a group in detention? Why or why not? (Answers will vary. Students who oppose the relocation policy might suggest that it was a violation of civil rights; those who agree with the policy might indicate that sometimes the country’s security takes precedence over the issue of a group’s rights.) L2
CHAPTER 25
Section 3, 749–754

Section Quiz 25–3

[Table with columns for Name, Date, and Class]

DIRECTIONS: Matching. Match each item in Column A with the item in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunbelt, rationing, victory gardens, or war bonds.</td>
<td>A. Civic Rights and Responsibilities</td>
</tr>
<tr>
<td>New government agencies controlled the economy, raised taxes, and issued war bonds.</td>
<td>B. Describe the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.</td>
</tr>
<tr>
<td>Industry and workers accepted wage and price controls and agreed to settle wage disputes by using WLB mediators. Citizens accepted rationing, planted victory gardens, recycled, and purchased war bonds.</td>
<td>C. As a class, discuss the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.</td>
</tr>
</tbody>
</table>

**A. Civic Rights and Responsibilities**

1. Describe the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.
2. As a class, discuss the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.

**B. Describe the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.**

1. What point is the cartoon making to Americans?
2. What changes did American citizens and industry have to make to adapt to the war?

**C. As a class, discuss the effects of prejudice in society by focusing on groups discriminated against by focusing on groups discriminated against.**

1. What changes did American citizens and industry have to make to adapt to the war?

**Answer:**

- To be conscious of the dangers their city lights pose to American sailors.
- To purchase necessities.
- The campaign to hire women during the wartime effort.
- Rosie the Riveter.
- A. Philip Randolph.
- The WPB set up fat-collecting stations.
- The United States had to pay $100 billion worth of bonds.
- The scrap drives were very successful and one more reason for the success of American industry during the war.
- 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.

**Critical Thinking**

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

**Analyzing Visuals**

7. Examining Maps: Study the map on page 751. Which cities had populations over 400,000?
8. Analyzing Photographs: Study the photograph on page 752. Why were Japanese Americans interned?
9. Persuasive Writing: Write a newspaper editorial urging fellow citizens to conserve resources so that these resources can be diverted to the war effort.

**Writing About History**

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

As a class, discuss the effects of prejudice in society by focusing on groups discriminated against in the 1940s and today.

**SECTION 3 ASSESSMENT ANSWERS**

1. Terms are in blue.
2. Rosie the Riveter (p. 750), A. Philip Randolph (p. 750), zoot suit (p. 752), E bond (p. 754)
3. New government agencies controlled the economy, raised taxes, and issued war bonds.
4. Industry and workers accepted wage and price controls and agreed to settle wage disputes by using WLB mediators. Citizens accepted rationing, planted victory gardens, recycled, and purchased war bonds.
5. Students’ answers should include a rationale for their plan.
6. Racial violence in Detroit, juvenile delinquency, Japanese internment
7. Los Angeles, Houston, New York
8. Many believed that they would not remain loyal to the United States.
9. Students’ editorials should follow the style of a newspaper editorial.
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.

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

D-Day, June 1944, Allies

Men board a landing craft on D-Day

Striking Back at the Third Reich

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

MULTIMEDIA

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

SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 25–4
- Daily Lecture and Discussion Notes 25–4
- Guided Reading Activity 25–4
- Section Quiz 25–4
- Reading Essentials and Study Guide 25–4
- Performance Assessment Activities and Rubrics

Transparencies
- Daily Focus Skills Transparency 25–4
Creating a Database

Have students create a database of the battles presented in this section. The database should include such information as site, dates, results, and casualties. Encourage students to conduct independent research to fill in any missing fields in the database. Have students use the database to pose and answer questions about the battles fought in Europe.

Picturing History

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

756 CHAPTER 25 America and World War II

EXTENDING THE CONTENT

**American POWs** Approximately 130,000 Americans were held as prisoners-of-war (POWs) during World War II. The largest number were airmen, captured after being shot down during the strategic bombing campaign. Most nations that took POWs had signed the Geneva Convention of 1929. Under the Geneva Convention, POWs were to be given adequate medical care, shelter, and food, and were allowed to correspond with their family. Japan and the Soviet Union were the only two major powers that had not signed the agreement when World War II began. Germany generally upheld the Geneva Convention when holding American or British POWs, but treated Soviet POWs brutally. The Japanese provided minimum food and shelter to POWs and worked the prisoners hard. Approximately 14,000 American POWs died while imprisoned during World War II.
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 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.

**Landing in France**

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

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

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

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 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.

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

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

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

**Reading Check** Summarizing

What conditions had to be met before Eisenhower could order D-Day to begin?

**Driving the Japanese Back**

While the buildup for the invasion of France was taking place in Britain, American military leaders were also developing a strategy to defeat Japan. The American plan called for a two-pronged attack. The Pacific Fleet, commanded by Admiral Nimitz, would advance through the central Pacific by hopping from one island to the next, closer and closer to Japan. Meanwhile, General MacArthur’s troops would advance through the Solomon Islands, capture the north coast of New Guinea, and then launch an invasion to retake the Philippines.

**GEOGRAPHY**

**Island-Hopping in the Pacific**

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

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

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**Science**

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

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**CRITICAL THINKING ACTIVITY**

**Synthesizing Information** Have students explain the significance of the promises that Stalin made at the Tehran Conference. (By agreeing to launch a full-scale offensive against the Germans when the Allies invaded France, Stalin guaranteed that Germany would be defending itself on two fronts. Stalin’s promise to declare war on Japan as soon as Germany was beaten meant that the Japanese would be fighting on two fronts.) L2
Key Terms and Names
- Guadalcanal
- amphtrac
- Omar Bradley
- D-Day
- the code name for the planned invasion of France
- Operation Overlord
- a meeting between Roosevelt and Churchill in which they agreed to increase the bombing of Germany and to invade Sicily
- Casablanca Conference
- an amphibious tractor invented in the late 1930s to rescue troops in the plan to defeat Japan
-(appx. 4,300 miles [7,000 km])
- (appx. 2,500 miles [4,000 km])
- (appx. 1,600 miles [2,600 km])
- Hawaii and Midway
- Gilbert Islands
- Japanese Empire and conquests
- Farthest extent of Japan’s conquests, July 1942
- Allied forces
- Allied victory
- Atomic bombing
- Marianas
- B-29s could bomb Japan. Admiral Nimitz decided to invade three of the Mariana Islands: Saipan, Tinian, and Guam. Despite strong Japanese resistance, American troops captured all three by August 1944. A few months later, B-29 bombers began bombing Japan.

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

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

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) and as an ambassador, Clare Boothe Luce (1903–1987) was a playwright and worked for Life magazine during World War II. She endured battle experiences ranging from bombing raids in Europe and the Pacific to arrest in Trinidad by British customs officials who were upset by her accurate article about poor military preparedness in Libya. As a result of her article, Luce’s longtime friend Winston Churchill changed Great Britain’s Middle Eastern military policy.
the north coast of New Guinea. Shortly after securing New Guinea, MacArthur’s troops seized the island of Morotai—the last stop before the Philippines.

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.

SECTION 4 ASSESSMENT

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?

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 Philippine morale?

More About the Photo

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

Critical Thinking

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.

CLOSE

Ask students to discuss why they think it was so important for the Allies to recapture the Philippines.

SECTION 4 ASSESSMENT ANSWERS

1. Terms are in blue.
2. Casablanca Conference (p. 756), Operation Overlord (p. 757), D-Day (p. 758), Omar Bradley (p. 758), Guadalcanal (p. 760)
3. It would force the Germans to fight on two fronts.
4. Coral reefs around some of the atolls made landing craft hard to maneuver. They began using amphtracs to land the soldiers.
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.
6. Answers should match chapter content.
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.
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

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

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**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.

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**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.
A Day for Heroes

The selection of a site for the largest amphibious landing in history was one of the biggest decisions of World War II. Allied planners needed a sheltered location with flat, firm beaches and 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.

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 bravery and determination of the U.S. 1st Infantry Division was tested in one of the fiercest battles of the war.

Surrounded at both ends by cliffs that rose wall-like from the sea, Omaha was only four miles long. It was the only sand beach in the area, however, and thus the only place for a landing. Unless the Allies were to leave a 20-mile gap between Utah 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 cliffs that rose above the sea. As groups of soldiers ran onto the beach they became easy targets. Of the more than 9,000 Allied casualties on D-Day, Omaha accounted for about one-third. Although many died, the Americans took control of the beach and fought their way inland. As General Omar Bradley later wrote, “Every man who set foot on Omaha Beach that day was a hero.”

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

D-Day Forces

<table>
<thead>
<tr>
<th>U.S. Company</th>
<th>U.S. Battalion</th>
<th>German infantry — forces associated with German battalion</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 men</td>
<td>900 men</td>
<td>German resistance point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German coastal defense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. stronghold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Landing craft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Landing craft — sunk</td>
</tr>
</tbody>
</table>

Streets were too narrow for trucks, and the Americans found themselves in a fight for every inch of ground. The brine and the blood of the men who fell rose in the air, and the stench of death filled the beach.

Answers to 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?
The War Ends

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

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

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

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

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

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

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

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

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

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

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

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

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

You can find more detailed information about the Battle of the Bulge, V-E Day, and the end of World War II in Chapter 25, Section 5, of your textbook.
Interpreting a Quotation When Vice President Truman heard that Roosevelt had died, he said that he felt “like the moon, the stars, and all the planets have fallen on me.” Ask students to offer their interpretation of his words. L1

Making an Oral Presentation As a class, discuss the ideas of valor (courage) and identify some examples of people who have acted with valor. Organize students into pairs. Ask the pairs to identify a person who has displayed valor and have them work together to prepare an oral presentation describing the courage that person has shown. Ask each pair to present their example of courage to the class. L2

Use the rubric for an oral presentation, monologue, song, or skit on pages 75–76 in the Performance Assessment Activities and Rubrics.

Reading Check

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

Japan Is Defeated

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

MEETING SPECIAL NEEDS

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

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

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

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

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

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

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

—quoted in New History of World War II

"uncommon valor was a common virtue"

—Admiral Chester W. Nimitz

CRITICAL THINKING ACTIVITY

Synthesizing After students read the “Different Viewpoints” that appears on pages 770–771, 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
Japanese Surrender  On September 2, 1945, as U.S. bombers flew above, the Japanese formally surrendered to the Allies in a ceremony aboard the battleship U.S.S. *Missouri* in Tokyo Bay. General Douglas MacArthur signed for the Allies, and Mamoru Shigemitsu signed for the Japanese.
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 “horrific scenes”:

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

—quoted in Senso: The Japanese Remember the Pacific War

**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. 📈

Use the rubric for a cooperative group management plan on pages 81–82 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.

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

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

Different Viewpoints

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

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

A historian defends Truman’s decision:

Historian Herbert Feis argues that Truman’s desire to avoid an invasion of Japan, thus saving thousands of lives on both sides, motivated his decision to drop the bomb.

“Our right, legal and historical, to use the bomb may thus well be defended; but those who made the decision to use it were not much concerned over these considerations, taking them for granted. Their thoughts about its employment were governed by one reason which was deemed imperative: that by using the bomb, the agony of war might be ended more quickly.

The primary and sustaining aim from the start of the great exertion to make the bomb was military, and the impelling reason for the decision to use it was military—to end the war victoriously as soon as possible.”

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

Fact Fiction Folklore

Family Sacrifices

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

Building a New World

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

Creating the United Nations

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

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

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

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Government

Organization the class into small groups. Assign each group one of the following topics related to the United Nations: how it is funded, what it has accomplished, what types of humanitarian aid it provides, what influence it has today, and how the leader is chosen. Have each group prepare an oral presentation of their findings. Encourage groups to use charts, pictures, tables, and other visual aids during their presentations. L2
Putting the Enemy on Trial

Although the Allies had declared their intention to punish German and Japanese leaders for their war crimes, they did not work out the details until the summer of 1945. In early August, the United States, Britain, France, and the Soviet Union created the International Military Tribunal (IMT). At the Nuremberg trials in Nuremberg, Germany, the IMT tried German leaders suspected of committing war crimes.

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

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

The war crimes trials punished many of the people responsible for World War II and the Holocaust, but they were also part of the American plan for building a better world. As Robert Jackson, chief counsel for the United States at Nuremberg, observed in his opening statement to the court: “The wrongs we seek to condemn and punish have been so calculated, so malignant and so devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated.”

Answers will vary. Many would expect a rain from the air, but without a conclusive result.

Another 107 were given prison sentences.

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

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.

8. Categorizing Using a graphic organizer like the one below, fill in the structure of the United Nations.

9. Examining Photographs Study the photograph on page 770 of Hiroshima. What effect do you think this photograph may have had on the American public? Why?

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.

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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 cartons 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.
Reviewing Key Terms

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

1. cost-plus (p. 737); 2. Liberty ship (p. 738); 3. disfranchise (p. 740); 4. periphery (p. 745); 5. convoy system (p. 746); 6. Sunbelt (p. 751); 7. rationing (p. 753); 8. victory garden (p. 754); 9. amphtrac (p. 760); 10. kamikaze (p. 761); 11. hedgerow (p. 765); 12. napalm (p. 768); 13. charter (p. 771)

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. What was problematic about the Allied invasion at Omaha Beach?

22. Why were the victories on Iwo Jima and Okinawa so vital to the Allies?

23. What did the Allies do to punish Axis leaders after the war?

Critical Thinking

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

—quoted in Wartime America

a. How did the war change the status of African Americans in American society?

b. Why do you think the war forced the government to take a stronger position on discrimination in the workplace?

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

Self-Check Quiz
Visit the American Vision Web site at tav.glencoe.com and click on Self-Check Quizzes—Chapter 25 to assess your knowledge of chapter content.

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.

Practicing Skills

29. Reading a Thematic Map Study the map of migration patterns on page 751. Then use the steps you learned about reading thematic maps on page 748 to answer the following questions.
   a. Interpreting Maps Which regions had a net loss of residents to other regions during this period?
   b. Synthesizing Information How were the locations of the four fastest growing cities similar?

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 767. 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.

Geography and History

33. a. Bastogne; b. rivers and mountainous terrain; the dark shading in the south, as opposed to flatter northern areas

Standardized Test Practice

Directions: Choose the best answer to the following question.

Why did Britain and France finally declare war in 1939?

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

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

Bonus Question?

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