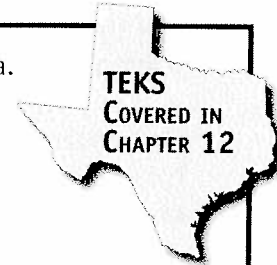




AMERICA IN WORLD WAR II



- **History 2(A)** Identify the major characteristics that define an historical era.
- **History 2(B)** identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.
- **History 2(C)** Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- **History 2(D)** Explain the significance of these years as turning points: 1939–1945 (World War II)
- **History 7(A)** Identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor.
- **History 7(B)** Evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort.
- **History 7(C)** Analyze the function of the U.S. Office of War Information.
- **History 7(D)** Analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons.
- **History 7(E)** Analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps.
- **History 7(F)** Evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton.
- **History 7(G)** Explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.
- **Economics 17(A)** Describe the economic effects of WWII on the home front such as the end of the Great Depression, rationing, increased opportunity for women and minority employment.
- **Government 19(B)** Explain constitutional issues raised by federal government policy changes during times of significant events, including World War II.
- **Culture 26(F)** Discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker.
- **Science, Technology, and Society 27(B)** Explain how specific needs result in scientific discoveries and technological innovations in ... the military, and medicine

In this chapter, you will learn about the dictatorships that came to power in Italy, Germany, Spain and Japan and how their aggressive policies led to the outbreak of war in Asia and Europe. Then you will learn how Japan's attack on Pearl Harbor brought the United States into the war. Finally, you will learn how World War II was fought both overseas and on the home front. Americans helped secure an Allied victory in the most destructive conflict in human history.

- 16 Which aspect of the New Deal was a continuation of Progressive Era policies?
F free health care for all Americans Govt 19(A)
G government regulation of business activities
H restoration of the cultural traditions of Native American Indians
J government purchase of surplus farm products
- 17 During the New Deal period, Congress blocked President Franklin D. Roosevelt's attempt to —
A pay farmers not to produce crops Govt 19(B)
B decrease Federal spending
C regulate the banking industry
D appoint additional Justices to the Supreme Court
- 18 The “dust bowls” described by John Steinbeck in *The Grapes of Wrath* had the greatest impact on —
F residents of urban slums H workers in factory sweatshops
G plantation owners in the rural south J farmers on the Great Plains
- 19 What is the primary function of the Federal Reserve System?
A to prevent abuses in stock market trading Econ 15(E)
B to preserve competition in business
C to provide a stable supply of money and credit
D to insure savings account deposits in member banks
- 20 After the election of 1932, a friend told President Franklin D. Roosevelt that if he succeeded, he would go down in history as the greatest American President. Roosevelt replied, “Yet if I fail, I may be the last one.” This response reflected President Roosevelt's belief that the —
F Constitution limited him to two terms in the Presidency Econ 16(C)
G Great Depression threatened the people's faith in democracy
H military was considering a takeover of the government
J American people were opposed to major changes in the role of government
- 21 One difference between the administrations of President Franklin D. Roosevelt and President Herbert Hoover was that Roosevelt was —
A unwilling to allow government agencies to establish jobs programs Econ 16(D)
B unable to win congressional support for his economic program
C able to ignore economic issues for most of his first term in office
D more willing to use government intervention to solve economic problems
- 22 What was the main intent of the Mexican Repatriation Act?
F to send Mexican-American immigrants back to Mexico Econ 16(C)
G to encourage Mexican-American immigrants to work in the United States
H to eliminate discrimination against Mexican-Americans in the United States
J to grant citizenship to Mexican-Americans living in the U.S. for 5 years

— IMPORTANT IDEAS —

- A. Conditions in Europe after World War I were favorable to the rise of dictatorships. The **Russian Revolution** led to the world's first Communist state in the Soviet Union. The dissolution of the German and Austro-Hungarian Empires led to the creation of fragile new democracies in other parts of Europe.
- B. **Benito Mussolini** formed the **Fascist Party**, which took power in Italy in 1922. **Adolf Hitler** took power in Germany in 1933 after the high unemployment caused by the **Great Depression**. These new dictatorships glorified violence, obedience to leaders, and extreme nationalism. They arrested, imprisoned and often killed their opponents. Hitler's **Nazi Party** condemned Jews and others.
- C. Hitler had an expansionist foreign policy. He re-armed Germany, helped Spanish dictator **Francisco Franco**, annexed Austria, and demanded the **Sudentenland** in Czechoslovakia in 1938. The **League of Nations** failed to stop aggressors. British and French leaders gave in to Hitler's demands in an attempt at **appeasement**. Hitler took the rest of Czechoslovakia, and then demanded part of Poland in 1939. This time, British and French leaders refused to give in. After signing a non-aggression pact with Stalin, Hitler attacked Poland, starting **World War II** in Europe. In Asia, Japanese military leaders had already occupied Manchuria in 1931 and had invaded eastern China in 1937.
- D. The German army developed a new form of offensive warfare — the **Blitzkrieg**. Rapid coordinated movements of airplanes, tanks, mechanized troop carriers and infantry made it possible to advance at rapid speed. Germany quickly conquered Poland, defeated France, and controlled most of Europe by 1940. In 1941, Germany violated its non-aggression pact and invaded the Soviet Union.
- E. Americans at first tried to stay **neutral** in the war. After World War I, there had been a return to **isolationism**. Congress passed the **Neutrality Acts**, prohibiting Americans from traveling on ships of nations at war, or selling arms to nations at war. They could only sell non-military goods on a "**cash-and-carry**" basis.
- F. President Roosevelt was concerned at the rise of totalitarian states and the threat it presented to democracy. When Japan attacked China in 1937, he proposed that peaceful states **quarantine** aggressive nations. American volunteers also formed the **Flying Tigers**, a squadron of airplanes that helped keep supply lines to China open. After Germany occupied France, Congress passed the first peace-time draft. In 1941, Congress passed the **Lend-Lease Act** in order to sell, rent or lend wartime equipment to Britain, which stood alone in facing the terror of Nazi Germany. In 1941, Roosevelt secretly met Churchill and they agreed to the **Atlantic Charter**, laying the foundation for the future **United Nations**.
- G. Surprisingly, events in Asia rather than Europe brought the United States into the war. Roosevelt threatened an embargo to force Japan to give up some of its conquests. Japanese leaders wanted to seize Indonesia for its oil. On **December 7, 1941**, Japanese planes launched a surprise attack on the U.S. fleet at **Pearl Harbor**. The next day Roosevelt asked for a declaration of war against Japan.

— IMPORTANT IDEAS (continued) —

- H.** To pay for the war, the federal government sold **war bonds**. Factories converted from peacetime to wartime production. The government **rationed** food and other goods so that it had a sufficient supplies for armed forces overseas. Many Americans planted **Victory Gardens** to grow their own fruits and vegetables. The **Office of War Information** controlled radio broadcasts, made posters and newsreels, and tried to promote unrest in Germany, Italy and Japan. **Women** and minorities filled in the workforce for men overseas, and some women enlisted in the **WACS**, or Women's Army Corp. Tens of thousands of Japanese Americans were forcibly moved to internment camps as a result of **Executive Order 9066**. In 1944, the U.S. Supreme Court upheld the order in *Korematsu v. U.S.*
- I.** Large numbers of men enlisted in the armed forces, and others were drafted. African Americans were restricted to segregated units and kept from combat until later in the war. The **Tuskegee Airmen** were a group of African-American pilots who served as bomber escorts. In the Battle of the Bulge, African-American units were used for combat. **Vernon Baker** was awarded the Medal of Honor 52 years after he had heroically faced combat in Europe.
- J.** Because Nazi Germany was the greater threat, Roosevelt focused on the war in Europe first. Stalin wanted the allies to open a second front in Western Europe, but the British felt the Americans were not prepared. American and British forces landed in North Africa in 1942 and moved to Sicily and Italy in 1943. General **George Patton** was one of the most successful U.S. commanders. General **Dwight Eisenhower** commanded the invasion of **Normandy**, known as **D-Day**. Allied troops advanced rapidly through France and retook Paris, but were surprised when Germany counterattacked at the **Battle of the Bulge**. After the German attack collapsed, Allied troops crossed into Germany.
- K.** The end of the war came when Soviet troops invaded Germany from the east and the other Allies from the west. Hitler committed suicide in 1945. U.S. troops were shocked when they liberated the **concentration camps** and found the survivors of Hitler's attempt to exterminate Jews and others in the **Holocaust**.
- L.** The United States also fought Japan in the Pacific in this **multiple-front war**. After Pearl Harbor, Japan took several Pacific Islands. U.S. and Filipino prisoners of war were forced on the **Bataan Death March**. The tide in the Pacific turned in 1943 when the U.S. Navy, commanded by Admiral **Chester Nimitz**, defeated a Japanese fleet at the **Battle of Midway**. Under General **Douglas MacArthur**, U.S. troops gradually retook the Pacific through the strategy of "**island-hopping**," eventually reaching close to Japan's home islands.
- M.** President **Harry Truman** decided to use the new **atomic bomb** against Japan. After bombs were dropped on **Hiroshima** and **Nagasaki** in August 1945, Japan surrendered. World War II, in which over 70 million people died, was over.
- N.** The war ended with the rise of two **Superpowers** — the United States and the Soviet Union. Germany and Japan were occupied by allied troops, and their leaders were tried for war crimes. Germany was divided into four occupation zones.

KEY TERMS AND PEOPLE IN THIS CHAPTER

- | | | |
|-----------------------------|----------------------------|------------------------|
| ■ Adolf Hitler | ■ Tuskegee Airmen | ■ Holocaust |
| ■ Appeasement | ■ Executive Order 9066 | ■ Bataan Death March |
| ■ Neutrality Acts | ■ <i>Korematsu v. U.S.</i> | ■ Navajo Code Talkers |
| ■ Flying Tigers | ■ George Patton | ■ Battle of Midway |
| ■ Pearl Harbor | ■ Dwight Eisenhower | ■ Nuremberg Trials |
| ■ Rationing | ■ George Marshall | ■ Douglas MacArthur |
| ■ Victory Gardens | ■ Vernon Baker | ■ Harry Truman |
| ■ Office of War Information | ■ Omar Bradley | ■ Hiroshima / Nagasaki |

ESSENTIAL QUESTIONS

- — What factors led to the outbreak of World War II?
- — How were the United States and its Allies able to win victory in World War II?
- — What were the major effects of World War II on America and the world?

A RETURN TO ISOLATIONISM

After World War I, Americans had returned to their traditional policy of isolation. They were more concerned with events at home than abroad. They felt safe behind the oceans separating them from Europe and Asia. They raised tariffs, restricted immigration, and even insisted that their wartime allies, France and Britain, pay back the war debts owed to Americans.

There were notable exceptions to this trend towards isolationism. In 1921, President Harding hosted the **Washington Naval Conference**, in which leading world powers agreed to limit the size of their navies. In 1928, the United States also promoted the **Kellog-Briand Peace Pact**, signed by 62 nations, renouncing the use of war.

Presidents Herbert Hoover and Franklin D. Roosevelt both also tried to improve U.S. relations with Latin America. Under the “**Good Neighbor Policy**,” the United States agreed not to interfere in the internal affairs of Latin American nations, and relations between the United States and the countries of Latin America began to improve.

THE ORIGINS OF WORLD WAR II

World War I and the Great Depression had profound effects on Europe, just as they did on the United States. Within two decades, Europe was again at war.

THE RISE OF DICTATORSHIPS

After the **Russian Revolution of 1917**, Russia became the world's first Communist state, known as the Soviet Union. In the 1920s, **Joseph Stalin** seized power by eliminating his adversaries. Stalin established a brutal totalitarian dictatorship.

In other parts of Europe, new democracies were established but stood on shaky foundations. Many conservatives feared the rise of Communism and despised democracy. They also held extreme nationalist, racist, and anti-Semitic views. Veterans from World War I had been exposed to the inhumanity of trench warfare, and violence became a part of political life in the years after the war. In Japan, military leaders assumed power with the support of the Japanese Emperor.

New political parties like the Italian Fascists and **German National Socialists (Nazis)** took advantage of these fears and emotions. In Italy, **Benito Mussolini** developed a new type of political party and seized power soon after the war. The spread of the Great Depression in the early 1930s led to high levels of unemployment and shook public confidence in the new democratic Weimar Republic, bringing Nazi leader **Adolf Hitler** to power in Germany. Hitler established a dictatorship as brutal or worse than Stalin's. He was determined to achieve German domination of Europe. Nazi aggression would be the main cause for the outbreak of World War II.



Mussolini (left) and Hitler.

THE FAILURE OF THE LEAGUE OF NATIONS

The **League of Nations**, charged with preventing another war, was too weak to resist these dictators. The idea of **collective security** — that peaceful nations would band together to stop aggressors — failed when countries like the United States and the Soviet Union failed to become members of the League. Germany and Japan left the League in the 1930s. The League did nothing to prevent Hitler from rebuilding the German army, Italy from attacking Ethiopia, Germany from bombing cities in Spain, or Japan from invading Manchuria and China.

APPEASEMENT FAILS: Munich Conference

Hitler had promised to expand Germany. In 1938, Hitler annexed Austria. Next, he demanded the **Sudetenland** — a part of Czechoslovakia where many Germans lived. At first, France and Britain promised to protect Czechoslovakia, but when Hitler threatened war, they backed down. At the **Munich Conference (1938)**, British and French leaders, without consulting the Czechs, agreed to give Hitler part of Czechoslovakia to avoid war. This policy of giving in to satisfy the demands of a potential enemy is sometimes known as **appeasement**. England and France hoped to achieve peace through compromise, but failed. Hitler became convinced that Britain and France were weak, and decided to make more demands.

APPLYING WHAT YOU HAVE LEARNED

Use the Internet or your library to research American attitudes in the 1930s to the rise of dictators like Mussolini, Hitler, Stalin, and the military leaders of Japan.

THE GERMAN INVASION OF POLAND

In 1939, Hitler made new territorial demands in Poland. Fearing Hitler intended to dominate Europe, Britain and France refused to give in. Hitler responded by signing a non-aggression pact with Stalin, in which the two secretly agreed to invade and divide Poland. When Germany invaded Poland in September 1939, Britain and France declared war on Germany. World War II had begun.

In Poland, the German army unveiled a new type of warfare — the **Blitzkrieg** — which consisted of rapid, coordinated movements by airplanes, tanks, troop carriers, and infantry. The Germans quickly defeated the Poles, and before long they had also defeated the French and taken over much of Europe. While the main advantage in battle in World War I had been with the defense, the use of airplanes, tanks and mechanized transport brought the advantage in warfare back to the offense during World War II. The Germans, and later the Allies, also bombed civilians in cities to increase the terrors of war.



The German Blitzkrieg in action.

AMERICA GOES TO WAR

AMERICA PRESERVES A CAUTIOUS NEUTRALITY

In the early 1930s, Americans were too absorbed with recovering from the Great Depression to be very involved in affairs overseas. As tensions in Europe rose, Congress passed a series of laws to keep the country out of war. Americans had been drawn into World War I when German submarines had attacked American ships. To avoid similar events, the **Neutrality Acts** (1935–1937) prohibited Americans from traveling on the ships of nations at war. Americans were also prohibited from selling arms to countries at war. Americans could sell non-military goods to Britain and other nations opposed to aggression, but only on a “**cash-and-carry**” basis.

When Japan invaded China in 1937, President Roosevelt delivered his “**Quarantine**” Speech. He warned Americans of the growing unrest in the world and told them that peaceful nations had to act together to quarantine (*isolate*) aggressive nations.



FDR delivering his “Quarantine Speech.”

Roosevelt encouraged democratic nations to boycott aggressors. Most Americans, however, remained opposed to U.S. military action in either Europe or Asia.

ACTING AS AN AMATEUR HISTORIAN

Roosevelt's "Quarantine" Speech called for economic embargoes against aggressors. The speech caused an uproar with isolationists, and Roosevelt later backed down:

"It is my [hope] to pursue a policy of peace and avoid involvement in war. There is an interdependence about the modern world, which makes it impossible for any nation to isolate itself from [the] upheavals in the rest of the world, especially when such upheavals appear to be spreading. It seems that the epidemic of world lawlessness is spreading. When an epidemic of disease starts to spread, the community joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease."

- ★ If the free nations of the world had acted as Roosevelt proposed, would World War II have been prevented? Explain your answer.
- ★ If you had been President of the United States in 1940, would you have supported continued isolationism? Write a speech for a "fireside chat" as your answer.

Not wishing to see all of China fall to Japan, the British used the Burma Road to send supplies. When this 700-mile route was cut off, a group of American volunteer fighter pilots, known as the **Flying Tigers**, were recruited to send supplies and to engage in combat with Japanese pilots. These pilots destroyed almost 300 Japanese aircraft. Their abilities as pilots made possible stirring victories when early news stories in the United States were mostly filled with reports of Japanese forces advancing in the Pacific.

Even after 1939, Americans still hoped to avoid involvement in the war, but they began making preparations just in case they were dragged into the conflict. Congress increased spending on the army and navy, and enacted the first peacetime draft. Roosevelt also took the unusual decision of running for a third term — the first and last President to do so.

In 1941, Roosevelt proposed the **Lend-Lease Act** to sell, lease, or lend war materials to "any country whose defense the President deems vital to the defense of the United States." American battleships began protecting British ships crossing the Atlantic with supplies for Britain.

The same year, Roosevelt told Americans he hoped to establish a world based on "**Four Freedoms**": freedom of speech and expression, freedom of religion, freedom from want, and freedom from fear. Later in 1941, Roosevelt met with British Prime Minister **Winston Churchill** aboard a U.S. warship in the Atlantic. Roosevelt and Churchill announced that their countries sought no territorial gains, freedom of the seas, and an end to war. They signed the **Atlantic Charter**, laying the foundation for the later United Nations.



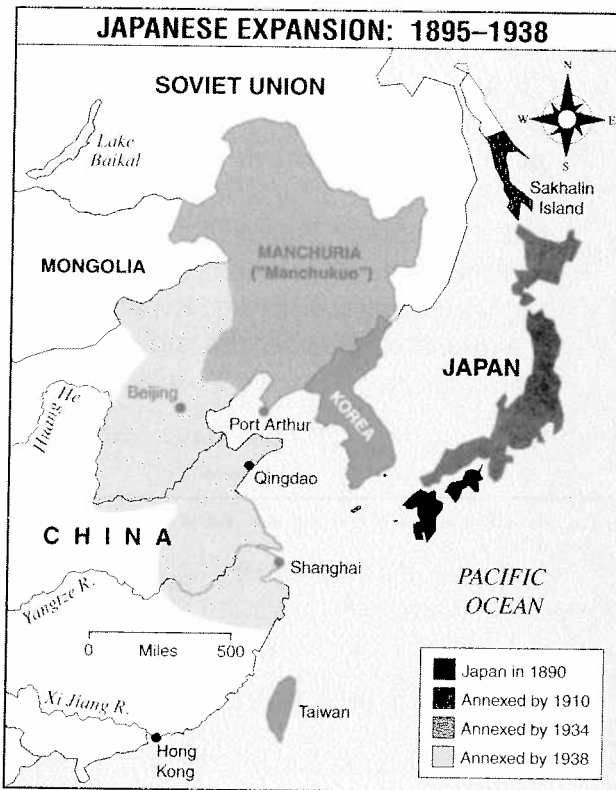
AMERICA ENTERS THE WAR

President Roosevelt believed that U.S. entry into the war was inevitable. If Hitler defeated Britain, many feared he would later attack the United States. In 1941, armed American merchant ships were authorized to carry supplies directly to Britain. It seemed that U.S. involvement in the war was only a matter of time.

INCREASING UNITED STATES-JAPANESE TENSIONS

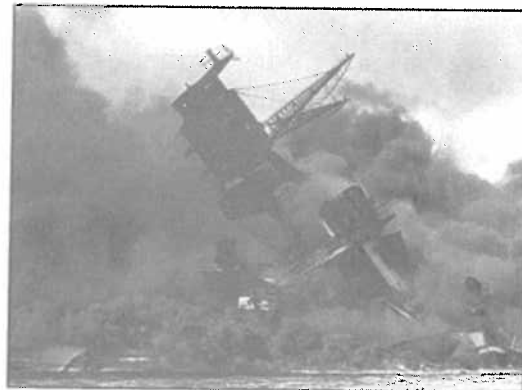
Surprisingly, events in Asia, not Europe, finally brought the United States into the war. Just as German ambitions had triggered the war in Europe, Japan's aggressive designs led to war in Asia.

Japan's late 19th century industrialization had been remarkably successful. But Japanese leaders needed raw materials and markets for their industries. They also wished to replace European imperialism in Asia with the imperialism of an Asian power. Japan's military began to influence Japanese national policy. In 1931, Japan invaded Manchuria. In 1937, Japan attacked the rest of China. When Japan occupied southern Indochina in 1941, Roosevelt reacted by freezing Japanese assets in the United States and cutting off all trade with Japan. Roosevelt offered to resume trade only if Japan withdrew from China and Indochina. Japanese leaders refused.



JAPAN PREPARES A SURPRISE ATTACK

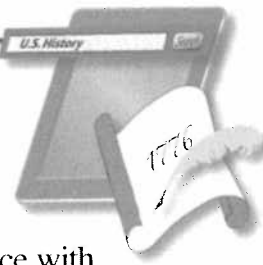
Japanese military leaders decided to attack Indonesia to obtain oil for their war effort. Realizing such a move would bring America into the war, they decided to attack first. Japanese leaders believed a surprise attack would catch the Americans unprepared, temporarily eliminate U.S. naval power from the Pacific, and allow Japan to fortify its positions in the Pacific. The Japanese assumed that before the United States could recover from this surprise blow, Japan would be able to achieve all of its objectives in East Asia and the Pacific.



USS Arizona, one of eight battleships damaged or sunk at Pearl Harbor.

Japanese leaders also believed that Americans would soon tire of the war and negotiate a compromise peace — leaving Japan in control of East Asia. On the morning of **December 7, 1941**, two waves of Japanese airplanes attacked the U.S. Pacific fleet stationed in **Pearl Harbor**, Hawaii. The Japanese attack sank or severely damaged 18 U.S. ships. On the airfields, more than 260 airplanes were damaged or destroyed, while the attack killed or injured almost 6,000 Americans.

ACTING AS AN AMATEUR HISTORIAN



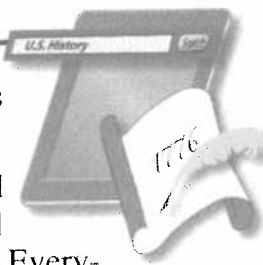
The day after the attack on Pearl Harbor, President Roosevelt asked Congress for a declaration of war against Japan.

“Yesterday, December 7, 1941 — a date which will live in infamy — the United States was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation, and ... was still in conversation with its government toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing the American island of Oahu, the Japanese ambassador to the U.S. and his colleague delivered to our Secretary of State a formal reply to a recent American message and while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.”

Should American officials have been surprised by the attack on Pearl Harbor? Use the Internet to research your answer.

Four days later, Germany and Italy, allies of Japan, declared war on the United States. Americans were now engaged in a war on **two fronts** — the Atlantic and Pacific.

ACTING AS AN AMATEUR HISTORIAN



Who was to blame for Pearl Harbor? After the attack, some critics blamed U.S. policies for forcing Japan to take action:

★ In 1944, Oliver Lyttelton, a British government minister, said that: “Japan was provoked into attacking the Americans at Pearl Harbor. It is a travesty to say that America was forced into the war. Everyone knows where American sympathies were. It is incorrect to say that America was ever truly neutral even before America came into the war on a fighting basis.”

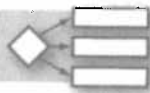
★ Even after Pearl Harbor, some Americans believed that the United States should have done more to “appease” Japan. Just after the attack on Pearl Harbor, U.S. Senator Vandenberg wrote that “the United States would have had to yield relatively little to pacify Japan.” He concluded that “we may have driven [Japan] needlessly into hostilities through our rigid diplomatic attitudes. We asked for it, and we got it.”

Write a letter to either the British minister Lyttelton or U.S. Senator Vandenberg explaining why you agree or disagree with his opinion.

APPLYING WHAT YOU HAVE LEARNED

Prepare a class play, containing three brief acts:

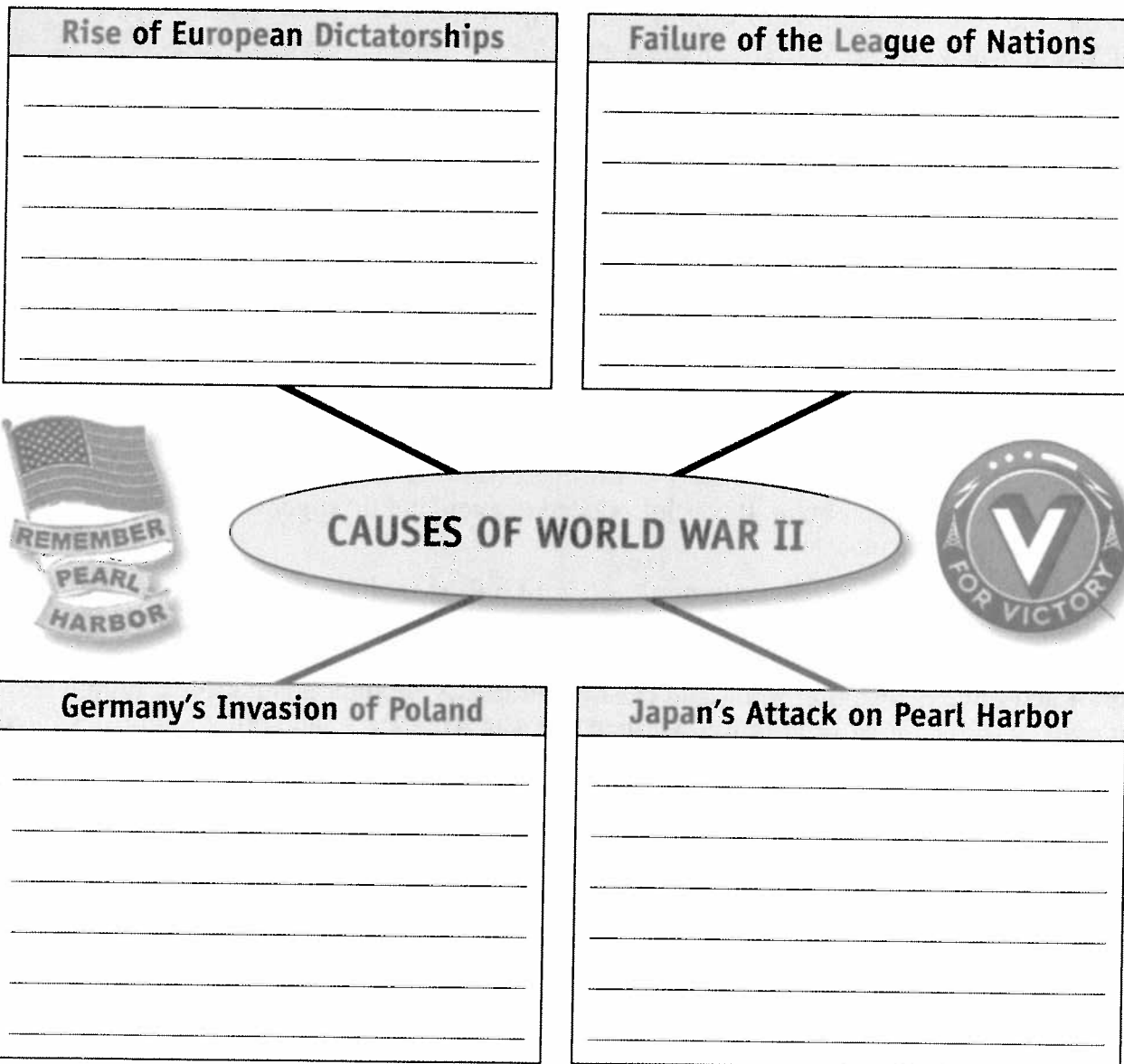
- (1) Roosevelt and his advisors prepare to submit demands to Japan;
- (2) Japanese military leaders plan the attack on Pearl Harbor;
- (3) American sailors discuss their experiences at Pearl Harbor just after the attack.



LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the more significant developments that led to American entry into World War II.



AMERICANS AT WAR: THE HOME FRONT

The U.S. government now faced the giant task of mobilizing American manpower and production to meet its enormous wartime needs. The demand for labor for the war effort brought an end to the lingering effects of the Great Depression.

PAYING FOR THE WAR

To raise the enormous amounts of money needed to pay for the war, the government issued **War Bonds** and encouraged citizens to buy them. The sale of war bonds also reduced the amount of currency in the economy, helping to keep inflation rates down. During World War II, 85 million Americans bought bonds, bringing \$185 billion into the federal treasury. In the end, the war cost \$350 billion — ten times the cost of World War I. World War II marked a shift for the United States as it changed from a creditor to a debtor nation.

The successful sale of war bonds also illustrated the high level of **volunteerism** during the war — the willingness of millions of Americans to help in the war effort.



INDUSTRIAL PRODUCTION AND RATIONING

U.S. industries switched rapidly from peacetime to wartime production. Automobile factories converted to making tanks. Special advisory boards managed the war economy. They instituted rationing to control the use of raw materials. Americans were asked to conserve anything that could be used in the war effort. **Rationing** regulated the amount of goods that a consumer could obtain. It was introduced to avoid public anger over shortages and to share in the sacrifices of war.

The government rationed essential goods like food, coffee, tires, gasoline, and even clothing. **Ration coupons** were issued to each family, based on its size. Americans were generally happy to help in the war effort in order to bring their loved ones home safely. The draft and the expansion of industrial production finally brought an end to the high unemployment of the Great Depression. Women, African Americans, and other minorities filled the gap as other workers went to fight the war.

VICTORY GARDENS

During the war, Americans also planted **Victory Gardens**. These vegetable gardens helped to make sure that an adequate food supply was available for both troops and civilians. The gardens helped people in rural and urban neighborhoods grow their own food for their families, making more of the food raised by farmers available to the government for shipment to American soldiers overseas.

THE OFFICE OF WAR INFORMATION

A primary focus of the federal government during the war was control of the content and imagery of war messages. In 1942, the President created the **Office of War Information (OWI)**. Among its wide-ranging responsibilities was the production of pro-Allied, anti-Axis propaganda, such as movies and posters, to make citizens aware of how they could help in the war effort. The OWI produced its own radio programs, released its own newsreels, and required that all movies produced during the war contribute in some way to the war effort. OWI messages asked citizens to contribute time and money, to create products, to conserve resources, and to donate to the war effort in personal ways. The OWI also started the **Voice of America** during the war, sending messages overseas. The OWI tried to stir up distrust of German, Italian, and Japanese leaders, to lower the morale of enemy troops and populations, and to encourage their surrender.



WOMEN IN THE WORK FORCE

For many women in America, World War II brought not only sacrifices, but also new jobs, new skills, and new opportunities. Although prevented from enlisting in the regular armed forces, women joined the new Women's Army Corps, or **WACS**, in large numbers. After basic training, most of these women took clerical jobs in the military.



Millions of women entered the workforce when men were drafted into the military.

In civilian life, many women replaced jobs formerly held by men, such as in shipbuilding and aircraft production. The idea was to have women fill jobs formerly held by men so that more men could be sent into combat. Songs like *Rosie the Riveter* celebrated women's new roles, although some private contractors still refused to hire women. Between 1941 and 1945, more than 6.5 million women entered the work force.

ETHNIC MINORITIES: Opportunities and Obstacles

African Americans. Like women, members of minorities filled the workforce to replace men sent overseas. Many worked in war industries and government agencies. African-American soldiers also played a significant role in World War II. More than two and a half million registered for the draft, of whom one million eventually served, even though they were forced to serve in segregated units. African Americans had to battle on two fronts: the enemy overseas and prejudice at home.

African-American leaders demanded and finally obtained permission to form all-black combat units. The **Tuskegee Airmen** were an African-American fighter group in the Air Corps. Their main job was to provide escorts for pilots on bombing missions. They performed so well in combat that bomber groups often specifically requested their support. By 1944, the army had come under pressure to allow African Americans to engage in combat on the ground and also formed an African-American infantry division.



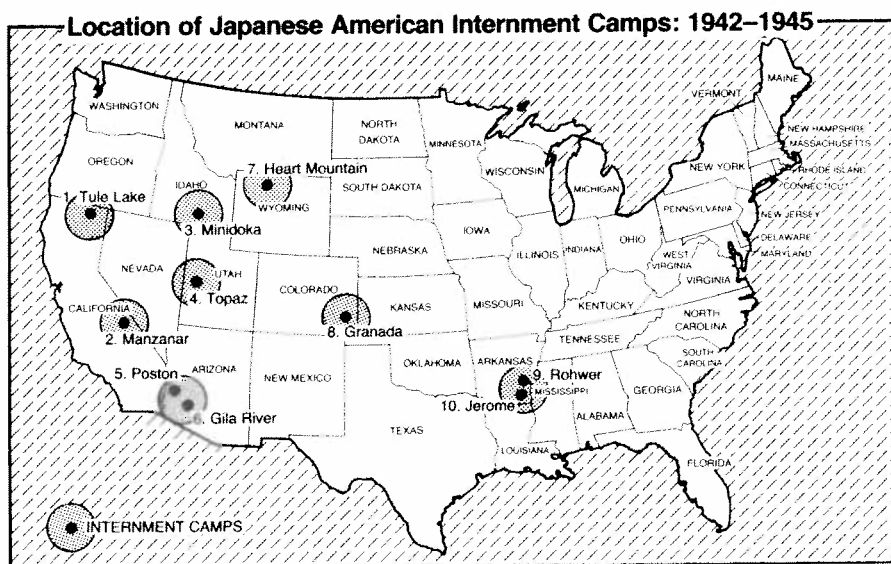
A group of Tuskegee Airmen.

Native Americans. Native Americans enlisted for military service in higher proportions than any other minority group. More than 25,000 served in combat during the war. Nearly 40,000 Native American men and women left their reservations for the first time to work in defense industries.

Mexican Americans. During the war, Mexican Americans served in both the army and navy, and fought in all of the major campaigns. Despite this, Mexican Americans, especially in California, continued to face segregated housing, high unemployment, and low wages.

THE FORCED RELOCATION OF JAPANESE AMERICANS

The attack on Pearl Harbor created fear among many Americans, especially along the West coast, that Japanese Americans (or *Nisei*) might commit acts of sabotage. In part, these fears were racially-motivated, since there was no evidence that Japanese Americans were any more disloyal than German Americans or Italian Americans. Nonetheless, in February 1942, President Roosevelt issued **Executive Order 9066**. This order permitted military commanders to require Japanese Americans to relocate to interior internment camps away from Western coastal regions. In these camps, Japanese Americans lived in primitive and crowded conditions.



ACTING AS AN AMATEUR HISTORIAN

Executive Order 9066 by President Roosevelt resulted in the internment of 110,000 Japanese Americans in camps for the duration of World War II:

“[A]s President and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders, whenever he or any designated Commander deems such action to be necessary or desirable, to [order] military areas in such places and of such extent as he or the appropriate Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any persons to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion”



The Mochida family await evacuation to an internment camp.

- ★ What did Executive Order 9066 authorize?
- ★ What arguments would you have used either in support of or against this order?

The relocation raised constitutional issues in wartime. Roosevelt justified the measures as a military necessity. The Supreme Court upheld the relocations in *Korematsu v. U.S.* Korematsu was a Japanese American convicted of continuing to remain in a restricted area. He believed his constitutional rights had been violated. The Supreme Court upheld Roosevelt's order on the grounds that constitutional liberties may be limited in wartime. Fifty years later, Congress apologized to the interned Japanese Americans and voted to pay compensation to the families involved.

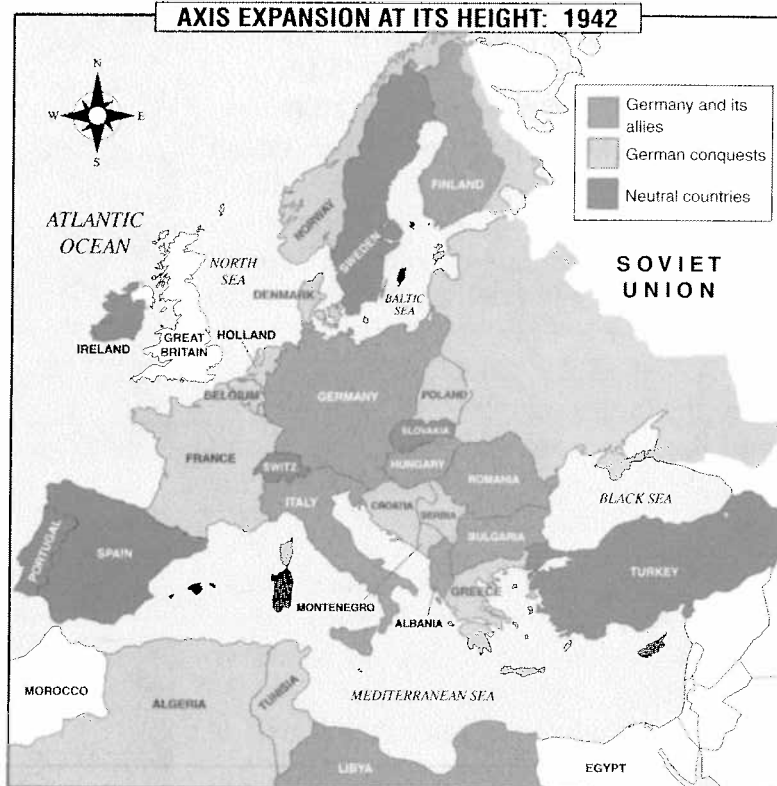
During the war, a small number of German and Italian resident aliens were also interned. About 2,000 German alien residents were forcibly sent back to Germany. Germans were also sent from Latin America to the United States to be used in prisoner exchanges with Germany.

APPLYING WHAT YOU HAVE LEARNED

- ★ On the Internet, look up the findings of the Commission on Wartime Relocation and Internment of Civilians, especially Chapter 12 of their report, *Personal Justice Denied* (1982). Write a brief summary of what you find.
- ★ Use the Internet to research conditions that existed in the U.S. internment camps housing Japanese Americans and others.
 - ◆ Find two images that illustrate the conditions that existed. Make a copy of these images and describe what they show.
 - ◆ Finally, pretend you are a reporter. Write a news article about the conditions you found in your investigation, based on your research.

THE WAR IN EUROPE

Although the Japanese had attacked Pearl Harbor, President Roosevelt decided to focus American energies on defeating Germany first. By the time the Americans entered the war, Hitler was in control of most of Europe and North Africa. Hitler made his greatest mistake when he invaded the Soviet Union in June 1941 and declared war on the United States before defeating Britain. By late 1941, the rapid German advance into the Soviet Union was stopped just short of Moscow. Roosevelt and Churchill promised Stalin they would open a second front against Germany in the West, to relieve pressure on the Soviet army.



THE CAMPAIGN IN AFRICA AND ITALY

The Americans and British now began one of the greatest collaborations in military history. Churchill advised delay before invading Europe. In 1942, Allied troops landed in North Africa. After defeating German forces, they crossed the Mediterranean and advanced into Sicily and Italy in 1943.

George Patton was one of the commanders of the forces that invaded North Africa and Sicily. He came from a military family, had participated in the expedition against Pancho Villa, and served under Pershing in World War I. He played an important role in the use of tanks. Patton told American soldiers they must have a “killer instinct” to succeed. An unconventional military leader, Patton was given command of the American Third Army. He was popular among his troops because he had high survival rates, but he could also be harsh in his treatment of those under his command. Under Patton’s leadership, the Third Army would quickly move through Europe, capturing large numbers of enemy soldiers, and freeing a vast territory.



General George Patton

THE ALLIES INVADE FRANCE AND GERMANY

By 1944, the Germans suspected that the Allies would attempt an invasion of France. On June 6, 1944 — **D-Day** — 156,000 Allied troops under the command of General **Dwight Eisenhower** began the invasion by landing at five beaches on the northwest coast of France at **Normandy**. Eisenhower selected General **Omar Bradley** to lead the first American army to land in France. Prior to the landing, Allied planes attacked Nazi forces. Then the largest amphibious operation up until that time took place as landing craft carried thousands of Allied troops to the beaches of Normandy.



The D-Day invasion at Normandy.

After the landing, the Allies began moving eastward liberating Paris in August 1944. However, the Allies advanced so quickly they were caught by surprise when Germans counter-attacked in the **Battle of the Bulge** in December 1944. After this German attack collapsed, Allied troops crossed the Rhine River and General Bradley pushed his troops for the final offensive into Germany. American, British, and Free French forces led the invasion into Germany from the west, while Soviet forces entered from the east. In May 1945, the Soviets captured Berlin. Rather than be taken prisoner, Hitler committed suicide and Germany surrendered. The Soviets had sustained the greatest losses in the conflict. More than 20 million Soviet soldiers and citizens had been killed in the war.



A U.S. tank at Battle of the Bulge.

Vernon Baker was one of the first African-American soldiers to see combat in the war. In 1945, Baker slipped through mine fields, barbed wire, and German defenses to single-handedly remove three machine gun nests, two observation posts and two bunkers. Baker emerged as a symbol of the selfless sacrifice and courage of African-American soldiers. Members of his platoon nominated him for the Distinguished Service Cross. It took fifty-two years before President Clinton finally awarded Baker the nation's highest praise for battlefield courage — the Congressional Medal of Honor.



Vernon Baker (1919–2010)

THE HOLOCAUST

Genocide is an effort to murder an entire people or nationality. Part of Hitler's Nazi philosophy was his intense hatred of Jewish people, on whom he blamed all of Germany's problems. The **Holocaust** refers to the attempted genocide of the Jews during World War II. After the outbreak of the war, Hitler and other Nazi leaders decided to murder all European Jews. He called his plan the "**Final Solution.**" At first, Jews were machine gunned next to open trenches they had been forced to dig themselves, or gassed in trucks.

When this method of extermination proved too slow for the Nazis, large **concentration camps** were built across Europe. Jews from Nazi-controlled countries were sent in cramped railroad cattle cars to these camps. When they arrived in the camps, most were killed with poison gas and their bodies were burned in large ovens. Some were spared to do the work of running the camp. These inmates were half-starved and subjected to inhumane conditions. About six million Jews — two-thirds of those living in Europe — were killed during the Holocaust. Six million gypsies, Slavs, political prisoners, elderly, mentally-disabled, and others also died in Nazi concentration camps.



Jewish men inside a Nazi concentration camp.

Liberation of the Concentration Camps. During the last months of the war, the Allies advanced into Germany, where the true horror of Nazi brutality was revealed. American army units were the first to liberate concentration camps. They were shocked to see the half-starved, dehydrated, disease-ridden prisoners.

ACTING AS AN AMATEUR HISTORIAN

The following account is from Woman Prisoner #T-917 at Lenzing Concentration Camp:

"Now began a frightful time of waiting. We were locked in the camp without food. I was asleep when my sister wakened me. She reported that in front of the camp were two young men They told us that they would get help from the American soldiers who were nearby but had no idea our camp was there It took a few hours until they arrived. It was General Patton's 3rd Army. The soldiers broke open the gate. It must have been a shock for the soldiers when they saw us, emaciated or swollen, pale and dirty creatures. They first provided us with their food rations and soap"

Who do you think was more surprised at the meeting: the concentration camp inmates or the American soldiers? Explain your answer.



APPLYING WHAT YOU HAVE LEARNED

Attempts at genocide continue even in our own day. Use the Internet to find one attempt at genocide in the past 20 years. Compare the steps used with those employed by the Nazis in the Holocaust.



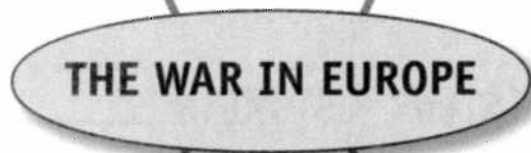
LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by describing some of the significant events of World War II in North Africa and Europe.

Campaign in North Africa and Italy

D-Day / Normandy Landings



Campaign in France and Germany

The Holocaust

THE WAR IN ASIA AND THE PACIFIC

In these same years, Americans remained at war with Japan. Geography played a critical role in the Pacific campaign during World War II. The United States and Japan were separated by the vast Pacific Ocean. After its attack on Pearl Harbor, the Japanese achieved quick victories in overrunning Malaya, Burma, Indonesia, Singapore, Hong Kong, the Philippines, and the Western Pacific Islands. They soon threatened Australia, India, Midway, and Hawaii.

THE BATAAN DEATH MARCH, 1942

The Philippines faced an invasion by the Japanese army on the day Pearl Harbor was attacked. A month later, U.S. and Filipino forces surrendered to the Japanese. The Japanese forced their prisoners to undertake a 60-mile march through the jungle, which became known as the **Bataan Death March**. These prisoners of war faced starvation, disease, exposure to the sun, and no water. About 5,000 of the Americans, almost half, died along the way. Some were bayoneted, shot, beheaded or just left to die along the side of the road.



*American soldiers along the
Bataan Death March.*

THE WAR TURNS AGAINST JAPAN

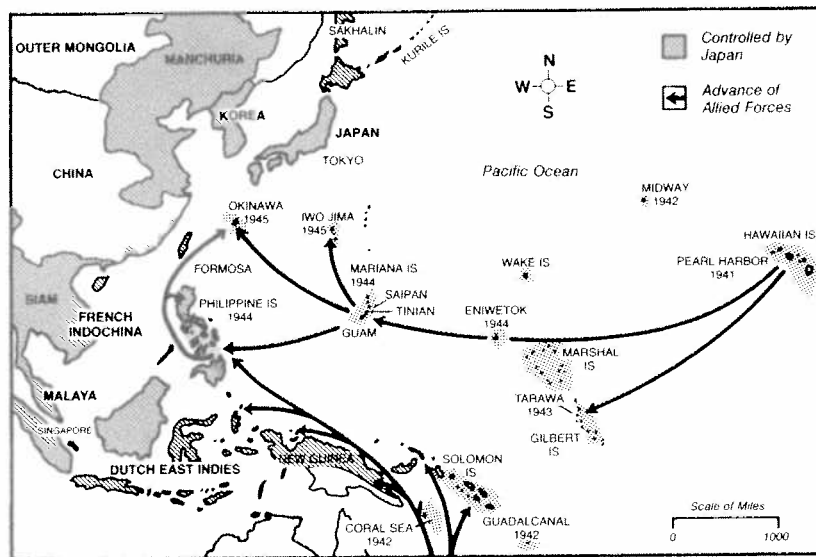
In 1943, the tide began to turn against Japan. The United States regained naval superiority in the Pacific and American forces by “**island-hopping**” — liberating Pacific islands from Japanese control, one at a time.

THE NAVAJO CODE TALKERS

One group of Americans who played a key role in the Pacific campaign were the **Navajo code talkers**. The American military needed an undecipherable code to communicate that could not be broken by the Japanese. The Navajo language is unwritten and extremely complex. By using this language, American forces could transmit messages by telephone and radio in a code that the Japanese were unable to break.

THE BATTLE OF MIDWAY

The **Battle of Midway** was the turning point of the war in the Pacific. The Japanese were using their control of the Western Pacific to protect their home islands and vast new empire. The Japanese Pacific fleet commander had devised a plan to lure the U.S. Pacific fleet into a battle near Midway, a tiny mid-Pacific island, where he believed he could destroy them. However, the U.S. Navy could decipher Japanese secret codes and knew that a surprise attack by the Japanese fleet was at hand.



Admiral **Chester Nimitz** was appointed Commander-in-Chief of the U.S. Pacific Fleet just after Pearl Harbor. He commanded U.S. forces at the **Battle of Midway**. During the Battle of Midway, the United States destroyed four of Japan's aircraft carriers, effectively ending Japan's superior strength in the Pacific Ocean. This battle halted the Japanese advance in the Pacific.

The U.S. Army in the Pacific was commanded by General **Douglas MacArthur**. With additional American reinforcements arriving, Nimitz and MacArthur began a campaign in the Solomon Islands, which centered on taking Guadalcanal. The series of assaults on these Pacific islands drained Japanese resources. Next, the Americans retook the Philippines and Guam. By June 1945, American forces had captured Iwo Jima and Okinawa, islands close enough to be used as bases to launch attacks against the Japanese home islands. Like the earlier invasion of Europe on D-Day, the assault on Okinawa was a massive amphibious operation.



Chester Nimitz
(1885–1966)

Throughout the war, General **George C. Marshall** (1880–1959), acted as Chief of Staff and the “organizer of victory.” He worked closely with President Roosevelt to urge military preparedness before Pearl Harbor, built up and supplied an army of 8 million men, and later helped to oversee the creation of the first atomic bomb.

THE DECISION TO USE THE ATOMIC BOMB

In 1939, the famous scientist **Albert Einstein** sent a letter to President Roosevelt telling him it was possible that Germany might be developing an atomic bomb. In 1942, President Roosevelt sent a team of American scientists, several of them European refugees, to New Mexico, where they developed and exploded the world's first atomic bomb in July 1945. By then, Germany had been defeated, and America was preparing to invade Japan. President Roosevelt, re-elected a fourth time in 1944, died suddenly of a heart attack in April 1945 — just before Germany had surrendered.

His successor, President **Harry Truman**, feared that an invasion of Japan might lead to a million American casualties. Truman preferred to use the **atomic bomb** against Japan rather than to sustain such high losses. He selected centers of Japanese military production as targets.

On August 6, an atomic bomb was exploded over the Japanese city of **Hiroshima**. Three days later, a second bomb was exploded over **Nagasaki**. About 230,000 people were killed in both explosions combined. Critics argued that Truman could have exploded bombs on unoccupied islands in the Pacific as demonstrations, instead of on heavily populated cities. Japan surrendered shortly after the second explosion, once American leaders agreed to allow the Japanese Emperor to remain on his throne.



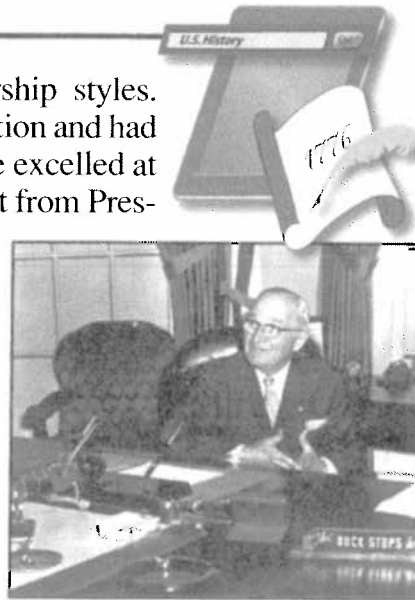
Smoke rises 60,000 feet after an atom bomb is dropped on Nagasaki (August 1945).

ACTING AS AN AMATEUR HISTORIAN

Presidents Roosevelt and Truman had different leadership styles. President Roosevelt came from wealth, had an elite education and had an abundance of self-confidence. A life-long politician, he excelled at communicating with the public. This was sharply different from President Truman, who spent his early years running a small clothing business and served as a local judge before being elected as U.S. Senator. He was chosen by Roosevelt as his Vice President in 1944. Truman was Vice President only 82 days when he suddenly found himself as President. Roosevelt rarely consulted with him, and Truman knew nothing at all about the development of the atomic bomb until after Roosevelt's death. With limited foreign policy experience, one might think that Truman simply allowed his advisers to make decisions. In fact, nothing better describes his leadership style than the sign on his desk in the White House: "The Buck Stops Here!" Truman chaired morning staff meetings, issued directions and assignments to his advisers, and made all major policy decisions himself. He tended to look at things as they were presented to him, examined both sides of the issue, and then made his decision — much as during his earlier years as a judge.

★ Select one of these Presidents and evaluate his domestic and international leadership during World War II. Conduct research on the Internet or in your library for information. You might consider how FDR forged a close relationship with Churchill and mobilized Americans for war. Or you might select how Truman reached his decision to use the atomic bomb against Japan.

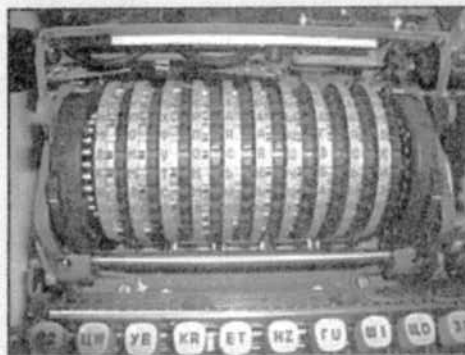
★ Then prepare a short report, poster, or oral presentation to communicate your conclusions about the leadership style of the President you researched.



THE USE OF TECHNOLOGY IN WORLD WAR II

Some historians attribute the Allied victory in the war to its many technological advances. The atomic bomb was not the only technological advance in World War II. The war saw the emergence of many other important technologies.

Radar, an application developed during the war, uses electromagnetic waves to detect a moving object's range, altitude and direction. **Sonar** was improved to detect submarines. **Cryptic code breaking** allowed the Allies to find the meaning of secret encrypted information, and later contributed to the development of computers. Another major technological breakthrough was the invention of the **proximity fuze** — an explosive device that automatically explodes when it is close to its target. This greatly helped American forces fighting Japanese aircraft and ships in the Pacific.



A cryptic code breaking machine.

One of the most important developments of the war was the use of new **antibiotics**, such as penicillin, to treat soldiers' battle wounds. Discovered in 1928, penicillin was only mass-produced for the first time in 1944 to treat soldiers in the invasion of Normandy. **Jet** and **rocket engines**, similarly developed before the war, now saw their first real applications. The war was won in part by the ability of the Allies to create new technologies, all of which had lasting effects.

THE LEGACY OF WORLD WAR II

World War II was a global disaster of unprecedented dimensions. More than 70 million people lost their lives.

SELECTED STATISTICS	
Estimated number of U.S. soldiers killed in battle: 292,000	Estimated number of deaths worldwide: More than 70 million
U.S. troops wounded during the war: 672,000	Estimates of killed/missing from bombing of Hiroshima and Nagasaki: 230,000.
Over 100 million military personnel fought in the war, making it the largest war in history.	The majority of people killed were civilians, making this the deadliest conflict in history.

THE NUREMBERG TRIALS, 1945–1946

The liberation of concentration camps in Europe revealed millions of dead, along with half-starved survivors. With the full extent of Nazi brutality revealed, the Allies put surviving Nazi leaders on trial for “crimes against humanity” in Nuremberg, Germany. Those on trial defended themselves by claiming they had only been following orders. Many were found guilty of committing atrocities and were hanged or imprisoned. The **Nuremberg Trials** demonstrated that individuals are responsible for their actions, even in times of war.



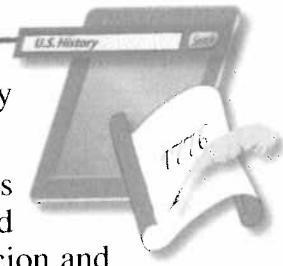
German defendants on trial at Nuremberg, 1945–1946.

ACTING AS AN AMATEUR HISTORIAN

Read this statement by one of the U.S. prosecutors at the military trials at Nuremberg.

“Germany became one vast torture chamber. Cries of its victims were heard round the world and brought shudders to civilized people. I am one who received most atrocity tales with suspicion and [doubt]. But the proof here will be so overwhelming that I predict these defendants will only deny personal responsibility. The elements of the German population which were both decent and courageous were [reduced to nothing]. Those which were decent but weak were intimidated. The Nazis not only silenced discordant voices, they practiced the [leadership principle] which centralized control of the Party over the lives and thoughts of the German people. This German State is incomprehensible to my people [the United States public]

The prosecutor says these Nazi leaders did not deserve mercy. Would you have agreed? Explain your answer.



“DENAZIFICATION” AND THE DIVISION OF GERMANY

After the war, Germany was divided into four zones by the U.S., Britain, France, and the Soviet Union. Each occupied one zone. The occupying powers introduced programs explaining the evils of Nazi beliefs to the German people. Hitler’s attempts to put his racist doctrines into practical effect also played a large role in discrediting racism, anti-Semitism, Social Darwinism, eugenics, and similar ideas worldwide. The Nazi nightmare showed where these ideas could lead. This contributed to the later Civil Rights Movement in the United States.

THE OCCUPATION OF JAPAN

General MacArthur, Supreme Commander of Allied forces in the Pacific, was assigned the task of rebuilding and reforming post-war Japan. Under his leadership, important changes were introduced to make Japan less aggressive. Japan’s overseas empire was taken away, and her military leaders were put on trial and punished. Japan renounced the use of nuclear weapons and the waging of war.

CHAPTER STUDY CARDS

A Return to a Policy of Isolationism

- ★ U.S. refused to become a member of the League of Nations; passed high tariffs on European goods; put quotas on European and Asian immigrants; and insisted on collecting war debts from Britain and France.

Exceptions to the Policy of Isolationism

- ★ Neutrality Acts of 1935–1937.
- ★ “Cash-and-Carry” Policy.
- ★ FDR’s “Quarantine” Speech, 1937.
- ★ **Flying Tigers.** Volunteer American flyers supplying China with war materials.
- ★ **Lend-Lease Act, 1941.**
- ★ **Atlantic Charter, 1941.** “Four Freedoms.”

The U.S. Enters the War

- ★ **Japanese Attack on Pearl Harbor.**
 - U.S. Navy attacked **December 7, 1941**; U.S. enters war against Japan.
 - Germany and Italy declare war on U.S.
- ★ **Home Front:**
 - **Rationing** and the sale of **War Bonds**.
 - **Victory Gardens** aided in growing food.
 - Propaganda War: Role of **OWI**.
 - Women take a larger role in workforce.
 - Minorities: Opportunities and obstacles.
 - Internment of Japanese Americans.
 - FDR issued **Executive Order 9066**.
 - **Korematsu v. U.S.** Constitutional issue.

Key Individuals in World War II

- ★ **President Franklin Roosevelt.** Was President during war; elected to 4 terms; worked closely with British Prime Minister Winston Churchill.
- ★ **President Harry Truman.** President after FDR dies; makes decision to use atomic bombs on Japan to end war with Japan.
- ★ **Vernon Baker.** African American who later received the Congressional Medal of Honor for bravery in 1945.
- ★ **Dwight Eisenhower.** Supreme Commander of D-Day and Allied invasion of Europe.

The Origins of World War II

- ★ **Rise of Fascism in Europe.**
 - **Italy. Benito Mussolini** seized power shortly after WWI. Glorified action, obedience to leader, and violence.
 - **Germany. Adolf Hitler** came to power due to shaky democracy and a rise in unemployment. Fascist leaders sought expansion through use of force.
- ★ **Failure of Appeasement.**
 - **Munich Conference** attempts to satisfy Hitler’s demands to avoid war.
 - Germany invades Poland in 1939 starting World War II.
- ★ **Japan** invaded Manchuria (1931), China (1937), and Indochina (1941).

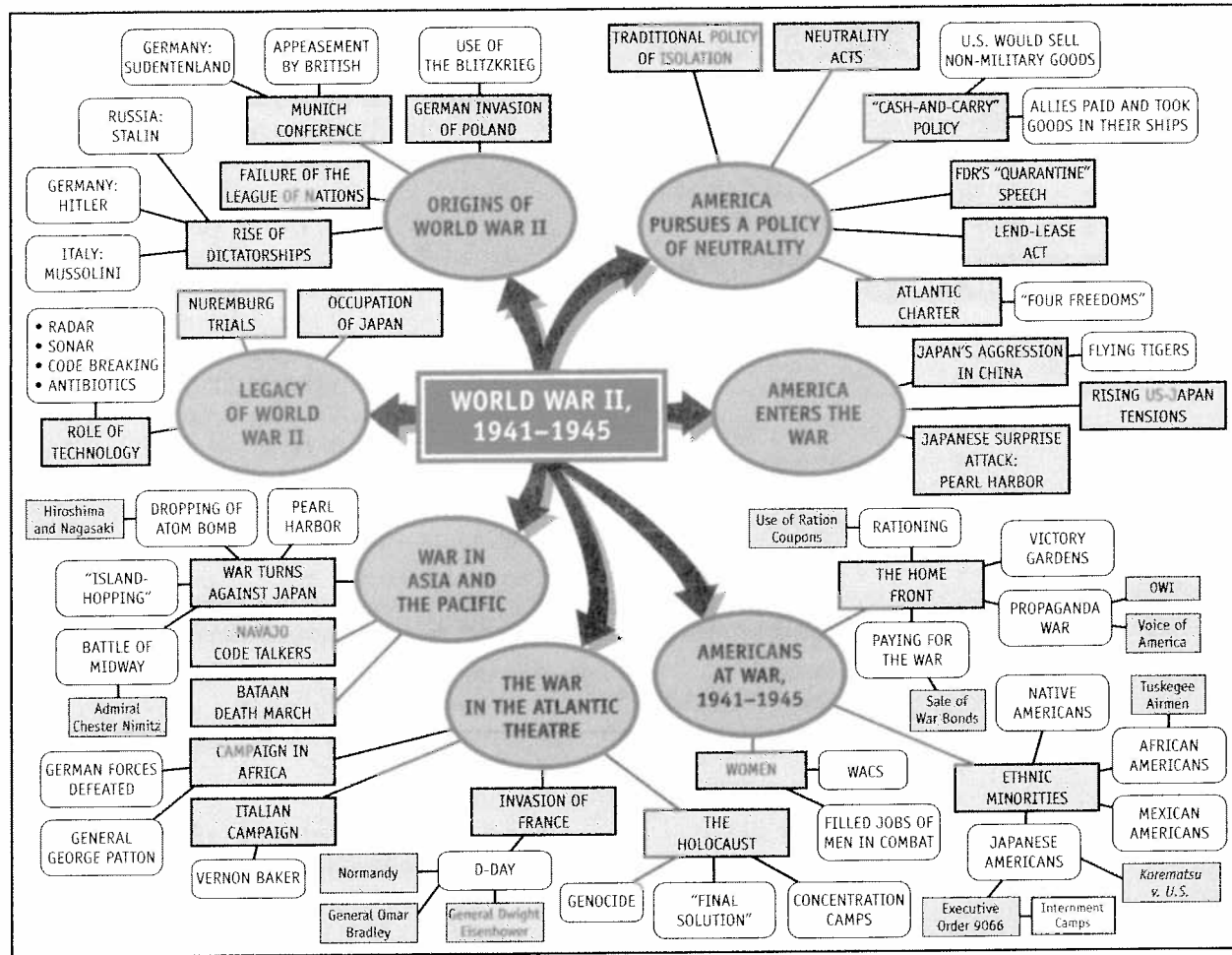
Fighting in World War II

- ★ **War in Europe.**
 - **Holocaust:** Killing of Jews and others.
 - **D-Day:** Allies invade **Normandy**, France.
 - Western Allies and Soviets invade Germany.
- ★ **War in the Pacific.**
 - **Bataan Death March (1942).**
 - **Navajo Code Talkers.**
 - U.S. defeats Japanese Navy at the **Battle of Midway (1943)**. Becomes a major turning point in the war.
- ★ **Atomic Bombs:** Dropped on Japan.
 - **Hiroshima** and **Nagasaki** bombed.
 - Japan surrenders; war comes to an end.

Key Individuals In WWII (Continued)

- ★ **General George Marshall.** Chief of Staff who helped form and equip U.S. Army.
- ★ **General Omar Bradley.** Commanded an army that landed in Normandy invasion.
- ★ **Admiral Chester Nimitz.** Commander the U.S. Pacific Fleet; commanded U.S. forces in the **Battle of Midway**.
- ★ **General Douglas MacArthur.** Commander of U.S. Army fighting in the Pacific; later was in charge of the U.S. occupation of Japan.
- ★ **General George Patton.** Commander of U.S. Third Army; expert in tank warfare.

CHAPTER 12 CONCEPT MAP

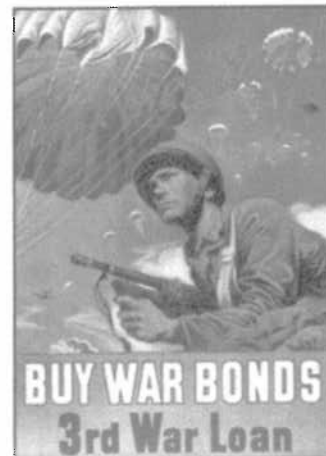


CHECKING YOUR UNDERSTANDING

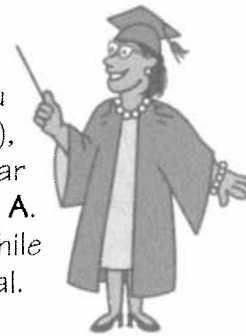
Directions: Put a circle around the letter that best answers the question.

- Which federal government agency was created to design posters like the one shown on the right?
 - A Office of War Information (OWI)
 - B Executive Order 9066
 - C Civilian Conservation Corp (CCC)
 - D Securities and Exchange Commission (SEC)

Hist 7(C)



EXAMINE the question. This question tests your ability to apply outside knowledge to a poster. You should examine the poster carefully. Then think about who made it and why. **RECALL what you know.** You should recall that during the war, the Office of War Information (OWI), was in charge of producing posters like this one to promote the war effort at home. **APPLY what you know.** The best answer is **Choice A.** Choice B deals with the creation of Japanese internment camps, while Choices C and D are agencies that were created during the New Deal.

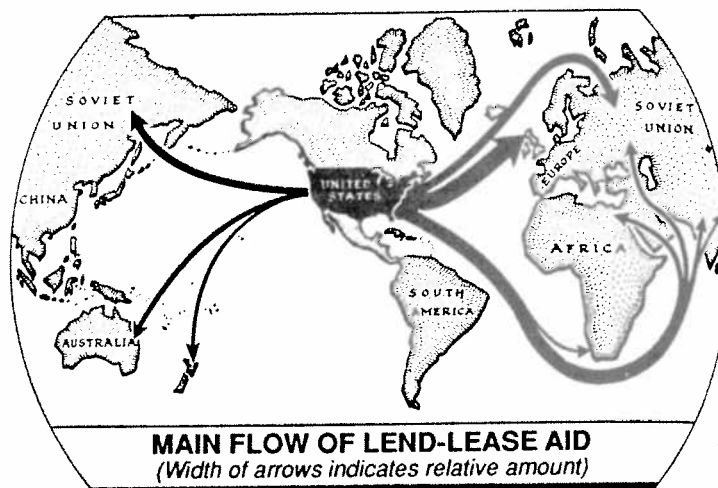


Now try answering some additional questions on your own.

Use the map and your knowledge of social studies to answer the following question.

- 2 The Lend-Lease aid shown on the map was provided to —
- F help the Allied powers fight the Axis powers
 - G persuade other nations to join the United Nations
 - H provide technical assistance to developing nations
 - J persuade other nations to pay their debts to the United States

Hist 7(A)



- 3 Which was an example of appeasement?
- A the U. S. Neutrality Acts of 1935 and 1937
 - B the conquest of Poland in 1939
 - C the entry of the United States into World War II in 1941
 - D the agreement of Britain and France to give Germany the Sudetenland in 1938
- 4 Which most accurately characterizes the policy followed by the United States in the years between World War I and World War II?
- F isolation from European military conflicts
 - G containment of Communism
 - H active membership in the League of Nations
 - J military alliances with France and Great Britain
- 5 “I have returned many times to honor the valiant men who died serving me. Every man who set foot in Normandy was a hero.” This was most likely said by —
- A Chester Nimitz
 - B Omar Bradley
 - C John J. Pershing
 - D Douglas MacArthur

Hist 7(A)

Hist 4(F)

Hist 7(F)

Use the cartoon and your knowledge of social studies to answer the following question.

- 6 What is the main idea of this cartoon?
- F The geographic location of the United States keeps it safe from conflict.
 - G The Atlantic Ocean is starting to drain its waters.
 - H The time to cross the Atlantic to Europe and Africa is decreasing.
 - J Geographic separation of the U.S. from Europe provides less protection than in the past.

Hist 7(A)

European War Narrows the Atlantic



- 7 What lesson does the example of Vernon Baker demonstrate about the U.S. military during World War II?
- A African Americans enjoyed full equality in the U.S. armed forces. Cult 26(F)
 - B Congress enacted the first military draft of African Americans.
 - C African Americans were prohibited from combat throughout the war.
 - D Despite facing prejudice, African Americans fought with distinction on the battlefield.
- 8 Which group of American citizens was subjected to the greatest loss of their constitutional rights during World War II?
- F Hispanic Americans
 - G Chinese Americans
 - H German Americans
 - J Japanese Americans Hist 7(D)
- 9 During World War II, the need of the United States for war materials resulted in —
- A the easing of government controls on the economy Econ 17(A)
 - B frequent strikes by labor unions
 - C the rationing of many consumer goods
 - D reduced profits for defense industries
- 10 Which statement about the U.S. economy during World War II is accurate?
- F Many goods were rationed. Econ 17(A)
 - G The manufacturing of automobiles increased.
 - H Worker productivity declined.
 - J Prices on most goods fell rapidly.
- 11 Which World War II military leader achieved notoriety as a commander of U.S. tanks that rapidly crossed into France and Germany in 1944 and 1945?
- A Chester Nimitz
 - B Douglas MacArthur
 - C George Patton
 - D George Marshall Hist 7(F)

- 12 In 1939, President Franklin D. Roosevelt exercised leadership when he responded to the start of World War II in Europe by —
- F asking Congress for a declaration of war
 - G selling military supplies to the Allied nations
 - H urging continued appeasement of aggressor nations
 - J attempting to negotiate a peaceful settlement of the hostilities

Hist 7(B)

Use the passage and your knowledge of social studies to answer the following question.

“I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies to be turned over to those nations which are now at war with aggressor nations. Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need man power. They do need billions of dollars of weapons for defense. The time is near when they will not be able to pay for them in cash. We cannot, and we will not, tell them that they must surrender, merely because of their inability to pay for that which we know they must have”

— President Franklin D. Roosevelt, *Annual Message to Congress*, January 6, 1941

- 13 Which program was President Roosevelt proposing in this speech?
- A the New Deal
 - B Neutrality Act
 - C “Cash-and-Carry”
 - D Lend-Lease

Hist 7(B)

- 14 Victory Gardens were used by Americans during World War II as a way to —
- F ensure adequate supplies of scarce natural resources
 - G increase the number of exports
 - H raise more food for home consumption
 - J provide markets for American-made products

Hist 7(G)

Use the information and your knowledge of social studies to answer the following question.

- | | |
|-------------------------------------|---------------------------------|
| 1 Japan attacks Pearl Harbor. | 3 Germany invades Poland |
| 2 Office of War Information created | 4 Allies invade Europe on D-Day |

- 15 Which sequence of these World War II events is in the correct chronological order?
- A 1 → 2 → 3 → 4
 - B 2 → 3 → 4 → 1
 - C 3 → 1 → 2 → 4
 - D 4 → 1 → 3 → 2

Hist 7(E)

- 16 What was an immediate effect of the bombing of Hiroshima and Nagasaki in Japan?
- F the outbreak of World War II in Asia
 - G official entry of the United States into the war against Japan
 - H the surrender of Japan to the United States
 - J Soviet troops left Germany

Hist 7(D)

Name _____

UNLAWFUL TO PHOTOCOPY OR
PROJECT WITHOUT PERMISSION

254 MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877

- 17 What was one of the greatest obstacles to achieving racial integration in the armed forces during World War II?
- A a lack of support for the concerns of minority ethnic groups
 - B the appointment of high ranking African-American commanders
 - C federal courts refused to allow the integration of the armed forces
 - D a refusal of racial minorities to participate in the armed forces
- 18 What fundamental principle was expressed by the war crimes tribunal at Nuremberg following World War II?
- F National leaders are responsible for their wartime actions.
 - G National policies in wartime cannot be criticized after a war.
 - H Individuals acting in their nation's interest cannot be prosecuted for their actions.
 - J Use of nuclear weapons can never be justified.
- 19 What effect did the end of World War II have on American women who worked in defense industries during the war?
- A They were invited to join labor unions.
 - B Their jobs were taken by men returning from military service.
 - C Their wages were increased to match those of male workers.
 - D Their contributions were rewarded by the government.
- 20 The D-Day invasion in June 1944 on the beaches of Normandy was important to the outcome of World War II because it —
- F opened a new Allied front in Europe
 - G avoided use of the atomic bomb against civilian targets
 - H forced Italy to surrender
 - J stopped Soviet advances in Eastern Europe

Hist 7(G)

Hist 7(D)

Econ 17(A)

Hist 7(E)

Use the telegram and your knowledge of social studies to answer the following question

- 21 This telegram was sent as a response to the —
- A the attack on Pearl Harbor
 - B capture of Japanese war prisoners
 - C need to enlist Japanese Americans in the army
 - D attacks by Japanese Americans on U.S. military bases

Hist 7(A)

CLASS OF SERVICE This is a full-rate Telegram or Cablegram unless the deferred character is indicated by a suitable symbol above or preceding the address.	WESTERN UNION	SYMBOLS DL = Day Letter NL = Overnight Telegram LD = Deferred Cable NLN = Cable Night Letter Ship Radiogram
A. N. WILLIAMS PRESIDENT	NEW YORK, CARLTON CHAIRMAN OF THE BOARD	J. E. WILLOVER FIRST VICE-PRESIDENT
The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.		
HBN H 37 NT 5 EXA		
QR NEW YORK DEC 7 1941		
HIS EXCELLENCY THE PRESIDENT OF THE U.S. WASHDC		
WE THE AMERICAN CITIZENS OF JAPANESE DESCENT OF NEWYORKCITY AND VICINITY JOIN ALL AMERICANS IN CONDEMNING JAPANESE AGGRESSION AGAINST OUR COUNTRY AND SUPPORT ALL MEASURES TAKEN FOR THE DEFENSE OF THE NATION.		
X TOZAI CLUB OF NEWYORK, 323 WEST 108 ST NEWYORKCITY		

- 22 What did President Truman's decision to use atomic weapons against cities in Japan in World War II show about his leadership?
- F It illustrated his need to prove he was as tough as Joseph Stalin.
 - G It confirmed his fear of diverting U.S. forces from Europe.
 - H It showed his desire to end the war while limiting the loss of U.S. lives.
 - J It confirmed that he was interested in punishing the Japanese people.

Hist 7(B)

Use the posters and your knowledge of social studies to answer the following question

- 23 These two posters were created during World War II to encourage women in America to —
- A serve in the armed forces
 - B buy war bonds
 - C exercise their vote
 - D contribute to the war effort by working

Econ 17(A)



- 24 Which statement best explains why the U.S. mainland suffered little physical damage in World War II?
- F The policy of isolationism discouraged foreign attacks.
 - G Latin America provided a buffer zone from acts of aggression by others.
 - H Geographic isolation still kept America protected from most of the fighting.
 - J U.S. military fortifications prevented attacks on U.S. soil.

Hist 7(G)

Use the illustration and your knowledge of social studies to answer the following question.

- 25 This card, issued by the U.S. government, was intended to —
- A help the auto industry
 - B provide military aid to European nations
 - C increase the use of gasoline
 - D conserve key resources in wartime

Econ 17(A)

ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	
		UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION GASOLINE RATION CARD No. 6445685				B-3			
THE ACCEPTANCE AND USE OF THIS CARD CONSTITUTE AN AGREEMENT THAT THE HOLDER WILL OBSERVE THE RULES AND REGULATIONS GOVERNING GASOLINE RATIONING AS ISSUED BY THE OFFICE OF PRICE ADMINISTRATION.									
OWNER'S NAME	W.B. Nichols								
STREET ADDRESS	204 E. 6th Ave								
CITY OR POST OFFICE	Rome					STATE	Ga		
MAKE	Chevrolet				BODY STYLE	Sedan			
VEHICLE REGISTRATION NO.	D 84-599				STATE OF REGISTRATION	Ga.			
READ INSTRUCTIONS ON REVERSE SIDE OF THIS CARD									

W. B. Nichols (SIGNATURE)

- 26 President Franklin D. Roosevelt spoke these words, "Yesterday, December 7, 1941, a date which shall live in infamy" to describe the —
- F German invasion of Poland
 - G surprise attack on Pearl Harbor
 - H D-Day invasion at Normandy
 - J atomic bombing of Hiroshima

Hist 7(A)

Use the table and your knowledge of social studies to answer the following question.

UNITED STATES INVOLVEMENT IN THE FIRST AND SECOND WORLD WAR

Category	World War I	World War II
Size of military	4,743,826	16,353,659
Average time of service	12 months	33 months
Those who served overseas	53%	73%
Average time of overseas service	5.5 months	16.2 months
Total number of casualties	320,710	1,078,162

- 27 Which conclusion is best supported by the information in the table?
- A The United States was better prepared to fight in World War II. Hist 2(0)
- B The United States entered World War II at the outbreak of hostilities.
- C U.S. armed forces were healthier in World War I than in World War II.
- D World War II had a greater impact on Americans than World War I.
-
- 28 Which statement best describes how World War II affected the home front in the United States?
- F Gasoline was rationed, Victory Gardens were planted, and more women found jobs in factories. Econ 17(A)
- G Many American homes were bombed, heavy industrial factories were closed, and food production declined.
- H Factory production declined, African Americans were denied serving in the armed forces, and unemployment rose.
- J Unemployment increased, businesses collapsed, and many farms failed.

Use the poster and your knowledge of social studies to answer the following question.

- 29 Which World War II activity is being promoted in this poster?
- A buying war bonds
- B planting a Victory Garden
- C enlisting in the armed forces
- D supporting Executive Order 9066

Hist 7(G)



- 30 What was the main goal of the Flying Tigers?
- F to attack Japanese war production Hist 7(G)
- G to sponsor minority involvement World War II combat operations
- H to supply China with war materials
- J to prevent the movement of Japanese Americans to internment camps