

A World in Flames

1931–1941

SECTION 1 America and the World

SECTION 2 World War II Begins

SECTION 3 The Holocaust

SECTION 4 America Enters the War

Italian dictator Benito Mussolini, at left, walks in Munich, Germany, with German dictator Adolf Hitler, center, in 1938.

Roosevelt
1933–1945



U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1931

1931

- Japan invades Manchuria

1933

1933

- Hitler becomes chancellor of Germany

1934

- Nye Committee holds hearings on causes of World War I

1935

- First Neutrality Act bars sale of weapons to warring nations

1935

1935

- Hitler denounces Treaty of Versailles
- Italy invades Ethiopia

1937

- Neutrality Act limits trade with all warring nations

1937

1936

- Spanish Civil War begins
- Hitler reoccupies the Rhineland

1937

- Japan invades China



Section 1

America and the World

Guide to Reading

Big Ideas

Government and Society In the years following World War I, aggressive and expansionistic governments took power in both Europe and Asia.

Content Vocabulary

- fascism (p. 454)
- collective (p. 455)
- internationalism (p. 459)

Academic Vocabulary

- exploit (p. 454)
- dominate (p. 457)

People and Events to Identify

- Benito Mussolini (p. 454)
- Vladimir Lenin (p. 455)
- Joseph Stalin (p. 455)
- Adolf Hitler (p. 456)
- Manchuria (p. 457)
- Neutrality Act of 1935 (p. 458)
- Axis Powers (p. 459)

Reading Strategy

Taking Notes As you read about the events in Europe and Asia after World War I, use the major headings of the section to create an outline similar to the one below.

America and the World
I. The Rise of Dictators
A.
B.
C.
D.
II.

In the years following World War I, aggressive and expansionist governments took power in Europe and Asia. Meanwhile, most Americans did not want to get involved in another foreign war.

The Rise of Dictators

MAIN Idea Dictators took control of the governments of Italy, the Soviet Union, Germany, and Japan.

HISTORY AND YOU Can you think of a country today that is ruled by a dictator? Read about the repressive governments that arose during the 1920s and 1930s.

When World War I ended, President Wilson had hoped that the United States could “aid in the establishment of just democracy throughout the world.” Instead, the treaty that ended the war, along with the economic depression that followed, contributed to the rise of antidemocratic governments in both Europe and Asia.

Mussolini and Fascism in Italy

One of Europe’s first dictatorships arose in Italy. In 1919 **Benito Mussolini** founded Italy’s Fascist Party. **Fascism** was an aggressive nationalistic movement that considered the nation more important than the individual. Fascists believed that order in society would come only through a dictator who led a strong government. They also thought nations became great by building an empire.

Fascism was also strongly anticommunist. After the Russian Revolution, many Europeans feared that communists, allied with labor unions, were trying to bring down their governments. Mussolini **exploited** these fears by portraying fascism as a bulwark against communism. Fascism began to stand for the protection of private property and the middle class. Mussolini also promised the working class full employment and social security. He pledged to return Italy to the glories of the Roman Empire.

Backed by the Fascist militia known as the Blackshirts, Mussolini threatened to march on Rome in 1922, claiming he was coming to defend Italy against a communist revolution. Liberal members of the Italian parliament insisted that the king declare martial law. When he refused, the cabinet resigned. Conservative advisers then persuaded the king to appoint Mussolini as the premier.

Once in office, Mussolini worked quickly to set up a dictatorship. Weary of strikes and riots, many Italians welcomed Mussolini’s leadership. With the support of industrialists, landowners, and the Roman



0 1,000 kilometers
0 1,000 miles
Lambert Equal-Area projection

ATLANTIC OCEAN

ARCTIC OCEAN

PACIFIC OCEAN

In 1936 General Francisco Franco launches a military revolt that overthrows Spain's democratic government; Franco then establishes a dictatorship.

In 1933, high unemployment and fears of communism enable Adolf Hitler and the Nazi Party to take power. Hitler imposed a dictatorship, enacted anti-Jewish policies, and began rebuilding the military.

In 1926 Joseph Stalin becomes dictator of the Soviet Union and begins to collectivize agriculture and industrialize the economy. His policies kill millions of rural peasants.

In 1922 fears of communism and economic chaos enable Benito Mussolini to lead the Fascists to power in Italy.

In 1931, the militarist Empire of Japan invades Manchuria; six years later, Japan attacks China. In 1941 General Hideki Tojo becomes prime minister and led the nation into war with the United States.

Analyzing GEOGRAPHY

- 1. Region** In which region of the world did a dictator first come to power, and when?
- 2. Human-Environment Interactions** What effect did Stalin's policies have on the Soviet Union?

Catholic Church, Mussolini—who took the title of Il Duce, or “The Leader”—embarked on an ambitious program of bringing order to Italy.

Stalin Takes Over the USSR

After the Russian Revolution, the Communist Party, led by **Vladimir Lenin**, established communist governments throughout the Russian Empire. In 1922 they renamed these territories the Union of Soviet Socialist Republics (USSR). The Communists instituted one-party rule, suppressed individual liberties, and punished opponents.

After Lenin died in 1924, a power struggle began between Leon Trotsky and **Joseph Stalin**. Born with the surname of Dzhughashvili, Stalin replaced his last name with the Russian word *stal*, meaning “steel.” Between 1902 and 1913, he had been imprisoned or exiled seven times, but he always escaped.

By 1926, Stalin had become the new Soviet dictator. He began a massive effort to industrialize his country, using Five-Year Plans. During the first two of these Five-Year Plans, from 1928 to 1937, steel production increased from 4 million to 18 million tons (3.628 to 16.326 million t). At the same time, however, industrial wages declined by 43 percent from 1928 to 1940. Family farms were combined and turned into **collectives**, or government-owned farms. Peasants who resisted by killing livestock or hoarding crops faced show trials or death from starvation. As many as 10 million peasants died in famines during 1932 and 1933.

Stalin tolerated no opposition, targeting not only political enemies but also artists and intellectuals. During the late 1930s, the USSR was a nation of internal terrorism, with public trials that featured forced confessions. A new constitution, passed in 1936, promised many freedoms but was never enforced.

Stalin also used concentration camps; by 1935 some 2 million people were in camps, most of which were located in the Arctic. Prisoners were used as slave labor. Between 8 and 10 million people died during Stalin's rule, which lasted until his death in 1953.

Hitler and Nazi Germany

Adolf Hitler was a fervent anticommunist and an admirer of Mussolini. A native Austrian, Hitler had fought for Germany in World War I. Germany's surrender and the subsequent Treaty of Versailles caused him and many other Germans to hate both the victorious Allies and the German government that had accepted the peace terms.

Postwar Germany's political and economic chaos led to the rise of new political parties. One of these was the National Socialist German Workers' Party, or the Nazi Party. The party was nationalistic and anticommunist, calling for Germany to expand its territory and not abide by the terms of the Treaty of Versailles. It also was anti-Semitic. Using the words *Socialist* and *Workers* in its name, the party

hoped to attract unhappy workers. Adolf Hitler was one of the party's first recruits.

In November 1923, the Nazis tried to seize power by marching on city hall in Munich, Germany. Hitler intended to seize power locally and then march on Berlin, the German capital, but the plan failed. The Nazi Party was banned for a time, and Hitler was arrested.

While in prison, Hitler wrote *Mein Kampf* ("My Struggle"), in which he called for the unification of all Germans under one government. He claimed that Germans, particularly blond, blue-eyed Germans, belonged to a "master race" called Aryans. He argued that Germans needed more space and called for Germany to expand east into Poland and Russia. According to Hitler, the Slavic peoples of eastern Europe belonged to an inferior race, which Germans should enslave. Hitler's racism was strongest, however, toward Jews. He believed that Jews were responsible for many of the world's problems, especially for Germany's defeat in World War I.

After his release, Hitler changed his tactics. Instead of trying to seize power violently, he focused on getting Nazis elected to the



War and Civil War in the 1930s

▼ Japanese officers targeted resource-rich Manchuria as the first goal in their drive to build an empire.



▲ Mussolini, the dictator of Italy, wanted to build a new Roman Empire in Africa. In 1935 the Italian army invaded Ethiopia, then known as Abyssinia. The emperor, Haile Selassie, went into exile.

Reichstag, the lower house of the German parliament. When the Great Depression struck Germany, many desperate Germans began to vote for radical parties, including the Nazis and Communists. By 1932, the Nazis were the largest party in the Reichstag. The following year, the German president appointed Hitler as chancellor, or prime minister.

After taking office, Hitler called for new elections. He then ordered the police to crack down on the Socialist and Communist Parties. Storm troopers, as the Nazi paramilitary units were called, began intimidating voters. After the election, the Reichstag, dominated by the Nazis and other right-wing parties, voted to give Hitler dictatorial powers. In 1934 Hitler became president, which gave him control of the army. He then gave himself the new title of *Der Führer*, or “The Leader.”

Militarists Control Japan

In Japan, as in Germany, difficult economic times helped undermine the political system. Japanese industries had to import nearly all of the resources they needed to produce goods.

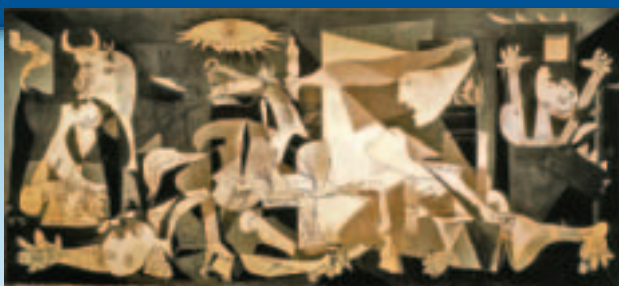
During the 1920s Japan did not earn enough money from its exports to pay for its imports, which limited economic growth. When the Depression struck, other countries raised their tariffs. This made the situation even worse.

Many Japanese military officers blamed the country’s problems on corrupt politicians. Most officers believed that Japan was destined to **dominate** East Asia and saw democracy as “un-Japanese” and bad for the country.

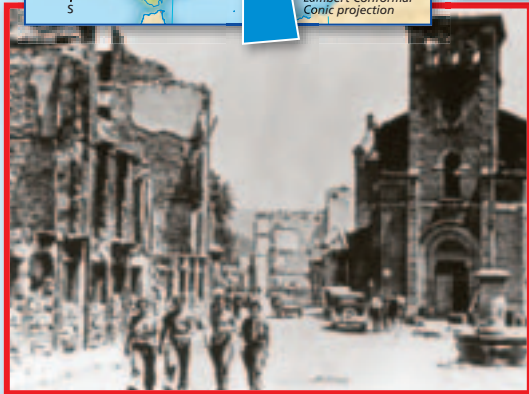
Japanese military leaders and their civilian supporters argued that seizing territory was the only way Japan could get the resources it needed. In September 1931, the Japanese army invaded **Manchuria**, a resource-rich region of northern China. When the Japanese prime minister tried to stop the war by negotiating with China, officers assassinated him. From that point forward, the military controlled the country. Japan’s civilian government supported the nationalist policy of expanding the empire and appointed a military officer to serve as prime minister.

Reading Check **Examining** How did postwar conditions contribute to the rise of dictatorships in Europe?

The Spanish Civil War, 1936–1939



In 1936 a civil war broke out in Spain when Fascist General Francisco Franco attempted a military coup. With aid from Hitler and Mussolini, Spain became a testing ground for new military ideas such as air strikes. On April 26, 1937, planes released 100,000 pounds of bombs, destroying 70% of Guernica, shown at left after the bombing. A mere 15 days after the bombing, the artist Pablo Picasso began painting *Guernica* (above).



Analyzing VISUALS

- 1. Comparing** In what way were the three wars shown on the map all a prelude to World War II?
- 2. Analyzing** How does Picasso show the terror of the Guernica bombing?

American Neutrality

MAIN Idea Most Americans did not want to get involved in another European war, despite Roosevelt's emphasis on internationalism.

HISTORY AND YOU Do you think the United States should become involved in the wars of other nations even when it is not under attack? Read to learn about American attitudes during the 1930s.

The rise of dictatorships and militarism discouraged many Americans. The sacrifices they had made during World War I seemed pointless. Once again, Americans began supporting isolationism and trying to avoid involvement in international conflicts.

The Nye Committee

Isolationist ideas became stronger in the early 1930s for two reasons. When the Depression began, many European nations found it difficult to repay money they had borrowed during World War I. In 1934 all of the debtor nations except Finland announced they would no longer repay their war debts.

Meanwhile, dozens of books and articles appeared arguing that arms manufacturers

had tricked the United States into entering World War I. In 1934 Senator Gerald P. Nye of North Dakota held hearings to investigate these allegations. The Nye Committee documented the huge profits that arms factories had made during the war. The report created the impression that these businesses influenced the decision to go to war. Coupled with the European refusal to repay their loans, the Nye Committee's findings turned even more Americans toward isolationism.

Legislating Neutrality

Italian and German aggression increased under Mussolini and Hitler. Worried that the actions of these nations might lead to war, Congress passed the **Neutrality Act of 1935**. This legislation—reflecting the belief that arms sales had helped bring the United States into World War I—made it illegal for Americans to sell arms to any country at war.

In 1936 a rebellion erupted in Spain after voters elected a coalition of Republicans, Socialists, and Communists. General Francisco Franco led the rebellion, backed by Spanish Fascists, army officers, landowners, and Catholic Church leaders. The revolt became a civil war and attracted

INFOGRAPHIC

The Neutrality Acts, 1935–1937

Causes

- Nye Senate Committee report suggesting that the American arms industry had pushed the nation into World War I for its own profit
- growing belief that America should have stayed out of World War I

The Neutrality Act of 1935

- mandatory embargo on selling or exporting arms, ammunition, or implements of war to nations at war
- discretionary travel restrictions
- set to expire after 6 months

Causes

- Italy's invasion of Ethiopia; FDR encourages a moral embargo against Italy, which he could not enforce

The Neutrality Act of 1936

- arms embargo with countries at war
- discretionary travel restriction
- ban on loans to nations fighting, but short-term credits exempt
- law exempted republics in the Americas

Causes

- Spanish Civil War
- sale of aviation parts to rebels in Spain, which FDR thought unpatriotic
- international alliances leading to the Axis Powers

The Neutrality Act of 1937

- arms embargo with nations at war
- travel ban on warring nations' ships
- trade with countries at war on a cash-and-carry basis if goods were not contraband or sent in foreign ships



▲ Republican Senator Gerald Nye headed the Senate Munitions Committee, whose findings convinced many that arms makers were “merchants of death” and that the United States should remain neutral.

Analyzing VISUALS

1. **Analyzing** What impact did the Nye Committee's findings have on public opinion?
2. **Evaluating** Why did so many Americans support neutrality?

worldwide attention. Congress passed a second neutrality act, banning the sale of arms to either side in a civil war.

Shortly after the Spanish Civil War began, Hitler and Mussolini pledged to cooperate on several international issues. Mussolini termed this new relationship the Rome-Berlin Axis. The following month, Japan aligned itself with Germany and Italy when it signed the Anti-Comintern Pact with Germany. The pact required the two countries to exchange information about communist groups. Together, Germany, Italy, and Japan became known as the **Axis Powers**, although they did not formally become military allies until September 1940.

With tensions in Europe worsening, Congress passed the Neutrality Act of 1937. This act not only continued the ban on selling arms to warring nations, but also required them to buy all nonmilitary supplies from the United States on a “cash-and-carry” basis. Countries at war had to send their own ships to the United States to pick up the goods, and they had to pay cash. Loans were not allowed. Isolationists knew that attacks on American ships carrying supplies to Europe had helped bring the country into World War I. They wanted to prevent such attacks from involving the nation in another European war.

Roosevelt’s Internationalism

When he took office in 1933, President Roosevelt knew that ending the Great Depression was his first priority. He was not, however, an isolationist. He supported **internationalism**, the idea that trade between nations creates prosperity and helps prevent war. Internationalists also believed that the United States should try to preserve peace in the world. Roosevelt warned that the neutrality acts “might drag us into war instead of keeping us out,” but he did not veto the bills.

In July 1937, Japanese forces in Manchuria launched a full-scale attack on China. Roosevelt decided to help the Chinese. Because neither China nor Japan had actually declared war, Roosevelt claimed the Neutrality Act of 1937 did not apply, and he authorized the sale of weapons to China. He warned that the nation should not stand by and let an “epidemic of lawlessness” infect the world:

PRIMARY SOURCE

“When an epidemic of physical disease starts to spread, the community . . . joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease. . . . War is a contagion, whether it be declared or undeclared. . . . There is no escape through mere isolation or neutrality. . . .”

—quoted in *Freedom From Fear*

Despite his words, Americans were still not willing to risk another war. “It is a terrible thing,” the president said, “to look over your shoulder when you are trying to lead—and find no one there.”



Evaluating Why did many Americans support isolationism?

Section 1 REVIEW

Vocabulary

1. **Explain** the significance of: Benito Mussolini, fascism, Vladimir Lenin, Joseph Stalin, collectives, Adolf Hitler, Manchuria, Neutrality Act of 1935, Axis Powers, internationalism.

Main Ideas

2. **Identifying** Which nations did dictators govern during the years after World War I?
3. **Analyzing** What events caused Roosevelt to become more of an internationalist?

Critical Thinking

4. **Big Ideas** Why did antidemocratic governments rise to power in postwar Europe and Asia?
5. **Organizing** Use a graphic organizer similar to the one below to compare the governments opposed to democracy in Europe and Asia.

Country	Dictator	Ideology

6. **Analyzing Visuals** Look at the photograph on page 457 of *Guernica* after it was destroyed. How might both isolationists and internationalists have used the image to win support for their cause?

Writing About History

7. **Persuasive Writing** Write a newspaper editorial supporting either isolationism or internationalism after World War I. Include reasons that support your ideas and that help convince others to embrace your position.



Study Central To review this section, go to glencoe.com and click on Study Central.

Section 2

World War II Begins

Guide to Reading

Big Ideas

Trade, War, and Migration World War II officially began with the Nazi invasion of Poland and the French and British declarations of war on Germany in September 1939.

Content Vocabulary

- appeasement (p. 461)
- blitzkrieg (p. 462)

Academic Vocabulary

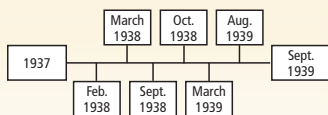
- violation (p. 460)
- regime (p. 460)
- concentrate (p. 462)
- transport (p. 465)

People and Events to Identify

- *Anschluss* (p. 460)
- Munich Conference (p. 461)
- Maginot Line (p. 462)
- Winston Churchill (p. 465)
- Battle of Britain (p. 465)

Reading Strategy

Sequencing As you read about the events leading up to World War II, record them by completing a time line similar to the one below.



The shadow of World War I loomed large in the minds of European leaders in the late 1930s. Although Nazi Germany appeared increasingly aggressive, Britain and France wanted to avoid another bloody conflict. Efforts to negotiate peaceful agreements with Nazi Germany ultimately would fail.

Path to War

MAIN Idea European nations tried to prevent war by giving in to Adolf Hitler's demands.

HISTORY AND YOU Do you remember reading how Europe was divided after World War I? Read to learn how German demands for more territory started World War II.

In 1935 Hitler began to defy the Treaty of Versailles that had ended World War I. He announced that Germany would build a new air force and begin a military draft that would greatly expand its army—actions in direct **violation** of the treaty. Rather than enforce the treaty by going to war, European leaders tried to negotiate with Hitler. At the time, the Nazi **regime** was weaker than it later would become. If European leaders had responded more aggressively, could war have been avoided? Historians still debate this question today.

Europe's leaders had several reasons for believing—or wanting to believe—that a deal could be reached with Hitler and that war could be avoided. First, they wanted to avoid a repeat of the bloodshed of World War I. Second, some thought most of Hitler's demands were reasonable, including his demand that all German-speaking regions be united. Third, many people assumed that the Nazis would be more interested in peace once they gained more territory.

The Austrian *Anschluss*

In late 1937 Hitler again called for the unification of all German-speaking people, including those in Austria and Czechoslovakia. He believed that Germany could expand its territory only by “resort[ing] to force with its attendant risks.”

In February 1938 Hitler threatened to invade German-speaking Austria unless Austrian Nazis were given important government posts. Austria's chancellor gave in to this demand, but then tried to put the matter of unification with Germany to a democratic vote. Fearing the outcome, Hitler sent troops into Austria in March and announced the **Anschluss**, or unification, of Austria and Germany.



0 200 kilometers
0 200 miles
Lambert Azimuthal
Equal-Area projection

IRELAND UNITED KINGDOM
Dublin London

ATLANTIC OCEAN

In March 1936, Germany sends troops into the Rhineland defying the Treaty of Versailles.

Hitler demands the return of Danzig to Germany, October 1938.

In August 1939, the Nazi-Soviet Pact is signed. One week later, on Sept. 1, Germany invades Poland.

Austrian Anschluss, 1938—Germany annexes Austria.



▲ At Munich in 1938, Britain's Neville Chamberlain (left) Mussolini (second from left), and Hitler (right) reached a deal that prevented war but required Czechoslovakia to give up the Sudetenland (brown area on the Czech border above) to Germany. Six months later, Germany occupied all of Czechoslovakia.

Analyzing GEOGRAPHY

- 1. Region** Why do you think Hitler's first military action was in the Rhineland?
- 2. Region** Why might Hitler have welcomed a nonaggression pact with the Soviets?

See *StudentWorks™ Plus* or glencoe.com.

The Munich Crisis

Hitler next announced German claims to the Sudetenland, an area of Czechoslovakia with a large German-speaking population. The Czechs strongly resisted Germany's demands for the Sudetenland. France threatened to fight if Germany attacked Czechoslovakia, and the Soviet Union also promised aid. Prime Minister Neville Chamberlain pledged Britain's support to France, its ally.

Representatives of Britain, France, Italy, and Germany agreed to meet in Munich to decide Czechoslovakia's fate. At the **Munich**

Conference, on September 29, 1938, Britain and France agreed to Hitler's demands, a policy that came to be known as **appeasement**. In other words, they made concessions in exchange for peace. Supporters of appeasement believed that Hitler had a few limited demands. They felt that if they gave him what he wanted, they could avoid war. Czechoslovakia was told to give up the Sudetenland or fight Germany on its own. When Chamberlain returned home, he promised "a peace with honor . . . peace in our time," but he also began to speed up British rearmament—in case appeasement failed.

Appeasement did fail to preserve the fragile peace. In March 1939 Germany sent troops into Czechoslovakia and divided the country. Slovakia became independent in name, but it was actually under German control. The Czech lands became a German protectorate.

Hitler Demands Danzig

A month after the Munich Conference, Hitler demanded that the city of Danzig be returned to German control. Although Danzig was more than 90 percent German, it had been part of Poland since World War I. Hitler also requested a highway and railroad across the Polish Corridor, an area that separated western Germany from the German state of East Prussia.

Hitler's new demands convinced Britain and France that war was inevitable. On March 31, 1939, Britain announced that if Poland went to war to defend its territory, Britain and France would come to its aid. This declaration encouraged Poland to refuse Hitler's demands. In May 1939, Hitler ordered the German army to prepare to invade Poland. He also ordered his foreign minister to begin negotiations with the USSR. If Germany was going to fight Britain and France, Hitler did not want to have to fight the Soviets, too.

The Nazi-Soviet Pact

When German officials proposed a nonaggression treaty to the Soviets, Stalin agreed. He believed the best way to protect the USSR was to turn the capitalist nations against each other. If the treaty worked, Germany would go to war against Britain and France, and the USSR would be safe.

C The nonaggression pact, signed by Germany and the USSR on August 23, 1939, shocked the world. Communism and Nazism were supposed to be totally opposed to each other. Leaders in Britain and France understood, however, that Hitler had made the deal to free himself for war against their countries and Poland. They did not know that the treaty also contained a secret deal to divide Poland between Germany and the Soviet Union.



Identifying What regions did Hitler take or demand in the lead-up to the war?

The War Begins

MAIN Idea After Poland and France fell to the Nazis, the British evacuated thousands of trapped troops from Dunkirk.

HISTORY AND YOU Can you think of a contemporary situation in which people acted heroically to save others in danger? Read to learn about the heroism of civilians and soldiers in World War II.

On September 1, 1939, Germany invaded Poland. Two days later, Britain and France declared war on Germany. World War II had begun.

Poland bravely resisted Germany's onslaught, but its army was outdated. The Polish army rode horses and carried lances against German tanks. In addition, the Germans used a new type of warfare called **blitzkrieg**, or "lightning war." Blitzkrieg used large numbers of massed tanks to break through and rapidly encircle enemy positions. To support the tanks, waves of aircraft bombed enemy positions and dropped paratroopers to cut their supply lines. The Polish army could not repel the attack. Warsaw, the Polish capital, fell to the Germans on September 27. By October 5, 1939, the Germans had defeated the Polish military.

The Fall of France

In contrast to the war in Poland, western Europe remained eerily quiet. The Germans referred to this situation as the *sitzkrieg*, or "sitting war." The British called it the "Bore War," while American newspapers nicknamed it the "Phony War." The British had sent troops to France, and both countries remained on the defensive, waiting for the Germans to attack.

After World War I, the French had built a line of concrete bunkers and fortifications called the **Maginot Line** along the German border. Rather than risk their troops by attacking, the French preferred to wait behind the Maginot Line for the Germans to approach. This decision proved to be disastrous for two reasons. First, it allowed Germany to **concentrate** on Poland first before turning west to face the British and French. Second, Hitler decided to go around the Maginot Line, which protected France's border with Germany but not France's border with Belgium.

To get around the Maginot Line, the Germans would have to invade the Netherlands, Belgium, and Luxembourg first—which is exactly what they did. On May 10, Hitler launched a new blitzkrieg. While German troops parachuted into the Netherlands, an army of tanks rolled into Belgium and Luxembourg.

The British and French had expected the German attack. As soon as it began, British and French forces raced north into Belgium. This was a mistake. Instead of sending their tanks through the open countryside of central Belgium, the Germans sent their main force through the Ardennes Mountains of Luxembourg and eastern Belgium. The French did not think that large numbers of tanks could move through the mountains, and had left

only a few troops to defend that part of the border. The Germans easily smashed through the French lines, then turned west across northern France to the English Channel. The British and French armies were still in Belgium and could not move back into France quickly enough. They were now trapped in Belgium.

The Miracle at Dunkirk

After trapping the Allied forces in Belgium, the Germans began to drive them toward the English Channel. The only hope for Britain and France was to evacuate their surviving troops by sea, but the Germans had captured all but one port, Dunkirk, in northern France near the Belgian border.

D

TECHNOLOGY & HISTORY

Blitzkrieg In 1939 Germany unleashed blitzkrieg—lightning war—on Europe. Blitzkrieg combined several technologies—aircraft, tanks, parachutes, and radios—to produce a highly mobile, fast-moving army that could coordinate multiple attacks, break through lines, and rapidly encircle enemy positions.



- ▲ German tanks rolled into Poland in 1939, ahead of the infantry, which followed to end any resistance. The bombers supported the swift-moving tanks from the air. The armored tanks, known as Panzers, often moved so rapidly that they had to wait for the infantry to catch up.



- ◀ A superior air force led to Germany's defeat of western Europe by summer 1940. The aircraft could drop paratroopers behind enemy lines as well as bomb targets.

Analyzing VISUALS

- 1. Drawing Conclusions** What do you observe about the advance of the Panzer tanks in the photo on the left?
- 2. Evaluating** What dangers do you think the paratroopers in the center photo may have faced?

As German forces closed in on Dunkirk, Hitler suddenly ordered them to stop. No one is sure why he gave this order. Historians know that Hitler was nervous about risking his tank forces, and he wanted to wait until more infantry arrived. Hermann Goering, the head of the German air force, also assured Hitler that aircraft alone could destroy the trapped soldiers. There is also some evidence that Hitler thought that the British would be more willing to accept peace if the Germans did not humiliate them by destroying their forces at Dunkirk.

Whatever Hitler's reasons, his order provided a three-day delay. This gave the British time to strengthen their lines and begin the evacuation. Some 850 ships of all sizes—from navy warships to small sailboats operated by civilian volunteers—headed to Dunkirk from England, many of them making the 48-mile trip multiple times. French, Dutch, and Belgian ships joined British ones in "Operation Dynamo." The British had hoped to rescue about 45,000 troops. Instead, when the evacu-

ation ended on June 4, an estimated 338,000 British and French troops had been saved. This became known as the "Miracle at Dunkirk."

The evacuation had its price, however. Almost all of the British army's equipment remained at Dunkirk—90,000 rifles, 7,000 tons of ammunition, and 120,000 vehicles. If Hitler invaded Britain, it would be almost impossible to stop him from conquering the country.

Three weeks later, on June 22, 1940, Hitler accepted the French surrender in the same railway car in which the Germans had surrendered at the end of World War I. Germany now occupied much of northern France and its Atlantic coastline. To govern the rest of France, Germany installed a puppet government at the town of Vichy and made Marshal Philippe Pétain the new government's figurehead leader. Pétain predicted that Britain "will have her neck wrung like a chicken."

Reading Check **Explaining** By what means did Hitler overtake both Poland and France?

PRIMARY SOURCE

The Battle of Britain, 1940



During the Battle of Britain, bombs fell around London's St. Paul's Cathedral, a famous architectural treasure as well as a place of worship. Some of the subways no longer ran but were converted to air-raid shelters where people could sleep.

PRIMARY SOURCE

"Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail, we shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. . . ."



▲ Winston Churchill wears a thumbs-up pin on his lapel.

—Winston Churchill, Speech to Parliament, June 4, 1940

DBQ Document-Based Questions

- 1. Identifying Points of View** What effect does Churchill suggest the fall of other European states will have on Britain?
- 2. Analyzing Primary Sources** What does Churchill expect to grow as the Allied forces fight the Nazis?
- 3. Hypothesizing** What effect do you think Churchill's words had on those who heard or read the speech?

Britain Remains Defiant

MAIN Idea Despite the bombing of London and other major cities, Britain's Winston Churchill stood firm against the threat of Nazi invasion.

HISTORY AND YOU Think of a time when the odds were against you. How did you react? Read about British resolve when faced with Nazi air raids.

Neither Pétain nor Hitler anticipated the bravery of the British people or the spirit of their leader, **Winston Churchill**, who had replaced Neville Chamberlain as prime minister. Hitler expected Britain to negotiate peace after France surrendered, but on June 4, 1940, Churchill delivered a defiant speech in Parliament, vowing that Britain would never surrender. The speech was intended to rally the British people and to alert the isolationist United States to Britain's plight.

Realizing Britain would not surrender, Hitler ordered his commanders to prepare to invade. Getting across the English Channel, however, posed a major challenge. Germany had few **transport** ships, and the British air force would sink them if they tried to land troops in England. To invade, therefore, Germany first had to defeat the British Royal Air Force.


In June 1940, the German air force, called the *Luftwaffe*, began to attack British shipping in the English Channel. Then, in mid-August, the *Luftwaffe* launched an all-out air battle to destroy the Royal Air Force. This air battle, which lasted into the fall of 1940, became known as the **Battle of Britain**.

On August 23, German bombers accidentally bombed London, the British capital. This attack on civilians enraged the British, who responded by bombing Berlin the following night. For the first time in the war, bombs fell on the German capital. Infuriated, Hitler ordered the *Luftwaffe* to stop its attacks on British military targets and to concentrate on bombing London.

Hitler's goal was to terrorize the British people into surrendering. The British endured, however, taking refuge in cellars and subway stations whenever German bombers appeared.

Although the Royal Air Force was greatly outnumbered, the British had one major advantage. They had developed a new technology called radar. Using radar stations placed along their coast, the British were able to detect incoming German aircraft and direct British fighters to intercept them.

Day after day, the British fighters inflicted more losses on the Germans than they suffered. During the long battle, Germany lost 1,733 aircraft while the British lost 915 fighter planes, along with 449 pilots. The skill of more than 2,000 British and 500 foreign pilots—including many Poles, Canadians, Frenchmen, and a few Americans—successfully thwarted Hitler's plan to invade Britain. These pilots flew as often as five times a day. Praising them, Churchill told Parliament, "Never in the field of human conflict was so much owed by so many to so few." On October 12, 1940, Hitler canceled the invasion of Britain.

 **Evaluating** How was Britain able to resist Hitler and the Nazis?

Section 2 REVIEW

Vocabulary

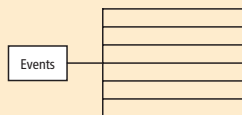
1. **Explain** the significance of: *Anschluss*, Munich Conference, appeasement, blitzkrieg, Maginot Line, Winston Churchill, Battle of Britain.

Main Ideas

2. **Explaining** Why did Europe's leaders first try to deal with Hitler through appeasement?
3. **Analyzing** Why was the decision to leave French forces behind the Maginot Line disastrous for Europe?
4. **Summarizing** In what ways did Winston Churchill prove to be an effective leader for Britain as the war began?

Critical Thinking

5. **Big Ideas** What was the new type of warfare used by Germany against Poland? Explain the technique.
6. **Organizing** Use a graphic organizer similar to the one below to list early events of the war in Poland and western Europe.



7. **Analyzing Visuals** Look again at the photograph on page 461. What do you observe about the participants at the Munich Conference?

Writing About History

8. **Expository Writing** Choose one dramatic incident from the beginnings of World War II and write a news story explaining what happened.



Study Central To review this section, go to glencoe.com and click on Study Central.

Section 3

The Holocaust

Guide to Reading

Big Ideas

Group Action The Nazis believed Jews to be subhuman. They steadily increased their persecution of Jews and eventually set up death camps and tried to kill all the Jews in Europe.

Content Vocabulary

- concentration camp (p. 470)
- extermination camp (p. 470)

Academic Vocabulary

- prohibit (p. 466)
- assume (p. 468)
- virtually (p. 471)

People and Events to Identify

- *Shoah* (p. 466)
- Nuremberg Laws (p. 466)
- Gestapo (p. 468)
- Wannsee Conference (p. 470)

Reading Strategy

Organizing As you read about the Holocaust, complete a graphic organizer similar to the one below by listing examples of Nazi persecution of European Jews.

Examples of Persecution	

Nazis first acted upon their racist ideology when they imposed restrictions on Jews and stripped them of basic rights. Eventually, Nazi Germany created concentration camps and systematically attempted to kill all European Jews and others whom they regarded as inferior.

Nazi Persecution of the Jews

MAIN Idea Nazi laws stripped Jews of citizenship and all fundamental rights; immigration restrictions in other countries made leaving Germany difficult.

HISTORY AND YOU Do you know anyone who came to the United States as a refugee? Read how Jewish refugees were turned away in the late 1930s.

During the Holocaust, the Nazis killed nearly 6 million European Jews. The Nazis also killed millions of people from other groups they considered inferior. The Hebrew term for the Holocaust is *Shoah*, meaning “catastrophe,” but it is often used specifically to refer to the Nazi campaign to exterminate the Jews during World War II.

The Nuremberg Laws

Although the Nazis persecuted anyone who dared oppose them, as well as the disabled, Gypsies, homosexuals, and Slavic peoples, they reserved their strongest hatred for the Jews. This loathing went far beyond the European anti-Semitism that was common at the time. Over the centuries, people who were prejudiced against Jews had discriminated against them in many ways. For example, Jews had sometimes been segregated in ghettos or **prohibited** from owning land.

After the Nazis took power, they quickly moved to deprive German Jews of many established rights. In September 1935, the **Nuremberg Laws** took citizenship away from Jewish Germans and banned marriage between Jews and other Germans. Two months later, another decree defined a Jew as a person with at least one Jewish grandparent and barred Jews from holding public office or voting. Another law compelled Jews with German-sounding names to adopt “Jewish” names. Soon the passports of Jews were marked with a red J to identify them as Jewish.

By the summer of 1936, at least half of Germany’s Jews were jobless, having lost the right to work as civil servants, journalists, farmers, teachers, and actors. In 1938 the Nazis also banned Jews from practicing law and medicine and from operating businesses. With no source of income, life became very difficult.

The Persecution Begins, 1935–1938

▼ Nazi stormtroopers place warning signs encouraging a boycott on Jewish-owned businesses in 1933.



▲ On Kristallnacht, November 7, 1938, roaming bands of Nazi storm troopers destroyed Jewish property and terrorized Jewish families across the Third Reich.

Analyzing VISUALS

- 1. Hypothesizing** What effect do you think the signs might have had on the woman in the photograph on the left?
- 2. Making Connections** How do you think publication of the photograph of the synagogue would have affected world opinion toward the Nazis?

Despite worsening conditions, many Jews chose to remain in Germany during the early years of Nazi rule. Well integrated into German society before this time, they were reluctant to leave and give up the lives they had built there. Many also thought that conditions would surely improve after a time. In fact, conditions soon became worse.

Kristallnacht

On November 7, 1938, a young Jewish refugee named Herschel Grynszpan shot and killed a German diplomat in Paris. Grynszpan's father and 10,000 other Jews had been deported from Germany to Poland, and the distraught young man was seeking revenge for this act and for the persecution of the Jews in general.

In retaliation, an infuriated Hitler ordered his minister of propaganda, Joseph Goebbels,

to stage attacks against the Jews that would seem like a spontaneous popular reaction to news of the murder. On the night of November 9, this plan played out in a spree of destruction. In Vienna, a Jewish child named Frederick Morton watched in terror that night as Nazi storm troopers broke into his family's apartment:

PRIMARY SOURCE

"They yanked out every drawer in every one of our chests and cupboards, and tossed each in the air. They let the cutlery jangle across the floor, the clothes scatter, and stepped over the mess to fling the next drawer. . . 'We might be back,' the leader said. On the way out he threw our mother-of-pearl ashtray over his shoulder, like confetti. We did not speak or move or breathe until we heard their boots against the pavement."

—quoted in *Facing History and Ourselves*

The anti-Jewish violence that erupted throughout Germany and Austria that night came to be called *Kristallnacht*, or “night of broken glass,” because broken glass littered the streets afterward. By the following morning, more than 90 Jews were dead, hundreds were badly injured, and thousands more were terrorized. The Nazis had forbidden police to interfere while bands of thugs destroyed 7,500 Jewish businesses and wrecked more than 180 synagogues.

The lawlessness of *Kristallnacht* persisted. Following that night of violence, the **Gestapo**, the government’s secret police, arrested at least 20,000 wealthy Jews, releasing them only if they agreed to emigrate and surrender all their possessions. The state also confiscated insurance payments owed to Jewish owners of ruined businesses.

Jewish Refugees Try to Flee

S *Kristallnacht* and its aftermath marked a significant escalation of Nazi persecution against the Jews. Many Jews, including Frederick Morton’s family, decided that it was time to leave and fled to the United States. Between 1933, when Hitler took power, and the start of

World War II in 1939, some 350,000 Jews escaped Nazi-controlled Germany. These emigrants included prominent scientists, such as Albert Einstein, and business owners like Otto Frank, who resettled his family in Amsterdam in 1933. Otto’s daughter Anne kept a diary of her family’s life in hiding after the Nazis overran the Netherlands. The “secret annex,” as she called their hiding place, has become a museum.

Limits on Jewish Immigration By 1938, one American consulate in Germany had a backlog of more than 100,000 visa applications from Jews trying to leave for the United States. Following the Nazi *Anschluss*, some 3,000 Austrian Jews applied for American visas each day. Many never received visas to the United States or to the other countries where they applied. As a result, millions of Jews remained trapped in Nazi-dominated Europe.

Several factors limited Jewish immigration to the United States. Nazi orders prohibited Jews from taking more than about four dollars out of Germany. American immigration law, however, forbade granting a visa to anyone “likely to become a public charge.” Customs officials tended to **assume** that this description

PRIMARY SOURCE

The Holocaust

▼ After World War II broke out, the Nazis methodically deprived Jews of their rights, confining many to overcrowded ghettos. After weeks of fierce resistance, Jews in the Warsaw ghetto in Poland (below) were rounded up for deportation to concentration camps in May 1943.



▲ By 1943, the Nazis had started to implement their plans to exterminate the Jews. The system of ghettos was abandoned in favor of herding men, women, and children onto cattle cars for transport to death camps.

applied to Jews, because Germany had forced them to leave behind any wealth. High unemployment rates in the 1930s also made immigration unpopular. Few Americans wanted to raise immigration quotas, even to accommodate European refugees. Others did not want to admit Jews because they held anti-Semitic attitudes. The existing immigration policy allowed only 150,000 immigrants annually, with a fixed quota from each country. The law permitted no exceptions for refugees or victims of persecution.

International Response At an international conference on refugees in 1938, several European countries, the United States, and Latin America stated their regret that they could not take in more of Germany's Jews without raising their immigration quotas. Meanwhile, Nazi propaganda chief Joseph Goebbels announced that "if there is any country that believes it has not enough Jews, I shall gladly turn over to it all our Jews." Hitler also declared himself "ready to put all these criminals at the disposal of these countries . . . even on luxury ships."

As war loomed in 1939, many ships departed from Germany crammed with Jews desperate

to escape. Some of their visas, however, had been forged or sold illegally, and Mexico, Paraguay, Argentina, and Costa Rica all denied access to Jews with such documents. So, too, did the United States.

The St. Louis Affair On May 27, 1939, the SS *St. Louis* entered the harbor in Havana, Cuba, with 930 Jewish refugees on board. Most of these passengers hoped to go to the United States eventually, but they had certificates improperly issued by Cuba's director of immigration giving them permission to land in Cuba. When the ships arrived in Havana, the Cuban government revoked the certificates and refused to let the refugees come ashore. For several days, the ship's captain steered his ship in circles off the coast of Florida, awaiting official permission to dock at an American port. Denied permission, the ship turned back toward Europe. The passengers finally disembarked in France, Holland, Belgium, and Great Britain. Within two years, the first three of these countries fell under Nazi domination. Many of the refugees brought to these countries perished in the Nazis' "final solution."

Reading Check **Analyzing** Why did many Jews stay in Germany despite being persecuted?



In 1944 Elie Wiesel was taken to a concentration camp. In the excerpt below, he describes his wait during a move from one camp to another in 1944:

PRIMARY SOURCE

"The snow fell thickly. We were forbidden to sit down or even to move. The snow began to form a thick layer over our blankets. They brought us bread—the usual ration. We threw ourselves upon it. Someone had the idea of appeasing his thirst by eating the snow. Soon the others were imitating him. As we were not allowed to bend down, everyone took out his spoon and ate the accumulated snow off his neighbor's back. A mouthful of bread and a spoonful of snow. The SS [guards] who were watching laughed at the spectacle."

—Elie Wiesel, *Night*



▲ When the war ended, Allied troops managed to liberate the few surviving inmates of the death camps—many of whom were too shocked to believe they were being freed.

DBQ Document-Based Questions

1. **Explaining** How did the prisoners in Weisel's account try to quench their thirst?
2. **Describing** How did the guards react?

The Final Solution

MAIN Idea Nazi atrocities included sending millions of Jews, Gypsies, Slavs, the disabled, and others to concentration camps and extermination camps.

HISTORY AND YOU Can you think of a conflict today where violence is motivated by ethnic or religious hatred? Read to learn how prejudice led to mass murder in Nazi Germany.

On January 20, 1942, Nazi leaders met at the **Wannsee Conference** to determine the “final solution of the Jewish question.” Previous “solutions” had included rounding up Jews, Gypsies, Slavs, and others from conquered areas, shooting them, and piling them

into mass graves. Another method forced Jews and other “undesirables” into trucks and then piped in exhaust fumes to kill them. These methods, however, had proven too slow and inefficient for the Nazis.

At Wannsee, the Nazis made plans to round up Jews from the vast areas of Nazi-controlled Europe and take them to detention centers known as **concentration camps**. There, healthy individuals would work as slave laborers until they dropped dead of exhaustion, disease, or malnutrition. Most others, including the elderly, the infirm, and young children, would be sent to **extermination camps**, attached to many of the concentration camps, to be executed in massive gas chambers.

R₂

NATIONAL GEOGRAPHIC

The Holocaust, 1939–1945



0 400 kilometers
0 400 miles
Lambert Azimuthal Equal-Area projection

Jewish Losses, 1939–1945

Baltic States	228,000
Belgium	40,000
Bulgaria	14,000
Byelorussian SSR	245,000
Czechoslovakia	155,000
Denmark	500
France	90,000
Germany and Austria	210,000
Greece	54,000
Hungary	450,000
Italy	8,000
Netherlands	195,000
Poland	3,000,000
Romania	300,000
Russian SSR	107,000
Ukrainian SSR	900,000
Yugoslavia	26,000

■ Concentration camp
■ Extermination camp
■ Location of Einsatzgruppen
— International boundary, January 1938

◀ A survivor of the Buchenwald camp drinks water outside the camp barracks, April 1945

Analyzing GEOGRAPHY

- Place** Where were most of the extermination camps located?
- Region** Which nations had the three highest number of Jewish losses?



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Concentration Camps

The Nazis had established their first concentration camps in 1933 to jail political opponents. After the war began, the Nazis built concentration camps throughout Europe.

Buchenwald, one of the largest concentration camps, was built near the town of Weimar in Germany in 1937. During its operation, more than 200,000 prisoners worked 12-hour shifts as slave laborers in nearby factories. Although Buchenwald had no gas chambers, hundreds of prisoners died there every month from exhaustion and horrible living conditions.

Leon Bass, a young American soldier, saw Buchenwald at the end of the war. A room built to hold 50 people had housed more than 150, with bunk beds built almost to the ceiling. Bass recalled:

PRIMARY SOURCE

"I looked at a bottom bunk and there I saw one man. He was too weak to get up; he could just barely turn his head. He was skin and bones. He looked like a skeleton; and his eyes were deep set. He didn't utter a sound; he just looked at me with those eyes, and they still haunt me today."

—quoted in *Facing History and Ourselves*

Extermination Camps

After the Wannsee Conference, the Nazis built extermination facilities in a number of the concentration camps, mostly in Poland, to kill Jews more efficiently. At these camps, including the infamous Treblinka and Auschwitz, Jews were the Nazis' main victims. Auschwitz alone housed about 100,000 people in 300 prison barracks. Its gas chambers, built to kill 2,000 people at a time, sometimes gassed 12,000 people in a day. Of the estimated 1,600,000 people who died at Auschwitz, about 1,300,000 were Jews. The other 300,000 were Poles, Soviet prisoners of war, and Gypsies.

Upon arrival at Auschwitz, healthy prisoners were selected for slave labor. Elderly or disabled people, the sick, and mothers and children went immediately to the gas chambers, after which their bodies were burned in giant crematoriums.

In only a few years, Jewish culture, which had existed in Europe for over 1,000 years, had been **virtually** obliterated by the Nazis in the lands they conquered. Despite exhaustive debate, there is still great controversy about why and how an event so horrifying as the Holocaust could have occurred. No consensus has been reached, but most historians point to a number of factors: the German people's sense of injury after World War I; severe economic problems; Hitler's control over the German nation; the lack of a strong tradition of representative government in Germany; German fear of Hitler's secret police; and a long history of anti-Jewish prejudice and discrimination in Europe.

 **Reading Check** **Summarizing** How did Hitler try to exterminate Europe's Jewish population?

Section 3 REVIEW

Vocabulary

1. **Explain** the significance of: *Shoah*, Nuremberg Laws, Gestapo, Wannsee Conference, concentration camp, extermination camp.

Main Ideas

2. **Listing** What early steps did Germany take in persecution of Jewish people?
3. **Analyzing** What was the purpose of the Wannsee Conference?

Critical Thinking

4. **Big Ideas** Do you think the German people or other nations could have prevented the Holocaust? Why or why not?
5. **Organizing** Use a graphic organizer similar to the one below to list the methods the Nazis used to try to destroy the Jewish population.



6. **Analyzing Visuals** Study the photos on pages 467–468. How do the images show the destruction of Jewish life?

Writing About History

7. **Persuasive Writing** Imagine that you are living in the United States during the 1930s. You believe that more Jewish immigrants should be allowed to come into the country. Write a letter to your representative or senator in Congress to express your point of view.

History  **ONLINE**

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ANALYZING PRIMARY SOURCES

The Holocaust

As the Allies liberated areas from German control in the spring of 1945, they discovered horrifying scenes in Nazi concentration camps. The Nazi regime had systematically murdered six million Jews and killed another six million Poles, Slavs, Gypsies, homosexuals, communists, and mentally disabled persons. Photographs of the newly liberated camps shocked the American public, although the Roosevelt administration and the State Department had evidence of the death camps as early as 1942.

Study these primary sources and answer the questions that follow.

PRIMARY SOURCE 1

Eyewitness Account

"[There] were two barracks: the men stood on one side, the women on the other. They were addressed in a very polite and friendly way: 'You have been on a journey. You are dirty. You will take a bath. Get undressed quickly.' Towels and soap were handed out, and then suddenly the brutes woke up and showed their true faces: this horde of people, these men and women were driven outside with hard blows and forced both summer and winters to go the few hundred metres to the 'Shower Room.' Above the entry door was the word 'Shower'. One could even see shower heads on the ceiling which were cemented in but never had water flowing through them.

C

These poor innocents were crammed together, pressed against each other. Then panic broke out, for at last they realized the fate in store for them. But blows with rifle butts and revolver shots soon restored order and finally they all entered the death chamber. The doors were shut and, ten minutes later, the temperature was high enough to facilitate the condensation of the hydrogen cyanide for the condemned were gassed with hydrogen cyanide. This was the so-called 'Zyklon B' . . . which was used by the German barbarians. . . . One could hear fearful screams, but a few moments later there was complete silence."

—André Lettich, Jewish prisoner assigned to remove bodies from the gas chambers at Birkenau from *Nazism 1919–1945, Volume 3: Foreign Policy, War and Racial Extermination—A Documentary Reader*

PRIMARY SOURCE 2

Photograph, 1945

▼ *Newly liberated survivors at Dachau concentration camp, May 4, 1945*



PRIMARY SOURCE 3

Nazi Decree, 1941

- I (1) Jews over six years of age are prohibited from appearing in public without wearing a Jewish star.
- (2) The Jewish star is a yellow piece of cloth with a black border, in the form of a six-pointed star the size of the palm of the hand. The inscription reads "JEW" in black letters. It shall be worn visibly, sewn on the left chest side of the garment.
- II Jews are forbidden:
 - (a) to leave their area of residence without written permission of the local police, carried on their person.
 - (b) to wear medals, decorations or other insignia.

—Nazi decree issued September 1, 1941 from *Nazism 1919–1945, Volume 3: Foreign Policy, War and Racial Extermination—A Documentary Reader*

PRIMARY SOURCE 4

American Soldier's Diary, 1945

"One thousand Weimar citizens toured the Buchenwald camp in groups of 100. 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 living actually looked worse than the dead. Those who lived wore striped uniforms, with the stripes running up and down. Those who were dead were stripped of their clothing and lay naked, many stacked like cordwood waiting to be burned in the crematory. At one time, 5,000 had been stacked on the vacant lot next to the crematory.

Often . . . the SS wished to make an example of someone in killing him. They hung him on the lot adjacent to the crematory, and all the three sections of the camp witnessed the sight—some 30,000 prisoners. They used what I call hay hooks, catching him under the chin and the other in the back of his neck. He hung in this manner until he died."

—diary of Captain Luther D. Fletcher, from *World War II: From the Battle Front to the Home Front*

PRIMARY SOURCE 5

Photograph, April 17, 1945



◀ American soldiers force German civilians to view bodies after the liberation of the Buchenwald concentration camp.

PRIMARY SOURCE 6

Painting

Unable to Work, by Auschwitz survivor David Olère



DBQ Document-Based Questions

- Speculating** How do you suppose soldiers could participate in such barbaric acts?
- Analyzing Visuals** What does the appearance of these survivors tell you about conditions in the camps?
- Drawing Conclusions** What purpose did the restrictions listed in Source 3 serve?
- Drawing Conclusions** Study Sources 5 and 6. How do you think American troops reacted to the horrifying scenes they found in the concentration camps? Why do you think American troops made Germans tour the liberated concentration camps?
- Analyzing Visuals** Study the painting in Source 6. What symbols does the artist use to illustrate the fate of those too weak to work?

Section 4

America Enters the War

Guide to Reading

Big Ideas

Government and Society After World War II began, the United States attempted to continue its prewar policy of neutrality.

Content Vocabulary

- hemispheric defense zone (p. 476)
- strategic materials (p. 478)

Academic Vocabulary

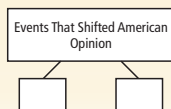
- revise (p. 474)
- purchase (p. 474)
- underestimate (p. 479)

People and Events to Identify

- America First Committee (p. 475)
- Lend-Lease Act (p. 476)
- Atlantic Charter (p. 477)

Reading Strategy

Organizing As you read about America's efforts to stay neutral, complete a graphic organizer similar to the one below by naming events that shifted American opinion toward helping the Allies.



As World War II began, the United States remained officially neutral but aided Great Britain considerably in its fight against Germany. In the Pacific, Japan's territorial expansion led to growing tensions with the United States, which peaked when Japan attacked Pearl Harbor.

FDR Supports England

MAIN Idea Roosevelt favored changes in American neutrality laws, although Americans remained divided about the war and American involvement.

HISTORY AND YOU Have you ever been drawn into an argument when you just wanted to be left alone? Read about the increasing difficulty that the United States faced in trying to stay out of World War II.

President Roosevelt officially proclaimed the United States neutral two days after Britain and France declared war on Germany. Despite this proclamation, however, he was determined to help the two countries as much as possible in their struggle against Hitler.

Destroyers-for-Bases Deal

Soon after the war began, Roosevelt called Congress into a special session to **revise** the neutrality laws. He asked Congress to eliminate the ban on arms sales to nations at war. Public opinion strongly supported the president. Congress passed the new law, but isolationists demanded a price for the revision. Under the Neutrality Act of 1939, warring nations could buy weapons from the United States only on a "cash-and-carry" basis. This law was similar to the 1937 Neutrality Act governing the sale of nonmilitary items to countries that were at war.

In the spring of 1940, the United States faced its first test in remaining neutral. In May, Prime Minister Winston Churchill asked Roosevelt to transfer old American destroyers to Britain, which had lost nearly half its destroyers. To protect its cargo ships from German submarines and to block any German attempt to invade Britain, the nation needed more destroyers.

Determined to give Churchill the destroyers, Roosevelt used a loophole in the neutrality act that required cash for **purchases**. In exchange for the right to build American bases on British-controlled Newfoundland, Bermuda, and islands in the Caribbean, Roosevelt sent 50 old American destroyers to Britain. Because the deal did not involve an actual sale, the neutrality act did not apply.

Should America Stay Neutral in World War II?



▲ This 1939 cartoon shows Uncle Sam standing guard over democracy, whose only refuge is America.



▲ Nazi bullets whiz past Uncle Sam and his isolationist policies.

Analyzing VISUALS

DBQ

1. **Analyzing Visuals** According to the cartoon at left, what message is Europe sending to Uncle Sam?
2. **Analyzing Visuals** What do you observe about Uncle Sam's perch in the cartoon above?

The Isolationist Debate

Widespread acceptance of the destroyers-for-bases deal reflected a change in public opinion. By July 1940, most Americans favored offering limited aid to the Allies. That spirit was hardly unanimous, however. In fact, people who wanted greater American involvement in the war and those who felt that the United States should remain neutral began debating the issue in the spring of 1940.

At one extreme was the Fight for Freedom Committee, a group that urged the repeal of all neutrality laws and stronger action against Germany. At the other extreme was the **America First Committee**. It was a staunchly isolationist group opposed to any American intervention or aid to the Allies. The committee's members included aviator Charles Lindbergh and Senator Gerald Nye.

Closer to the center, the Committee to Defend America by Aiding the Allies, which journalist William Allen White headed, pressed

for increased American aid to the Allies but opposed armed intervention.

The heated neutrality debate took place during the 1940 presidential election campaign. For months, Americans had wondered whether President Roosevelt would follow the tradition George Washington had set and retire after a second term. With the United States in a precarious position, however, many believed a change of leaders might not be in the country's best interest. Roosevelt decided to run for an unprecedented third term.

During the campaign, FDR steered a careful course between neutrality and intervention. The Republican nominee, Wendell Willkie, did the same, promising he too would assist the Allies but stay out of the war. The voters reelected Roosevelt by a wide margin, preferring to keep a president they knew during this crisis period.

Reading Check Identifying Identify different groups and their positions on U.S. neutrality in the late 1930s.

Edging Toward War

MAIN Idea In 1940 and 1941, the United States took more steps to provide aid to Great Britain.

HISTORY AND YOU What kinds of aid does America provide other countries today? Why? Read why FDR thought it was important to “lend” Britain some help.

Read
“The Four
Freedoms” on page
R53 in Documents
in American History.

With the election over, Roosevelt expanded the nation’s role in the war. Britain was fighting for democracy, he said, and the United States had to help. Speaking to Congress, he listed the “Four Freedoms” for which both the United States and Britain stood: freedom of speech, freedom of worship, freedom from want, and freedom from fear.

The Lend-Lease Act

By December 1940, Great Britain had run out of funds to wage its war against Germany. Roosevelt came up with a way to remove the cash requirement of the most recent neutrality act. He proposed the **Lend-Lease Act**, which allowed the United States to lend or lease arms to any country considered “vital to the defense of the United States.” The act allowed Roosevelt to send weapons to Britain if the British government promised to return or pay rent for them after the war.

Roosevelt warned that, if Britain fell, an “unholy alliance” of Germany, Japan, and Italy would keep trying to conquer the world. The president argued that the United States should become the “great arsenal of democracy” to keep the British fighting and make it unnecessary for Americans to go to war.

The America First Committee disagreed, but Congress passed the Lend-Lease Act by a wide margin. By the time the program ended, the United States had “lent” more than \$40 billion in weapons, vehicles, and other supplies to the Allied war effort.

While shipments of supplies to Britain began at once, lend-lease aid eventually went to the Soviet Union, as well. In June 1941, violating the Nazi-Soviet pact, Hitler invaded the Soviet Union. Although Churchill detested communism and considered Stalin a harsh dictator, he vowed that any person or state “who fights against Nazism will have our aid.” Roosevelt, too, supported this policy.

A Hemispheric Defense Zone

Congressional approval of the Lend-Lease Act did not solve the problem of getting American arms and supplies to Britain. German submarines patrolling the Atlantic Ocean were sinking hundreds of thousands of tons of shipments each month; the British Navy did not have enough ships to stop them.

Because the United States was still technically neutral, Roosevelt could not order the U.S. Navy to protect British cargo ships. Instead, he developed the idea of a **hemispheric defense zone**. Roosevelt declared that the entire western half of the Atlantic was part of the Western Hemisphere and, therefore, neutral. He then ordered the U.S. Navy to patrol the western Atlantic and reveal the location of German submarines to the British.

The Atlantic Charter

In August 1941, Roosevelt and Churchill met on board American and British warships anchored near Newfoundland. During these meetings, the two men agreed on the text of

PRIMARY SOURCE

Aiding Britain, 1939–1941



The Four Freedoms

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which . . . will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”

—Address to Congress, January 6, 1941

the **Atlantic Charter**. This agreement committed both nations to a postwar world of democracy, nonaggression, free trade, economic advancement, and freedom of the seas. By late September, an additional 15 anti-Axis nations had signed the charter. Churchill later said that FDR pledged to “force an ‘incident’ . . . which would justify him in opening hostilities” with Germany.

An incident quickly presented itself. In early September, a German submarine, or U-boat, fired on an American destroyer that had been radioing the U-boat’s position to the British. Roosevelt promptly responded by ordering American ships to follow a “shoot-on-sight” policy toward German submarines.

The Germans escalated hostilities the following month, targeting two American destroyers. One of them, the *Reuben James*, sank after being torpedoed, killing 115 sailors. As the end of 1941 drew near, Germany and the United States continued a tense standoff.

Reading Check **Evaluating** How did the Lend-Lease Act help the Allied war effort?

Japan Attacks

MAIN Idea The Japanese attack on Pearl Harbor led the United States to declare war on Japan.

HISTORY AND YOU Do you remember how the United States acquired territory in the Pacific? Read about the threats to American interests as Japan expanded its empire.

Despite the growing tensions in the Atlantic, the Japanese attack on Pearl Harbor finally brought the United States into World War II. Ironically, Roosevelt’s efforts to help Britain fight Germany resulted in Japan’s decision to attack the United States.

America Embargoes Japan

Roosevelt knew that Britain needed much of its navy in Asia to protect its territories there from Japanese attack. As German submarines sank British ships in the Atlantic, however, the British began moving warships from Southeast Asia, leaving India and other colonial possessions vulnerable.

How Did FDR Help Britain While the U.S. Remained Neutral?

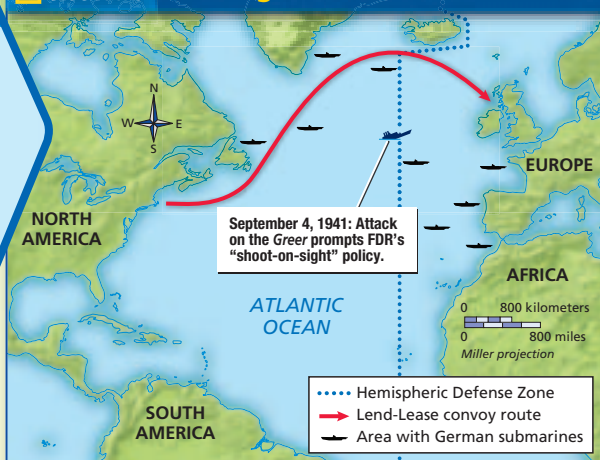
- Neutrality Act of 1939 allowed warring nations to buy weapons from the United States if they paid cash and transported arms on their own ships
- Destroyers-for-bases provided old American destroyers in exchange for the right to build U.S. defense bases in British-controlled Bermuda, Caribbean Islands, and Newfoundland
- Lend-Lease Act permitted U.S. to lend or lease arms to any country “vital to the defense of the United States”
- Hemispheric defense zone established the entire western half of the Atlantic as part of the Western Hemisphere and, therefore, neutral

What Did the Atlantic Charter Declare?

1. The U.S. and Britain do not seek to expand their territories.
2. Neither seeks territorial changes against the wishes of the people involved.
3. Both respect people’s right to select their own government.
4. All nations should have access to trade and raw materials.
5. Improved labor standards and economic advances are vital.
6. Both nations hope people will be free from want and fear.
7. Everyone should be able to freely travel the high seas.
8. All nations must abandon the use of force; disarmament is necessary after the war.



Sending Aid to Britain, 1939–1941



Document-Based Questions

1. **Drawing Conclusions** Why do you think it was important to begin the Atlantic Charter with the first three points?
2. **Analyzing Primary Sources** How does the Atlantic Charter echo FDR’s Four Freedoms speech?

Turning Point

Japan Attacks Pearl Harbor

Pearl Harbor was an important turning point because it not only brought the United States into the war but also decisively marked an end to U.S. isolationism. After the war ended, the nation did not withdraw from its role in international affairs, as it had done following World War I. Involvement in the war signaled the beginning of a global role for the United States that has continued to the present day. With the decision to support the United Nations and efforts to rebuild Europe, the nation became actively involved in international events.

HYPOTHESIZING Do you believe the United States would have entered the war regardless of the attack on Pearl Harbor? Support your ideas with reasons.



▲ Rescue boats approach the burning USS West Virginia and USS Tennessee, which were hit by enemy fire on December 7, 1941. In the photo to the right, President Roosevelt addresses Congress the following day.



◀ Although ideas to create a memorial of Pearl Harbor were put forth as early as 1946, not until 1958 did President Eisenhower sign the bill that authorized this memorial, a bridge built over the sunken USS Arizona. The completed memorial was dedicated in 1962.

History ONLINE
Student Web Activity Visit glencoe.com and complete the activity on Pearl Harbor.

History ONLINE
Student Skill Activity To learn how to create multimedia presentations, visit glencoe.com and complete the skill activity.

To hinder Japanese aggression, Roosevelt began applying economic pressure. Japan depended on the United States for many key materials, including scrap iron, steel, and especially oil. At that time, the United States supplied roughly 80 percent of Japan's oil. In July 1940 Congress gave the president the power to restrict the sale of **strategic materials** (materials important for fighting a war). Roosevelt immediately blocked the sale of airplane fuel and scrap iron to Japan. Furious, the Japanese signed an alliance with Germany and Italy, becoming a member of the Axis.

In 1941 Roosevelt began sending lend-lease aid to China. Japan, which had invaded China in 1937, controlled much of the Chinese coast by 1941. Roosevelt hoped that lend-lease aid would enable the Chinese to tie down the Japanese and prevent them from attacking elsewhere. The strategy failed. By July 1941,

Japan had sent military forces into southern Indochina, posing a direct threat to the British Empire.

R Roosevelt responded. He froze all Japanese assets in the United States, reduced the amount of oil being shipped to Japan, and sent General Douglas MacArthur to the Philippines to build up American defenses there.

C Roosevelt made it clear that the oil embargo would end only if Japan withdrew from Indochina and made peace with China. With its war against China in jeopardy because of a lack of oil and other resources, the Japanese military planned to attack the resource-rich British and Dutch colonies in Southeast Asia. They also decided to seize the Philippines and to attack the American fleet at Pearl Harbor. While the Japanese prepared for war, negotiations with the Americans continued, but neither side would back down. In late November

1941, six Japanese aircraft carriers, two battleships, and several other warships set out for Hawaii.

Japan Attacks Pearl Harbor

The Japanese government appeared to be continuing negotiations with the United States in good faith. American intelligence, however, had decoded Japanese communications that made it clear that Japan was preparing to go to war against the United States.

On November 27, American commanders at the Pearl Harbor naval base received a war warning from Washington, but it did not mention Hawaii as a possible target. Because of the great distance from Japan to Hawaii, officials doubted that Japan would attempt such a long-range attack.

The U.S. military's inability to correctly interpret the information they were receiving left Pearl Harbor an open target. The result was devastating. Japan's surprise attack on December 7, 1941, sank or damaged eight battleships, three cruisers, four destroyers, and six other vessels. The attack also destroyed 188 airplanes and killed 2,403 Americans. Another 1,178 were injured.

That night, a gray-faced Roosevelt met with his cabinet, telling them the country faced the most serious crisis since the Civil War. The next day, he asked Congress to declare war:

PRIMARY SOURCE

"Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by the naval and air forces of Japan . . . No matter how long it may take us . . . the American people in their righteous might will win through to absolute victory."


—quoted in *Franklin D. Roosevelt: A Rendezvous with Destiny*

The Senate voted 82 to 0 and the House 388 to 1 to declare war on Japan.

Germany Declares War

Although Japan and Germany were allies, Hitler was not bound to declare war against the United States. The terms of the alliance specified that Germany had to come to Japan's aid only if Japan was attacked, not if it attacked another country. Hitler had grown frustrated with the American navy's attacks on German submarines, however, and he believed the time had come to declare war.

Hitler greatly **underestimated** the strength of the United States. He expected the Japanese to easily defeat the Americans in the Pacific. By helping Japan, he hoped for Japanese support against the Soviet Union after they had defeated the Americans. On December 11, Germany and Italy both declared war on the United States.

 **Examining** Why did military officials not expect an attack on Pearl Harbor?

Section 4 REVIEW

Vocabulary

1. **Explain** the significance of: America First Committee, Lend-Lease Act, hemispheric defense zone, Atlantic Charter, strategic materials.

Main Ideas

2. **Analyzing** What early efforts did Roosevelt make to help the British?
3. **Explaining** What was the hemispheric defense zone? Why was it developed?
4. **Summarizing** Why was the United States unprepared for Japan's attack on Pearl Harbor?

Critical Thinking

5. **Big Ideas** After Roosevelt's efforts to help Britain, some people accused him of being a dictator. Do you agree or disagree with this label? Explain your answer.
6. **Organizing** Use a graphic organizer similar to the one below to show how Roosevelt helped Britain while remaining officially neutral.



7. **Analyzing Visuals** Study the images on page 475. Then create a multimedia presentation that traces the Japanese attack on Pearl Harbor.

Writing About History

8. **Expository Writing** Write a letter to the editor of your newspaper explaining why you think the United States should either remain neutral or become involved in World War II.

History  **ONLINE**

Study Central To review this section, go to glencoe.com and click on Study Central.

Chapter 13 VISUAL SUMMARY



You can study anywhere, anytime by downloading quizzes and flashcards to your PDA from glencoe.com.

Causes of the Rise of Dictators

Italy

- Mussolini's Fascist Party believed in the supreme power of the state.
- In 1922 Mussolini threatened to march on Rome; the king appointed Mussolini as the premier.

Germany

- Hitler's Nazi Party believed in an all-powerful state, territorial expansion, and ethnic purity.
- Hitler believed that Germans needed more living space and called for Germany to expand east into Poland and Russia.
- Germany invaded Poland in 1939, France in 1940, and the USSR in 1941.

Japan

- Military leaders pushed for territorial expansion.
- Japan attacked Manchuria in 1931.
- Japan invaded China in 1937.
- Japan attacked Pearl Harbor in 1941.



▲ German tanks move down a highway near Soissons, France in May 1940.



▲ These survivors of Buchenwald, liberated in 1945, show the horrifying conditions under which they lived.

Effects

Holocaust

- During the Holocaust, the Nazis killed an estimated 6 million Jews.
- Jews were targeted and sent to concentration or extermination camps throughout Europe.

World War II

- Leaders of France and Britain tried to appease Hitler by allowing territorial growth.
- Britain and France declared war on Germany following the invasion of Poland.
- The United States sent aid to the Allied forces through the lend-lease program and cash-and-carry provision.
- France was defeated by the Nazis, who occupied the country in 1940.
- The United States declared war on Japan in 1941, after the bombing of Pearl Harbor.

America and World War II

1941–1945

SECTION 1 Mobilizing for War

SECTION 2 The Early Battles

SECTION 3 Life on the Home Front

SECTION 4 Pushing Back the Axis

SECTION 5 The War Ends

Allied troops land in Normandy on D-Day, 1944.

1941

- United States enters World War II
- Roosevelt bans discrimination in defense industries

Franklin D. Roosevelt
1933–1945



1942

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



1943

- Detroit race riots
- Zoot-suit riots in Los Angeles

U.S. PRESIDENTS

U.S. EVENTS

WORLD EVENTS

1941

1941

- Japan attacks Pearl Harbor

1942

1942

- Japan captures the Philippines
- Americans win Battle of Midway

1943

1943

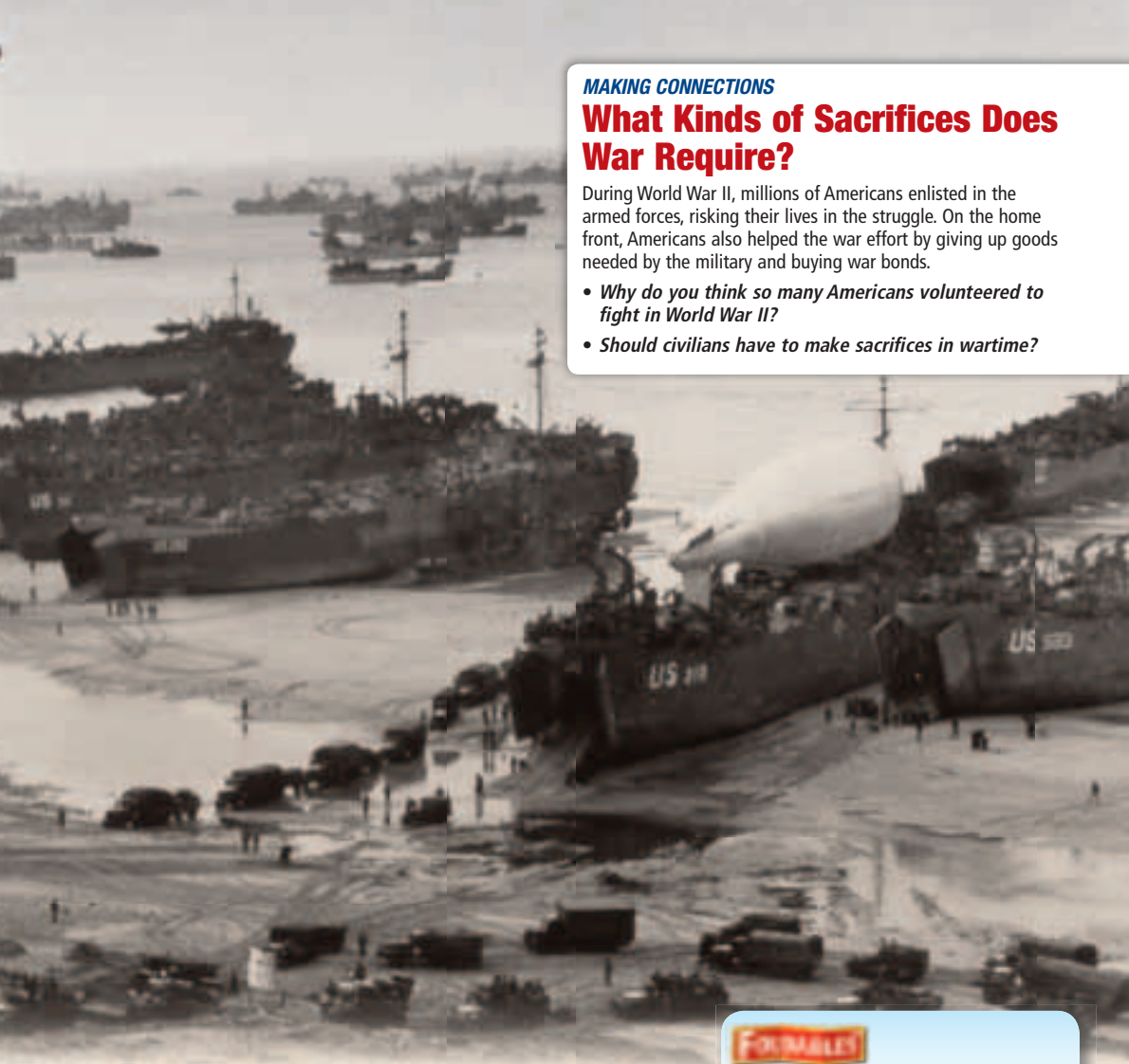
- Germans defeated at Stalingrad
- Allied forces land in Italy

MAKING CONNECTIONS

What Kinds of Sacrifices Does War Require?

During World War II, millions of Americans enlisted in the armed forces, risking their lives in the struggle. On the home front, Americans also helped the war effort by giving up goods needed by the military and buying war bonds.

- *Why do you think so many Americans volunteered to fight in World War II?*
- *Should civilians have to make sacrifices in wartime?*



1944

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

Harry Truman
1945–



1945

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

1944

1945

1944

- Eisenhower leads D-Day invasion
- MacArthur's forces land in the Philippines

1945

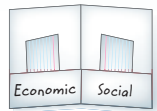
- U.S. Marines capture Iwo Jima
- United States drops atomic bomb on Japan




FOURABLES

Summarizing American Life During World War II

Make a Pocket Book Foldable to summarize various aspects of daily life that World War II affected. Label the two pockets as Economic and Social. Include general effects as well as specific programs under each pocket.



History  **ONLINE Chapter Overview**
Visit glencoe.com to preview Chapter 14.

Section 1

Mobilizing for War

Guide to Reading

Big Ideas

Economics and Society Americans quickly converted to a wartime economy to support the war effort.

Content Vocabulary

- cost-plus (p. 488)
- disenfranchised (p. 491)

Academic Vocabulary

- vehicle (p. 489)
- draft (p. 490)

People and Events to Identify

- War Production Board (p. 489)
- Office of War Mobilization (p. 489)
- “Double V” campaign (p. 492)
- Tuskegee Airmen (p. 492)
- Oveta Culp Hobby (p. 493)
- Women’s Army Corps (p. 493)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by filling in the agencies that the U.S. government created to mobilize the nation for war.



After World War I, America returned to isolationism. When the nation entered World War II in 1941, its armed forces ranked nineteenth in might, behind the tiny European nation of Belgium. Three years later, the United States was producing 40 percent of the world’s arms.

Converting the Economy

MAIN Idea The United States quickly mobilized the economy to fight the war.

HISTORY AND YOU Have you ever changed the way you performed a task in order to do it faster or more efficiently? What steps did you take to speed things up? Read on to learn how the United States changed the way factories produced goods during World War II.

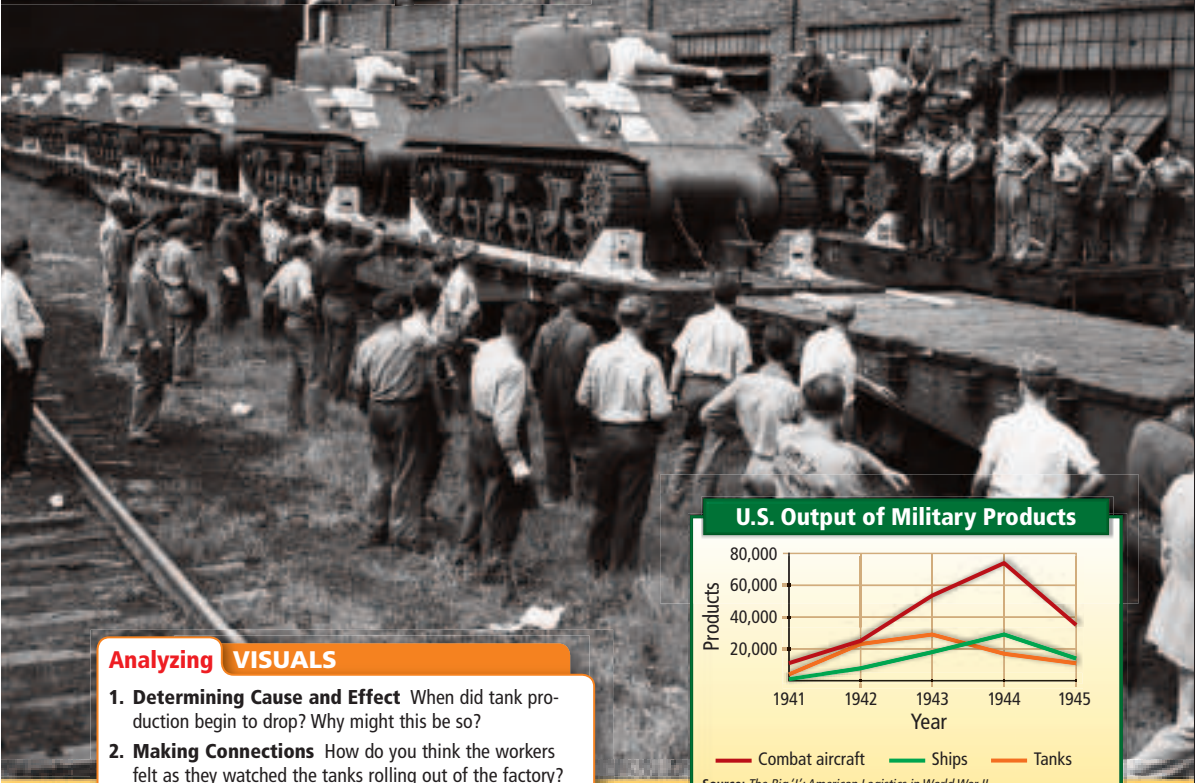
Shortly after 1:30 P.M. on December 7, 1941, Secretary of the Navy Frank Knox phoned President Roosevelt at the White House. “Mr. President,” Knox said, “it looks like the Japanese have attacked Pearl Harbor.” A few minutes later, Admiral Harold Stark, chief of naval operations, phoned and confirmed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

Although President Roosevelt remained calm when he heard the news, he later expressed his concerns to his wife Eleanor: “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.”

Although the difficulties of fighting a global war troubled the president, British prime minister Winston Churchill was not worried. Churchill knew that victory in modern war depended on a nation’s industrial power. He compared the American economy to a gigantic boiler: “Once the fire is lighted under it there is no limit to the power it can generate.”

Churchill was right. The industrial output of the United States during the war astounded the rest of the world. American workers were twice as productive as German workers and five times more productive than Japanese workers. In 1943 the Soviet leader Joseph Stalin toasted “American production, without which this war would have been lost.” American war production turned the tide in favor of the Allies. In less than four years, the United States and its allies achieved what no other group of nations had ever done—they fought and won a two-front war against two powerful military empires, forcing each to surrender.

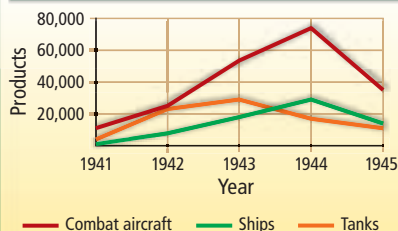
The Arsenal of Democracy



Analyzing VISUALS

- Determining Cause and Effect** When did tank production begin to drop? Why might this be so?
- Making Connections** How do you think the workers felt as they watched the tanks rolling out of the factory?

U.S. Output of Military Products



The United States rapidly increased its war production after the attack on Pearl Harbor. The expansion was possible in part because the government had already begun mobilizing 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. Two months later he asked Congress for \$4 billion to build a “Two-Ocean” Navy.

Shocked by the success of the German attack, many Americans were willing to build up the country's defenses. By October 1940, Congress had increased the defense budget to more than \$17 billion. The Army-Navy Munitions Board—the military agency in


charge of buying equipment—began signing contracts with American companies for new aircraft, ships, and equipment.

Roosevelt believed that government and business had to work together to prepare for war. He created the National Defense Advisory Committee to help mobilize the economy and asked several business leaders to serve on the committee. The president and his advisers believed that giving industry an incentive to move quickly was the best way to rapidly mobilize the economy. As Henry Stimson, the new secretary of war, wrote in his diary: “If you are going to try and go to war, or to prepare for war, in a capitalist country, you have got to let business make money out of the process or business won't work.”

Normally when the government needed military equipment, it would ask companies to bid for the contract, but that system was too slow in wartime. Instead of asking for bids, the government signed **cost-plus** contracts. The government agreed to pay a company whatever it cost to make a product plus a guaranteed percentage of the costs as profit.

Under the cost-plus system, the more a company produced and the faster it did the work, the more money it would make. The system was not cheap, but it did get war materials produced quickly and in quantity.

Cost-plus convinced many companies to convert to war production. Other firms, however, 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). That government agency, set up during the Depression, could make loans to companies wanting to convert their factories 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 Factories built tanks, airplanes, trucks, and jeeps for military use, as well as safer ships.

HISTORY AND YOU Has a coach or instructor ever challenged you to improve your speed or efficiency at a task? Read on to learn how American industry helped the war effort.

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 Great Depression was ending, demand was up, and sales were rising. The Japanese attack on Pearl Harbor, however, changed everything. A flood of orders by the government for war materials began, and 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.

D

PRIMARY SOURCE

Building the Liberty Ships

PRIMARY SOURCE

"I worked the graveyard shift 12:00–8:00 A.M. in the shipyard. I took classes on how to weld. I had leather gloves, leather pants, big hood, goggles and a leather jacket. They put me forty feet down in the bottom of the ship to be a tacker. I filled the long seams of the cracks in the ship corners full of hot lead and then brushed them good and you could see how pretty it was. The welders would come along and weld it so it would take the strong waves and deep water and heavy weight."

—Katie Grant, World War II riveter at Kaiser Richmond Shipyard, California

DBQ Document-Based Questions

- 1. Interpreting** Why would Ms. Grant have had to wear leather clothing?
- 2. Summarizing** What was Ms. Grant's job?

▲ In this 1942 photograph, workers construct a Liberty ship in San Francisco.

Tanks Replace Cars

The automobile industry was uniquely suited to the mass production of military equipment. Automobile factories began producing trucks, jeeps, and tanks. Mass production 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:

PRIMARY SOURCE

"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, and dozens of other pieces of military equipment. Henry Ford 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 more than 8,600 aircraft. Overall, the auto industry produced nearly one-third of all military equipment manufactured during the war.

Building the Liberty Ships

Ford's remarkable achievement in aircraft production was more than matched by Henry Kaiser's shipyards. Henry Kaiser started in the construction industry, but when World War II began, Kaiser shifted from the construction industry to shipbuilding.

German submarines were sinking American cargo ships at a terrifying rate. The United States had to find a way to build cargo ships as quickly as possible. Kaiser believed that speed was more important than quality and that cost was less important than results. He spent whatever it took to get the job done quickly. To save time, he applied techniques from the construction industry to shipbuilding. Instead of building an entire ship in one place from the

keel up, parts were prefabricated and brought to the shipyard for assembly.

Kaiser's shipyards built many different kinds of ships, but they were best known for Liberty ships. The Liberty ship was the basic cargo ship used during the war. Liberty ships were welded instead of riveted. Although welded ships tended to crack, Vice Admiral Emory Land, head of the U.S. Maritime Commission, preferred the Liberty ships:

PRIMARY SOURCE

"Every time a riveted ship goes into dock you have a lot of repairs to do. You do not have them in welded ships. . . . On combat damage, comparing the welded Liberty ships and others, everything is in favor of the Liberty. . . . riveted ships are apt to go to the bottom if they are bombed or mined or torpedoed. Never mind about the fractures or the cracks—the Liberty ships get into port."

—from *Miracle of World War II*

When the war began, it took 244 days to build the first Liberty ship. After Kaiser shipyards applied their mass production techniques, average production time dropped to 41 days. Kaiser's shipyards built 30 percent of all American ships constructed during the war, including nearly 3,000 Liberty ships.

The War Production Board

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

After Pearl Harbor, President Roosevelt tried to improve the system by creating the **War Production Board** (WPB). He gave the WPB the authority to set priorities and production goals and to control the distribution of raw materials and supplies. Almost immediately, the WPB clashed with the military. Military agencies continued to sign contracts without consulting with the WPB. Finally, in 1943, Roosevelt established the **Office of War Mobilization** (OWM) to settle arguments among the different agencies.

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

Building an Army

MAIN Idea African Americans and women slowly became part of the United States armed forces.

HISTORY AND YOU Do you think the United States should have a military draft? Read to learn about the first peacetime draft in American history.

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

Creating an Army

Within days of Germany's attack on Poland in 1939, President Roosevelt expanded the army to 227,000 soldiers. Before the spring of 1940, college students, unions, isolationists, and most members of Congress had opposed a peacetime **draft**. Opinions changed 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. In September, Congress approved the draft by a wide margin.

You're in the Army Now

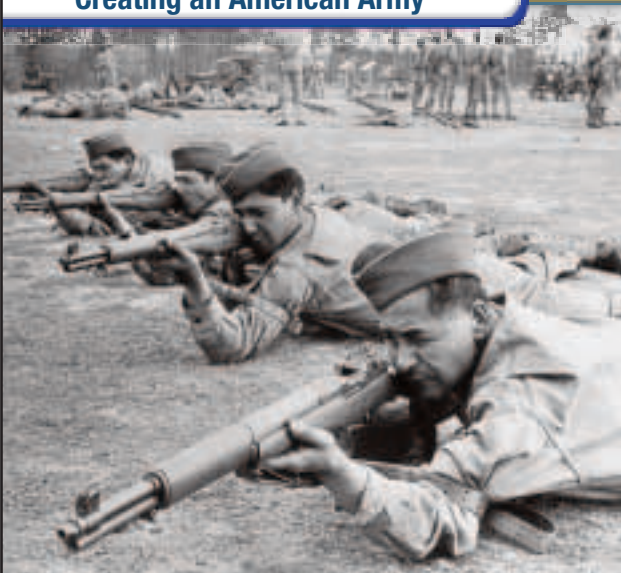
More than 60,000 men enlisted in the month after the attack on Pearl Harbor. At first, the flood of recruits overwhelmed the army's training facilities. Many recruits had to live in tents rather than barracks. The army also experienced equipment shortages. Troops carried sticks representing guns, threw stones simulating grenades, and practiced maneuvers with trucks labeled "TANK."

New recruits 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 went to basic training for eight weeks. They learned

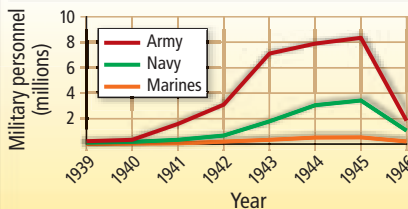
PRIMARY SOURCE

Creating an American Army



▲ Soldiers from a Mexican-American platoon train at Fort Benning in 1943.

U.S. Armed Forces, 1939–1946



Source: Historical Statistics of the United States.

PRIMARY SOURCE

For many Americans, entering the army changed their perspective, as historian Carl Degler recalls:

"Entrance into the Army in August, 1942, widened my horizons literally as well as experientially: for the first time I travelled beyond a 200 mile radius from Newark. I marvelled at the flatness of the prairie in Illinois . . . Stops at posts in Miami Beach, Florida, and Richmond, Virginia, were my introduction to the American South."

—from *The History Teacher*, vol. 23, 1990

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.

Basic training helped to break down barriers between soldiers. Recruits came from all over the country, and training together created a “special sense of kinship,” as 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 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 generally commanded them. Most military leaders also wanted to keep African American soldiers out of combat and

assigned them to construction and supply units.

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?” Despite the bitterness, most African Americans agreed with African American writer Saunders Redding that they should support their country:

PRIMARY SOURCE

“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*

C

A Segregated Army

Although the U.S. armed forces were segregated, discrimination did not prevent minority groups from performing with courage. Two of the best-known examples are the Tuskegee Airmen (right), comprised of African American volunteers, and the 442nd Regimental Combat Team (below), made up of Japanese American volunteers. The 450 Tuskegee Airmen fought in North Africa, Sicily, and Italy. The 442nd Regimental Combat Team became the most decorated unit in U.S. history.



Analyzing VISUALS

- Identifying** In what year did the army gain the most personnel? Why do you think that is the case?
- Evaluating** What do the expressions on the faces of the Tuskegee Airmen convey?

History ONLINE
Student Skill Activity To learn how to conduct an interview, visit glencoe.com and complete the Skill activity.

Pushing for “Double V” Many African American leaders combined patriotism with protest. In 1941 the National Urban League asked its members to encourage African Americans to join the war effort. It also asked them to make plans for building a better society in the United States after the war. The *Pittsburgh Courier*, a leading African American newspaper, launched the **“Double V” campaign**. The campaign urged African Americans to support the war to achieve a double victory—over both Hitler’s racism abroad and the racism at home.

C African Americans in Combat Under pressure from African American leaders, President Roosevelt ordered the army, air force, navy, and marines to recruit African Americans, and he told the army to put African Americans into combat. He also promoted Colonel Benjamin O. Davis, Sr., the highest-ranking African American officer, to the rank of brigadier general.

In early 1941 the air force created its first African American unit, the 99th Pursuit Squadron. The pilots trained in Tuskegee, Alabama, and became known as the **Tuskegee Airmen**. In April 1943, after General Davis urged the military to put African Americans into combat as soon as possible, the squadron was sent to the Mediterranean. Lieutenant Colonel Benjamin O. Davis, Jr., General Davis’s son, commanded the squadron and helped win the battle of Anzio in Italy.

In late 1943 Colonel Davis took command of three new squadrons that had trained at Tuskegee. Known as the 332nd Fighter Group, these squadrons were ordered to protect American bombers as they flew to their targets. The 332nd Fighter Group flew 200 such missions and did not lose a single member to enemy aircraft.

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. Although the

PRIMARY SOURCE

Women in World War II

About 400,000 American women played a major role in the military side of the war effort, if not in direct combat. Sixteen American women were awarded the Purple Heart for being injured as a result of enemy action. More than 400 American military women lost their lives.

◀ In this 1943 photo, Nancy Nesbit checks with the control tower from her plane at Avenger Field in Sweetwater, Texas, where the Women’s Auxiliary Ferrying Squadron of the U.S. Army trained.



▲ A doctor and army nurse tend to a patient at a U.S. Army hospital in Leyte in the Philippines.

Analyzing VISUALS

- 1. Inferring** Why might the military have been reluctant to allow women in combat?
- 2. Evaluating** What does the top photo suggest about conditions in military hospitals?

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.

Other Minorities in the Military Japanese Americans were not allowed to serve in the military at first. As the war progressed, however, second-generation Japanese Americans served in the 100th Infantry Battalion and the 442nd Regimental Combat Team. Almost half had been in internment camps in the American Southwest. Together these units became the most decorated in the history of the United States military. Many Mexican Americans had joined the National Guard during the 1930s and served on the front lines. Most minorities were allowed only in noncombat positions, such as kitchen workers. Native Americans, who were regarded as fierce warriors, were an exception to that policy. One-third of all healthy Native American men aged 18–50 served during the war.


Women Join the Armed Forces

Women joined the armed forces, as they had done during World War I. The army enlisted women for the first time, although they were barred from combat. Many jobs in the army were administrative and clerical. Assigning women to these jobs made more men 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."

As early as 1939, pilot Jackie Cochran had written to Eleanor Roosevelt suggesting that women pilots could aid the war effort. The following year, Nancy Love wrote to army officials to suggest that women be allowed to deliver planes. (The air force was not yet a separate branch of the military.) Training programs began in 1942; the Women Airforce Service Pilots (WASPs) began the next year. Although the WASPs were no longer needed after 1944, about 300 women pilots made more than 12,000 deliveries of 77 different kinds of planes.

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.

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

Section 1 REVIEW

Vocabulary

1. **Explain** the significance of: cost-plus, War Production Board, Office of War Mobilization, disenfranchised, "Double V" campaign, Tuskegee Army, Oveta Culp Hobby, Women's Army Corps.

Main Ideas

2. **Describing** How did Congress support factories that converted to war production?
3. **Analyzing** What role did the OWM play in the war production effort?
4. **Explaining** How were minorities discriminated against in the military?

Critical Thinking

5. **Big Ideas** How did American industry rally behind the war effort?
6. **Organizing** Use a graphic organizer like the one below to list the challenges facing the United States as it mobilized for war.



7. **Analyzing Visuals** Look again at the photograph on page 488. What do you observe about the construction process?

Writing About History

8. **Expository Writing** Interview a World War II veteran or research your community during the war. How did industry rally behind the war effort? Write a one-page report to summarize your findings.

History  **ONLINE**

Study Central To review this section, go to glencoe.com and click on Study Central.

Section 2

The Early Battles

Guide to Reading

Big Ideas

Individual Action Several key people made decisions that changed the course of the war.

Content Vocabulary

- periphery (p. 497)
- convoy system (p. 499)

Academic Vocabulary

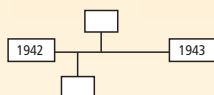
- code (p. 496)
- target (p. 498)

People and Events to Identify

- Chester Nimitz (p. 494)
- Douglas MacArthur (p. 494)
- Bataan Death March (p. 495)
- Corregidor (p. 495)
- James Doolittle (p. 495)

Reading Strategy

Organizing Complete a time line similar to the one below to record the major battles discussed and the victor in each.



The early battles of the war on both fronts required changes in strategy from all sides. In the Pacific, the Battle of Midway was a major turning point against the Japanese, while the Battle of the Atlantic and the Battle of Stalingrad made it clear that Germany would not win the war.

Holding the Line Against Japan

MAIN Idea The Japanese continued to win victories in the Pacific until the Battle of Midway.

HISTORY AND YOU Have you ever continued toward a goal even though the odds were against you? Read on to learn about the early battles in the Pacific.

Admiral **Chester Nimitz**, the commander of the United States Navy in the Pacific, began planning operations against the Japanese Navy. Although the Japanese had badly damaged the American fleet at Pearl Harbor, the American aircraft carriers, which were on a mission at sea, were safe. 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 bombing Pearl Harbor, the Japanese attacked American airfields in the Philippines. Two days later, they landed troops. The American and Filipino forces defending the Philippines were badly outnumbered. Their commander, General **Douglas MacArthur**, retreated to the Bataan Peninsula. Using the peninsula's rugged terrain, the troops held out for more than three months.

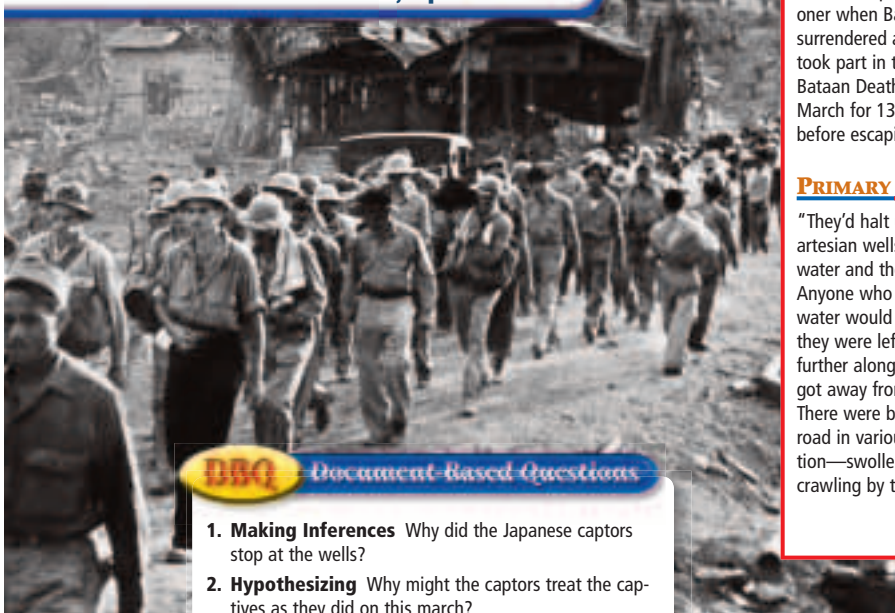
By March, in desperation, the troops ate cavalry horses and mules. The lack of food and supplies, along with diseases such as malaria, scurvy, and dysentery, took their toll. The women of the Army Nurse Corps worked on Bataan in primitive conditions. Patients slept in the open air. One nurse, Rose Meier, reported, "If we needed more room, we got our axes and chopped some bamboo trees down."

Realizing MacArthur's capture would demoralize the American people, President Roosevelt ordered the general to evacuate to Australia. MacArthur promised, "I came through, and I shall return."

On April 9, 1942, the weary defenders of the Bataan Peninsula finally surrendered. Nearly 78,000 prisoners of war were forced

PRIMARY SOURCE

The Bataan Death March, April 1942



DBQ

Document-Based Questions

- 1. Making Inferences** Why did the Japanese captors stop at the wells?
- 2. Hypothesizing** Why might the captors treat the captives as they did on this march?



Private Leon Beck was taken prisoner when Bataan surrendered and took part in the Bataan Death March for 13 days before escaping:

PRIMARY SOURCE

"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. . . ."

—from *Death March: The Survivors of Bataan*

to march—sick, exhausted, and starving—65 miles (105 km) to a Japanese prison camp. Almost ten thousand troops died on this march, which was later called the **Bataan Death March**. Sixty-six women nurses were also captured and sent to the University of Santo Tomas in Manila. They remained there—with 11 navy nurses and some 3,000 Allied civilians—until early in 1945.

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 to the Japanese.

The Doolittle Raid on Tokyo

Even before the Philippines fell, 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 near Japan.

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. The only problem was that, although B-25s could take off from a carrier, the bombers 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 to bomb Tokyo. 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.

Japan Changes Strategy

While Americans rejoiced in the air force's success, Japanese leaders were aghast at the raid. Those bombs could have killed the emperor, who was revered as a god. The Doolittle raid convinced Japanese leaders to change their strategy.

Before the raid, the Japanese navy had disagreed about the next step. 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 Japanese war planners dropped their opposition to Yamamoto's idea. The American fleet had to be destroyed 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 assault Midway.

The Battle of the Coral Sea

D The Japanese believed that they could safely proceed with two attacks at once because they thought their operations were secret. What the Japanese did not know was that an American

team of code breakers based in Hawaii had already broken the Japanese navy's secret **code** for conducting operations.

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

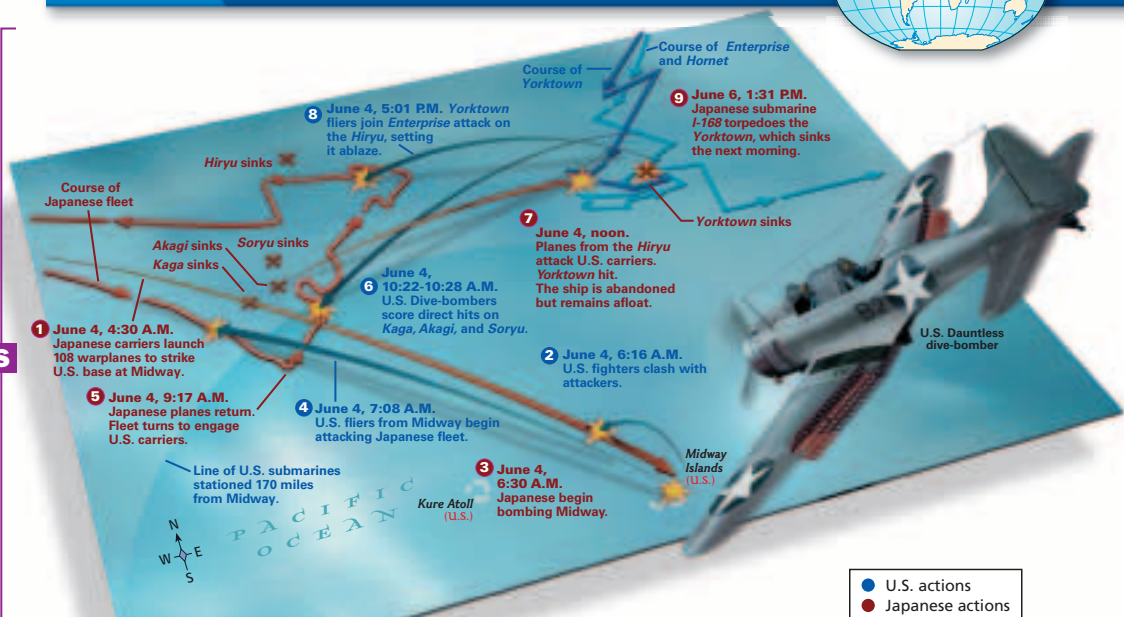
The Battle of Midway

Back at Pearl Harbor, the code-breaking team 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



The Battle of Midway, 1942



immediately ordered carriers to take up positions near Midway. Unaware that they were heading into an ambush, the Japanese launched their aircraft against Midway on June 4, 1942. The Americans were ready. The Japanese ran into a blizzard of antiaircraft fire, and 38 planes 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, and Admiral Yamamoto ordered his remaining ships to retreat.

The Battle of Midway was a turning point in the war. The Japanese navy lost four large carriers—the heart of its fleet. Just six months after Pearl Harbor, the United States had stopped the Japanese advance. The victory was not without cost, however. The battle killed 362 Americans and 3,057 Japanese.

 **Reading Check** **Explaining** Why was the United States able to ambush the Japanese at Midway?



▼ Japanese aircraft bomb the USS Yorktown near Midway, June 1942.

Analyzing VISUALS

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



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Stopping the Germans

MAIN Idea The Allies defeated Germany in Africa and in the Battle of the Atlantic. The Soviet victory at Stalingrad was a turning point of the war.

HISTORY AND YOU Have you ever tried something simple before attempting a more challenging problem? Read on to learn about the Allied strategy for attacking the Germans.

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 were doing most of the fighting. If British and American troops opened a second front by attacking Germany from the west, it would take pressure off the Soviet Union.

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

The Struggle for North Africa

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

Great Britain needed Egypt because the Suez Canal was located there. Most of Britain's empire, including India, Hong Kong, Singapore, Malaya, and Australia, sent supplies to Britain through the canal. General Erwin Rommel—a brilliant leader whose success earned him the nickname "Desert Fox"—commanded the German forces in the area, known as the "Afrika Korps."

C

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Student Web Activity Visit glencoe.com and complete the activity on America and World War II.

El Alamein and Stalingrad, November 1942

Just as the Battle of Midway was a turning point in the war in the Pacific, so too were the battles of El Alamein in North Africa and Stalingrad in Europe. The British victory over German General Rommel at El Alamein secured the Suez Canal and kept the Germans away from the oil resources of the Middle East. Germany's defeat at the Battle of Stalingrad was a major turning point by ending Hitler's plans to dominate Europe.



▲ A British tank successfully navigates a wide ditch outside a town in North Africa.

▲ A Soviet gun crew fights against Nazi forces in Stalingrad. Only one day after the Nazis publicly boasted that the city would fall to them, the Red Army turned the tide of battle.



Analyzing VISUALS

- Assessing** How do you think the environment made combat at El Alamein and Stalingrad challenging?
- Evaluating** Why were the battles shown so important to the Allies?

Although the British forced Rommel to retreat in November 1942, after a 12-day battle against the coastal city of El Alamein near the Suez Canal, German forces remained a serious threat. Later that month, Americans under General Dwight D. Eisenhower's command invaded North Africa. He planned to trap Rommel between two Allied forces. 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.

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 out-fought. 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 troops 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 intensified. After Germany declared war on the United States, German submarines entered American coastal waters. American cargo ships were 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, if they had to drive at night, did so with their headlights off.

W

Section 2 REVIEW

By August 1942, German submarines had sunk about 360 American ships along the East 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 Texas 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 escorted by navy warships. The convoy system improved the situation dramatically. It made it much more difficult 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 more than 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 turned in favor of the Allies.

The Battle of Stalingrad

In the spring of 1942, before the Battle of the Atlantic turned against Germany, Adolf Hitler was very confident that he would win the war. The German army was ready to launch a new offensive to knock the Soviets out of the war.

Hitler was convinced that only by destroying the Soviet economy could he defeat the Soviet Union. In May 1942, he ordered his army to capture strategic oil fields, factories, and farmlands in southern Russia and Ukraine. The city of Stalingrad, which controlled the Volga River and was a major railroad junction, was the key to the attack. If the German army captured Stalingrad, they would cut off the Soviets 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 costs. Retreat was forbidden. The Germans were forced to fight from house to house, losing thousands of soldiers in the process. They were not equipped to fight in the bitter cold, but Soviet troops had quilted undersuits, felt boots, fur hats, and white camouflaged oversuits.

On November 23, Soviet reinforcements arrived and surrounded Stalingrad, trapping almost 250,000 German troops. When the battle ended in February 1943, some 91,000 Germans had surrendered, although only 5,000 of them survived the Soviet prison camps and returned home after the war. Both sides lost nearly half a million soldiers each. The Battle of Stalingrad was a major turning point in the war. Just as the Battle of Midway put the Japanese on the defensive for the rest of the war, the Battle of Stalingrad put the Germans on the defensive as well.

Reading Check **Describing** How did the United States begin winning the Battle of the Atlantic?

Vocabulary

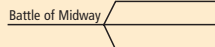
1. **Explain** the significance of: Chester Nimitz, Douglas MacArthur, Bataan Death March, Corregidor, James Doolittle, periphery, convoy system.

Main Ideas

2. **Explaining** Briefly explain the causes and effects of the effort to defeat the Japanese in 1942.
3. **Analyzing** Why did Churchill want to defeat the Germans in Africa before staging a European invasion?

Critical Thinking

4. **Big Ideas** Explain the significance of one person whose actions made a difference in the war.
5. **Organizing** Use a graphic organizer like the one below to list the reasons that the Battle of Midway is considered a turning point of the war.



6. **Analyzing Visuals** Look again at the map on page 496. How long did the Battle of Midway last?

Writing About History

7. **Expository Writing** Much of the course of wars is determined by the need for supply lines to remain open. Write a brief essay explaining how this need shaped early battles in which the United States was involved.

History  **ONLINE**

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Section 3

Life on the Home Front

Guide to Reading

Big Ideas

Trade, War, and Migration During World War II, Americans faced demands and new challenges at home.

Content Vocabulary

- Sunbelt (p. 502)
- zoot suit (p. 504)
- victory suit (p. 504)
- rationing (p. 506)
- victory garden (p. 507)

Academic Vocabulary

- coordinate (p. 503)
- justify (p. 504)

People and Events to Identify

- A. Philip Randolph (p. 502)
- Bracero Program (p. 502)
- Great Migration (p. 503)
- Office of Price Administration (p. 506)

Reading Strategy

Organizing Complete a graphic organizer listing opportunities for women and African Americans before and after the war. Evaluate what progress was still needed after the war.

Opportunities

	Before War	After War	Still Needed
Women			
African Americans			

Although women and African Americans gained new work opportunities, Latinos and Japanese Americans faced violence in American cities. To assist with the war effort, the government controlled wages and prices, rationed goods, encouraged recycling, and sold bonds.

Women and Minorities Gain Ground

MAIN Idea With many men on active military duty, women and minorities found factory and other jobs open to them.

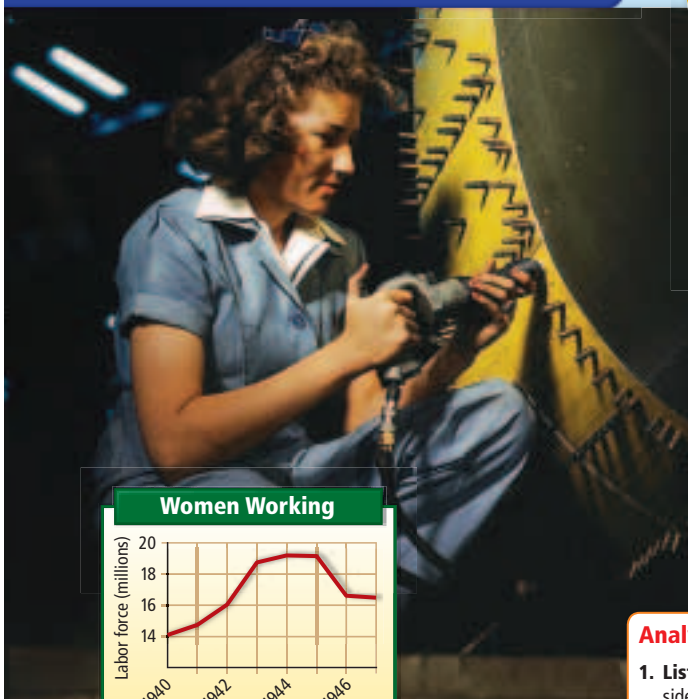
HISTORY AND YOU Do you remember reading about the unequal treatment of African American soldiers in World War I? Read on to learn how desegregation of the military began in World War II.

As American troops fought their first battles against the Germans and Japanese, the war began dramatically changing American society at home. In contrast to the devastation that large parts of Europe and Asia experienced, American society gained some benefits from World War II. The war finally ended the Great Depression. Mobilizing the economy created almost 19 million new jobs and nearly doubled the average family's income. For Robert Montgomery, a worker at an Ohio machine tool plant, "one of the most important things that came out of World War II was the arrival of the working class at a new status level in this society. . . . The war integrated into the mainstream a whole chunk of society that had been living on the edge."

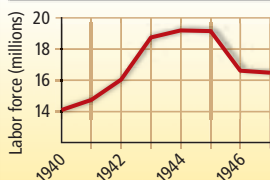
The improvement in the economy did not come without cost. American families had to move to where the defense factories were located. Housing conditions were terrible. The pressures and prejudices of the era led to strikes, race riots, and rising juvenile delinquency. Goods were rationed and taxes were higher than ever before. Workers were earning more money, but they were also working an average of 90 hours per week. Despite the hardships, James Covert, whose mother owned a grocery store during the war, was probably right when he said that the war "changed our lifestyle and more important, our outlook. . . . There was a feeling toward the end of the war that we were moving into a new age of prosperity."

When the war began, American defense factories wanted to hire white men. With so many men in the military, however, 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 Working in the Defense Plants



Women Working



Source: Historical Statistics of the United States.



At left, a riveter works on a bomber in Fort Worth, Texas. Posters such as those above and to the right encouraged women to participate in the war effort.



Analyzing VISUALS

- 1. Listing** During what years did women's employment outside the home hit its highest levels?
- 2. Analyzing** How are the women portrayed in the posters?

Women in the Defense Plants

During the Great Depression, many people believed married women should not work outside the home, especially if they took jobs that could go to men trying to support their families. Most working women were young, single, and employed in traditional female jobs such as domestic work or teaching. The wartime labor shortage, however, forced factories to recruit married women for industrial jobs traditionally reserved for men.

Although the government hired nearly 4 million women, primarily for clerical jobs, the women working in the factories 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 worked in shipyards, aircraft factories, and other manufacturing plants. Working in a factory changed the perspectives of many middle-class women like Inez Sauer:

PRIMARY SOURCE

"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*

By the end of the war, the number of working women had increased from 12.9 million to 18.8 million. Although most women were laid off or left their jobs voluntarily 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 the federal government had established since the Reconstruction Era.

Mexican Farmworkers

American citizens were not the only ones who gained in the wartime economy. In 1942 the federal government arranged for Mexican farmworkers to help with the harvest in the Southwest. The laborers were part of the **Bracero Program**. *Bracero* is a Spanish word meaning “worker.” More than 200,000 Mexicans came to help harvest fruit and vegetables. Many also helped to build and maintain railroads. The Bracero Program continued until 1964. Migrant farmworkers thus became an important part of the Southwest’s agricultural system.

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

A Nation on the Move

MAIN Idea Millions of Americans relocated during the war to take factory jobs or to settle in less prejudiced areas.

HISTORY AND YOU Has someone in your family moved because of a job transfer? Read on to find out about relocations that resulted from the war.

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

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

PRIMARY SOURCE

A Nation on the Move

During the war, millions of Americans flocked to the cities to work in factories. Many immigrants stayed on after the war to become citizens. Populations of Northern cities became more mixed, permanently increasing the populations of those regions.



▼ Workers at an Iowa arms plant lived in this trailer camp in 1942.

in the United States, the South and West led the way in manufacturing and urbanization.

The Housing Crisis

In many ways, the most difficult task facing cities with war industries was where to put the thousands of workers arriving in their communities. Tent cities and parks filled with tiny trailers sprang up. Landlords began renting “hot beds.” The worker paid 25 cents for eight hours in the bed, then went to work while the bed was rented to another worker.

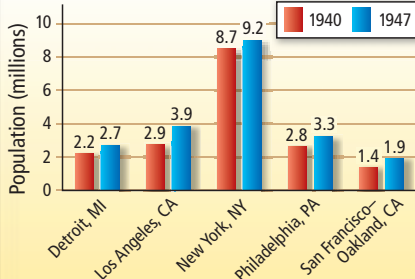
C Anticipating the housing crisis, Congress had passed the Lanham Act in 1940. The act provided \$150 million for housing. In 1942 President Roosevelt created the National Housing Agency (NHA) to **coordinate** all government housing programs. By 1943, those programs had been allocated over \$1.2 billion. Although prefabricated public housing had tiny rooms, thin walls, poor heating, and almost no privacy, it was better than no housing at all. Nearly 2 million people lived in government-built housing during the war.

Racism Leads to Violence

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

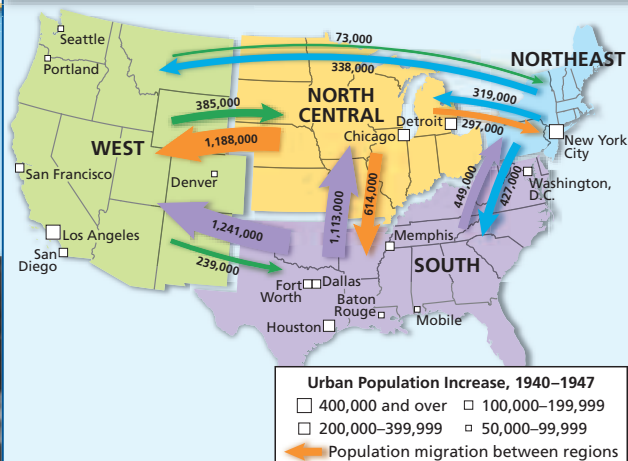
The worst racial violence of the war erupted in Detroit on Sunday, June 20, 1943. The weather that day was sweltering. To cool off, nearly 100,000 people crowded into Belle Isle, a park on the Detroit River. Gangs of white and African American teenage girls began fighting. These fights triggered others, 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.

Major Cities, 1940 and 1947



Source: Department of Commerce, Bureau of the Census.

NATIONAL GEOGRAPHIC Migration in the United States, 1940–1950



Analyzing GEOGRAPHY

- 1. Movement** What region of the nation had the most total population gain?
- 2. Regions** In what regions were the migration in and out almost perfectly balanced?

The Zoot Suit Riots

Wartime prejudice boiled over elsewhere as well. In southern California, racial tensions became entangled with juvenile delinquency. Across the nation, the number of 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.”

D 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. To many, the zoot suit was unpatriotic.

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

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

Japanese American Relocation

W When Japan attacked Pearl Harbor, many Americans living on the West Coast turned their anger against Japanese immigrants and Japanese Americans. Mobs attacked their 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 war with Japan.

On February 19, 1942, President Roosevelt signed an order allowing the War Department to declare any part of the United States a military zone and to remove people from that zone. He must have felt **justified** only four days later, when a Japanese submarine surfaced north of Santa Barbara, California, and shelled an oil refinery, or in September of that year, when Japanese bombers twice dropped bombs on an Oregon forest. American fears of a Japanese attack on the West Coast must have seemed reasonable. 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 further inland.

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. United States*, the Supreme Court ruled that the relocation was constitutional because it was based not on race, but on “military urgency.” Shortly afterward, the Court did rule in *Ex parte Endo* that loyal American citizens could not be held against their will. In early 1945, therefore, the government began to release the Japanese Americans from the camps.

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 Ronald Reagan apologized to Japanese Americans on behalf of the U.S. government and signed legislation granting \$20,000 to each surviving Japanese American who had been interned.

 **Reading Check** **Comparing** Why did millions of people relocate during the war?



ANALYZING SUPREME COURT CASES

Can the Government Limit Civil Liberties in Wartime?

Korematsu v. United States, 1944

Background to the Case

During World War II, President Roosevelt's Executive Order 9066 and other legislation gave the military the power to exclude people of Japanese descent from areas that were deemed important to U.S. national defense and security. In 1942, Toyosaburo Korematsu refused to leave San Leandro, California, which had been designated as a "military area," based on Executive Order 9066. Korematsu was found guilty in federal district court of violating Civilian Exclusion Order No. 34. Korematsu petitioned the Supreme Court to review the federal court's decision.

How the Court Ruled

In their decision, the majority of the Supreme Court, with three dissenting, found that, although exclusion orders based on race are constitutionally suspect, the government is justified in time of "emergency and peril" to suspend citizens' civil rights. A request for a rehearing of the case in 1945 was denied.

PRIMARY SOURCE

The Court's Opinion

"It should be noted, to begin with, that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny. Pressing public necessity may sometimes justify the existence of such restrictions; racial antagonism never can. . . . Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because . . . the properly constituted military authorities feared an invasion of our West Coast [by Japan] and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress . . . determined that they should have the power to do just this."

—Justice Hugo Black
writing for the court in
Korematsu v. United States



▲ Japanese American women and their children talk together at the Heart Mountain Relocation Camp.

PRIMARY SOURCE

Dissenting View

"I dissent, because I think the indisputable facts exhibit a clear violation of Constitutional rights. This is not . . . a case of temporary exclusion of a citizen from an area for his own safety or that of the community, nor a case of offering him an opportunity to go temporarily out of an area where his presence might cause danger to himself or to his fellows. On the contrary, it is the case of convicting a citizen as a punishment for not submitting to imprisonment in a concentration camp, based on his ancestry, and solely because of his ancestry, without evidence or inquiry concerning his loyalty and good disposition towards the United States. If this be a correct statement of the facts disclosed by this record, and facts of which we take judicial notice, I need hardly labor the conclusion that Constitutional rights have been violated."

—Justice Owen J. Roberts, dissenting in
Korematsu v. United States

DBQ

Document-Based Questions

- 1. Explaining** Why did the Supreme Court find in favor of the government in this case, even though the justices were suspicious of exclusion based on race?
- 2. Contrasting** Why did Justice Roberts disagree with the majority opinion?
- 3. Analyzing** Under what circumstances, if any, do you think the government should be able to suspend civil liberties of all or specific groups of American citizens?

Daily Life in Wartime

MAIN Idea The federal government took steps to stabilize wages and prices, as well as to prevent strikes. Americans supported the war through rationing, growing food, recycling, and buying bonds.

HISTORY AND YOU Have you ever given up something you enjoyed for a short period of time to gain something greater? Read on to learn how Americans sacrificed during the war.

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

Wage and Price Controls

D Both wages and prices began to rise quickly during the war because of the high demand for workers and raw materials. The president worried about inflation. 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 kept inflation under control. At the end of the war, prices had risen only about half as much as they had during World War I.

While the OPA and OES worked to control inflation, the War Labor Board (WLB) tried to prevent strikes. In support, most American unions issued a “no strike pledge.” Instead of striking, unions asked the WLB to mediate wage disputes. By the end of the war, the WLB had helped to settle more than 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 purchase of, many products to make sure enough were available for military use. Meat and sugar were rationed. Gasoline was rationed, driving distances were restricted, and the speed limit was set at 35 miles per hour to save gas and rubber.

PRIMARY SOURCE

Hollywood Goes to War

In 1942 President Roosevelt created the Office of War Information (OWI). The OWI's role was to improve the public's understanding of the war and to act as a liaison office with the various media. The OWI established detailed guidelines for filmmakers, including a set of questions to be considered before making a movie, such as, “Will this picture help win the war?”



◀ Chaplin, noted as a comic and a director, made this movie in 1940, before the United States entered the war.



▲ Movies ranged from a comic Daffy Duck cartoon to a serious portrayal of a bombing raid on Germany.



Analyzing VISUALS

- 1. Interpreting** How would heroic movies like *The Memphis Belle* help win the war?
- 2. Analyzing** Why do you think so many movies about Hitler were comedies?

Section 3 REVIEW

A person from each household picked up a book of ration coupons every month. 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, shoes, and sugar. Thirteen rationing programs were in effect at the height of the program. When people bought food, they also had to give enough coupon points to cover their purchases. Most rationing ended before the war was over. Sugar and rubber rationing continued after the war; sugar was rationed until 1947.

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. Volunteers 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 effective and contributed to the success of American industry during the war.

Paying for the War

The federal government spent more than \$300 billion during World War II—more money than it had spent from Washington's administration to the end of Franklin Roosevelt's second term. 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 war's cost.

The government issued war bonds to make up the difference between what was needed and what taxes supplied. Buying bonds is a way to lend money to the government. In exchange for the money, the government promises to repay the bonds' purchase price plus interest at some future date. The most common bonds during World War II were E bonds, which sold for \$18.75 and could be redeemed for \$25.00 after 10 years. Individuals bought nearly \$50 billion worth of war bonds. Banks, insurance companies, and other financial institutions bought the rest—more than \$100 billion worth of bonds.

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.

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

Vocabulary

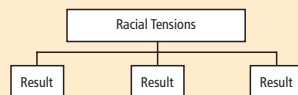
1. **Explain** the significance of: A. Philip Randolph, Bracero Program, Sunbelt, Great Migration, zoot suit, victory suit, Office of Price Administration, rationing, victory garden.

Main Ideas

2. **Assessing** Why were jobs suddenly available to women and minorities?
3. **Evaluating** For what reasons did Americans relocate during the war?
4. **Explaining** How did the federal government control the economy during the war?

Critical Thinking

5. **Big Ideas** What challenges did Americans at home face during the war?
6. **Organizing** Use a graphic organizer like the one below to list the results of increased racial tensions during the war.



7. **Analyzing Visuals** Look again at the photograph on pages 502–503. How does the photographer capture the feeling of people settling into a new area?

Writing About History

8. **Persuasive Writing** Write a newspaper editorial urging fellow citizens to conserve resources so that those resources can be used in the war effort.

History  **ONLINE**

Study Central To review this section, go to glencoe.com and click on Study Central.

Section 4

Pushing Back the Axis

Guide to Reading

Big Ideas

Geography and History The Allies slowly pushed back the German and Japanese forces during 1943 and 1944.

Content Vocabulary

- amphtrac (p. 514)
- kamikaze (p. 515)

Academic Vocabulary

- briefly (p. 512)
- intense (p. 512)

People and Events to Identify

- Casablanca Conference (p. 508)
- D-Day (p. 512)
- Omar Bradley (p. 512)
- Guadalcanal (p. 515)

Reading Strategy

Organizing Complete a graphic organizer similar to the one below by filling in the names and battles fought. Indicate whether Allied or Axis forces won the battle.



After British and American troops won victories over the Axis in North Africa and Italy, Allied leaders made plans for an invasion of Europe. Led by Admiral Nimitz and General MacArthur, American forces steadily advanced across the Pacific.

Striking Germany and Italy

MAIN Idea The Allies stepped up bombing of Germany and invaded Sicily and Italy.

HISTORY AND YOU Have you ever talked over your ideas with a good friend whose opinion you value? Read on to learn about FDR's meetings with Churchill and Stalin.

The Allied invasion of North Africa in November 1942 had shown that a large-scale invasion from the sea was possible. The success of the landings convinced Roosevelt to meet again with Churchill to plan the next stage of the war. In January 1943, FDR 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. He 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 more than three years. The United States Eighth Army Air Force had dropped an additional 1,500 tons (1,365 t) of bombs during the last six months of 1942. These numbers were small, 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 losses. By the time



Important Battles of World War II

- 1** El Alamein, Nov. 1942. British forces defeat German forces commanded by Rommel, preventing German control of North Africa.
- 2** Stalingrad, Nov. 1942. A large German force is defeated at the city of Stalingrad, ending German hopes of defeating the Soviet Union.
- 3** Kasserine Pass, Feb.–May 1943. American troops fight German forces for the first time and are badly beaten.
- 4** Leningrad, Sept. 1941–Jan. 1944. The Russians hold off the Germans besieging the city of Leningrad for 900 days.
- 5** Sicily, July–Aug. 1943. Allies land in Sicily; begin the liberation of Italy.
- 6** Anzio, Jan.–May 1944. U.S. forces land near Rome behind German lines.
- 7** D-Day, June 1944. Allies land at Normandy; begin liberation of France.
- 8** Operation Market Garden, Sept. 1944. Allied troops parachute into the Netherlands to seize bridges across the Rhine, but attack fails.
- 9** Battle of the Bulge, Dec. 1944–Jan. 1945. Last large German counter-attack against American and British troops is halted.

Analyzing GEOGRAPHY

- 1. Place** Into what country did the Allies land for Operation Market Garden?
- 2. Region** What Allied victories are shown in North Africa?

See **StudentWorks™ Plus** or **glencoe.com**.

the Allies landed in France, they had control of the air, ensuring that their troops would not be bombed.

Striking the Soft Underbelly

As the bombing campaign against Germany intensified, plans to invade Sicily also moved ahead. General Dwight D. Eisenhower commanded the invasion, with General Patton and the British General Bernard Montgomery head-

ing the ground forces. The invasion began before dawn on July 10, 1943. Despite bad weather, the Allied troops made it ashore with few casualties. A new amphibious truck delivered supplies and artillery to the soldiers on the beach.

Eight days after the troops came ashore, American tanks smashed through enemy lines and captured the western half of the island. Patton's troops then headed east, while the British 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 depose 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 arrested Mussolini, and the new Italian government began negotiating a surrender to the Allies.

Following Italy’s surrender, however, German troops seized control of northern Italy, including Rome, and returned Mussolini to power. The Germans then took up positions near the heavily fortified town of Cassino. The terrain near Cassino was steep, barren, and rocky. Rather than attack such difficult terrain, the Allies landed at Anzio, behind German lines. Instead of retreating, however, as the Allies had hoped, 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

retreated. Less than two weeks later, the Allies captured Rome. Fighting in Italy continued, however, for another year. The Italian campaign was one of the bloodiest in the war, with more than 300,000 Allied casualties.

The Tehran Conference

Roosevelt wanted to meet with Stalin before the Allies invaded France. In late 1943, Stalin agreed, proposing 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 divide Germany after the war so that it would never again threaten world peace. Stalin promised that once Germany was defeated, the Soviet Union would help the United States against Japan. He also accepted Roosevelt’s proposal of an international peace-keeping organization after the war.

Reading Check **Explaining** What effect did the Allied victory in Sicily have on Italy?

Driving Back the Germans, 1943–1944

January 1943

The British and American air forces begin massive strategic bombing of German industry and infrastructure



November 28, 1943

Stalin, Roosevelt, and Churchill meet at the Tehran Conference

Jan. 1943

March 1943

July 1943

Dec. 1943



July 10, 1943

Patton and Montgomery land forces on Sicily, beginning the invasion of Italy

July 25, 1943

The king of Italy puts Mussolini under arrest and the new Italian government negotiates surrender with the Allies

December 4–6, 1943

Roosevelt and Churchill meet in Cairo to plan D-Day. Roosevelt selects Eisenhower to command the invasion

Landing in France

MAIN Idea The Allies landed a massive force on France's beaches on June 6, 1944, known as D-Day.

HISTORY AND YOU What has been the biggest surprise you ever successfully planned? Read on to find out how the Allies made a surprise landing in France.

After the conference in Tehran, Roosevelt headed to Cairo, Egypt, where he and Churchill continued planning the invasion of France. One major decision still had to be made. The president had to choose the commander for Operation Overlord—the code name for the invasion. Roosevelt selected General Eisenhower.

Planning Operation Overlord

Knowing that the Allies would eventually invade France, Hitler had fortified the coast along the English Channel. The Allies did have the advantage of surprise, because the Germans did not know when or where the Allies would

land. The Germans believed the Allies would land in Pas-de-Calais—the area of France closest to Britain. The Allies placed dummy equipment along the coast across from Calais as decoys. The real target was to be further south, at five beaches covering a 60-mile spread along the Normandy coast.

By the spring of 1944, more than 1.5 million American soldiers, 12,000 airplanes, and 5 million tons (4.6 million t) of equipment had been sent to England. Only one thing was left to do—pick the date for the invasion 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. Paratroopers, who would be dropped behind enemy lines before the main landing on the beaches, needed a moonlit night 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 landing craft.

March 4, 1944

The Allies make their first major daylight bombing raid on Berlin

June 6, 1944

Over 130,000 American, British, and Canadian troops land in Normandy on D-Day, beginning the liberation of France



Jan. 1944

January 1944

American forces attack Monte Cassino and land at Anzio in an attempt to break through German lines and capture Rome



Analyzing TIME LINES

- 1. Identifying** On what date did Allied forces land at Normandy to begin liberating France, and what is the date known as?
- 2. Determining Cause and Effect** What effect did the successful Allied invasion of Sicily have on politics in Italy?

Given all these requirements, there were only a few days each month when the invasion could begin. The first opportunity was 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 landing on June 5 impossible. The weather was forecast to improve **briefly** a day later. The Channel would still be rough, but the landing ships and aircraft could operate. After looking at 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 headed for Normandy's coast. 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. At dawn, Allied warships began a tremendous barrage. Thousands of shells rained down on the beaches, code-named "Utah," "Omaha," "Gold," "Sword," and "Juno."


The American landing at Utah Beach went well. The German defenses were weak, and in less than three hours the troops had captured the beach and moved inland, suffering fewer than 200 casualties. 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. Lieutenant John Bentz Carroll was in the first wave that went ashore:

PRIMARY SOURCE

"Two hundred yards out, we took a direct hit. . . . 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. . . . 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."

—from *D-Day: Piercing the Atlantic Wall*

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

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



PRIMARY SOURCE

The United States began island-hopping across the Pacific with the Battle of Tarawa in November 1943. Reporter Robert Sherrod witnessed the 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-cylindere 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*

Driving Japan Back

MAIN Idea American troops slowly regained islands in the Pacific that the Japanese had captured.

HISTORY AND YOU Have you ever had to do a project over? Read to learn about American forces that took back Pacific islands from the Japanese.

While the buildup for invading 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 some 5,000 United States Marines learned at Tarawa Atoll, wading ashore could cause very high casualties. Tarawa, part of the Gilbert Islands, was the navy’s first objective. The Japanese base there had to be captured in order to put air bases in the nearby Marshall Islands.

NATIONAL GEOGRAPHIC Island-Hopping in the Pacific, 1942–1945



Analyzing GEOGRAPHY

- Place** When Nimitz left Pearl Harbor, what was his destination?
- Place** Who controlled Guam in 1942?

People IN HISTORY

The Navajo Code Talkers

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 had no written alphabet and was known only to the Navajo and a few missionaries and anthropologists. The Navajo recruits developed code words, using their own language, that stood for military terms. For example, the Navajo word *jay-sho*, or “buzzard,” was code for *bomber*; *lotso*, or “whale,” meant *battle-ship*; 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. More than 400 Navajo served in the marine corps as code talkers. Sworn to secrecy, their mission was not revealed until 1971. In 2001 Congress awarded the code talkers the Congressional Gold Medal for their unique contribution during the war.

What advantage did the code talkers provide over traditional forms of communication?



▲ These Navajo code talkers assigned to a Pacific-based marine regiment relay orders using a field radio.

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.

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 a boat with tank tracks, nicknamed the “Alligator.” This amphibious tractor, or **amphtrac**, had been invented in the late 1930s to rescue people in Florida swamps. It had never been used in combat, and the navy decided to buy only 200 of them in 1941. If more had been available at Tarawa, American casualties probably would have been much lower.

C More than 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 would be lost in defeating Japan.

The next assault—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-29s began bombing Japan.

MacArthur Returns

As the forces under Admiral Nimitz hopped across the central Pacific, General Douglas MacArthur’s troops began their own campaign

in the southwest Pacific. The campaign began by invading **Guadalcanal** in the Solomon Islands, east of New Guinea, in August 1942. It continued until early 1944, when MacArthur's troops finally captured enough islands to surround 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) 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.

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

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

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

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

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

Section 4 REVIEW

Vocabulary

- 1. Explain** the significance of: Casablanca Conference, D-Day, Omar Bradley, amphibac, Guadalcanal, kamikaze.

Main Ideas

- 2. Determining Cause and Effect** What event prompted Italy to surrender?
- 3. Describing** Why was D-Day's success so vital to an Allied victory?
- 4. Summarizing** What was the military goal in the Pacific?

Critical Thinking

- 5. Big Ideas** How did the geography of the Pacific affect American strategy?
- 6. Organizing** Use a graphic organizer like the one below to explain the importance of each leader listed in the text.

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

- 7. Analyzing Visuals** Look at the photo on page 511 of the D-Day landing. What do you observe about the manner of the landing?

Writing About History

- 8. Persuasive Writing** Imagine that you are living in Florida and see the potential for the amphibac in the war. Write a letter to a member of Congress detailing reasons why it would be a good purchase for the marines.

History ONLINE

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GEOGRAPHY & HISTORY

The Battle for Omaha Beach

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



Once ashore they had to cross 300 yards of open beach to the base of the bluff.

How Did Geography Shape the Battle?

Surrounded at both ends by cliffs that rose wall-like from the sea, Omaha Beach was only four miles long. The entire beach was overlooked by a 150-foot high bluff and there were only five ravines leading from the beach to the top of the bluff.

The Germans made full use of the geographic advantage the 150-foot bluff gave them. They dug trenches and built concrete bunkers for machine guns at the top of the cliffs and positioned them to guard the ravines leading to the beach.

Analyzing GEOGRAPHY

- 1. Location** Why did the Allies choose Normandy as the invasion site?
- 2. Human-Environment Interaction** How did geography make the invasion of Omaha Beach difficult?

The men had to jump into the water and wade ashore against a strong tide in water that was nearly over their heads.



American troops were carried to Omaha Beach in landing craft. Many of the landing craft came under such intense fire that they opened their front ramp doors early.

C

Section 5

The War Ends

Guide to Reading

Big Ideas

Individual Action After fierce military campaigns, President Harry S. Truman decided to use atomic weapons against Japan.

Content Vocabulary

- hedgerow (p. 518)
- napalm (p. 521)
- charter (p. 525)

Academic Vocabulary

- despite (p. 520)
- nuclear (p. 523)

People and Events to Identify

- Battle of the Bulge (p. 518)
- V-E Day (p. 519)
- Harry S. Truman (p. 520)
- Iwo Jima (p. 520)
- Manhattan Project (p. 523)
- V-J Day (p. 524)
- United Nations (p. 524)
- Nuremberg Trials (p. 525)

Reading Strategy

Create an outline of the section, using the major headings as the main points. Follow the structure shown below.

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

Fierce fighting in both Europe and the Pacific during 1945 led to the defeat of the Axis powers. The Allies began war crimes trials and set up a peacekeeping organization to prevent another global war.

The Third Reich Collapses

MAIN Idea The war in Europe ended in spring 1945 after major battles, as the Allies moved west toward Germany.

HISTORY AND YOU Have you ever been in a competition in which you persevered, despite fatigue, to win? Read to learn how the Allies fought in Europe to defeat 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 fiercely defend their positions. The battle of the hedgerows ended on July 25, 1944, when 2,500 American bombers blew a hole in the German lines, enabling American tanks to race through the gap.

As the Allies broke out of Normandy, the French Resistance—French civilians who had secretly organized to resist the German occupation of their country—staged a rebellion in Paris. When the Allied forces liberated Paris on August 25, they found the streets filled with French citizens celebrating their victory.

The Battle of the Bulge

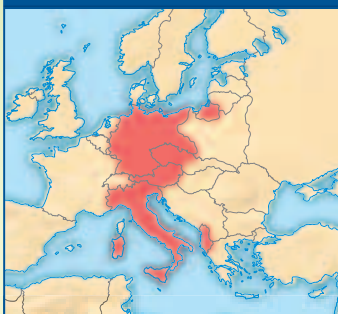
As the Allies advanced toward the German border, Hitler decided to stage one last desperate offensive. His goal was to cut off Allied supplies coming through the port of Antwerp, Belgium. The attack began just before dawn on December 16, 1944. Six inches (15 cm) of snow covered the ground, and the weather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

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.

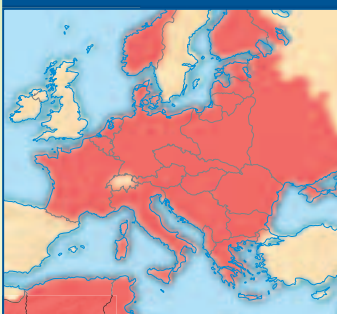
On Christmas Eve, out of fuel and weakened by heavy losses, the German troops driving toward Antwerp were forced to halt. Two days later, Patton's troops broke through to the German line. Although

The War Ends in Europe, 1945

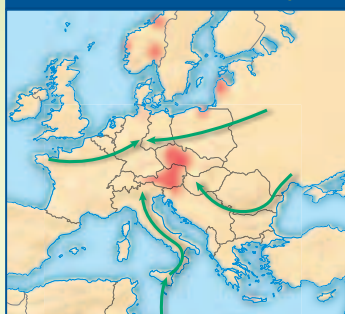
The Axis Before the War, 1939



The Axis at its Peak, 1942

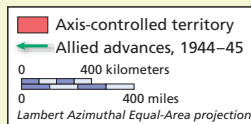


The Axis at German Surrender, 1945



How Many People Died 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



Analyzing VISUALS

- Comparing** Which nation had the greatest number of civilian casualties?
- Analyzing** Why did the United States have so few civilian deaths?

While 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 had very few resources left to prevent the Allies from entering Germany.

The War Ends in Europe

While American and British forces fought to liberate France, the Soviets 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 were only 35 miles (56 km) from Berlin.

As the Soviets crossed Germany's eastern border, American forces attacked Germany's western border. By the end of February 1945, American troops had fought their way to the

Rhine River, Germany's last major line of defense in the west. On March 7, American tanks crossed the Rhine.

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

Deep in his Berlin bunker, Adolf Hitler knew the end was near. On April 30, 1945, he committed suicide. Before killing himself, Hitler chose Grand Admiral Karl Doenitz as 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 accepted the terms. 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 The United States decided to end the war with Japan by using napalm and atomic bombs.

HISTORY AND YOU When was the last time you had to make a difficult decision, with no really good choice? Read to learn about the decision President Truman made in 1945.

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

R 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** his feelings, Truman began at once to make decisions about the war. Although Germany surrendered a few weeks later, the war with Japan continued, and

Truman was forced to make some of the most difficult decisions of the war during his first six months in office.

The Battle of Iwo Jima

On November 24, 1944, bombs fell on Tokyo. Above the city flew 80 B-29 Superfortress bombers that had traveled more than 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. 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 pilots needed an island closer to Japan so the B-29s could refuel. American military planners decided to invade **Iwo Jima**.

D Iwo Jima was perfectly located, roughly halfway between the Marianas and Japan, but its geography was formidable. At its southern tip was a dormant volcano. The terrain was rugged, with rocky cliffs, jagged ravines, and

Winning the War Against Japan, 1944–1945

March 9, 1945
Firebombing destroys most of Tokyo

April 1, 1945
American troops land on Okinawa



Feb. 1945

April 1945

June 1945

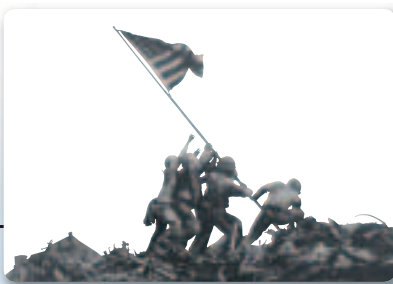
October 23–24, 1944

Victory in the Battle of Leyte Gulf enables MacArthur to return to the Philippines



February 19, 1945

U.S. Marines land on Iwo Jima; over 6,800 marines are killed before the island is captured



dozens of caves. Volcanic ash covered the ground. Even worse, the Japanese had built a vast network of concrete bunkers connected by miles of tunnels.

On February 19, 1945, some 60,000 Marines landed on Iwo Jima. As the troops leapt from the amphtracs, they sank up to their ankles in the soft ash. Meanwhile, Japanese artillery began to pound the invaders.

W The marines crawled inland, using flame-throwers and explosives to attack the Japanese bunkers. More than 6,800 marines were killed capturing the island. Admiral Nimitz later wrote that, on Iwo Jima, “uncommon valor was a common virtue.”

Firebombing Japan

C 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 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:

PRIMARY SOURCE

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

—quoted in *New History of World War II*

August 9, 1945

A second atomic bomb is dropped on Japan, destroying the city of Nagasaki



September 2, 1945

The Japanese delegation boards the battleship USS *Missouri* in Tokyo Bay for the official surrender ceremony



August 1945

August 6, 1945

An atomic bomb destroys the Japanese city of Hiroshima



Analyzing TIME LINES

- 1. Listing** When was Tokyo destroyed?
- 2. Sequencing** How many days lapsed between the dropping of the first and second atomic bombs?

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

The Invasion of Okinawa

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

R 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.

C 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

Debates IN HISTORY

Should America Drop the Atomic Bomb on Japan?

More than 60 years later, people continue to debate what some historians have called the most important event of the twentieth century—President Truman's order to drop atomic bombs on Japan. Did his momentous decision shorten the war and save American lives, as Truman contended, or was it a barbaric and unnecessary show of superior military technology designed to keep the Soviet Union out of Japan?

convinced Roosevelt to begin a program to build an atomic bomb.

The secret American program to build an atomic bomb was code-named the **Manhattan Project** and was headed by General Leslie R. Groves. The 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 then organized a team of engineers and scientists to build an atomic bomb at a secret laboratory in Los Alamos, New Mexico. J. Robert Oppenheimer led the team. On July 16, 1945, they detonated the world's first atomic bomb in New Mexico.

Hiroshima and Nagasaki

Even before the bomb was tested, American officials began debating 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 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.

YES

Harry S. Truman

President of the United States

PRIMARY SOURCE

“The world will note that the first atomic bomb was dropped on Hiroshima, a military base. . . .

If Japan does not surrender, bombs will have to be dropped on her war industries and, unfortunately, thousands of civilian lives will be lost.

Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.”

—from *Public Papers of the Presidents*



NO

William Leahy

Chairman of the Joint Chiefs of Staff

PRIMARY SOURCE

“It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender because of the effective sea blockade and the successful bombing with conventional weapons.

The lethal possibilities of atomic warfare in the future are frightening. My own feeling was that in being the first to use it, we had adopted an ethical standard common to the barbarians of the Dark Ages. I was not taught to make war in that fashion, and wars cannot be won by destroying women and children.”

—from *I Was There*



DBQ

Document-Based Questions

- Explaining** What reasons does Truman offer to justify the use of the atomic bomb?
- Summarizing** Why does Leahy say he was against using the bomb?
- Evaluating** Whom do you think makes the more persuasive argument? Explain your answer.

The Allies threatened Japan with “prompt and utter destruction” if the nation did not surrender, but the Japanese did not reply. Truman then ordered the military to drop the bomb. On August 6, 1945, a B-29 bomber named *Enola Gay* dropped an atomic bomb, code-named “Little Boy,” on Hiroshima, an important industrial city.

C1 The bomb destroyed about 63 percent of the city. Between 80,000 and 120,000 people died instantly, and thousands more died later from burns and radiation sickness. 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. The long war was over.

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

Building a New World

MAIN Idea The victorious Allies tried to create an organization to prevent future wars.

HISTORY AND YOU What are some of your most noble goals? Read to learn about the goals of the Allied forces after the war.

Well before the war ended, President Roosevelt had begun thinking 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, in which every member

PRIMARY SOURCE

Plans for a Better World



▲ The Nuremberg trials

DBQ

Document-Based Questions

- Identifying** Which right relates to free elections?
- Speculating** Why do you think that the right to an education might be so far down on the list?
- Evaluating** Which five of the human rights included in the Declaration do you feel are the most important today? Why?

The Universal Declaration of Human Rights

Issued by the United Nations, December 10, 1948

- All human beings are born free and equal in dignity and rights.
- Everyone has the right to life, liberty, and security of person.
- No one shall be held in slavery or servitude . . .
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- All are equal before the law and are entitled without any discrimination to equal protection of the law.
- Everyone charged with a penal offense has the right to be presumed innocent until proved guilty . . .
- Everyone has the right to freedom of movement . . .
- Men and women . . . are entitled to equal rights as to marriage, during marriage and at its dissolution . . .
- Everyone has the right to own property . . .
- Everyone has the right to freedom of thought, conscience and religion . . .
- Everyone has the right to freedom of opinion and expression . . .
- Everyone has the right to freedom of peaceful assembly and association.
- The will of the people . . . shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage . . .
- Everyone has the right to work . . .
- Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood . . .
- Everyone has the right to education . . .

Section 5 REVIEW

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's budget. The Security Council was responsible for international peace and security. It could investigate any international problem and propose settlements. It could also take action to preserve the peace, including asking its members to use military force to uphold a UN resolution.

Soon after its founding, the UN created a Commission on Human Rights and chose Eleanor Roosevelt to serve as its first chair. The Commission drafted the Universal Declaration of Human Rights, and the UN issued it in 1948. The document strongly reflects the ideas and principles that Eleanor Roosevelt espoused during her life. It lists 30 rights that are said to be universally applicable to all human beings in all societies.


Putting the Enemy on Trial

Although the Allies had declared their intention to punish German and Japanese leaders for war crimes, they did not work out the details until the summer of 1945. In August, the United States, Britain, France, and the Soviet Union created the International Military Tribunal (IMT). The Tribunal held trials in Nuremberg, Germany, where Hitler had staged Nazi Party rallies.

Twenty-two leaders of Nazi Germany were prosecuted at the **Nuremberg Trials**. Three were acquitted and seven were given prison sentences. The remaining 12 were sentenced to death. Trials of lower-ranking 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. The IMT for the Far East charged 25 Japanese leaders with 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."

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

Vocabulary

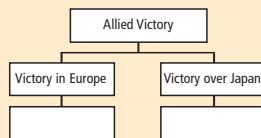
1. **Explain** the significance of: hedgerow, Battle of the Bulge, V-E Day, Harry S. Truman, Iwo Jima, napalm, Manhattan Project, V-J Day, United Nations, charter, Nuremberg Trials.

Main Ideas

2. **Explaining** What was the significance of the Battle of the Bulge?
3. **Identifying** What was the advantage of using napalm bombs?
4. **Synthesizing** How was the United Nations designed to prevent global wars?

Critical Thinking

5. **Big Ideas** If you had been a member of President Truman's cabinet, what advice would you have given him about dropping the atomic bomb?
6. **Organizing** Using a graphic organizer like the one below, indicate the steps to victory in Europe and over Japan. Add boxes as needed.



7. **Analyzing Visuals** Look at the photo of the Japanese delegation on page 521. What do you observe about the scene?

Writing About History

8. **Descriptive Writing** Imagine that you are in a large American city when news of victory over Japan comes. Describe the celebrations and the mood of the people.

History ONLINE

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Chapter 14 VISUAL SUMMARY



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The Pacific

1941

- Japan attacks Pearl Harbor, Dec. 7

1942

- The United States defeats Japan in the Battles of the Coral Sea and Midway

1943

- The United States begins its island-hopping campaign

1944

- The United States retakes the Philippines

1945

- The United States drops the atomic bomb; Japan surrenders on August 15

Europe and North Africa

1941

- Germany invades the Soviet Union

1942

- The Allies turn the tide in the Battle of the Atlantic

1943

- The Allies invade Italy; German forces in North Africa and Stalingrad surrender to Allies

1944

- The Allies invade Normandy on June 6

1945

- Germany surrenders unconditionally on May 7

The Home Front

1941

- President Roosevelt forbids race discrimination in defense industries

1942

- Congress establishes WAAC; War Department relocates Japanese Americans to internment camps

1943

- Race riots occur in Detroit and Los Angeles; Roosevelt establishes OWM

1944

- Supreme Court hears case of *Korematsu v. United States*

1945

- Nearly 40 nations sign the United Nations charter

▼ A convoy of Allied M-3 tanks moves forward.



▼ Fire erupts on the USS Bunker Hill after a kamikaze attack, May 1945.

