



## CHAPTER

# 12

1941–1945

# America and World War II

## *The Big Ideas*

### SECTION 1: Mobilizing for War

**People react to periods of breathtaking social and cultural change in different ways.** As the United States quickly mobilized its economy and armed forces to fight World War II, African Americans and women assumed new roles in society.

### SECTION 2: The Early Battles

**The fate of nations is forever changed by monumental world events.** By late 1942, the Allies had stopped the German and Japanese advance.

### SECTION 3: Life on the Home Front

**People react to periods of breathtaking social and cultural change in different ways.** The new challenges of World War II brought many changes to the lives of women and minorities.

### SECTION 4: Pushing the Axis Back

**The fate of nations is forever changed by monumental world events.** The Allies slowly pushed back the German and Japanese forces in 1943 and 1944.

### SECTION 5: The War Ends

**The fate of nations is forever changed by monumental world events.** 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.



**The American Vision: Modern Times Video** The Chapter 12 video, "Japanese American Internment Camps," chronicles the treatment of Japanese Americans during World War II.

**1941**

- President Roosevelt forbids racial discrimination in defense industries
- United States enters World War II

**1942**

- Women's Army Auxiliary Corps established
- Japanese American relocation ordered

**1943**

- Detroit race riots
- Zoot suit riots in Los Angeles

F. Roosevelt  
1933–1945



1941

1942

1943

**1941**

- Japan attacks Pearl Harbor and the Philippines

**1942**

- Japan takes Philippines; MacArthur vows: "I shall return."
- Americans turn the tide in the Pacific at the Battle of Midway

**1943**

- Battle of Tarawa
- Germans defeated at Stalingrad
- Allied forces land in Italy



United States

PRESIDENTS



World



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



1944

1944

- Eisenhower leads D-Day invasion
- Battle of Leyte Gulf

1944

- Supreme Court rules in *Korematsu v. the United States* that Japanese American relocation is constitutional



1945

- United States drops atomic bomb on Japan
- World War II ends

1945

- Franklin Roosevelt dies in office; Harry S Truman becomes president

Truman  
1945–1953



1945



**HISTORY**  
*Online*

### Chapter Overview

Visit the *American Vision: Modern Times* Web site at [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Chapter Overviews—Chapter 12** to preview chapter information.

CONTENTS

# Preparing to Read Chapter 12

## Reading Skill

## Cause and Effect

**I**n Chapter 4 you learned how authors structure text to talk about cause and effect. Authors use cause and effect to show how one event can lead to another event. Often there are several causes, just as there can be several different effects.

When you first read a text, you may find it difficult to determine individual causes and effects. Sometimes authors use signal words to let you know that they are describing a cause or an effect. Signal words for causes include *because*, *when*, *if*, *cause*, and *reason*. Words like *then*, *so*, *which*, *effect*, *response*, and *result* signal an effect.

*Read the following sentences and notice how the signal words help you locate the cause and effect in each statement.*

### CAUSE

The first two sentences contain signal words for causes. Notice how the effect in the second sentence is stated even though it does not have a signal word.

"The reason you storm the beaches is not patriotism or bravery. It's that sense of not wanting to fail your buddies." (page 576)

If the German army captured Stalingrad, the Soviets would be cut off from the resources they needed to stay in the war. (page 585)

In March 1942, decoded Japanese messages alerted the United States to the Japanese attack on New Guinea. In response, Admiral Nimitz sent two carriers . . . to intercept the Japanese in the Coral Sea. (page 582)

Because most Americans opposed large tax increases, Congress refused to raise taxes as high as Roosevelt requested. As a result, the extra taxes collected covered only 45 percent of the cost of the war. (page 593)

### EFFECT

The third sentence includes a signal word for an effect. The last sentence contains signal words for both the cause and the effect.

### Apply the Skill

As you read through Chapter 12, note the cause and effect signal words to locate important information in the reading. When you find a signal word, make sure you understand both parts of the information—the cause of an event as well as the event's effect.

### Evaluating Interpretations

**Historical Research, Evidence, and Point of View** When studying history, you should learn to evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of the author's use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

When you discuss an issue with your friends or in class, do you simply state your opinions, or do you support your viewpoints with evidence? You may find that if you can find information that confirms what you believe, others are more likely to agree with you. Similarly, historians try to find evidence that supports their views when they write about events.

As historians analyze information, they realize that there are different interpretations of the past. Although historians look at the same body of sources and information, they often arrive at different conclusions for historical events. These differences in interpretation may result if historians select only some sources in their research because they do not have the time to look at all pieces of evidence. Other times, differences may occur because historians begin with different presumptions, or hypotheses (see Chapter 9) based on their general approach to history. In either case, historians may differ in their analyses of historical events.

*Read the following passages about the debate among historians about dropping the atomic bomb in World War II.*

Historian Gar Alperovitz maintains that Truman possessed alternatives to the atomic bomb but chose to use the weapon in order to force Japan's surrender before the Soviet Union could mount an invasion and subsequently occupy Japanese territory. (page 614)

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. (page 615)

The historians in the passages above both had access to the same sources, yet they have reached very different conclusions about the reasons why President Truman ordered to drop the atomic bomb. Gar Alperovitz believes that the president had ulterior motives beyond saving lives to use the new weapon. Herbert Feis, on the other hand, presents the desire to keep casualties to a minimum as the main reason for Truman's decision.

#### Apply the Skill

Think about the debate among historians about the atomic bomb as you read through the information on the bomb in Section 5 of this chapter. How does the account in your textbook compare to the passages above? Do the textbook authors agree with Alperovitz or Feis? Explain your answer.





## SECTION 1

# Mobilizing for War

### Guide to Reading

#### Connection

In the previous chapter, you learned about the events that surrounded the onset of World War II. In this section, you will discover how the United States mobilized for the war.

#### Main Idea

- The U.S. government encouraged and assisted industry in improving manufacturing for a wartime economy. (p. 573)
- Automobile manufacturers and shipyards produced vehicles and other equipment for the war. (p. 574)
- Despite continued barriers to full equality in the armed forces, African Americans and women made unique contributions to the war effort. (p. 576)

#### Content Vocabulary

cost-plus, disfranchise

#### Academic Vocabulary

incentive, priority, consult

#### People and Terms to Identify

Reconstruction Finance Corporation, Liberty ship, War Production Board, Selective Service and Training Act

#### Reading Objectives

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

#### 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.



#### Preview of Events

1940

1940

Fall of France; Selective Service Act

1941

December 7, 1941

Japan attacks Pearl Harbor

1942

1942

Women's Army Auxiliary Corps (WAAC) established

1943

1943

Office of War Mobilization (OWM) established

The following are the main History–Social Science Standards covered in this section.

**11.7.3** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

**11.7.5** Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

**11.7.6** Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

**People react to periods of breathtaking social and cultural change in different ways.** Even before the United States officially entered the war, President Roosevelt had begun to prepare the American economy by building up the country's defenses. Now the conversion to a wartime economy went at a rapid pace, with a new agency to control the production of jeeps, tanks, airplanes, and ships. Americans, who before had been to a large degree isolationists, approved a draft. Enlistees served in segregated units, but African Americans began to push for more rights, and World War II saw the first African American combat units. Women also advanced during the war, serving for the first time in the military itself rather than in auxiliary units.

**11.10.1** Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimu-

lus for President Truman's decision to end segregation in the armed forces in 1948.

**11.11.3** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.



## Converting the Economy

**Main Idea** The U.S. government encouraged and assisted industry in improving manufacturing for a wartime economy.

**Reading Connection** What motivates you to work better or faster? Read on to learn how the U.S. government motivated industry during World War II.

President Roosevelt was concerned with the difficulty of fighting a global war. The attack on Pearl Harbor, however, convinced him that the United States must take action.

### ★ An American Story ★

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

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

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

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

—adapted from *No Ordinary Time*

Unlike 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.”

▼ Franklin D. Roosevelt





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

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

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

## American Industry Gets the Job Done

**Main Idea** Automobile manufacturers and shipyards produced vehicles and other equipment for the war.

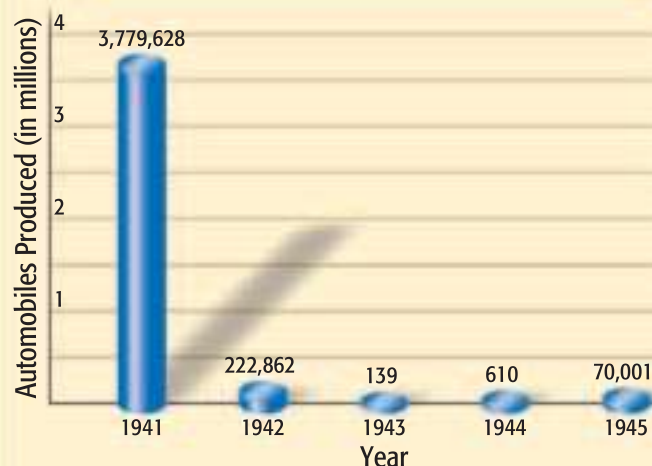
**Reading Connection** Name products you use that would be in high demand during a war. Read on to discover the role of shipyards in World War II.

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.

**Tanks Replace Cars** The automobile industry was uniquely suited to the mass production of military

### Switching to Wartime Production

#### Automobile Production, 1941–1945



Source: Historical Statistics of the United States: Colonial Times to 1970.





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

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

—quoted in *Miracle of World War II*

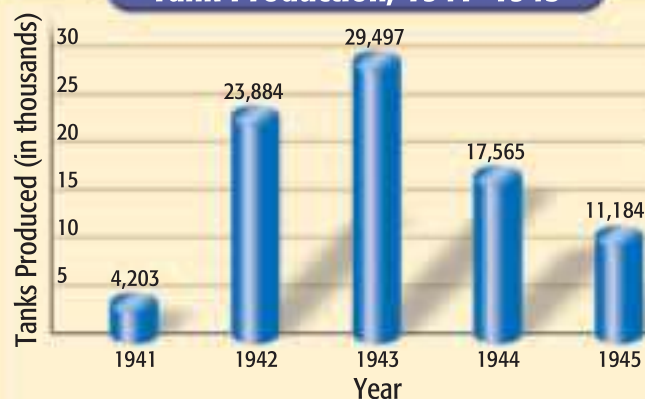
Automobile factories did not just produce vehicles. They also built artillery, rifles, mines, helmets, pontoon bridges, cooking pots, and dozens of other pieces of military equipment. Henry Ford launched

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. Welded ships saved cargo as well as lives.

### Tank Production, 1941–1945



Source: *Historical Statistics of the United States: Colonial Times to 1970*.

**The War Production Board** As American companies converted to wartime 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. The process was not only frustrating, but the disorder also hindered production.

After Pearl Harbor, President Roosevelt tried to improve the system by creating the **War Production Board** (WPB) in January 1942. The chairman, Donald M. Nelson, and the WPB received authority to set **priorities** and production goals and to control the distribution of raw materials and supplies. Almost immediately, the WPB clashed with the military. Military agencies continued to sign contracts without **consulting** with the WPB. Over a period of three years, the WPB supervised the production of \$185 billion in military weapons and supplies. Finally, in 1943, Roosevelt established the Office of War Mobilization (OWM) to settle arguments between the different agencies.

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

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



## Building an Army

**Main Idea** Despite continued barriers to full equality in the armed forces, African Americans and women made unique contributions to the war effort.

**Reading Connection** Have you ever been in a situation where you had to get along with people you did not know and who were different from you? Read on to discover how basic training helped new soldiers form bonds with strangers.

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. Many people's opinions changed, however, 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?"

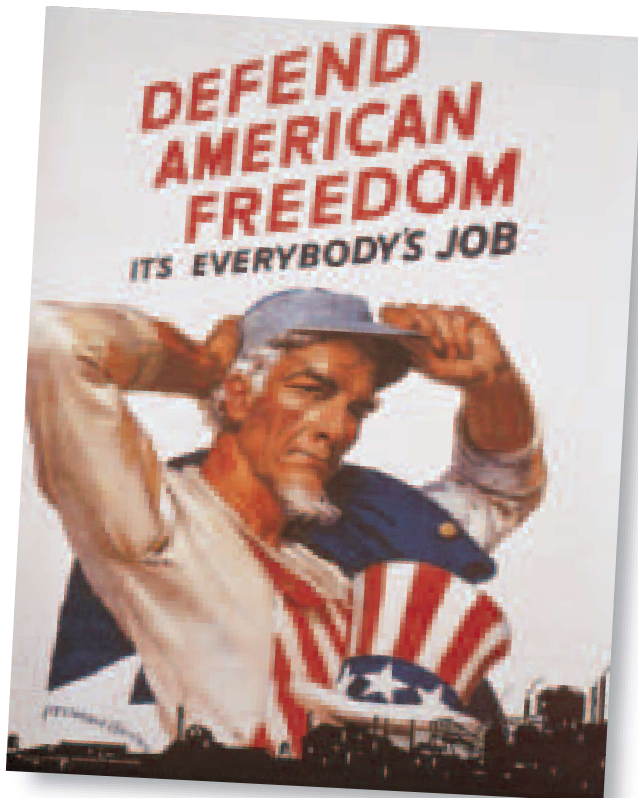
Despite its problems, basic training helped to break down barriers between soldiers. Recruits came from all over the country, and training together made them into a unit. Training created a "special sense of kinship," one soldier noted. "The reason you storm the beaches is not patriotism or bravery.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

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.

### History Through Art

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





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

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

—quoted in *America at War*

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.



### **Picturing History**

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



 **Benjamin O. Davis**

**African Americans in Combat** Many African Americans made brave contributions during the war in the armed forces. 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. Of all the major powers involved in the war, the United States suffered the fewest casualties in combat.



### **Picturing History**

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

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

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

### **HISTORY** **Study Central**

For help with the concepts in this section of *American Vision: Modern Times* go to [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Study Central**.

## **SECTION 1 ASSESSMENT**

### **Checking for Understanding**

- Vocabulary** Define: incentive, cost-plus, Liberty ship, priority, consult, disfranchise.
- People and Terms** Identify: Reconstruction Finance Corporation, War Production Board, Selective Service and Training Act.
- Describe** the role of the OWM in the war production effort.

### **Reviewing Big Ideas**

- Making Inferences** Why do you think African Americans were willing to fight in the war even though they suffered discrimination in American society?

### **Critical Thinking**

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



### **Analyzing Visuals**

- Analyzing Graphs** Study the graphs of automobile and tank production on pages 574 and 575. Why did automobile production decrease while tank production increased?

### **Writing About History**

- 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.

**CA 11WS1.1; 11WS1.2**





## SECTION 2

# The Early Battles

### Guide to Reading

#### Connection

In the previous section, you learned how the United States mobilized for war. In this section, you will discover the course of the early battles in the Atlantic and the Pacific.

#### Main Idea

- Japanese and American naval forces battled for control of the Pacific. (p. 580)
- American and British forces defeated the Germans in North Africa and in the Atlantic, while Soviet forces defeated Germany at Stalingrad. (p. 583)

#### Content Vocabulary

periphery, convoy system

#### Academic Vocabulary

assign, transmit, intensify

#### People and Terms to Identify

Chester Nimitz, Douglas MacArthur, James Doolittle, George Patton

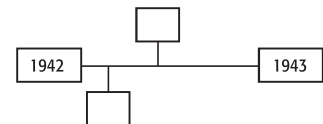
#### Reading Objectives

- **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.

#### Reading Strategy

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



#### Preview of Events

♦ 1942

**May 1942**

Fall of the Philippines;  
Battle of the Coral Sea

**June 1942**

Battle of Midway

♦ 1943

**February 1943**

Germans defeated  
at Stalingrad

**May 1943**

Germans driven out  
of North Africa

♦ 1944

The following are the main History–Social Science Standards covered in this section.

**11.7.2** Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

**11.7.3** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

## The Big Idea

**The fate of nations is forever changed by monumental world events.** At first, the United States suffered setbacks in the Pacific with the fall of the Philippines. In order to boost Americans' morale, President Roosevelt ordered a mission to begin bombing attacks on Japan. The Japanese now set out to destroy the U.S. fleet. Americans were able to break the Japanese secret code and defeat the Japanese in two battles. At the same time, the United States and Great Britain began their campaign to attack Germany from the periphery by taking control of North Africa. The Allies also devised new ways to combat German submarines in the Atlantic. When Germany was defeated at the Battle of Stalingrad, the tide of war had changed both in Europe and Asia.



## Holding the Line Against Japan

**Main Idea** Japanese and American naval forces battled for control of the Pacific.

**Reading Connection** Have you ever had to change your plans to accomplish a goal? Read on to learn how the Japanese modified their battle plans against U.S. naval forces in the Pacific.

The United States suffered losses to its fleet at Pearl Harbor and faced superior fighter planes in combat. These two obstacles challenged the United States to develop new strategies to fight the war.

### ★ *An American Story* ★

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

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

—quoted in *The Pacific War Remembered*

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



James S. Thach ▲

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

**The Fall of the Philippines** A few hours after they bombed Pearl Harbor, the Japanese attacked American airfields located 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 were able to hold out for more than three months. Gradually, the lack of supplies along with diseases such as malaria, scurvy, and dysentery took their toll. Realizing MacArthur’s capture would demoralize the American people, President Roosevelt ordered the general to evacuate to Australia. In Australia MacArthur made a promise: “I came through, and I shall return.”

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



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

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

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

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

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

President Roosevelt put Lieutenant Colonel **James Doolittle** in command of the mission. At the end of March, a crane loaded sixteen B-25s onto the

aircraft carrier *Hornet*. The next day the *Hornet* headed west across the Pacific. On April 18, American bombs fell on Japan for the first time.

**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.

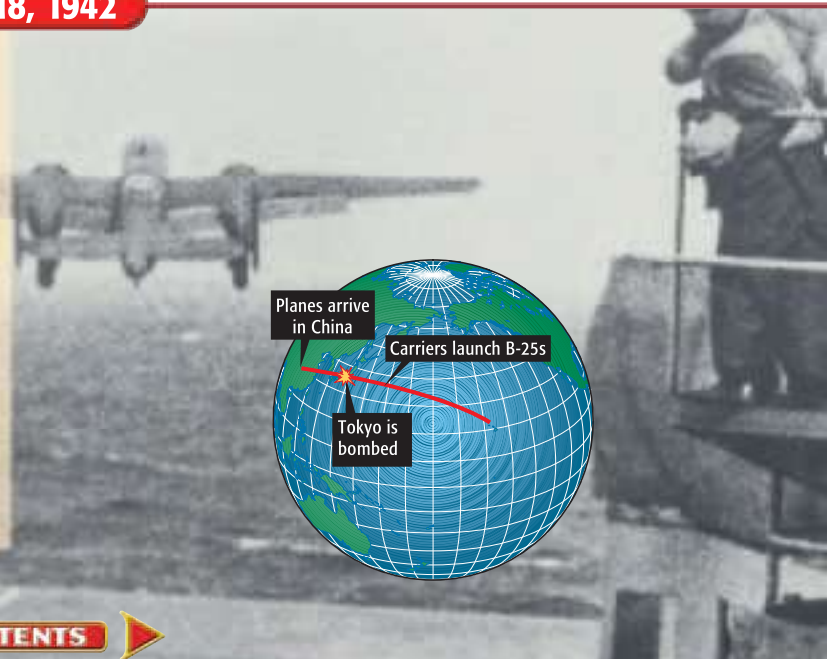
After Doolittle’s raid, the planners dropped their opposition to Yamamoto’s plan. The American fleet had to be destroyed in order to protect Tokyo from bombing. The attack on New Guinea would still go ahead, but only three aircraft carriers were **assigned** to the mission. All of the other carriers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

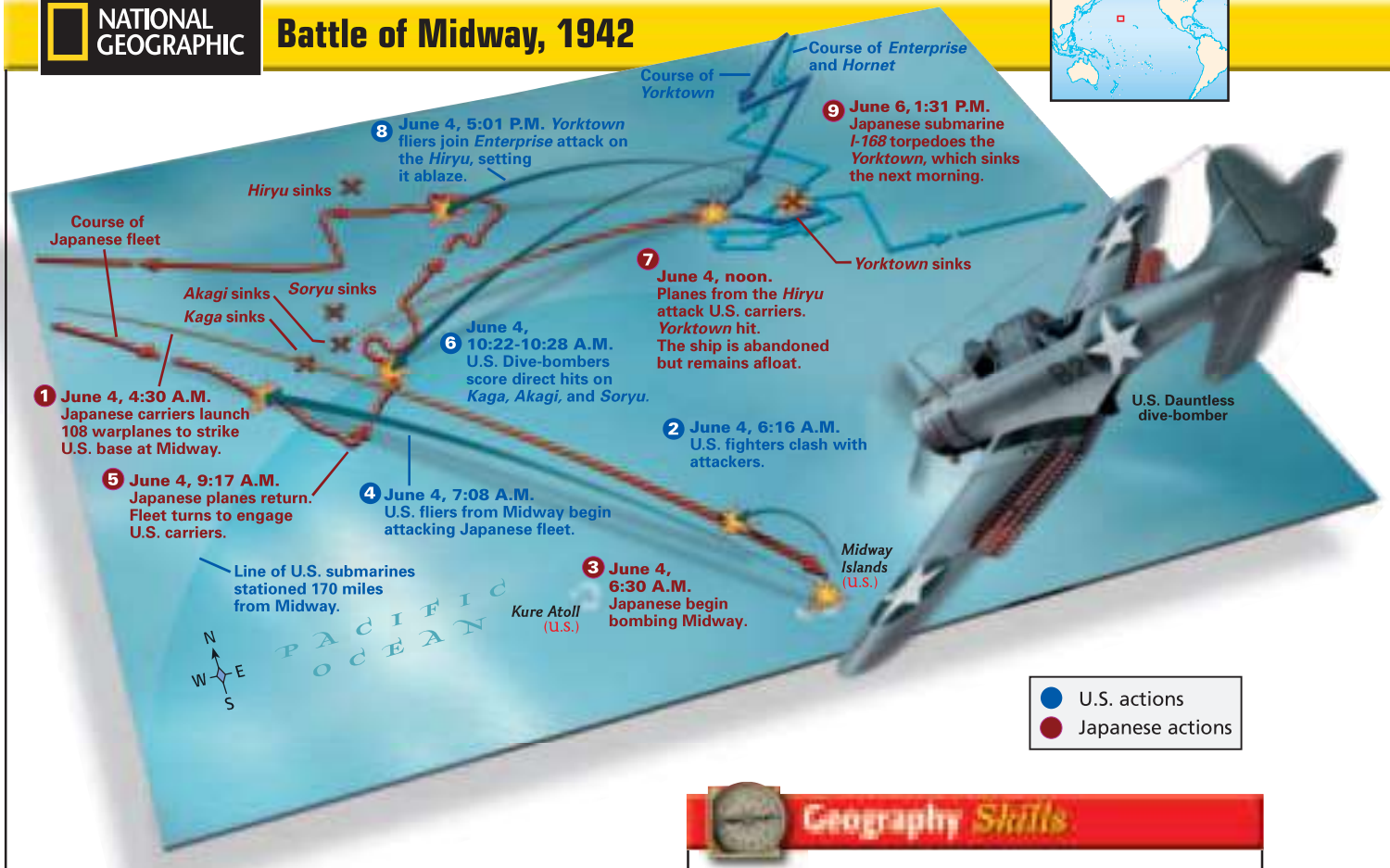
**The Battle of the Coral Sea** The Japanese believed that they could proceed with two different attacks. They thought the United States was unaware of Japan’s activity and would not be able to respond in time. Japan did not know that an American team of code breakers, based in Hawaii, had already broken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

## Striking Back: The Doolittle Raid, April 18, 1942

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

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





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.

**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

**Geography Skills**

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

June 4, 1942. The island was ready. The Japanese planes ran into a blizzard of anti-aircraft 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 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



**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.



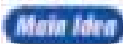
**U.S. FORCES** No battleships guard U.S. carriers sent to Midway to engage the enemy fleet. Into combat go 3 carriers, including battle-damaged Yorktown. Protecting them are 8 cruisers and 16 destroyers. The U.S. has a total of 360 aircraft, including 234 carrier-based fighters and small bombers. Based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

offensive action.” The victory was not without devastating costs, 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



**Main Idea** American and British forces defeated the Germans in North Africa and in the Atlantic, while Soviet forces defeated Germany at Stalingrad.

**Reading Connection** Have you ever been rewarded for being persistent or brave? Read on to discover how persistence and bravery won battles against German forces.

In 1942 Allied forces began to win victories in Europe as well. Almost from the moment the United States entered the war, Joseph Stalin, the leader of the

Soviet Union, urged President Roosevelt to open a second front in Europe. Stalin appreciated the Lend-Lease supplies that the United States had sent, but the Soviets needed more than supplies. 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 with Churchill’s plan, and in July 1942 he ordered the invasion of Morocco and Algeria—two French territories indirectly under German control.

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

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. Britain would be devastated if it lost the canal. 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.



**Student Web Activity** Visit the *American Vision: Modern Times* Web site at [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Student Web Activities—Chapter 12** for an activity on America and World War II.



## Profiles IN HISTORY

### Fleet Admiral Chester W. Nimitz 1885–1966

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

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



### Admiral Isoroku Yamamoto 1884–1943

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

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

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



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

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



submarines. As the new technology began to take its toll on German submarines, the Battle of the Atlantic slowly turned in favor of the Allies.

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

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

When German troops entered Stalingrad in mid-September, Stalin ordered his troops to hold the city at all cost. Retreat was forbidden. The Germans were forced to fight from house to house, losing thousands of soldiers in the process.

On November 23, Soviet reinforcements arrived and surrounded Stalingrad, trapping almost 250,000 German troops. When the battle ended, 91,000 Germans had surrendered, although only 5,000 of them survived the Soviet prison camps and returned home after the war. The Battle of Stalingrad was



### **Picturing History**

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

a major turning point in the war. Just as the Battle of Midway put the Japanese on the defensive for the rest of the war, the Battle of Stalingrad put the Germans on the defensive as well.

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

### **HISTORY** **Online Study Central**

For help with the concepts in this section of *American Vision: Modern Times* go to [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Study Central**.

## **SECTION 2 ASSESSMENT**

### **Checking for Understanding**

- Vocabulary** Define: assign, transmit, periphery, intensify, convoy system.
- People and Terms** Identify: Chester Nimitz, Douglas MacArthur, James Doolittle, George Patton.
- Explain** the American strategy in North Africa.

### **Reviewing Big Ideas**

- Identifying** How did the Battle at Stalingrad change the fate of the Allies and the momentum of the war?

### **Critical Thinking**

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



### **Analyzing Visuals**

- Examining Maps** Study the map of Midway on page 582. Why do you think the Japanese forces attacked when they did?

### **Writing About History**

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

**CA 11WA2.1e**





## SECTION 3

# Life on the Home Front

### Guide to Reading

#### Connection

In the previous section, you learned about the early battles of the war. In this section, you will discover how the war impacted the daily lives of Americans.

#### Main Idea

- The changing roles in the workplace and growing political demands opened doors to new work for women and minorities. (p. 587)
- During the war, many people moved in search of jobs, while many Japanese Americans were forced from their homes into internment camps. (p. 589)

- Civilians made many sacrifices during the war to help ensure victory for the Allies. (p. 591)

#### Content Vocabulary

Sunbelt, rationing, victory garden

#### Academic Vocabulary

perspective, allocate, integrate

#### People and Terms to Identify

Rosie the Riveter, A. Philip Randolph, zoot suit, E bond

#### Reading Objectives

- **Describe** how the wartime economy created opportunities for women and minorities.

- **Discuss** how Americans coped with shortages and rapidly rising prices.

#### Reading Strategy

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

Opportunities			
	Before War	After War	Still Needed
Women			
African Americans			



#### Preview of Events



The following are the main History–Social Science Standards covered in this section.

**11.7.3** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

**11.7.5** Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; the roles and growing political demands of African Americans.

**11.7.6** Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

**11.10.1** Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African

**People react to periods of breathtaking social and cultural change in different ways.** With so many white men in the military, job opportunities opened for women and minorities. Most women took clerical jobs, but those in factories helped change attitudes about women in the workplace. African Americans gained new civil rights and access to new jobs. Mexicans came into the United States to fill farm jobs. Many people moved to find jobs in the new factories, creating a housing crisis and new problems with racism. While most minorities were able to gain some rights, Japanese Americans along the West Coast had to endure relocation and internment. Throughout the war, American life included wage and price regulations, rationing, victory gardens, and war bond drives.

Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

**11.10.4** Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther

King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.

**11.11.3** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.



## Women and Minorities Gain Ground

**Main Idea** The changing roles in the workplace and growing political demands opened doors to new work for women and minorities.

**Reading Connection** Discuss the benefits that wartime production provided women and minorities and how these effects would be different today. Read on to find out about advances that women and minorities achieved during World War II.

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. Many Americans now enjoyed living in a more prosperous time.

### ★ *An American Story* ★

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

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

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

When the war began, American defense factories wanted to hire white men. With so many men in the military, though, there simply were not enough white men to fill all of the jobs. Under pressure to produce, employers began to recruit women and minorities.

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

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

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

—quoted in *Eyewitness to World War II*

▼ “Rosie the Riveter” symbolized new roles for women





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

### African Americans Demand War Work

Although factories were hiring women, they resisted hiring African Americans. Frustrated by the situation, **A. Philip Randolph**, the head of the Brotherhood of Sleeping Car Porters—a major union for African American railroad workers—decided to take action. He informed President Roosevelt that he was organizing “from ten to fifty thousand [African Americans] to march on Washington in the interest of securing jobs . . . in national defense and . . . integration into the military and naval forces.”

In response, Roosevelt issued Executive Order 8802, on June 25, 1941. The order declared, “there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color or national origin.” To enforce the

order, the president created the Fair Employment Practices Commission—the first civil rights agency established by the federal government since the Reconstruction era.

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

## Profiles IN HISTORY

### The Navajo Code Talkers 1942–1945

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

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

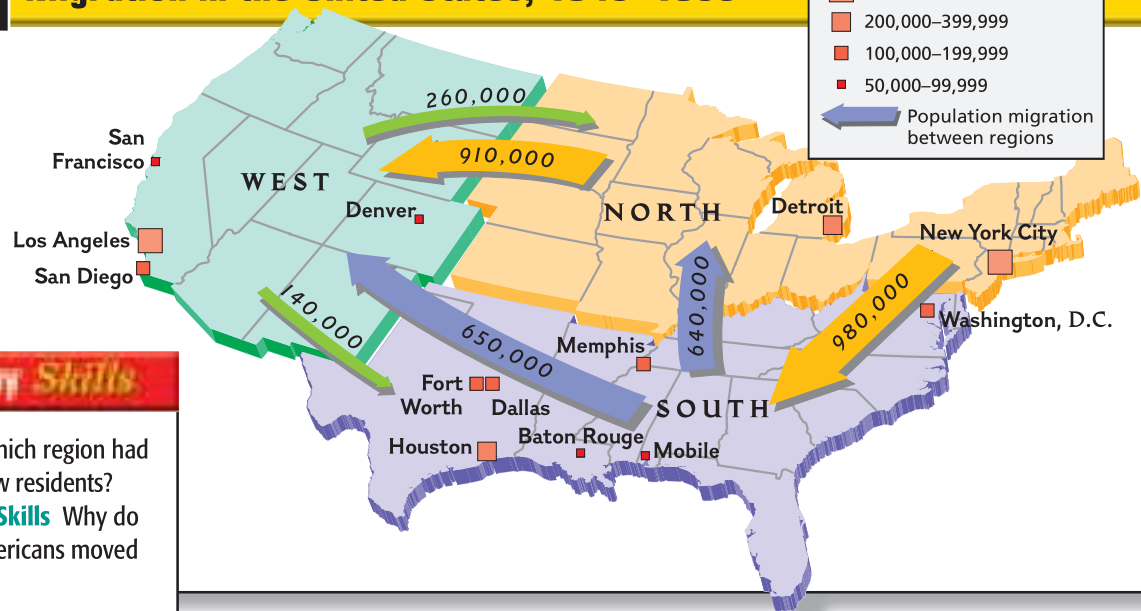
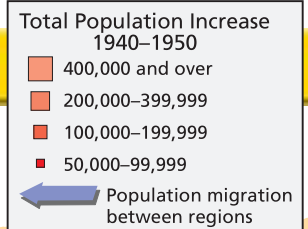
Code talkers proved invaluable in combat. They could relay a message in minutes that would have taken a code machine operator hours to encipher and transmit. At the battle of Iwo Jima, code talkers transmitted more than 800 messages during the first 48 hours as the marines struggled to get ashore under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



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



## Migration in the United States, 1940–1950



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

## A Nation on the Move

**Main Idea** During the war, many people moved in search of jobs, while many Japanese Americans were forced from their homes into internment camps.

**Reading Connection** Do you know of anyone who has moved to get a better job or go to a better school? Read on to learn about the many people who went where the jobs were during World War II.

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 the new 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 usually 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, the local residents often greeted them 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.”

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 vio-

lence 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.

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



### **Picturing History**

**Zoot Suits** Many Americans considered the long, baggy zoot suit worn by some Mexican American teenagers unpatriotic. Riots erupted in Los Angeles in June of 1943 after it was rumored that “zoot suiters” had attacked several sailors. The riots lasted several days and left more than a hundred people injured. **Why did many Americans consider the zoot suit unpatriotic?**

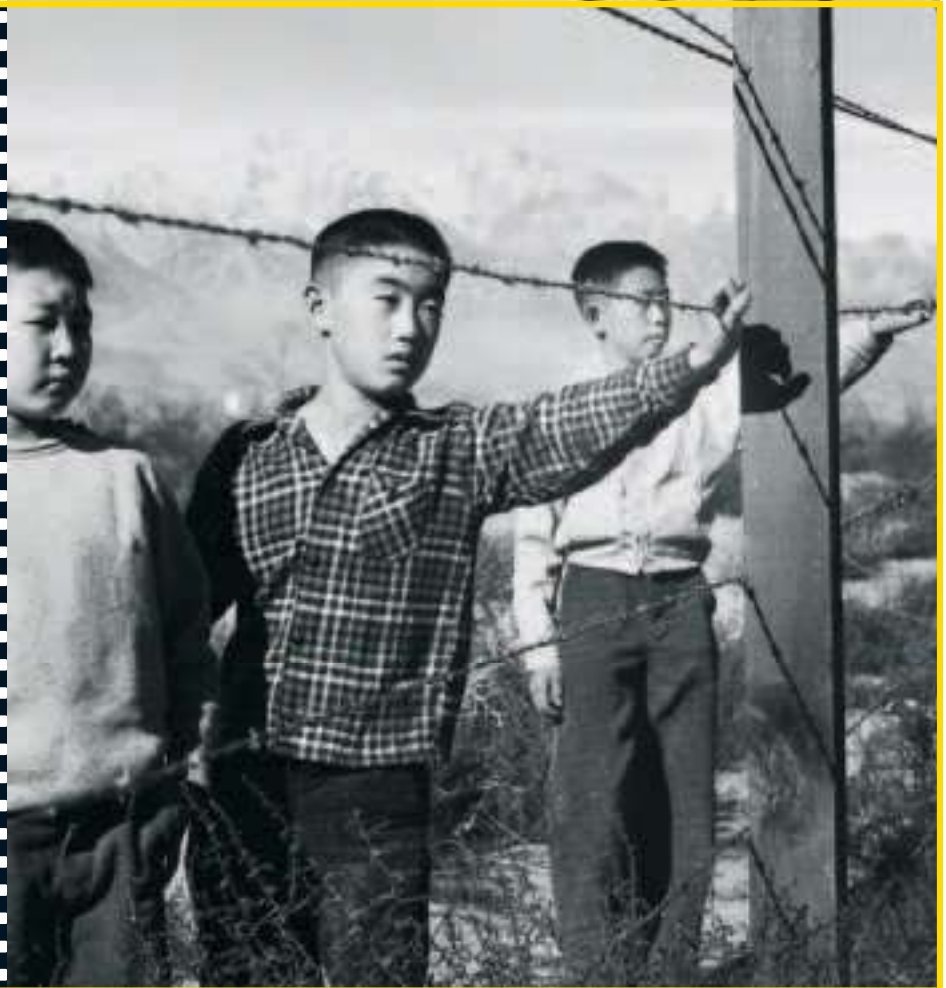


NATIONAL  
GEOGRAPHIC

## MOMENT in HISTORY

### BEHIND BARBED WIRE

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



citizens could not be held against their will. In early 1945, the government began to release the Japanese Americans from the camps. (See page 1005 for more information on *Korematsu v. the United States*.)

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

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

Japanese Americans were not the only ones who faced discrimination. Because the United States was also at war with Italy and Germany, many Italian and German immigrants were subject to harassment. Many lost jobs because of curfews, were subject to

police searches, confiscation of fishing boats used to provide a source of income, forced relocations, and even internment. The lack of available housing and controls on wages and prices made life even more difficult for some immigrants.

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

## Daily Life in Wartime America

**Civilians made many sacrifices during the war to help ensure victory for the Allies.**

**Reading Connection** How would you respond to government rationing of food? Read on to find out more about rationing of food and other supplies during World War II.

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.

**Wage and Price Controls** As the economy mobilized, the president became concerned with the possibility of 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 had to give enough coupon points to cover their purchases.

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

Certain raw materials were so vital to the war effort that the government organized scrap drives.

### **Picturing History**

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

**Why was rationing so vital to the war effort?**





## Analyzing Political Cartoons

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

Americans collected spare rubber, tin, aluminum, and steel. They donated pots, tires, tin cans, car bumpers, broken radiators, and rusting bicycles. Oils and fats were so important to the production of explosives that the WPB set up fat-collecting stations. Americans would exchange bacon grease and meat drippings for extra ration coupons. The scrap drives were very successful and one more reason for the success of American industry during the war.

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

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

To raise the rest of the money, the government issued war bonds. When Americans bought bonds, they were loaning money to the government. In exchange for the money, the government promised that the bonds could be cashed in at some future date for the purchase price plus interest. The most common bonds were **E bonds**, which sold for \$18.75 and could be redeemed for \$25.00 after 10 years.

Illustration for the Shouting Gallery



Individual Americans bought nearly \$50 billion worth of war bonds. Banks, insurance companies, and other financial institutions bought the rest—over \$100 billion worth of bonds.

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

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

**HISTORY**  
*Online*



**Study Central**

For help with the concepts in this section of *American Vision: Modern Times* go to [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Study Central**.

## SECTION 3 ASSESSMENT

### Checking for Understanding

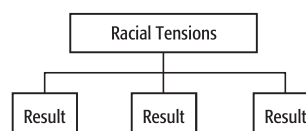
- Vocabulary** Define: perspective, sun-belt, allocate, integrate, rationing, victory garden.
- People and Terms** Identify: Rosie the Riveter, A. Philip Randolph, zoot suit, E bond.
- Explain** how the federal government expanded during the war.

### Reviewing Big Ideas

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

### Critical Thinking

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



### Analyzing Visuals

- Examining Maps** Study the map on page 589. Which cities had populations over 400,000?
- Analyzing Photographs** Study the photograph on page 591. Why were Japanese Americans interned?

### Writing About History

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

CA 11WS1.1; 11WS1.5



# American LITERATURE



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

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

## Read to Discover

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

## Reader's Dictionary

**barracks:** plain and barren lodgings usually used to house soldiers

**milling:** wandering

**savory:** seasoned with spices

## from Farewell to Manzanar

by Jeanne Wakatsuki Houston and James D. Houston

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

Kiyo and my sister May and I enrolled in the local school, and what sticks in my memory from those few weeks is the teacher—not her looks, her remoteness. In Ocean Park my teacher had been a kind, grandmotherly women who used to sail with us in Papa's boat from time to time and who wept the day we had to leave. In Boyle Heights the teacher felt cold and distant. I was confused by all the moving and was having trouble with the classwork, but she would never help me out. She would have nothing to do with me.

This was the first time I had felt outright hostility from a Caucasian. Looking back, it is easy enough to explain. Public attitudes toward the Japanese in California were shifting rapidly. In the first few months of the Pacific war, America was on the run. Tolerance had turned to distrust and irrational fear. The hundred-year-old tradition of anti-Orientalism on the west coast soon resurfaced, more vicious than ever. Its result became clear about a month later, when we were told to make our third and final move.

The name Manzanar meant nothing to us when we left Boyle Heights. We didn't know where it was or what it was. We went because the government ordered us to. And, in the case



of my older brothers and sisters, we went with a certain sense of relief. They had all heard stories of Japanese homes being attacked, of beatings in the streets of California towns. They were as frightened of the Caucasians as Caucasians were of us. Moving, under what appeared to be government protection, to an area less directly threatened by the war seemed not such a bad idea at all. For some it actually sounded like a fine adventure.

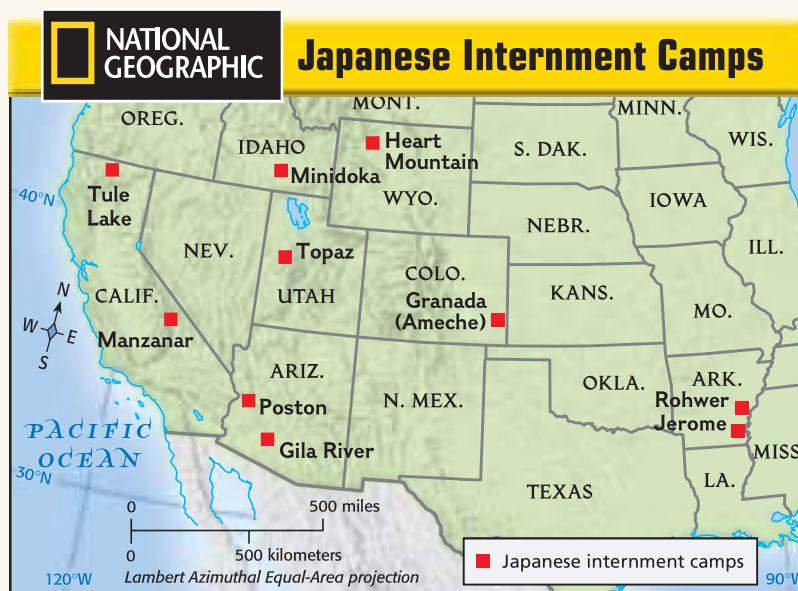
Our pickup point was a Buddhist church in Los Angeles. It was very early, and misty, when we got there with our luggage. Mama had bought heavy coats for all of us. She grew up in eastern Washington and knew that anywhere inland in early April would be cold. I was proud of my new coat, and I remember sitting on a duffel bag trying to be friendly with the

Greyhound driver. I smiled at him. He didn't smile back. He was befriending no one. Someone tied a numbered tag to my collar and to the duffel bag (each family was given a number and that became our official designation until the camps were closed), some one else passed out box lunches for the trip, and we climbed aboard.

I had never been outside Los Angeles County, never traveled more than ten miles from the coast, had never even ridden on a bus. I was full of excitement, the way any kid would be, and wanted to look out the window. But for the first few hours the shades were drawn. Around me other people played cards, read magazines, dozed, waiting. I settled back, waiting too, and finally fell asleep. The bus felt very secure to me. Almost half its passengers were immediate relatives. Mama and my older brothers had succeeded in keeping most of us together, on the same bus, headed for the same camp. I didn't realize until much later what a job that was. The strategy had been, first to have everyone living in the same district when the evacuation began, and then to get all of us included under the same family number, even though names had been changed by marriage. Many families weren't as lucky as ours and suffered months of anguish while trying to arrange transfers from one camp to another.

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well, a billowing flurry of dust and sand churned up by the wind through Owens Valley.

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, blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up, and some moved toward us expectantly.



But inside the bus no one stirred. No one waved or spoke. They just stared out the windows, ominously silent. I didn't understand this. Hadn't we finally arrived, our whole family intact? I opened a window, leaned out and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. 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 good dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture. But at this point no one dared protest. It would have been impolite. I was horrified when I saw the apricot syrup seeping through my little mound of rice. I opened my mouth to complain. My mother jabbed me in the back to keep quiet. We moved on through the line and joined the others squatting in the lee of half-raised walls, dabbing courteously at what was, for almost everyone there, an inedible concoction.

After dinner we were taken to Block 16, a cluster of fifteen barracks that had just been finished a day or



▲ *Food line at internment camp*

so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper. They sat on concrete footings, with about two feet of open space between the floorboards and the ground. Gaps showed between the planks, and as the weeks passed and the green wood dried out, the gaps widened. Knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. 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.

The first task was to divide up what space we had for sleeping. Bill and Woody contributed a blanket each and partitioned off the first room: one side for Bill and Tomi, one side for Woody and Chizu and their baby girl. Woody also got the stove, for heating formulas.

The people who had it hardest during the first few months were young couples like these, many of whom had married before the evacuation began, in

order not to be separated and sent to different camps. Our two rooms were crowded, but at least it was all in the family. My oldest sister and her husband were shoved into one of those sixteen-by-twenty-foot compartments with six people they had never seen before—two other couples, one recently married like themselves, the other with two teenage boys. Partitioning off a room like that wasn’t easy. It was bitter cold when we arrived, and the wind did not abate. All they had to use for room dividers were those army blankets, two of which were barely enough to keep one person warm. They argued over whose blanket should be sacrificed and later argued about noise at night—the parents wanted their boys asleep by 9:00 p.m.—and they continued arguing over matters like that for six months, until my sister and her husband left to harvest sugar beets in Idaho. It was grueling work up there, and wages were pitiful, but when the call came through camp for workers to alleviate the wartime labor shortage, it sounded better than their life at Manzanar. They knew they’d have, if nothing else, a room, perhaps a cabin of their own. . . .

We woke early, shivering and coated with dust that had blown up through the knotholes and in through the slits around the doorway. During the night Mama had unpacked all our clothes and heaped them on our beds for warmth. Now our cubicle looked as if a great laundry bag had exploded and then been sprayed with fine dust. . . .

## Analyzing Literature

1. **Recall and Interpret** How did the food served at the camp show a lack of understanding of Japanese culture? **CA 11RC2.4**
2. **Evaluate and Connect** Why do you think the families in the camps were assigned numbers?

### Interdisciplinary Activity

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

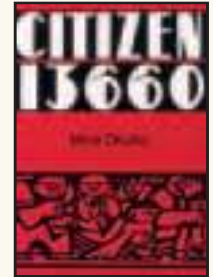
# Reading on Your Own

*For other literature selections that relate to Japanese culture, Japanese Americans, and World War II, you might consider the following book suggestions.*

## ***Citizen 13660 (Nonfiction)***

**by Miné Okubo**

Born in 1912, Okubo received her master's degree in fine arts from the University of California at Berkeley. Using her artistic skills, she recounts with ink drawings and words her experiences in a Japanese internment camp during World War II.



## ***One Sunny Day (Autobiography)***

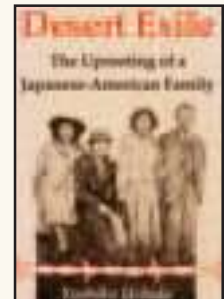
**by Hideko Tamura Snider**

When Hideko Tamura was 10 years old, the atomic bomb devastated her home in Hiroshima. In this powerful narrative, Hideko describes her life before the bombing, the explosion itself, and the influence of that trauma upon her life in Japan and later the United States. Her years in the States provided her with unusual insight into the relationship between Japanese and American cultures and the lasting impact of the bombing of Hiroshima.

## ***Desert Exile: The Uprooting of a Japanese-American Family (Autobiography)***

**by Yoshiko Uchida**

Uchida had to move to an internment camp during her senior year at the University of California at Berkeley. Her autobiography provides another view of life at an internment camp experienced by Japanese American citizens during the Second World War.



## ***Snow Falling on Cedars (Fiction)***

**by David Guterson**

With palpable, anti-Japanese sentiment in the background, a Japanese American fisherman fights for his reputation and his life in a murder trial set in Puget Sound during the 1950s.



## SECTION 4

# Pushing the Axis Back

### Guide to Reading

#### Connection

In the previous section, you learned about life on the home front. In this section, you will discover how the Allies began to achieve victories on all fronts.

#### Main Idea

- At the Casablanca Conference, Roosevelt and Churchill planned a wartime strategy that included increased bombing of Germany and an attack on Sicily. (p. 599)
- The Allied invasion of France took place on June 6, 1944, which was known as D-Day. (p. 601)

- General MacArthur's strategy involved taking back islands in the Pacific, one island at a time, to push back the Japanese. (p. 603)

#### Content Vocabulary

amphtrac, kamikaze

#### Academic Vocabulary

approximately, code, pose

#### People and Terms to Identify

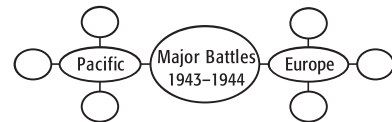
Casablanca Conference, Operation Overlord, D-Day, Omar Bradley, Guadalcanal

#### Reading Objectives

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

#### Reading Strategy

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



Interactive Graphic Organizer

#### Preview of Events

♦ 1943

**January 1943**

Casablanca Conference

**July 1943**

The Allies invade Italy

♦ 1944

**November 1943**

Roosevelt, Churchill, and Stalin meet at Tehran

**June 6, 1944**

D-Day invasion begins

♦ 1945

**October 20, 1944**

MacArthur returns to the Philippines

The following are the main History–Social Science Standards covered in this section.

**11.7.2** Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

**11.7.3** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

**11.7.4** Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

**11.7.6** Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

## The Big Idea

**The fate of nations is forever changed by monumental world events.** The United States fought a two-front war. In Europe, the Allies decided to bomb Germany, which led to severe oil shortages, a wrecked railroad system, and significant damage to aircraft factories in that country. At the same time, Allied troops took Italy in a campaign lasting almost a year. The leaders of the United States, Great Britain, and the Soviet Union met to discuss further war plans and a future international peacekeeping organization. The plans led to Operation Overlord, the Allied invasion of France. In the Pacific, the United States adopted a two-pronged attack, retaking the Philippines and advancing toward Japan by island-hopping in the central Pacific.



## Striking Back at the Third Reich

**Main Idea** At the Casablanca Conference, Roosevelt and Churchill planned a wartime strategy that included increased bombing of Germany and an attack on Sicily.

**Reading Connection** Have you ever created a strategy to win a game or to tackle a tough assignment? Read on to learn about Roosevelt's meetings in Casablanca and Tehran.

The first large Allied invasion of the war—the attack on North Africa in November 1942—had shown that the Allies could mount a large-scale invasion from the sea. Storming a beach under enemy control, however, 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.

### ★ An American Story ★

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

“Two hundred yards out, we took a direct hit. . . . [A machine gun] was shooting a rat-tattat 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*

The success of the landings convinced Roosevelt that it was time to meet with Churchill to plan the next step. In January 1943, the president headed to Casablanca, Morocco, to meet the prime minister.

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

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

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

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

▼ *Men boarding landing craft on D-Day*





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

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

The attack on Sicily created a crisis within the Italian government. The king of Italy, Victor Emmanuel, and a group of Italian generals decided that it was time to get rid of Mussolini. On July 25, 1943, the king invited the dictator to his palace. "My dear Duce," the king began, "it's no longer any good. Italy has gone to bits. The soldiers don't want to fight

anymore. At this moment, you are the most hated man in Italy." The king then placed Mussolini under arrest, and the new Italian government began secretly negotiating with the Allies for Italy's surrender.

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

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

It took the Allies five months to break through the German lines at Cassino and Anzio. Finally, in late May 1944, the Germans were forced to retreat. Less than two weeks later, the Allies captured Rome.

Fighting in Italy continued, however, until May 2, 1945. The Italian campaign was one of the bloodiest in the war. It cost the Allies more than 300,000 casualties.

### **Picturing History**

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





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

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

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

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

## Landing in France

**Main Idea** The Allied invasion of France took place on June 6, 1944, which was known as D-Day.

**Reading Connection** Do you know anyone who has served in the armed forces? Read on to find out how General Eisenhower determined the time to invade 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 thing was left to do—pick the date and give the command to go. The invasion had to begin at night to hide the ships crossing the English Channel. The ships had to arrive at low tide so that they could see the beach obstacles. The low tide had to come at dawn so that gunners bombarding the coast could see their targets. Before the main landing on the beaches, paratroopers would



be dropped behind enemy lines. They required a moonlit night in order to see where to land. Perhaps most important of all, the weather had to be good. A storm would ground the airplanes, and high waves would swamp the landing craft.

Given all these conditions, there were only a few days each month when the invasion could begin. The first opportunity would last from June 5 to 7, 1944. Eisenhower's planning staff referred to the day any operation began by the letter D. The date for the invasion, therefore, came to be known as **D-Day**. Heavy cloud cover, strong winds, and high waves made it impossible to land on June 5. A day later the weather briefly improved. The Channel was still rough, but the landing ships and aircraft could operate. It was a difficult decision. Eisenhower's advisers were split on what to do. After looking at weather forecasts one last time, shortly after midnight on June 6, 1944, Eisenhower gave the final order: "OK, we'll go."

**The Longest Day** Nearly 7,000 ships carrying more than 100,000 soldiers set sail for the coast of Normandy on June 6, 1944. At the same time, 23,000 paratroopers were dropped inland, east and west of the beaches. Allied fighter-bombers raced up and

down the coast, hitting bridges, bunkers, and radar sites. As dawn broke, the warships in the Allied fleet let loose with a tremendous barrage of fire. Thousands of shells rained down on the beaches, code-named "Utah," "Omaha," "Gold," "Sword," and "Juno."

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

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

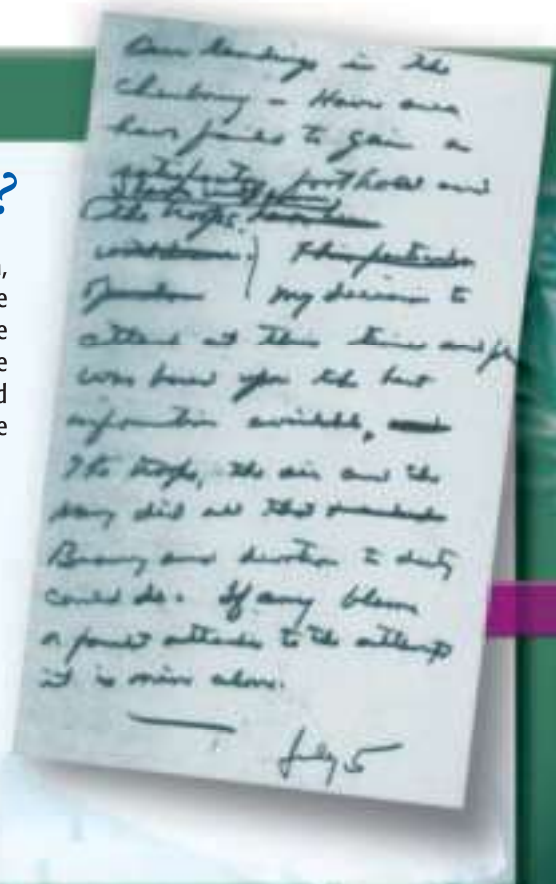
## What If...

### Operation Overlord Had Failed?

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

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

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





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

**Admiral Nimitz** General MacArthur’s strategy involved taking back islands in the Pacific, one island at a time, to push back the Japanese.

**Reading Connection** Have you ever found it useful to formulate a strategy? Read on to discover how the Allies took back the islands that the Japanese had held.

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.

**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 the approximately 5,000 United States Marines who landed at Tarawa Atoll learned, wading ashore could cause very high casualties.

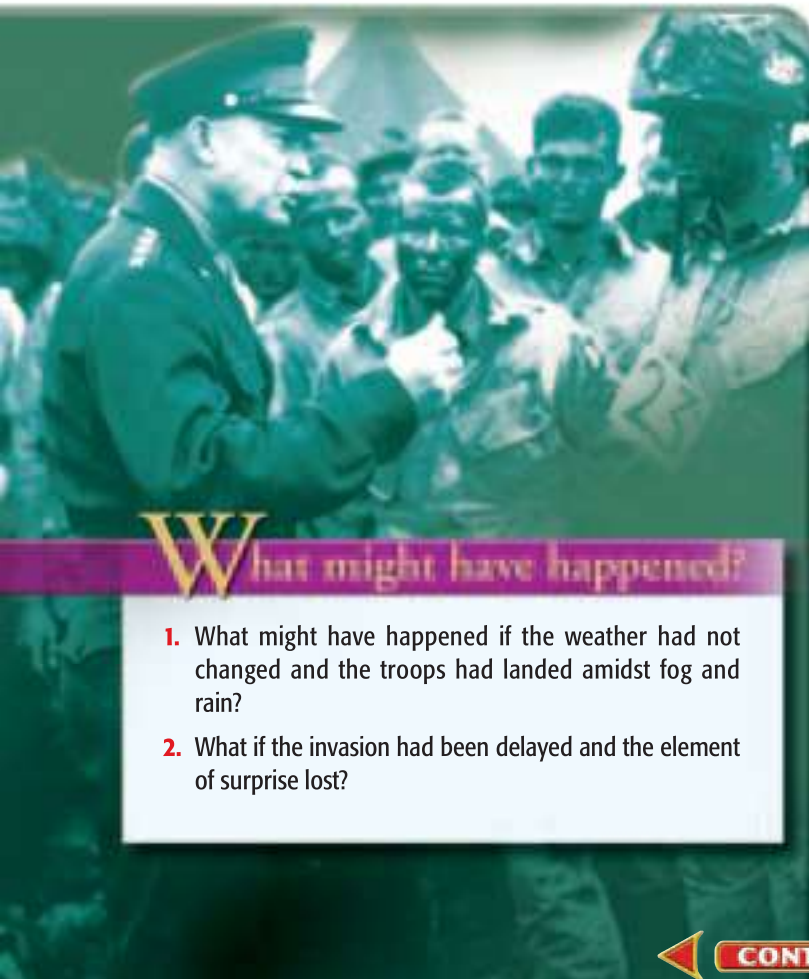
Tarawa, part of the Gilbert Islands, was the Navy’s first objective in the Pacific. When the landing craft hit the reef, at least 20 ships ran aground. The marines had to plunge into shoulder-high water and wade several hundred yards to the beach. Raked by Japanese fire, only one marine in three made 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-cylindrical tank strapped to their shoulders, the other holding the nozzle of the flame thrower. As another charge of TNT boomed inside the pillbox, causing smoke and dust to billow out, a khaki-clad figure ran out the side entrance. The flame thrower, waiting for him, caught him in its withering stream of intense fire. As soon as it touched him, the [Japanese soldier] flared up like a piece of celluloid. He was dead instantly . . . charred almost to nothingness.”

—from *Tarawa: The Story of a Battle*

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

Although many troops died wading ashore, one vehicle had been able to cross the reef and deliver its troops onto the beaches. The vehicle was the LVT—a boat with tank tracks. Nicknamed the “Alligator,” the amphibious tractor, or **amphtrac**, had been invented in the late 1930s to rescue people in Florida swamps.



### What might have happened?

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



### Geography Skills

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

It had never been used in combat, and not until 1941 did the navy decide to buy 200 of them. Had more been available at Tarawa, the number of American casualties probably would have been much lower.

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

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

Mariana Islands: Saipan, Tinian, and Guam. Despite strong Japanese resistance, American troops captured all three by August 1944. A few months later, B-29 bombers began bombing Japan.

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

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

In order 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 located 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.



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

Although the Japanese retreated, recapturing the Philippines was a long and grueling process. Over 80,000 Japanese were killed; less than 1,000 surrendered. MacArthur's troops did not capture Manila until March 1945. The battle destroyed the city and killed many civilians. 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.

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

**HISTORY**  
*Online*



**Study Central**

For help with the concepts in this section of *American Vision: Modern Times* go to [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Study Central**.

## SECTION 4 ASSESSMENT

### Checking for Understanding

1. **Vocabulary** Define: approximately, code, pose, amphtrac, kamikaze.
2. **People and Terms** Identify: Casablanca Conference, Operation Overlord, D-Day, Omar Bradley, Guadalcanal.
3. **Explain** why D-Day's success was so vital to an Allied victory.

### Reviewing Big Ideas

4. **Identifying** How did the geography of the Pacific affect American strategy?

### Critical Thinking

5. **Historical Analysis** **Analyzing** What made the invasion of Normandy so important? **CA HI4**
6. **Organizing** Use a graphic organizer to explain the significance of each leader listed below.

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

### Analyzing Visuals

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

### Writing About History

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

**CA 11WS1.6; 11WA2.4b**





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

606 CHAPTER 12 America and World War II

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

Five beaches on the northern coast of Normandy, France, met all the criteria and were chosen as invasion sites. On D-Day the attack on four beaches—Utah in the west and Gold, Juno, and Sword in the east (inset, opposite page)—went according to plan. But at Omaha Beach (map), between Utah and Gold, the 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.



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

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

Wading into the surf, the Americans advanced toward Omaha Beach. Many men were cut down as the doors of their landing craft opened. The survivors had to cross more than 300 yards across a tidal flat strewn with man-made obstacles. Winds and a current pushed landing craft into clumps as the men moved ashore. As a result, soldiers ran onto the beach in groups and became easy targets. 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."

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



## LEARNING FROM GEOGRAPHY

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



## SECTION 5

# The War Ends

### Guide to Reading

#### Connection

In the previous section, you learned how the Allies turned the tide both in Europe and the Pacific. In this section, you will learn about the road to victory against Germany and Japan and the creation of the United Nations.

#### Main Idea

- After the Battle of the Bulge, Germany had few military resources to continue fighting the war. (p. 609)
- Hoping to shorten the war, President Truman decided to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki. (p. 612)

- The Allied nations attempted to prevent future wars by creating the United Nations and by bringing war criminals to trial. (p. 616)

#### Content Vocabulary

hedgerow, napalm, charter

#### Academic Vocabulary

successor, error, reluctant

#### People and Terms to Identify

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

#### 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.

#### Reading Strategy

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

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



#### Preview of Events

1944	1945	1946
<b>December 16, 1944</b> Battle of the Bulge begins	<b>February 19, 1945</b> American troops invade Iwo Jima	<b>April 12, 1945</b> Franklin Roosevelt dies; Harry Truman becomes president
	<b>May 7, 1945</b> Germany surrenders	<b>August 15, 1945</b> V-J Day, Japan surrenders

The following are the main History–Social Science Standards covered in this section.

**11.7.2** Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

**11.7.3** Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

**11.7.5** Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

**11.7.6** Describe major developments in aviation, weaponry, communication, and medicine and the

### The fate of nations is forever changed by monumental world events.

After the D-Day invasion, the Allies fought one last German offensive before defeating the Nazis. In the meantime, the war in the Pacific intensified, despite the firebombing of Japan and slow Allied gains. With the Japanese refusing to surrender unconditionally, commanders became convinced that only an invasion of Japan would end the war. Truman, who became president after Roosevelt's death, decided to use a new weapon—the atomic bomb. After the military dropped atomic bombs on Hiroshima and Nagasaki, Japan surrendered. The Allies formed a military tribunal to try German and Japanese leaders for war crimes. At the same time, delegates from 39 countries created the United Nations.

war's impact on the location of American industry and use of resources.

**11.7.7** Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

**11.9.1** Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.



## The Third Reich Collapses

**Main Idea** After the Battle of the Bulge, Germany had few military resources to continue fighting the war.

**Reading Connection** What needed resources did the Germans lose at the Battle of the Bulge? Read on to learn how Germany surrendered unconditionally.

Well before the war ended, President Roosevelt and other Allied leaders were aware that the Nazis were committing atrocities. When Allied soldiers arrived in Germany, they witnessed the extent of the Nazis' horrible acts.

### ★ 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*

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.

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 take cover from the enemy and fiercely defend their positions. The battle of the hedgerows ended on July 25, 1944, when 2,500 American bombers managed to blow a hole in the German lines, enabling American tanks to race through the gap.

As the Allies broke out of Normandy, the French Resistance—a group of 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 the 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 were able to catch 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**.

▼ *Jewish prisoners at a German concentration camp*





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

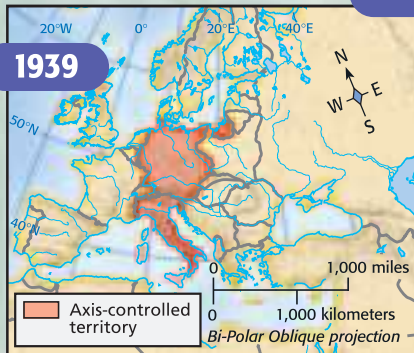
toward Antwerp were forced to halt. Two days later, Patton's troops broke through to Bastogne.

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.

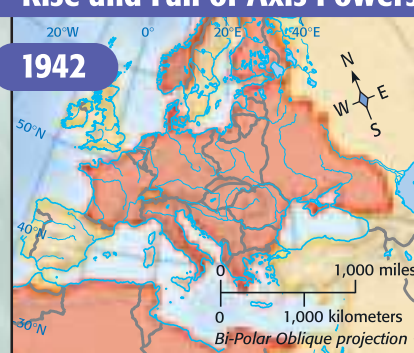
**V-E Day: The War Ends in Europe** While American and British forces fought to liberate France, the Soviet Union began a massive attack on German troops in Russia. By the time the Battle of the Bulge ended, the Soviets had driven Hitler's forces out of Russia and back across Poland. By February 1945,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



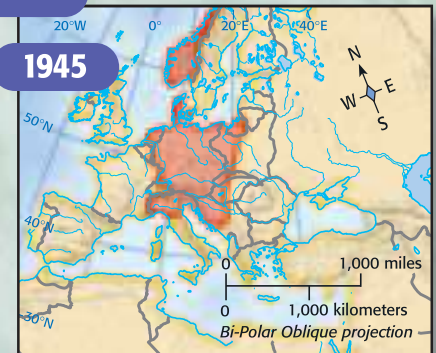
## Rise and Fall of Axis Powers



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



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



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

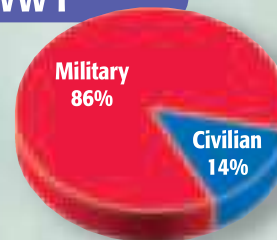
### Military and Civilian Deaths in World War II

Country	Military Deaths	Civilian Deaths
USSR	11,000,000	6,700,000
Germany	3,250,000	2,350,000
Japan	1,740,000	393,000
China	1,400,000	8,000,000
Poland	110,000	5,300,000
United States	405,000	2,000
Great Britain	306,000	61,000
Italy	227,000	60,000
France	122,000	470,000

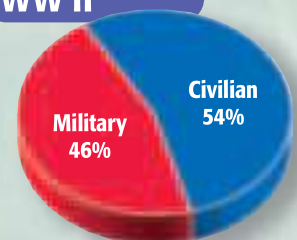
Source: *World War II: A Statistical Survey*. (Figures are approximate.)

As the Soviets crossed Germany's eastern border, American forces attacked Germany's western border. By the first week of March, 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 back the German defenders. By the end of the day, American tanks were across the Rhine. Hearing the news, General Bradley yelled, "Hot dog . . . this will bust them wide open."

### WW I



### WW II



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



### Geography Skills

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

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

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



Soviets, but Eisenhower insisted on unconditional surrender. On May 7, 1945, Germany surrendered unconditionally. The next day—May 8, 1945—was proclaimed **V-E Day**, for “Victory in Europe.”

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

## Japan Is Defeated

**Main Idea** Hoping to shorten the war, President Truman decided to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

**Reading Connection** Do you believe President Truman was justified in dropping atomic bombs on Japan? Read on to discover the events that led to Truman’s decision.

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.

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

**Uncommon Valor on Iwo Jima** On November 24, 1944, bombs fell on Tokyo for the first time since the 1942 Doolittle raid. Above the city flew 80 B-29 Superfortress bombers that had traveled over 1,500 miles (2,414 km) from new American bases in the Mariana Islands.

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

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

*“uncommon valor  
was a common  
virtue”*

—Admiral Chester W. Nimitz



### Picturing History

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



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

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

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

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

“The fires were incredible . . . with flames leaping hundreds of feet into the air . . . Many people were gasping for breath. With every passing moment the air became more foul . . . the noise was a continuing crashing roar . . . Firewinds 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*

The Tokyo firebombing killed over 80,000 people and destroyed more than 250,000 buildings. By the



### Picturing History

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

end of June 1945, Japan’s six most important industrial cities had been firebombed, destroying almost half of their total urban area. By the end of the war, the B-29s had firebombed 67 Japanese cities.

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

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



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

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

**The Manhattan Project** In 1939 Leo Szilard, one of the world's top physicists, learned that German scientists had split the uranium atom. Szilard had been the first scientist to suggest that splitting the

atom might release enormous energy. Worried that the Nazis were working on an atomic bomb, Szilard convinced the world's best-known physicist, Albert Einstein, to sign a letter Szilard had drafted and send it to President Roosevelt. In the letter Einstein warned that by using uranium, “extremely powerful bombs of a new type may . . . be constructed.”

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

The American program to build an atomic bomb was code-named the **Manhattan Project** and was headed by General Leslie R. Groves. The project's first breakthrough came in 1942, when Szilard and Enrico Fermi, another physicist, built the world's first nuclear reactor at the University of Chicago. Groves organized a team of engineers and scientists

## Different Viewpoints

### *Dropping the Atomic Bomb: Was It the Right Decision?*

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



#### **A historian opposes Truman's decision:**

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

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

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

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

*Hiroshima in the aftermath of the atomic bomb*



to build an atomic bomb at a secret laboratory in Los Alamos, New Mexico. J. Robert Oppenheimer led the team. On July 16, 1945, they detonated the world's first atomic bomb near Alamogordo, New Mexico.

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

The bombing stunned Japan. Three days later, on August 9, the Soviet Union declared war on Japan. Later that 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. . . . We were going to live. We were going to grow up to adulthood after all.” The long war was finally over. The United States and its allies, after a tremendous effort, had freed Europe from Nazi tyranny and put an end to Japanese aggression in Asia.

**Reading Check Analyzing** What issues did Truman consider before using the atomic bomb?

#### A historian defends Truman's decision:

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

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

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

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

#### Learning From History

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



## Building a New World

**Main Idea** The Allied nations attempted to prevent future wars by creating the United Nations and by bringing war criminals to trial.

**Reading Connection** How effective was the League of Nations that was founded after World War I? Read on to learn about another group, the United Nations, founded at the end of World War II.

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.

**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

▼ *Dumbarton Oaks Conference, 1944*





**Nuremberg Trials** Hermann Wilhelm Goering, the highest-ranking Nazi official to testify at the Nuremberg Trials, defends himself while seated in the witness stand.

the Soviet Union created the International Military Tribunal (IMT). At the Nuremberg trials in Nuremberg, Germany, the IMT tried German leaders suspected of committing war crimes.

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

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

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



opening statement to the court: “The wrongs we seek to condemn and punish have been so calculated, so malignant and so devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated.”

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

**HISTORY**  
*Online*



**Study Central**

For help with the concepts in this section of *American Vision: Modern Times* go to [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Study Central**.

## SECTION 5 ASSESSMENT

### Checking for Understanding

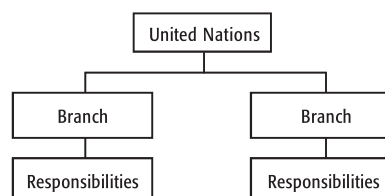
- Vocabulary** Define: hedgerow, successor, error, napalm, reluctant, charter.
- People and Terms** Identify: Battle of the Bulge, V-E Day, Harry S. Truman, Curtis LeMay, Manhattan Project, V-J Day, United Nations.
- List** the major campaigns on the European and Pacific fronts in 1945.
- Explain** how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

### Reviewing Big Ideas

- Making Assumptions** Why do you think the goal of world peace has yet to be achieved?

### Critical Thinking

- Presidential Analysis** **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. **CA HR1; HR2**
- Categorizing** Using a graphic organizer like the one below, fill in the structure of the United Nations.



### Analyzing Visuals

- Examining Photographs** Study the photograph on page 614 of Hiroshima after the atomic bomb was dropped. What effect do you think this photograph may have had on the American public? Why?

### Writing About History

- Descriptive Writing** Imagine you are a war correspondent who has seen the D-Day beaches and Nazi concentration camps. Write an editorial explaining why the American sacrifices were necessary and whether or not Americans have a civic duty to fight for their country.

**CA 11WS1.1; 11WS 2.1a; 11WA2.1e**



# Primary Sources

## Eyewitness to History

*World War II has been called a “good war” because Americans were united and soldiers were proud to be serving. Although many of the wartime experiences on the homefront were positive, the war itself was devastating. Combat was brutal and demanding, with men in action suffering terribly. To the soldiers who fought, the war was not “good.”*

### SOURCE 1:

*Private Justin Gray served with the army's Third Ranger Battalion in Sicily and Italy. He was involved in a routine mission guarding a piece of artillery along the front lines. The guard mission suddenly turned into combat. In 1945 Gray reported to Yank, the U.S. Army's weekly magazine, about the incident.*

I opened up my dinner unit and began to eat. Everybody was just as relaxed. We called back and forth to each other. We might as well have been out of combat. It was a beautiful clear day. . . .

Suddenly I saw something moving in the brush about 12 yards away. My jaw froze. I felt like vomiting. It was a **Jerry**.<sup>1</sup> Only one I hoped. . . . He came out in the open, looked around and turned to signal the others to come through. Another came in sight. . . . Instinctively I must have dropped my food and picked up my rifle. . . .

Without looking around I knew that Gerhardt had seen them, too. I knew I should have held my fire, but my finger squeezed the trigger. Almost immediately Gerhardt fired at the second one. Both of the Jerries went down. And then we knew there were many more Germans behind them. You could hear them moving in the bushes maybe 20 yards away, fanning out to see if we were an isolated unit or the main line. . . .

I heard a scream on my left. Nemo was standing up, his **tommy gun**<sup>2</sup> in his hands. He was hit in the chest. He ran at the Germans. . . .

It was time to leave the position. More Jerries were coming up. We all knew now that it was a full-fledged German assault on the main American lines. We could do no more good there. Bills gave the order and we started to retreat in pairs. Gerhardt covered me. I covered Gerhardt. We had to leave Nemo behind.

<sup>1</sup>**Jerry:** German soldier

<sup>2</sup>**tommy gun:** machine gun

### SOURCE 2:

*Sergeant Marion M. (Mack) Morriss was a member of the staff of Yank. In 1943 he participated in the invasion of New Georgia in the Solomon Islands in the Pacific. He reported on how the Americans were slowly pushing back Japanese troops in his article, “The Five-Day Attack on Hastings Ridge.”*

The American outfit, wise in jungle combat, makes a habit of remaining silent and stationary at night; then, if anything moves or makes a noise, it must be the enemy. This is a measure taken in self-defense, but apparently one man forgot it.

Lying in his foxhole, he looked up to see a dark figure approaching, walking straight upright. The infantryman, curious, demanded: “Who . . . are you?” The figure moved boldly up to him, dropped a grenade and moved on. . . .



▲ *Marines in the Solomon Islands*



▲ Allied bomber attacking plant in Ludwigshafen, Germany

Sgt. George Ray of Walla Walla, Wash., occupied a hole with Bonow and Dolecheck. Three [Japanese] moved toward them. When the first [Japanese] reached the hole Ray quietly spitted him on a **bayonet**.<sup>3</sup> The second went down under a hand grenade. The third came on. Ray picked up his helmet and hurled it into the [Japanese's] face. For a while no more [Japanese] appeared. Then a grenade landed in the hole. Bonow was lying with his helmet between his legs and the grenade hit in the helmet, tearing his calf muscles almost completely away. Bonow kept silent. Dolecheck, next to him, knew he was hit but it was not until two hours later that Ray was aware of it. Bonow made no sound until he was evacuated next morning. Even a whispered word might have meant the death of all three.

In another foxhole a mortar shell tore off a man's arm below the elbow. His buddies were all around him, silent in the dark. Next morning they found he had bled to death, in silence.

### SOURCE 3:

*Private Joseph Dever enlisted in the Army Signal Corps after graduating from Boston College in 1942. He later transferred to the Army-Air Force. In a 1945 article in Yank, Dever describes how disoriented he was when he returned to Boston after flying combat missions in Europe.*

<sup>3</sup>**bayonet:** spear attached to the tip of a rifle

Fifty missions always seemed incredible to me. How could anyone ever come back to the States after 50 missions? How could anyone step off a DC-4 in East Boston and quietly take a taxicab to the Hotel Statler after having been over Europe 50 times? . . .

I'm just like them now; I mean the gunners I knew at armament school—the exotic GIs with 50 missions, with their wings, their rainbow service ribbons, their medals and the quiet, easy way they had about them. They'd say: "You'll get your chance, kid." "Yeah, it's kinda rough up there." I wanted some day to be wordless, humble and friendly with the other eager kids the way the gunners were with me. How far away it all seemed then: 50 missions, the ribbons and the quiet, easy manner.

And now I'm riding through East Boston; I'm just like they were. I know a . . . of a lot of things, but I would rather turn my face away and ask about your brother John. . . . I know what **flak**<sup>4</sup> is now. I know how a gunner can make a chapel out of the **Sperry lower ball**;<sup>5</sup> . . . I know what the enemy looks like. There is also, of course, the blood fleck, the mother-mercy-calling and the blubbing, steel-given death of the nice guys who were hilariously drunk with you just a few nights before.

And now I'm looking at Boston. My taxi driver is a maniac at the wheel, as all taxi drivers are. He is doing 47 miles an hour through this big-city street. On a street in Berlin he would listen for the menacing wail of the air-raid sirens.

<sup>4</sup>**flak:** bursting shells fired from anti-aircraft artillery

<sup>5</sup>**Sperry lower ball:** small area at the bottom of a plane that houses a machine gun.

## DBQ Document-Based Questions

### Historical Analysis

CA HR4; HI3

**Source 1:** Why did Gray leave Nemo behind?

**Source 2:** What would happen to his friends if a wounded American in the jungle made a noise?

**Source 3:** Why do men like Dever, who have flown many missions, often refuse to go into detail about combat?

### Comparing and Contrasting Sources:

How do Gray, Morriss, and Devers agree in their descriptions of World War II?

# CHAPTER

# 12

# ASSESSMENT and ACTIVITIES

## Reviewing Content Vocabulary

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

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

## Reviewing Academic Vocabulary

On a sheet of paper, use each of these terms in a sentence that reflects the term's meaning in the chapter.

- |               |                   |               |
|---------------|-------------------|---------------|
| 13. incentive | 18. intensify     | 23. code      |
| 14. priority  | 19. perspective   | 24. pose      |
| 15. consult   | 20. allocate      | 25. successor |
| 16. assign    | 21. integrate     | 26. error     |
| 17. transmit  | 22. approximately | 27. reluctant |

## Reviewing Main Ideas

### Section 1

28. How did the American government ensure that there were enough necessities to supply the war effort?

### Section 2

29. Why was the Battle of Stalingrad considered a turning point in the war?

### Section 3

30. How did the war effort change employment opportunities for women and African Americans?

### Section 4

31. What four agreements did "The Big Three" make at Tehran?

Standards 11.7, 11.7.2, 11.7.3, 11.7.4, 11.7.5, 11.7.6, 11.7.7, 11.9.1, 11.10.1, 11.10.4, 11.11.3

### Section 5

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

## Critical Thinking

33. **Reading Skill** **Cause and Effect** Review the text under the heading "Japan Is Defeated" on pages 612–615. Write a statement for each paragraph, identifying cause and effect by using signal words.
34. **Analyzing** 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.
35. **Synthesizing** Why do you think the United States was able to successfully fight a war on multiple fronts?
36. **Civics** Explain the Selective Service and Training Act. What was the purpose of the act? Why did opinions about it change?
37. **Categorizing** Use a concept web similar to the one below to list the major campaigns the United States fought in the Pacific and in Europe.



## Chapter Summary

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

### Self-Check Quiz

Visit the *American Vision: Modern Times* Web site at [tav.mt.glencoe.com](http://tav.mt.glencoe.com) and click on **Self-Check Quizzes—Chapter 12** to assess your knowledge of chapter content.

## Writing About History

38. **Historical Analysis** **Evaluating Interpretations** Use library or Internet sources to find other discussions on the use of the atomic bomb. How do these viewpoints differ from those of the authors on pages 614–615? **CA HR3**
39. **Big Idea** Imagine you are an American soldier in World War II. Choose either Europe or the Pacific for the location of your service. Write a letter home discussing the major turning points in each campaign. **CA 11WA2.1a**
40. **Persuasive Writing** Assume the role of an immigrant who fled Fascist Europe in 1933 and 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. **CA 11WS1.1; 11WS1.2**

### DBQ Document-Based Questions

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

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

—quoted in *Wartime America*

- a. How did the war change the status of African Americans in American society? **CA 11RC2.4**
- b. Why do you think the war forced the government to take a stronger position on discrimination in the workplace?



## Geography and History

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

## Standards Practice

**Directions:** Choose the best answer to the following question.

43. Why did Germany declare war on the United States in 1941?
  - A Because Germany annexed part of Czechoslovakia
  - B Because Germany invaded Poland
  - C Because Germany was frustrated with the U.S. Navy attacks on German submarines
  - D Because of the non-aggression pact between Russia and Germany

**Standard 11.7.1:** Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.