

UNIT

4

A Champion of Democracy

1939–1960

Chapter 13

World War II Erupts

1939–1941

Chapter 14

The United States in World War II

1941–1945

Chapter 15

The Cold War Begins

1945–1953

Chapter 16

Postwar America

1945–1960

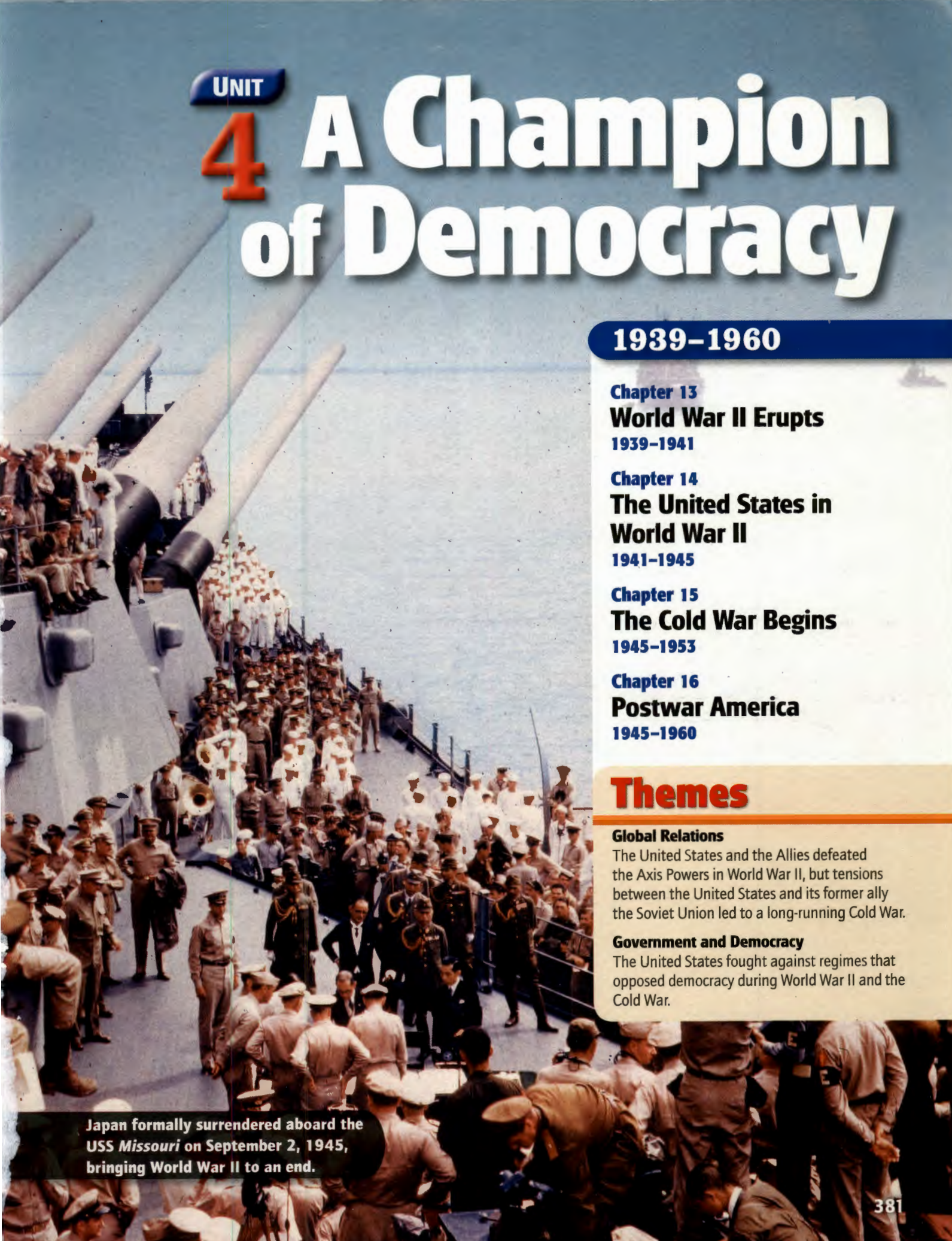
Themes

Global Relations

The United States and the Allies defeated the Axis Powers in World War II, but tensions between the United States and its former ally the Soviet Union led to a long-running Cold War.

Government and Democracy

The United States fought against regimes that opposed democracy during World War II and the Cold War.



Japan formally surrendered aboard the USS *Missouri* on September 2, 1945, bringing World War II to an end.

Prepare to Read

Drawing Conclusions

Find practice for **Drawing Conclusions** in the **Skills Handbook**, p. H12

Good readers can use clues and their own prior knowledge to draw conclusions about various people, places, and events mentioned in text. Drawing conclusions helps you remember what you read.

Before You Read

Skim chapter titles, section headings, and visuals to determine what the chapter will be about. Make a mental list of what you already know about the subject matter.

While You Read

Identify facts and ideas in the text. Then look for connections between those facts, ideas and what you already know.

After You Read

Briefly summarize what you have read. Then form a conclusion that makes a decision, judgment, or opinion about what the facts and ideas mean to you.

Mobilizing Industry and Science

The enthusiasm of American fighting forces was important. In order to defeat the Axis armies, however, American troops would need the proper equipment. The nation responded quickly to this need. Many factories that made consumer goods were quickly converted to the production of war supplies.

Rosie the Riveter Producing enough supplies to fight the war required many workers. At the same time, American men were leaving their factory jobs by the millions to join the armed forces.

Women helped provide a solution to this problem. During the war, the number of women working outside the home rose dramatically. Many of these eight million new workers took industrial jobs that had never been open to women before.

READING CHECK Drawing Conclusions

How were working women important to the war effort?

The section head tells you that the passage will be about how science and industry were mobilized for war.

Fact To win, American troops needed equipment.

Fact Factories needed workers, but men were leaving to be soldiers.

Test Prep Tip

Short answer and essay questions on tests frequently ask you to draw a conclusion about something you have read. But conclusions are not always stated directly. Try restating a passage from the text as a question that begins, "Why was it important that...?" For example, "Why was it important that many of the eight million new [women] workers took industrial jobs?"



Reading like a Historian

Interpreting Visuals

Find practice for **Interpreting Visuals** in the **Skills Handbook**, p. H30

Many visuals are created for a specific reason. A newspaper photograph may be intended to inform readers, but a war-time poster may be a piece of propaganda used to convey a message or a point of view. By interpreting visuals, you can gain insight into different perspectives on historical events.

Strategies historians use:

- Find clues to the artist's point of view. Is the subject treated in a positive or negative light?
- Reflect on who the author's audience might have been.
- Think about the historical context of the image.

The word "Victory" is in large type, and is a different color. This indicates it is more important than the other words on the poster.



The basket is overflowing with fresh food. This creates an impression of abundance, even during a time of shortage.

The woman is dressed as a civilian, but wears a military cap. This calls attention to the war effort at home.

Skills FOCUS

READING LIKE A HISTORIAN

As You Read Examine how the visuals on each page relate to the text that you are reading. How do details in the visuals explain more about those historical events?

As You Study Compare and contrast the visuals in each chapter. Use the visuals to help you understand the progression of historical events.

World War II ERUPTS

THE BIG PICTURE

The Treaty of Versailles ending World War I created an uneasy peace. Amid postwar instability, Great Britain and France avoided conflict, and the United States sought to isolate itself from Europe's troubles. Meanwhile, however, Germany, Italy, and Japan fell under the sway of leaders promising order and glory. By the end of the 1930s, their aggression would plunge the world once more into war.



California Standards

History-Social Sciences

11.7 Students analyze America's participation in World War II.

11.10 Students analyze the development of federal civil rights and voting rights.



READING LIKE A HISTORIAN

A crowd salutes German dictator Adolf Hitler as he leads a Reich Party Day celebration in the city of Nuremberg. The annual rallies were held in the city from 1933 to 1938. *Reich* is the German word for *empire*.

Interpreting Visuals What is the focus of this event? What might its purpose be?

See **Skills Handbook**, p. H30



U.S.



September 1939

Congress passes cash-and-carry law to ease the sale of arms to countries at war.

1939



World

September 1939

Germany invades Poland.



History's Impact video program

Watch the video to understand the impact of isolationism.



March 1941

Congress establishes the lend-lease program to deliver arms to Great Britain on credit.

December 1940

President Roosevelt declares the United States an "arsenal of democracy."



December 7, 1941

Japanese bomb the U.S. Navy's Pacific Fleet at Pearl Harbor, Hawaii.

1940

May 1940

Winston Churchill becomes UK prime minister.

May–June 1940

Germany conquers the Netherlands, Belgium, and France.



1941

October 1940

Battle of Britain ends with Hitler's forces rebuffed.

September 1940

Japan joins Axis alliance with Germany and Italy.



October 1941

General Hideki Tojo becomes Japanese prime minister.

The Rise of Dictators

BEFORE YOU READ

MAIN IDEA

The shattering effects of World War I helped set the stage for a new, aggressive type of leader in Europe and Asia.

READING FOCUS

1. How did the aftermath of World War I contribute to political problems in Europe?
2. How did the problems facing Europe in the postwar years lead to the rise of totalitarian leaders?
3. What events exemplify the growing use of military force by totalitarian regimes in the 1930s?
4. What alarming actions did Adolf Hitler take in the mid-1930s?

KEY TERMS AND PEOPLE

inflation
Benito Mussolini
fascism
dictatorship
totalitarian
Adolf Hitler
Francisco Franco
Joseph Stalin
Haile Selassie
Neville Chamberlain



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

THE INSIDE STORY

How can one man shatter a hateful myth?

The 1936 Summer Olympic Games were held in the German capital of Berlin. For German leader Adolf Hitler, the event presented a golden opportunity. Hitler had risen to power telling of the greatness of the German people—and of the racial inferiority of certain other groups, such as Africans. The Olympic Games, many Germans believed, would provide proof of this racist idea for the whole world to see.

The U.S. Olympic team included many African American athletes. Among them was track star Jesse Owens. In an amazing performance, he captured gold medals in the 100- and 200-meter dashes, the long jump, and a relay. As he stood on the podium before the German crowd, he was living proof that Hitler's views on race were wrong.

Unfortunately, Hitler and Germany failed to learn the lessons of Owens's example. Hitler's hold on the German people was strong, and his message of hate, anger, and false pride had taken firm root. As you will read, he was merely one of several powerful and ruthless leaders to emerge during this time of turmoil and uncertainty. ■

► **Jesse Owens (center) stands above his competitors at the 1936 Olympic Games.**

The “Master Race” Loses the Race



Europe after World War I

In an earlier chapter, you read about some of the difficulties facing the United States after World War I. Economic problems, social change, and the threat of communism helped produce a Red Scare—a fear of aliens and radicals.

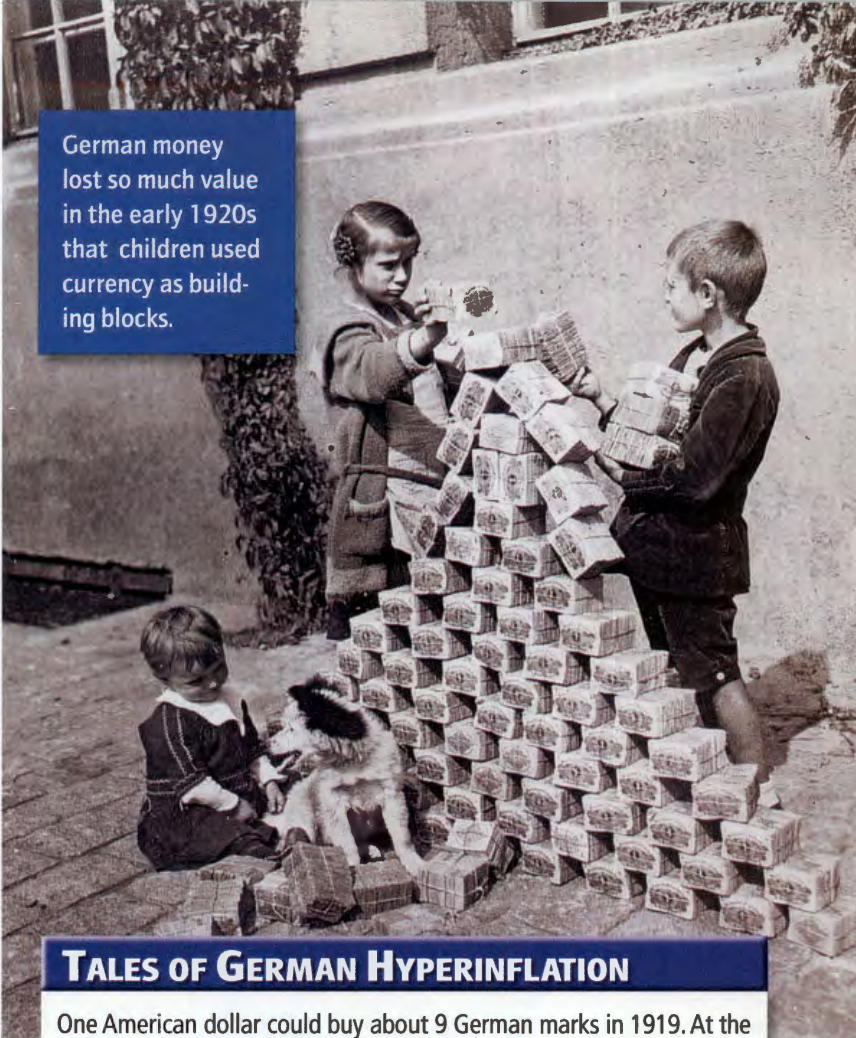
Europe faced even more challenges at the end of the war. The war had caused the deaths of millions and the destruction of numerous cities and farms. The European economy was in ruins. It would take years to recover.

Problems with peace The Treaty of Versailles (ver-SY), which had brought the war to an end, left many European nations dissatisfied. France in particular had hoped to use the peace settlement to severely weaken Germany. They felt the treaty was not harsh enough on the Germans. Italy was also unhappy with the treaty. The Italians had been on the winning side in the war. They had hoped to be rewarded with territory as part of the treaty. Instead, they were largely ignored during the peace talks.

German outrage Germany suffered the most as a result of the Treaty of Versailles. Its terms did serious damage to the German economy. It also left the German people—and the German military—feeling humiliated. This helped usher in a period of political upheaval.

The treaty forced Germany to give up control of some of its land, including major industrial regions. As you read earlier, the treaty also required Germany to make heavy reparation payments to other countries. In the early 1920s, these factors helped bring about a period of severe **inflation**, or rising prices. Prices for goods increased at an incredible rate. The chart on this page shows the effects of this economic disaster. By 1923 German currency had simply ceased to have any meaningful value. For millions of Germans, a lifetime's worth of hard work and savings had vanished.

Germany also experienced political turmoil after the war. As you have read before, Communists and Socialists tried to take control of Germany in 1918 and early 1919. This effort failed, and Germany soon established a democratic system of government led by less radical elements. This government was known as the Weimar (VY-mahr) Republic, after the German city where it was established.



German money lost so much value in the early 1920s that children used currency as building blocks.

TALES OF GERMAN HYPERINFLATION

One American dollar could buy about 9 German marks in 1919. At the height of the panic, a dollar could buy more than 4 trillion marks.

By 1923, some 300 paper mills and 2,000 printing presses were working around the clock to print money.

Prices rose extremely fast. One customer at a cafe ordered a cup of coffee at 5,000 marks. By the time he ordered his second, the price had risen to 7,000 marks.

A typical loaf of bread cost about 1 mark in 1920. By November 1, 1923, that bread might cost 3 billion marks. Two weeks later, the price for the bread would have risen to 80 billion marks.

The Weimar Republic, however, was not a very strong government. It faced opposition from the political far left—Communists—and from the far right, which was antidemocratic. Another problem was unhappiness in the German military. It had been greatly reduced in size and power as part of the Treaty of Versailles. These factors helped make the Weimar Republic weak and unstable.

READING CHECK Identifying Cause and

Effect How did the Treaty of Versailles affect Europe after World War I?

Totalitarian Leaders Arise

European struggles and dissatisfaction during the postwar years had a major effect on European politics. In some countries, a certain type of leader emerged—one who reflected and expressed the people's bitterness and anger. These leaders promised a return to greatness for their nations. This vision was so appealing to their unhappy people that many were willing to give up basic freedoms in return for the hope of future glory.

Mussolini and the birth of fascism The first of these new leaders to emerge in Europe was the Italian **Benito Mussolini**. He had begun his public life in the early 1900s as a member of a Socialist party in Italy. Unlike many of his fellow Socialists, however, he supported Italy's entry into World War I. By the war's end, Mussolini had moved to the far right of Italian politics. He strongly opposed socialism and communism.

Outraged by the Treaty of Versailles, Mussolini founded a new Italian political party—the National Fascist Party. The term *fascist* comes from a Latin word for “a bundle of rods tied together.” The ancient Romans had used

this bundle as a symbol of their state. The single rod, Roman thinking went, could be easily broken. When tied together with other rods, however, it was strong.

For Mussolini, **fascism** was a system of government that stressed the glory of the state. He summed up the principle of fascism with the slogan, “Everything in the State, nothing outside the State, nothing against the State.” The rights and concerns of individuals were of little importance.

HISTORY'S VOICES

“Anti-individualistic, the Fascist conception of life stresses the importance of the State and accepts the individual only in so far as his interests coincide with those of the State.”

—Benito Mussolini and Giovanni Gentile, *The Doctrine of Fascism*, 1932

After World War I, Mussolini used his dynamic public speaking skill to win a seat in Italy's parliament. His vision of a strong, orderly Italy appealed to many people. He also encouraged the use of violence against Communists and Socialists, whom many Italians blamed for the disorder of postwar Italy. By these means, Mussolini gained wide support. In 1922 he became leader of the government.

Europe's New Dictators



Once in power, Mussolini established a **dictatorship**—government by a leader or group that holds unchallenged power and authority. He allowed no other political parties and ruthlessly crushed opponents. His government controlled newspapers, schools, and businesses. All power flowed through the man Italians referred to as *Il Duce* (il DOO-chay)—“the leader.” Under this **totalitarian** regime, Mussolini had total control over daily life in Italy.

Hitler’s rise to power Another of Europe’s aggressive new leaders was Austrian-born **Adolf Hitler**, who had an unremarkable early life. An unsuccessful art student, he was rejected by the Austrian military because they thought him too weak to carry a weapon. With the start of World War I, however, Hitler volunteered for the German army. There he built a solid record as a soldier.

Hitler’s anger about the Treaty of Versailles led him into politics. He joined a small political party known as the National Socialists, or Nazis. The party attracted many former soldiers and others who were unhappy with conditions in Germany. It was during this time that



Hitler (left) and Mussolini (above) both used cunning, violence, and repression to achieve and maintain power. Both also possessed a theatrical speaking style that enabled them to achieve great influence over their audiences.

Hitler discovered his talent for public speaking and leadership. Under his guidance, the Nazis gained influence in German politics.

Hitler, however, was impatient for change. In 1923 he organized an effort to seize power in Germany by force. This revolt failed. As a result, Hitler was imprisoned for nine months of a five-year sentence.

While in prison, he produced a book called *Mein Kampf*—German for “My Struggle.” The book outlined Hitler’s major political ideas. Like Mussolini, Hitler stressed nationalism and devotion to the state. He dreamed of uniting all the Germans of Europe in a great empire. “Germany will either be a world power or there will be no Germany,” he wrote.

In *Mein Kampf*, Hitler expressed a belief in the racial superiority of Germanic peoples, whom he called Aryans. In addition, he blamed Jews for many of Germany’s problems and believed that they threatened the purity of the Aryan race. (You will read more about Hitler’s beliefs in the next chapter.)

HISTORY’S VOICES

“If we pass all the causes of the German collapse in review, the ultimate and most decisive remains the failure to recognize the racial problem and especially the Jewish menace.”

—Adolf Hitler, *Mein Kampf*, 1924

When he got out of prison, Hitler was determined to gain power through peaceful means. Seizing on public discontent and offering an appealing vision of German greatness, Hitler gradually built support. By 1933 the Nazis were the most powerful party in the nation. Hitler became Germany’s chancellor, a top position in the government.

Hitler now moved to establish himself as a totalitarian dictator. Using his political skills—and violence when necessary—he managed to eliminate his political opponents. Meanwhile, Hitler continued to spread the myth of Aryan greatness and the coming German empire. At the center of this myth was Hitler himself. As with Mussolini in Italy, Hitler the man was glorified above all other Germans.

Hitler also began secretly to build up the German armed forces. He knew that these would be useful to him as he sought to fulfill his goal of expanding German territory. The German people, Hitler explained, needed more “living space” in which to grow and prosper.

Totalitarian Dictators

Totalitarian governments are not just a part of the historical past. Today a number of countries are controlled by dictatorial governments.

In Africa, the former British colony of Rhodesia became the independent nation of Zimbabwe in 1980. A guerrilla fighter turned politician named Robert Mugabe gained power.

At first, many people saw him as a reformer. As time passed, however, Mugabe came under sharp criticism. His land-redistribution policies drove out white farm owners and broke up large farms into small plots of land. In recent years, Mugabe has used fear and violence to limit voting rights.

North Korea also has a totalitarian government. Ruled by Kim Jong Il, the government controls all television and radio broadcasts. It does not permit any criticism of the nation's so-called Dear Leader. Rigid economic policies have led to more than 10 years of famine.

In Myanmar, also called Burma, the totalitarian government is run by a group of military officers. The government has suppressed prodemocracy movements since 1988 and ignored the results of a legislative election in 1990.

Drawing Conclusions Would you expect a country with a totalitarian government to have a thriving economy? Explain.



North Korean leader Kim Jong Il

Other regimes Some of the same forces that helped Mussolini and Hitler gain totalitarian power also helped create powerful regimes in other countries. For example, Spain erupted in civil war in the 1930s. Out of this conflict, Fascist general **Francisco Franco** came to power. You will read more about the Spanish Civil War shortly.

In the Soviet Union, communism was already established when **Joseph Stalin** came to power in the mid-1920s. Communism and fascism represent opposite political extremes. Yet there were similarities between the Soviet system under Stalin and the Fascist systems. Like the Fascists, Stalin violently crushed his political opponents.

Also like Hitler and Mussolini, Joseph Stalin created a myth of his own greatness. Throughout the Soviet Union, towns and cities were renamed for him. His portrait was displayed everywhere. “[W]e regard ourselves as the happiest of mortals,” gushed one writer in the newspaper *Pravda*, “because we are the contemporary of a man who never had an equal in world history.” Stalin’s domination of all aspects of Soviet life made him one of the era’s most notorious totalitarian dictators.

Japan was another country torn by political and economic conflict. In the early 1930s, military leaders used violence to gain control over the government. They, too, were inspired by nationalistic dreams of Japanese greatness. Such dreams would soon lead to war.

READING CHECK Comparing What common factors contributed to the rise of the totalitarian leaders who emerged after World War I?

Totalitarian Governments and Military Force

A common feature of the powerful postwar leaders was a willingness to use violence to gain power. Many were also willing to use military force against other nations.

Japan and Manchuria Among the problems facing Japan in the 1920s was the limited size of its territory. The islands of Japan were growing crowded. Many Japanese wanted to expand their territory and gain greater access to wealth and resources. This desire grew even stronger as a result of the worldwide economic depression of the 1930s.

THE IMPACT TODAY

Government In 2003 the American-led attack on Iraq was meant in part to remove the totalitarian dictator Saddam Hussein. Like Mussolini, Hitler, and Stalin, Saddam glorified himself with statues and portraits throughout Iraq.

At this time, Japan's government was under civilian control. Many Japanese, however, were unhappy with their leaders. Dissatisfaction was especially high among members of the military who held strong nationalist beliefs.

Some Japanese generals decided it was time to act. In 1931 the army invaded the Chinese province of Manchuria—without the approval of the Japanese government. The goal was to seize Manchuria's land and resources for the use of the Japanese people. Japan's government ordered the army to end the action. The army officers simply refused to obey the order.

The takeover of Manchuria demonstrated the weakness of the Japanese government and the strength of Japan's nationalists. Over the next several years, the military would expand its influence over the government, in part by assassinating its political enemies. In general, the Japanese public supported the increasingly powerful military. As in Germany and Italy, the Japanese people were beginning to believe in the nationalists' dream of expansion.

The League of Nations strongly criticized Japan for the invasion of Manchuria. In response, Japan simply withdrew from the League of Nations, which was unable or unwilling to take any strong action against Japan. The powerlessness of the League was clear for the world to see.

Italy invades Ethiopia The weakness of the League was soon confirmed by events elsewhere. In 1935 Mussolini's Italy invaded the East African nation of Ethiopia.

Italy's history with Ethiopia was several decades old. Italian efforts to establish a colony there in the late 1800s had ended in a crushing military defeat at the hands of the Ethiopians.

Italy did manage to keep several smaller colonies in East Africa. Some Italians, however, held on to bitter feelings toward Ethiopia for decades.

Those feelings resurfaced when Mussolini came to power with grand plans to rebuild an Italian empire. In 1935 he used a dispute about the border between Ethiopia and an Italian colony as an excuse to launch an invasion.

The Ethiopians were unable to resist the more powerful Italian forces, and Italy soon conquered the country. Ethiopian emperor **Haile Selassie** personally asked the League of Nations for help.

HISTORY'S VOICES

“It is collective security. It is the very existence of the League of Nations. It is the confidence that each State is to place in international treaties. It is the value of promises made to small States that their integrity and their independence shall be respected and ensured.... In a word, it is international morality that is at stake.”

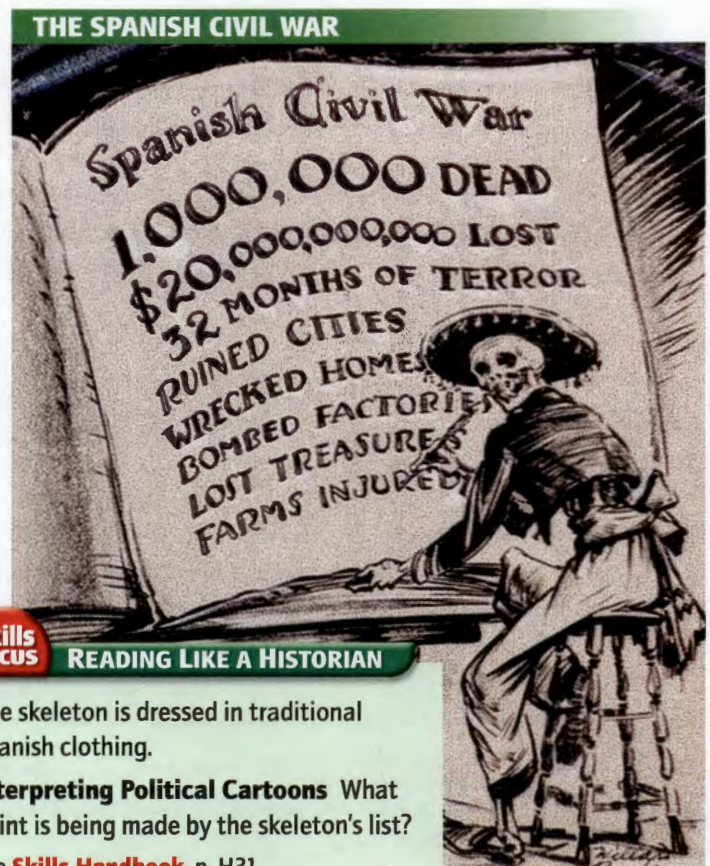
—Haile Selassie, Speech to League of Nations, June 1936

Selassie's words failed to sway the League. Again, the international community was unwilling to take a strong stand against aggression.

American leaders, meanwhile, spoke out against Italy's actions, but there was little public support for doing more. President Franklin Roosevelt was unwilling to take formal steps to punish Mussolini.

The Spanish Civil War Spain in the mid-1930s was troubled by fierce political conflict. On the left were Communists. On the right were Fascists and Nationalists. Most Spaniards held political views somewhere in between these extremes.

In 1936 this conflict led to civil war. The war soon attracted interest and involvement from



Skills
FOCUS

READING LIKE A HISTORIAN

The skeleton is dressed in traditional Spanish clothing.

Interpreting Political Cartoons What point is being made by the skeleton's list?

See **Skills Handbook**, p. H31

Appeasement

Prime Minister Chamberlain declared himself "a man of peace to the depths of my soul."

“ [W]e should seek by all means in our power to avoid war, by analyzing possible causes, by trying to remove them, by discussion in a spirit of collaboration and good will. I cannot believe that such a programme would be rejected by the people of this country, even if it does mean the establishment of personal contact with dictators.”

Neville Chamberlain, 1938



When Chamberlain returned from his meeting with Hitler declaring "peace for our time," Churchill voiced a quite different opinion of events.

“ The Prime Minister desires to see cordial relations between this country and Germany... You must have diplomatic and correct relations, but there can never be friendship between the British democracy and the Nazi Power.”

Winston Churchill, 1938

Skills Focus

READING LIKE A HISTORIAN

Drawing Conclusions How does Chamberlain's comment hint at why Churchill's warnings went unheeded in 1938?

See **Skills Handbook**, p. H12

many other countries in Europe and in North America. For example, Fascist Italy and Nazi Germany sent forces and equipment to fight for the Nationalists, who were led by General Francisco Franco. Opposing the Nationalists were the so-called Republicans, who controlled the government at the start of the war. They had the support of the Soviet Union, which provided arms and equipment. In addition, volunteers from the United States and many other countries joined the fight on the Republican side.

The fighting in the Spanish Civil War was bloody and brutal. Many hundreds of thousands of people died. This included several hundred American participants in the fighting. By 1939, however, Franco's Nationalists had defeated the Republicans. Spain came under the control of a Fascist dictator.

READING CHECK Summarizing How did the League of Nations respond to Japan's and Italy's use of military force?

Hitler Takes Action

As soon as Hitler gained power in Germany, he secretly began to rebuild the German military. Before long, however, he was openly stating his plan to re-arm Germany. This was in direct violation of the Treaty of Versailles. Despite this, Hitler managed to convince Great Britain and France to tolerate his actions. In 1935, for example, the British agreed to allow Germany to rebuild its naval forces, including submarines. Hitler claimed that he was building German military strength in order to resist the spread of communism. This was a goal the British supported. In fact, he was already committed to using war to expand his nation.

Militarizing the Rhineland Under the Treaty of Versailles, Germany was required to keep its troops out of an area in the Rhine River valley along the French border. This was meant to protect France against possible German aggression. In 1936, however, Hitler violated

the treaty by sending German troops into the Rhineland. As an excuse, Hitler claimed that a recent French military agreement with the Soviet Union threatened Germany.

France was greatly alarmed by the German action. It was unwilling, however, to take military action against Germany. Britain, for its part, had no interest in going to war over the matter. Germany's troops remained in the Rhineland, and Hitler grew bolder.

The Anschluss Two years later, Hitler took action to gain control of neighboring Austria. Hitler was an Austrian by birth. He had long dreamed of uniting all ethnic Germans, including the Austrians. In 1938 he tried to force the Austrian government to agree to *Anschluss* (AHN-shloos)—union with Germany. When the Austrian government refused, Hitler sent troops into the country.

The *Anschluss* was popular among the people of Austria. It was, however, another German violation of the Treaty of Versailles. Germany's neighbors issued strongly worded protests. But they did nothing more to stop Hitler.

The Sudetenland By now, Hitler was confident that no one would act to stop him. Soon after the *Anschluss*, he began plans to gain control of a German-speaking portion of Czechoslovakia called the Sudetenland. First, he encouraged Germans in the Sudetenland to protest against Czechoslovakian rule. Then he began threatening a military attack.

Hoping to end the crisis, British prime minister **Neville Chamberlain** and French premier Edouard Daladier met with Hitler. As in the past, the British and French seemed most interested in avoiding armed conflict. At a meeting in Munich, Chamberlain and Daladier agreed to allow Hitler to annex the Sudetenland—that is, make it part of Germany. Czechoslovakia, which had no representative at the Munich meeting, protested the agreement. Chamberlain, however, boasted of having achieved “peace for our time.” In reality, the world was on the verge of war.

ACADEMIC VOCABULARY

ethnic relating to a large group of people sharing a common racial, national, linguistic, or cultural heritage

READING CHECK Summarizing Explain how France and Great Britain responded to Hitler's actions in the early to mid-1930s.

SECTION 1 ASSESSMENT

go.hrw.com
Online Quiz

Keyword: SE7 HP13

HSS 11.7.1

Reviewing Ideas, Terms, and People

- a. Describe** How did the conclusion of World War I affect the political climate in Europe?

b. Make Inferences How did the severe **inflation** in Germany affect the population?

c. Evaluate Why do you think it is important for a peace agreement, such as the Treaty of Versailles, to be regarded as fair by all sides?
- a. Define** Write a brief definition for each of the following terms: **fascism**, **dictatorship**, **totalitarian**

b. Compare What did **Mussolini**, **Hitler**, and **Stalin** all share in common?

c. Elaborate Why do you think the three totalitarian dictators worked so hard to build public adoration of themselves?
- a. Identify** What was the significance of Manchuria, Ethiopia, and Spain in the 1930s?

b. Make Generalizations How did other nations react to the aggression of the Japanese and the Italians?

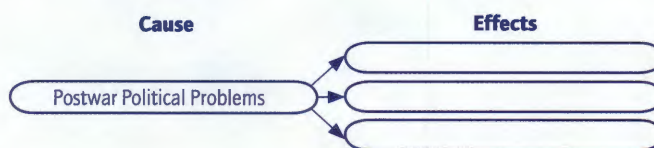
c. Evaluate Why do you think the League of Nations was unwilling to stand up to the aggression of the Japanese and the Italians?
- a. Describe** How did Hitler respond to Germany's obligations under the Treaty of Versailles when he became Germany's leader?

- b. Compare** How did the reaction of Great Britain and France toward Germany compare to their reaction toward Italy and Japan?

c. Predict How do you think the failure to enforce rules of the League of Nations and the Treaty of Versailles will affect Germany in the future?

Critical Thinking

- 5. Identifying Cause and Effect** Copy the chart below and use information from the section to identify the effects of the rise of dictators.



FOCUS ON WRITING

ELA W1.3, LS2.0

- 6. Persuasive** Assume the position of a delegate to the League of Nations and deliver a speech in which you argue for or against firm action to enforce the League's promises of protection for places such as Manchuria and Ethiopia.

Europe Erupts in War

BEFORE YOU READ

MAIN IDEA

Far from being satisfied by the actions of France and Great Britain, Germany turned to force and triggered the start of World War II.

READING FOCUS

1. How did Germany's actions in 1939 trigger the start of World War II?
2. Where did German forces turn after overrunning Poland in 1939?
3. What developments increased tensions between the United States and Japan in East Asia?

KEY TERMS AND PEOPLE

appeasement
Winston Churchill
blitzkrieg
the Allies
Vichy France
Charles de Gaulle
Luftwaffe
Axis Powers
Hideki Tojo



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

THE INSIDE STORY

How do you stop an attack that is as fast as lightning? The German war machine began its attack from

the air and without warning. Bombers struck at cities, transportation systems, and airfields. Roads became choked with panicked citizens.

Next came the fast-moving columns of German tanks and motorized forces, stabbing deep into the enemy countryside. Defending troops who went out to meet the

armored German forces often were attacked by air.

After the tanks came German foot soldiers, fanning out across the land their tanks had just rumbled through. They destroyed or scattered any remaining resistance.

The German method of attack was devastating. The combined effect of speed and armor represented a major innovation over battle techniques used just two decades before in World War I. Starting in 1939, Europe would come to dread the German blitzkrieg, or lightning war. ■

HISTORY CLOSE-UP

Blitzkrieg



Aircraft bombed airfields, transportation systems, and cities, crippling defenses.

Fast-moving armored columns struck quickly, driving deeply into enemy territory.

World War II Starts

British prime minister Neville Chamberlain believed that his policy toward Hitler of **appeasement**, or giving in to aggressive demands to maintain peace, had prevented the outbreak of a needless war. “How horrible, fantastic, incredible it is,” Chamberlain said after meeting Hitler in Munich, “that we should be digging trenches and trying on gas masks here because of a quarrel in a faraway country.” Yet others believed that Hitler was not going to stop after gaining the Sudetenland, as he had promised Chamberlain. One such critic was a rival politician named **Winston Churchill**. He condemned Chamberlain’s appeasement as cowardly and likely to lead to war.

Hitler’s early moves Churchill was correct. In March 1939 Hitler sent his troops into what remained of Czechoslovakia, capturing it without a fight. Now even Chamberlain realized that Hitler could not be trusted—and that his aggression was far from over.

Hitler’s next move was to build alliances that he hoped would help him in the future. First, he established a pact with Italy. Then in August 1939, he announced a nonaggression pact with Stalin’s Soviet Union.

With this pact, Hitler had shrewdly won Stalin’s agreement to stay out of Germany’s way as it continued to expand. In return, Hitler promised not to attack the Soviet Union. He also secretly agreed to give the Soviet Union parts of soon-to-be-conquered territory in Eastern Europe. “I have the world in my pocket!” Hitler triumphantly declared when Stalin agreed to the deal.

This development shocked many in Europe. The British and French had thought that tensions between the Soviets and Germans were rising. They had hoped that Stalin would stand with them against a possible German attack. In fact, the Soviets did fear Hitler’s intentions. Stalin, however, believed the deal with the Nazis offered the greatest security.

Hitler attacks Poland Within days of the Nazi-Soviet agreement, Hitler was ready to launch his next strike—the invasion of Poland. To provide an excuse for the attack, Hitler had a German criminal dressed in a Polish military uniform. The man was taken to the German-Polish border and shot. The next morning—September 1, 1939—Germany claimed it had been attacked by Poland, using the dead criminal as proof. German troops immediately launched a massive invasion of Poland.

ACADEMIC VOCABULARY
security the promise of safety

Skills FOCUS

INTERPRETING INFOGRAPHICS

The speed of a German blitzkrieg attack had a devastating effect on a population—both physically and emotionally.

Drawing Conclusions What was the main element on which this type of warfare depended?

See **Skills Handbook**, p. H18

Behind the armor came foot soldiers. They crushed any resistance behind the armor advance.

Earlier you read about German military tactics. The **blitzkrieg**, German for “lightning war,” featured an overwhelming combination of air attack and fast-moving armored strikes to drive deep into enemy territory.

The well-trained Germans used the blitzkrieg to devastating effect in Poland. Although the Poles fought bravely, they could not resist the German onslaught. The Polish landscape offered few natural barriers to slow the speedy invasion, and Polish troops were no match for German armor. In some battles, Polish soldiers on horseback carried swords into battle against German tanks. By the end of the month, Poland was in German hands.

READING CHECK **Sequencing** Outline Hitler’s actions in 1939 which led to war.

German Forces Turn to the West

On September 3, 1939, Great Britain and France declared war on Germany. They became known as **the Allies**. There was little they could do, however, to slow Hitler in Poland. And even before the fighting there had ended, Hitler was planning his attack on his new enemies.

The Allies, meanwhile, had been forming their own strategy. They decided not to attack Germany. Instead, they would wait for Hitler’s next move. They hoped German forces would weaken by trying to break through what they thought were France’s strong defenses.

Allied leaders were surprised that Germany did not attack in the winter of 1939–1940. This period of inaction came to be known as the *sitzkrieg*, or the phony war. In fact, German military leaders were busily making plans for an invasion through the dense Ardennes (ahr-DEN) Forest in northern France and Belgium. Thinking that the forest was too rugged for an army to pass through, the French had concentrated their defenses elsewhere. Some troops were stationed to the north of the Ardennes, along France’s border with Belgium. French defenses to the south of the Ardennes featured the famed Maginot (MA-zhuh-noh) Line. This was a string of bunkers and fortresses that lined part of the French-German border.

The lull in the fighting ended in April 1940, when Hitler sent his forces into Denmark and

Norway. This move was aimed at improving Germany’s access to the Atlantic Ocean. Both countries fell with little resistance. The surprised Allies were unable to do much to help. With Denmark and Norway secured, Hitler was now ready to focus on France.

The Netherlands and Belgium fall The Germans finally made their expected strike toward France in May 1940. Their plan worked to perfection. One group of German troops quickly conquered the Netherlands and stormed into Belgium. There they were met by Belgian, British, and French units.

These forces, however, were unable to stop the German assault. By early June, the Germans had trapped hundreds of thousands of Allied soldiers at the French port of Dunkirk. Included were nearly all British forces in France. In a heroic rescue, Allied ships and hundreds of civilian boats plucked nearly 340,000 troops from the coast and carried them to Great Britain. These rescued forces would prove vital to Great Britain’s defense.

France falls France, however, was doomed. While Hitler’s troops were capturing the Netherlands and Belgium, more German soldiers were carrying out the planned surprise attack through the Ardennes. When they broke through the forest, they easily overwhelmed the thin French force waiting there. The Maginot Line had simply been bypassed.

Having shattered France’s defensive plan, Hitler’s troops now raced toward Paris, the capital. By the end of June, France had surrendered to Germany and Italy, which had joined the war earlier that month. German forces now occupied much of France. The rest was placed under the control of French officials who cooperated with Hitler. This unoccupied part of France was known as **Vichy** (VEE-shee) **France**. Many other French leaders, led by General **Charles de Gaulle**, fled to Great Britain. There they organized resistance to German and Vichy control of France.

The Battle of Britain Now Great Britain stood alone against what appeared to be an unstoppable German war machine. The nation was now led by Winston Churchill, who had a great gift for inspiring courage and confidence among the British people.

GERMAN AGGRESSION, 1938–1941



GEOGRAPHY SKILLS INTERPRETING MAPS

The Maginot Line was an elaborate fortification built as a permanent line of defense against German invasion into France. **Movement** Why did the Maginot Line prove ineffective? **Region** How much European territory did the Axis Powers control by 1941? See **Skills Handbook**, p. H20

HISTORY'S VOICES

“We shall defend our island whatever the cost may be; we shall fight on beaches, landing grounds, in fields, in streets and on the hills. We shall never surrender...”

—Winston Churchill, speech before the House of Commons, June 4, 1940

As promised, Churchill refused even to consider trying to negotiate a peace agreement with Germany. Hitler, meanwhile, prepared to invade Great Britain.

The first stage of the German plan was to destroy the British Royal Air Force, or RAF. For the first time in the war, the Germans failed. Using radar, a new technology that used radio waves to detect approaching airplanes, the RAF inflicted heavy damage on German planes. As the battle wore on, the German air force, or

Luftwaffe, began bombing London. The goal was to terrorize the public so that they would lose the will to fight. Though thousands of civilians died in the raids, Churchill helped keep the nation’s spirits up. “Little does [Hitler] know the spirit of the British nation,” he said, “or the tough fiber of the Londoners.”

Americans followed the Battle of Britain through the thrilling radio reports of Edward R. Murrow. He was an American reporter stationed in London. His live broadcasts described the air raids as bombs exploded around him.

By late 1940, the Battle of Britain was over. The British had stopped the Luftwaffe. Hitler was forced to call off the attempted invasion.

READING CHECK Summarizing What was Hitler’s experience when he turned his forces to the West in 1940?

THE IMPACT TODAY

Science and Technology
 Radar continues to be a major tool in modern armies and navies. Radar allows not only the tracking of enemy aircraft, but also other functions, including detailed weather prediction and guidance for missile systems.

Tensions in East Asia

As you have read, Japanese nationalists expanded their influence in the 1930s. Japan increasingly viewed itself as a great imperial power. In 1934 it began expanding its naval forces. This violated promises made at the Washington Naval Conference in the early 1920s. In 1936 it signed an anticommunism pact with Germany that clearly linked Japan with Europe's Fascist menace.

Then in 1937, Japan began a war against China. The attack was marked by great brutality. For example, Japanese troops massacred an estimated 200,000 to 300,000 Chinese in the capital of Nanjing.

HISTORY'S VOICES

“There is probably no crime that has not been committed in this city today.... How many thousands were mowed down by guns or bayoneted we shall probably never know.”

—Minnie Vautrin, recorded in her diary, 1937

In 1940 Japan formed a military alliance with Germany and Italy. The three nations became known as the **Axis Powers**.

The next year, Japanese forces, with the agreement of the French Vichy government, moved to take control of French Indochina.

This was a French colony in Southeast Asia that included the modern-day countries of Vietnam, Laos, and Cambodia. Japan's takeover of French Indochina threatened British and American interests in the region. It signaled Japan's intention to seek the oil and other resources of the Dutch East Indies (today known as Indonesia), the Philippines, and other parts of Southeast Asia.

The United States reacted quickly to this move. President Roosevelt took steps to punish Japan economically and to deny it access to vital oil supplies. This was a serious threat to Japan's future plans.

Representatives of the two nations met to try to settle their growing differences. In Japan, a powerful group led by the minister of war, General **Hideki Tojo**, pushed the government not to accept any compromise.

Tojo was a strong nationalist. He was quite willing to go to war in order to build a Japanese empire. In October 1941, strong pressure from Tojo forced Japan's government to resign. Tojo took control of the country. American leaders did not yet realize it, but the time for compromise with Japan was over.

READING CHECK Identifying Cause and Effect How did rising tension between the United States and Japan affect politics in Japan?

SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SE7 HP13

HSS 11.7.1

Reviewing Ideas, Terms, and People

- a. Define** Write a brief definition for each of the following terms: **appeasement**, **blitzkrieg**
b. Compare What factor made Germany's blitzkrieg so different from the tactics used in World War I?
c. Develop Based on what you have read about the blitzkrieg, how do you think the Poles might have better defended against it?
- a. Identify** What was the significance of the Allies, Vichy France, and Luftwaffe?
b. Compare Why do you think the British were able to defend themselves against the Germans but the French were not?
c. Rate Why do you think the leadership abilities of Winston Churchill were so important to the British during the Battle of Britain?
- a. Describe** Briefly describe the relationship between Japan and the United States in the late 1930s and early 1940s.
b. Make Inferences Why do you think the United States was so concerned about Japanese expansion into Southeast Asia?

c. Evaluate Do you think the United States did the right thing by drawing a firm line against Japanese aggression? Explain.

Critical Thinking

- Identifying the Main Idea** Copy the chart below and use information from the section to identify and record key details about the early stages of World War II.



FOCUS ON WRITING

ELA W1.1, 1.3

- Descriptive** Write a description of what you imagine life was like in Great Britain just before and during the Battle of Britain.

The United States Enters the War

BEFORE YOU READ

MAIN IDEA

Isolationist feeling in the United States was strong in the 1930s, but Axis aggression eventually destroyed it and pushed the United States into war.

READING FOCUS

1. Why was a commitment to isolationism so widespread in the 1930s?
2. How did Roosevelt balance American isolationism with the need to intervene in the war?
3. What did the United States do to prepare for war in 1940 and 1941?
4. What were the causes and effects of the Japanese attack at Pearl Harbor?

KEY TERMS AND PEOPLE

pacifist
Neutrality Act
neutral
Quarantine Speech
cash-and-carry
Wendell Willkie
Lend-Lease Act
Atlantic Charter



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

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

THE INSIDE STORY

What threat made even Lucky Lindy nervous?

Ever since his historic 1927 solo flight across the Atlantic, Charles Lindbergh held a place as perhaps the greatest of all American heroes. People admired him not just for his bravery but also for his knowledge about aviation. When he spoke, people listened.

In the early days of World War II, Lindbergh was speaking a lot. Back in the United States after several years living in Europe, the great American flying hero was working hard to keep the country out of the war.

Getting involved in the fighting would be a disaster for the United States, Lindbergh argued. We were safe here in the United States as long as we built our own defenses and minded our own business, he claimed. Danger waited if we got mixed up in the bloody affairs of Europe. There, Lindbergh argued, the mighty German nation, with its superior air force, was poised to win. Lindbergh himself had inspected their aircraft and came away deeply impressed. He concluded that lending support to Hitler's foes was a lost cause that might end up costing us dearly. Americans, Lindbergh insisted, should put "America first." It must avoid giving in to the cries for help from the British and the other doomed people of Europe.

Lindbergh was a powerful voice in American society. His message was well received by millions of people, including many leading politicians. It would take one of the most shocking events in American history to drown it out. ■

Lindbergh and "AMERICA FIRST"



◀ A soldier snatches a sign from an antiwar demonstrator at the White House in 1941.

American Isolationism

Many Americans had questioned what the Allies' costly victory in World War I had actually achieved. These feelings helped explain why the U.S. Senate was unwilling for America to join the League of Nations. Many feared that the League might drag the United States into future wars. Anti-League feelings remained strong in the 1920s and 1930s.

The desire to avoid involvement in foreign wars was known as isolationism. This view was shared by both **liberals** and **conservatives** in the 1930s. Isolationists were not necessarily **pacifists**, or people who do not believe in the use of military force. Most Americans remained ready to defend their country and its interests. Isolationists simply wanted to preserve America's freedom to choose the time and place for such action.

Franklin D. Roosevelt was not an isolationist. After World War I, for example, he had supported entry into the League of Nations. Though this remained an unpopular position in 1932, Roosevelt easily defeated the staunch isolationist Herbert Hoover in that year's election. This was largely because

voting took place in the depths of the Great Depression. Most voters were more concerned with economic issues than with foreign policy.

In his first term, Roosevelt only rarely focused on foreign-policy matters. The United States did establish diplomatic relations with the Soviet Union in 1933. Nearly all of Roosevelt's attention, however, went to his New Deal programs. Meanwhile, when Congress discussed foreign affairs, it was generally to pass isolationist measures, such as the first **Neutrality Act**. Passed in 1935, this law was meant to prevent the nation from being drawn into war as it had been in 1917.

HISTORY'S VOICES

“Upon the outbreak or during the progress of war between, or among, two or more foreign states...it shall thereafter be unlawful to export arms, ammunition, or [tools] of war to any port of such [warring] states.”

—Neutrality Act, 1935

Over the next several years, Congress strengthened the Neutrality Act. For example, it outlawed making loans to warring countries.

READING CHECK **Summarizing** Why was isolationism widespread in the years after World War I?

ACADEMIC VOCABULARY

liberal favoring political reform; progressive

conservative tending to preserve established traditions or policies

TRACING HISTORY

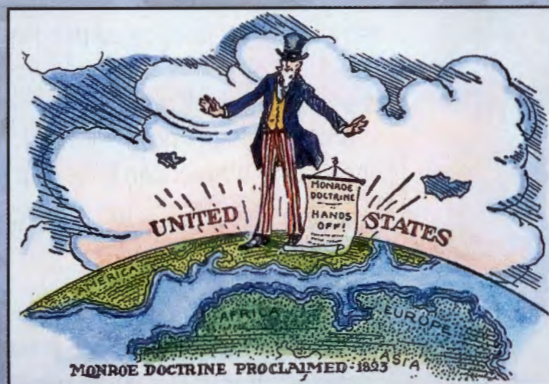
Isolationism

From the nation's founding, many American leaders have sought to isolate the nation from international politics. Since World War II, however, the United States has increasingly formed alliances with other nations. Study the time line to learn how international events challenged American isolationist impulses.

The USS *Maine* blows up in Havana Harbor.



1800



THE GRANGER COLLECTION, NEW YORK

1898 United States gains control of Puerto Rico, Guam, and the Philippines in the Spanish-American War.

1823 Monroe Doctrine pledges neutrality in European disputes but warns European nations not to interfere in the Western Hemisphere.

Political cartoon supporting the Monroe Doctrine

Balancing Isolationism and Intervention

While many Americans focused on their own problems in the 1930s, circumstances overseas were taking an alarming turn. Italy's 1935 invasion of Ethiopia disturbed Roosevelt deeply. He viewed Italy as a dangerous aggressor. Citing the Neutrality Act, he halted arms sales to the two warring countries. This, Roosevelt knew, would hurt only Italy, for Ethiopia was unable to afford weapons. He further urged businesses to voluntarily end oil shipments to Italy. Few listened. Roosevelt, however, could do little more. He feared that taking a stronger stance against Italy would anger isolationists, whose political support he still needed. The isolationists wanted the United States to remain **neutral**—that is, not aid one side or the other.

Other events of the mid-1930s also challenged Roosevelt and his relationship with the isolationists. During the Spanish Civil War, strict neutrality meant not supplying either warring party with arms. Remaining truly neutral, however, was not a simple matter for the United States. Not aiding either side clearly gave an advantage to the Fascists, who

were being well supplied by the Italians and Germans. Even the isolationists were unclear how to solve this dilemma.

Another problem was that deep down, President Roosevelt did not want to be neutral. He was deeply disturbed by the increasingly aggressive actions of the world's new group of totalitarian dictators. His willingness to avoid conflict with isolationists in the government was beginning to fade.

After Japan invaded China in 1937, President Roosevelt decided that it was time to speak out. In a speech he delivered in Chicago, he offered his views on recent world events.

HISTORY'S VOICES

“The peace, the freedom, and the security of 90 percent of the population of the world is being jeopardized by the remaining 10 percent who are threatening a breakdown of all international order and law.”

—Franklin D. Roosevelt, October 5, 1937

Roosevelt compared the spread of war to the spread of a contagious disease. Such diseases can be stopped, he said, by a quarantine. This means identifying the sick and separating them from the healthy. Roosevelt urged the United

ACADEMIC VOCABULARY

circumstances happenings or facts, especially those that affect other people or events

1918 World War I ends. Isolationists in Congress defeat President Wilson's plan to join the League of Nations.

President Woodrow Wilson



2004 NATO expands to include several countries that had once been part of the Soviet Union.

1945 World War II ends. The United States leads the effort to create the United Nations.

1949 To contain Soviet expansion during the Cold War, the United States joins eleven other nations to form the North Atlantic Treaty Organization (NATO).

President George W. Bush and NATO Secretary General Lord Robertson



Political Cartoon

After the outbreak of World War II, many Americans were sympathetic to the Allies, but few wanted to get involved in another global war. *Chicago Tribune* cartoonist Carey Orr produced this cartoon recommending the American course of action.

The character of Uncle Sam represents the government of the United States.

The character of Democracy pleads with Uncle Sam to stay out of the war.

Across the Atlantic lies Europe.



Skills
FOCUS

READING LIKE A HISTORIAN

- 1. Interpreting Political Cartoons** What is the artist recommending the United States do?
- 2. Drawing Conclusions** Why do you think the artist took this position?

See **Skills Handbook**, pp. H12, H28–H29, H31

States to work with peace-loving countries to quarantine aggressive nations and stop the spread of war. For this reason, the speech was referred to as the **Quarantine Speech**.

READING CHECK Identifying Problems and Solutions How did Roosevelt strike a balance between isolationism and intervention in the 1930s?

Preparing for War

Roosevelt's Quarantine Speech upset many isolationists. They predicted that his policies would lead to war. North Dakota senator Gerald P. Nye attacked the speech as a "call...upon the United States to police a world that chooses to follow insane leaders." Still, others applauded Roosevelt. Indeed, the president seemed to be gaining strength against the isolationists.

In early 1938, for example, Roosevelt sought from Congress money for building new naval vessels. Isolationists saw warships mainly as a means of fighting wars far from the United

States. Some complained about this proposal. Nevertheless, Congress approved the request.

But Adolf Hitler's aggressive actions strengthened Roosevelt's position. Isolationists had cheered Chamberlain's appeasement at Munich. When German forces later invaded Poland, however, Roosevelt got Congress to change the nation's neutrality laws. The change established a new policy known as **cash-and-carry**. Under this policy, countries at war were allowed to purchase American goods as long as they paid cash and picked up their orders in American ports.

Roosevelt had hoped that the cash-and-carry policy would allow the Allies to slow Hitler's advances. German victories in 1940, however, convinced the president that he needed to do more.

As a result, Roosevelt urged a policy of "all aid short of war." The president agreed to trade fifty aging American warships for eight British military bases. Isolationists opposed the deal but were too weak to stop it.

The election of 1940 As Europe was erupting into war, Roosevelt decided to seek a third term as president. Though no one had ever been elected to more than two terms, Roosevelt felt that the world situation required experience in the White House. His opponent was business leader **Wendell Willkie**. In terms of foreign policy, Willkie's views were similar to Roosevelt's. The voters decided to stick with Roosevelt for another term.

Following his re-election, Roosevelt continued his drive to provide aid to the Allies in their fight against Hitler's armies. In a speech at the end of December 1940, Roosevelt declared his goal of making the United States the "arsenal of democracy." An arsenal is a place where weapons are stored. Soon afterward, Congress passed the **Lend-Lease Act**. This allowed the nation to send weapons to Great Britain regardless of its ability to pay.

Ties between the United States and Britain were further strengthened in August 1941. Roosevelt and British leader Winston Churchill met secretly on a ship off the coast of Canada. There the two leaders agreed to the **Atlantic Charter**. This agreement proclaimed the shared goals of the United States and Britain in opposing Hitler and his allies.

Isolationists reacted strongly to these developments. They viewed them as steps leading directly to war. Charles Lindbergh and the America First Committee, which you read about earlier, became leading critics of the president's actions.

In spite of their complaints, however, the United States was looking more and more like a nation at war. Indeed, armed conflict was already taking place on the open seas. As the United States sought to deliver war supplies under the terms of the Lend-Lease Act, German U-boats tried to stop them. In October 1941, torpedoes struck the American destroyer *USS Kearny*. Eleven Americans died. Two weeks later, a German U-boat sank the *USS Reuben James*, killing more than 100 sailors.

Despite the attacks on their ships, many Americans continued to oppose entry into the war. That, however, was about to change.

READING CHECK **Identifying Cause and Effect** Why did the conflict between Roosevelt and the isolationists grow as the United States prepared for the coming war?

Japan Attacks Pearl Harbor

While the situation in Europe troubled many Americans, an even bigger threat to peace was taking shape in the Pacific Ocean. Indeed, by late fall of 1941, American leaders were convinced that war between the United States and Japan was likely. The two nations had earlier come into conflict over French Indochina. Japan had also forged an alliance with Germany and Italy, and Japan's new prime minister, Hideki Tojo, was hostile toward the United States.

The key remaining question was how and where the fighting would start. American officials believed that Japan might attack American bases in the Philippines or British territory in Southeast Asia. In any case, American officials were determined not to fire the first shot. They continued to negotiate with the Japanese. At the same time, they warned American forces throughout the world to be prepared for a possible Japanese attack.

The attack on Pearl Harbor American officials were correct: Japan had decided on war. For months, Japanese military leaders had been developing plans for a surprise attack on the American naval base at Pearl Harbor, Hawaii. This base was home to the United States Navy's Pacific Fleet. The Japanese plan called for aircraft carriers to approach the island of Oahu, where Pearl Harbor was located, from the north. Japanese war planes loaded with bombs and torpedoes would lift off from the carriers and destroy as many American ships and planes as possible.

American military planners had for months believed that an attack on Pearl Harbor was a possibility. In December 1941, however, forces at the base were unready to defend it. This was in part because no single commander was in charge of Pearl Harbor's defenses. In the resulting confusion, routine defensive steps, such as using airplanes to watch for approaching ships, were not in place. The Japanese attack force was able to approach Pearl Harbor undetected.

As the sun rose on Sunday morning, December 7, 1941, the Japanese strike force went into action. The raid was a complete surprise to the Americans. Most American fighter planes in Hawaii never got off the ground. Hundreds were severely damaged or

Attack on Pearl Harbor

In December 1941 military officials throughout the Pacific were on alert for a possible Japanese attack. Yet Pearl Harbor was not considered the most likely target, and the Japanese strike force approached Hawaii undetected. In one stroke, they destroyed the American Pacific battleship fleet. Below, the USS *West Virginia* sinks as sailors rescue a survivor in the water.



Skills FOCUS

INTERPRETING INFOGRAPHICS

- 1. Making Inferences** What types of ships do you think the Japanese were targeting in their attack?
- 2. Interpreting Visuals** How do you think the images of the destruction to the American fleet may have affected the American public?

See **Skills Handbook**, pp. H7, H18, H30



destroyed where they sat. Meanwhile, Japanese bombs and torpedoes took a heavy toll on the American warships anchored in the harbor.

The Japanese attack lasted barely two hours. By the time it was over, however, the Pacific Fleet was a tangled mass of smoking metal. "We felt like crying," said one sailor who survived the raid. "We could see our beautiful fleet upside down and burning up."

The destruction was enormous. All eight battleships in the harbor suffered damage. Four were sunk. Nearly 200 aircraft were completely destroyed, and more were damaged. Some 2,400 Americans were dead. Japan, meanwhile, lost only a handful of submarines and fewer than 30 aircraft. It was a complete defeat for the United States.

American reaction Americans reacted to the devastating attack with anger and fear. Rumors spread that Japanese troops would soon invade the West Coast. Nervous Californians reported seeing submarines off their shores. They strung beaches with barbed wire. As you will read in the next chapter, some people became afraid that Japanese Americans would secretly assist an invasion of the United States mainland.

Roosevelt had expected a Japanese strike, but he also expected a formal declaration of war by Japan. Indeed, Japan's ambassadors had scheduled an appointment to deliver just such a message on the day of the attack. By the time they arrived, however, Pearl Harbor was in flames. Roosevelt was furious that Japan had meant to deceive the United States. On December 8, 1941, he asked Congress for a declaration of war.

HISTORY'S VOICES

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

—Franklin Roosevelt, December 8, 1941

America was now at war with Japan. Three days later, Germany and Italy declared war on the United States. The nation had entered World War II as one of the Allies.

READING CHECK

Drawing Conclusions

What made Japan's attack on Pearl Harbor so devastating?

THE IMPACT TODAY

Daily Life

The terrorist attacks of September 11, 2001 in the United States are often compared to the attack on Pearl Harbor. Both took the nation completely by surprise and caused reactions of fear and anger. Both triggered strong surges of patriotism and a commitment to defeat our foes.

SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SE7 HP13

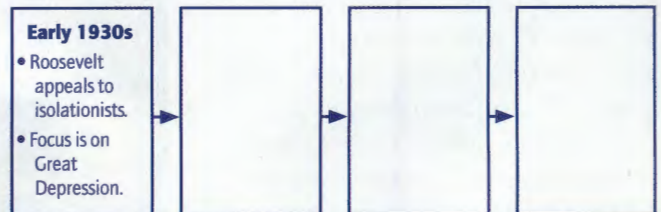
HSS 11.7.1, 11.7.4

Reviewing Ideas, Terms, and People

- a. Define** Write a brief definition for each of the following terms: **pacifist**, **Neutrality Act**
b. Analyze How did World War I contribute to isolationist feeling in the 1920s and 1930s?
- a. Describe** Why were some isolationists skeptical of Roosevelt's foreign policy during his campaign for president?
b. Sequence How did Roosevelt's position toward isolationism change over time?
c. Elaborate Why do you think Roosevelt increasingly came into conflict with isolationists?
- a. Recall** What events explain Roosevelt's continuing shift away from isolationism in the late 1930s?
b. Compare Describe **cash-and-carry** and the **Lend-Lease Act** and how they differed from one another.
c. Evaluate Do you think the isolationists were correct in arguing that Roosevelt's policies, including lend-lease, would increase the likelihood of war? Explain.
- a. Describe** What was the attack on Pearl Harbor?
b. Summarize What was the significance of this battle?

Critical Thinking

- 5. Sequencing** Copy the chart below and use information from the section to identify and record the sequence of events that led the United States away from its isolationist position and into World War II.



FOCUS ON WRITING

ELA W1.1, 1.3

- 6. Persuasive** Write a letter to the editor of a local newspaper from the perspective of a citizen in October 1941, in which you argue either for or against isolationism. Be sure to refer to information from this section and elsewhere in the chapter to support your view.

Mobilizing for War

BEFORE YOU READ

MAIN IDEA

The outbreak of World War II spurred the mobilization of American military and industrial might.

READING FOCUS

1. How did the U.S. armed forces mobilize to fight World War II?
2. What role did American industry and science play in mobilizing to fight World War II?
3. How did mobilization challenge the nation's ideals of freedom?

KEY TERMS AND PEOPLE

George C. Marshall
Oveta Culp Hobby
Rosie the Riveter
Manhattan Project
atomic bomb
J. Robert Oppenheimer
A. Philip Randolph
Bracero Program
zoot suit riots



HSS 11.7.3 Identify the roles and sacrifices of American soldiers, as well as the unique contributions of special fighting forces.

HSS 11.7.6 Describe the war's impact on American industry and use of resources.

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

THE INSIDE STORY

Can you fight a war by assembly line? Reporters had

never seen anything like Willow Run. Inside the giant structure, a person could scarcely see from end to end. "Like infinity," noted an observer, "it stretches everywhere into the distance."

The building these people were describing was the brainchild of business pioneer Henry Ford. Built in the tradition of the great Ford auto factories, Willow Run was a giant, mile-long assembly line for airplanes. As the United States entered World War II, the plant stood as a symbol of the nation's great industrial might. Indeed, the tremendous power of American industry would provide the key to victory against the Axis menace.

It took time for Willow Run to get up to speed. Finding tens of thousands of employees was difficult. Lack of housing was another issue. Over time, however, Ford and the government resolved these problems. Willow Run and its 42,000 workers kicked into high-speed production. By the end of the war, 650 aircraft per month were coming off the Willow Run line.

Willow Run demonstrated the enormous power of American industry—and the mighty effort of American business and government leaders to harness it. As you will read, this was just one part of the nationwide effort to get ready to fight World War II. ■



Building Victory

▲ B-24 bombers roll off the assembly line in the Willow Run factory.

Mobilizing the Armed Forces

The Japanese bombs and torpedoes that fell on Pearl Harbor had destroyed not only ships and planes, but also most of the remaining isolationist feeling in the United States. Now that the country had entered the war, it had to mobilize, or bring its forces into readiness. This was a huge job.

Fortunately, the United States had made something of a head start. Starting in 1940 the government had sharply increased military spending. This spending, in fact, was largely responsible for ending the Great Depression. Thousands found work in the now-busy factories, making supplies for the military.

The leader of the mobilization effort was Army Chief of Staff, General **George C. Marshall**. Marshall worked closely with President Roosevelt to plan for war. He ensured that American soldiers were well equipped and properly trained. Marshall would also play an important role in developing the nation's military strategy.

Finding soldiers In addition to equipment and supplies, the United States needed soldiers

and sailors to fight the Axis Powers. Following Pearl Harbor, the government expanded the draft, which Roosevelt had reinstated in 1940. Many young men, however, did not wait to be called into service. Eager to defend their country, they volunteered by the millions.

HISTORY'S VOICES

“I wanted to be in it. I was fifteen.... I lied about my age and tried to get in in '43. I was sixteen now. My mother wouldn't sign. ... Then I passed the air corps test at Oak Park High.... Then I figured... you're gonna be two years training, the war'll be over. Go in the Marine Corps.”

—Roger Tuttrup, quoted in
“The Good War”: An Oral History of World War Two, by
Studs Terkel

Eventually, some 16 million Americans would enter the armed forces.

Women and the armed forces Although they were not permitted to take part in combat, American women filled a variety of vital roles in the military. Their service helped make more men available for fighting. For example, 10,000 women joined the Women Accepted for Volunteer Emergency Service, or WAVES. This was a navy program in which women did

PRIMARY SOURCES

Propaganda Poster

During World War II the U.S. government produced a wide variety of posters to encourage recruitment and support for the war. This poster for the Army Air Corps was created by artist James Montgomery Flagg, who also created the famous image of Uncle Sam during World War I.

P-38 Lightnings were one of the most popular fighter aircraft used in the war.

The man is clearly enthusiastic to join the fight.

This man's gear identifies him as a pilot.



**Skills
FOCUS**

READING LIKE A HISTORIAN

- 1. Analyzing Primary Sources** What was the purpose of this image?
- 2. Interpreting Visuals** Do you think the image accurately reflects fighter pilots during World War II? Explain.

See **Skills Handbook**, pp. H28–H29, H30

necessary clerical work that would otherwise have to be performed by men. Some 1,000 women joined the Women Airforce Service Pilots, or WASPs. They tested and delivered aircraft. Nearly 40 WASPs gave their lives serving the country.

By far the largest women's unit was the Women's Army Corps, or WAC, in which 150,000 women served. At the start of the war, the unit was known as the Women's Army Auxiliary Corps, or WAAC. Its members worked with, but were not part of, the army. The WAACs repaired equipment, worked as electricians, and performed many other jobs.

By 1943 demand for their services was so great that the army created the Women's Army Corp. WACs were full-fledged members of the army. As such, they were entitled to full army protection and benefits and could serve overseas on nearly every task except combat. They were led by **Oveta Culp Hobby**, who was given the rank of colonel.

New military bases The millions of Americans entering the armed forces all needed training and housing. This required building hundreds of new military bases.

In general, the military looked to build new bases in rural areas where there was plenty of open land. Life on a rural, isolated base often required a big adjustment, especially for those who came from larger cities. It also required some getting used to by local citizens. They had to cope with the presence of thousands of young men in their once quiet neighborhoods.

The military buildup transformed many parts of the country. California became home to more military bases than any other state. Florida, with its warm weather and plentiful land, was also an excellent location for military training. Camp Blanding, with its 55,000 soldiers, became the fourth largest city in Florida almost overnight.

Texans saw 1.2 million troops train at their army bases, including Camp Hood. Some 200,000 air pilots trained at Texas air bases, such as Randolph Air Field. In addition, Texas was a temporary home to over 50,000 German, Italian, and Japanese prisoners of war.

READING CHECK **Identifying Problem and Solution** What were the challenges of mobilizing the armed forces?

Mobilization



Women were essential to the war mobilization effort. They filled many jobs once reserved for men, such as riveting (above).

Mobilizing Industry and Science

The enthusiasm of American fighting forces was important. In order to defeat the Axis armies, however, American troops would need the proper equipment. The nation responded quickly to this need. Many factories that made consumer goods were quickly converted to the production of war supplies.

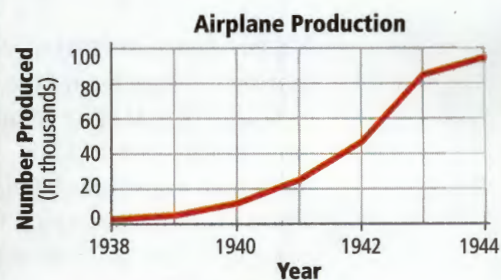
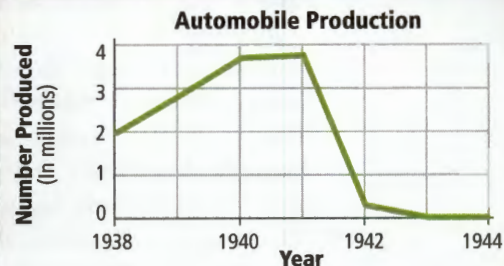
The federal government spent tens of billions of dollars on weapons and supplies in the months following the outbreak of war. Shortly after Pearl Harbor, Roosevelt set the ambitious goal of building 60,000 new planes in 1942 and a further 125,000 aircraft the following year. He asked for 120,000 new tanks over the same time period. Thanks to the efforts of people such as Henry Ford and the workers of Willow Run, American industry met these goals.

The United States not only had to produce all of these war supplies, it also had to ship them to the armed forces overseas. Cargo



▲ Women and men worked side by side making aircraft for the war in the early 1940s.

U.S. AUTOMOBILE AND AIRPLANE PRODUCTION DURING WORLD WAR II



Source: *The Production Figure Book for U.S. Cars* (1977); U.S. Census Bureau

Skills FOCUS

INTERPRETING GRAPHS

Although industry got a boost during the war, resources were shifted away from some industries and toward others. *Compare the effects of the war on the auto and airplane industries.*

See **Skills Handbook**, p. H17

ships, however, were a main target of enemy submarines. Early in the war, submarines took a terrible toll on American shipping. To replace these losses, American shipyards turned out 5,500 vessels over the course of the war.

About half of these ships were the so-called liberty ships built by Henry Kaiser. Before the war, Kaiser was known for such projects as Hoover Dam. He had never built a ship. Yet he created a shipyard in California and used assembly-line techniques to produce massive cargo ships at an astounding rate. His workers once produced a liberty ship in a mere four and a half days.

The federal government created several new agencies to help ensure that American industry would be able to meet the needs of the armed forces. These agencies regulated what products factories produced, what prices they could charge, and how the nation's raw materials would be used. The wartime agencies were staffed in part by American business and labor leaders. Key figures included William Knudsen and Sidney Hillman, who led the

Office of Production Management, and Donald Nelson, who headed the government's War Production Board.

Rosie the Riveter Producing enough supplies to fight the war required many workers. At the same time, American men were leaving their factory jobs by the millions to join the armed forces.

Women helped provide a solution to this problem. During the war, the number of women working outside the home rose dramatically. Many of these 6.5 million new workers took industrial jobs that had never been open to women before.

"I was a woman doing a 'man's job!'" recalled one of these women workers. "I was also very proud of the fact that I was contributing, even in a small way, to the war efforts." Working women of the war came to be represented by the symbolic figure known as **Rosie the Riveter**.

Labor in World War II Government spending during World War II helped end the Great Depression and created millions of new

jobs. Many of these workers joined labor unions, but the federal government was concerned that strikes might hamper the war effort.

Just weeks after the nation declared war on Japan, President Roosevelt established the National War Labor Board to help settle labor disputes. In 1943 Congress passed the Smith-Connally Act, giving the president power to take over vital industries in the event of strikes. These measures helped reduce—but not end—labor disputes in the early war years.

Mobilizing science War planners knew that technology would play an important role in World War II. The **Manhattan Project**, with laboratories in Los Alamos, New Mexico, was the most significant scientific program of World War II. This was a top-secret American program to build an **atomic bomb**, a powerful weapon that used energy released by the splitting of atoms.

Research into building an atomic bomb had begun in 1939, motivated by concern that Germany was already working on such a weapon. As you will read later, American scientists led by physicist **J. Robert Oppenheimer** would win this race. The result would shape world history for decades to come.

READING CHECK **Identifying the Main Idea** What steps did the U.S. government take to mobilize industry and science?

Fighting for Freedom at Home

As in World War I, the United States faced the challenge of fighting for freedom overseas. The nation also faced the challenge of ensuring freedom for Americans at home.

African Americans in the military Hundreds of thousands of African Americans served with honor during World War II. In the process, they broke down barriers that had long blocked their way. For example, the war saw the enlistment of the first African American marines in U.S. history. The navy commissioned the first African American officers during the war.

At the same time, African Americans continued to suffer discrimination. They were forced to serve in segregated units. Their bravery often went unrecognized. Not a single African American soldier of World War II received the prestigious Medal of Honor. This oversight was corrected nearly 50 years after the fact, when seven African Americans received recognition for their remarkable bravery in battle.

African Americans in the workforce The war created an enormous demand for factory workers. White women took many of these jobs. African Americans found new opportunities as well. As factories increased

Seeking Equal Opportunity

African American workers wanted an equal opportunity to contribute to the nation's mobilization effort and to benefit from the opportunities it created. How did President Roosevelt respond to African American demands for fair treatment?



war production, thousands found jobs that had in the past been unavailable to them. Yet even with these new opportunities came harsh reminders of widespread racist attitudes. For example, African Americans were often forced to take the lowest-paying jobs, regardless of their skills or experience.

Union leader **A. Philip Randolph**, head of the Brotherhood of Sleeping Car Porters, noted these developments. In 1941 he called for a march on Washington, D.C., to protest unfair treatment of African Americans. Only after President Roosevelt issued an order outlawing discrimination in government or defense jobs did Randolph call off the march.

Challenges for Hispanic Americans Hispanic Americans experienced opportunities and challenges during World War II. For example, the demand for farm labor led the U.S. and Mexican governments to establish the **Bracero Program** in 1942. This gave some Mexican workers the chance to work temporarily in the United States.

In some communities, unfortunately, the arrival of thousands of Hispanic workers led to increased ethnic tensions. In California, such

tensions boiled over into violence. In the **zoot suit riots** of June 1943, white sailors stationed in Los Angeles fought with groups of Mexican American youths during a week of terrible violence. The riot was named after the zoot suit, a flashy style of clothing favored by some Mexican American young men.

In spite of the conflicts, Hispanic Americans remained deeply loyal to the United States and sought opportunities to serve.

HISTORY'S VOICES

“We know that us Mexican-American boys and girls can do a lot of things to win the war if someone will give us a chance.... [D]iscrimination is the thing that makes the other Americans divide from us.”

—Letter from Youth Committee for the Defense of Mexican American Youth to Vice President Henry Wallace

Like members of other minority groups, many Hispanic Americans served bravely in the armed forces. They also shared a strong commitment to victory and freedom.

READING CHECK Identifying Cause and Effect Explain how mobilization triggered a fight for freedom among minority groups in the United States.

SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SE7 HP13

HSS 11.7.3, 11.7.6, 11.10.1

Reviewing Ideas, Terms, and People

- a. Describe** Briefly describe the significance of the following to the mobilization effort during World War II: **George C. Marshall**, **Oveta Culp Hobby**

b. Explain What effect did the bombing of Pearl Harbor have on the nation's mobilization effort?

c. Evaluate How do you think the changing roles of women in the United States were reflected in their experiences during wartime?
- a. Define** Write a brief definition of each of the following terms: **Rosie the Riveter**, **Manhattan Project**, and **atomic bomb**

b. Summarize Why was mobilization of American industry considered so important to the war effort?

c. Evaluate Do you think the decision of the U.S. government to expand its oversight of American industry would help or hurt industry's ability to meet its goals? Explain
- a. Recall** How did African American military personnel and workers fare during World War II?

- b. Draw Conclusions** Why do you think World War II created so many opportunities for women and members of minority groups?

c. Predict How do you think the end of the war, when it comes, will affect minority groups? Explain your answer.

Critical Thinking

- Identifying Supporting Details** Copy the chart below and use information from the section to identify and record the details that support the main idea.



FOCUS ON WRITING

ELA W1.1, 1.3

- Descriptive** The preparations for World War II brought major changes to life in the United States. Assume the point of view of an American citizen in late 1941 to early 1942. Write a journal entry in which you describe the changes taking place around you.

Reactions to Pearl Harbor



HSS 11.7.1

Historical Context The documents below provide information on different reactions to the Japanese bombing of Pearl Harbor in Hawaii.

Task Examine the documents and answer the questions that follow. Then you will be asked to write an essay about reactions to the Pearl Harbor attack, using facts from the documents and information from the chapter to support the position you take in your thesis statement.

DOCUMENT 1

The day after the attack on Pearl Harbor, President Franklin Roosevelt asked Congress to declare war on Japan. His simple speech reflected the shock that most Americans felt about the attack.

"Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan...

Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

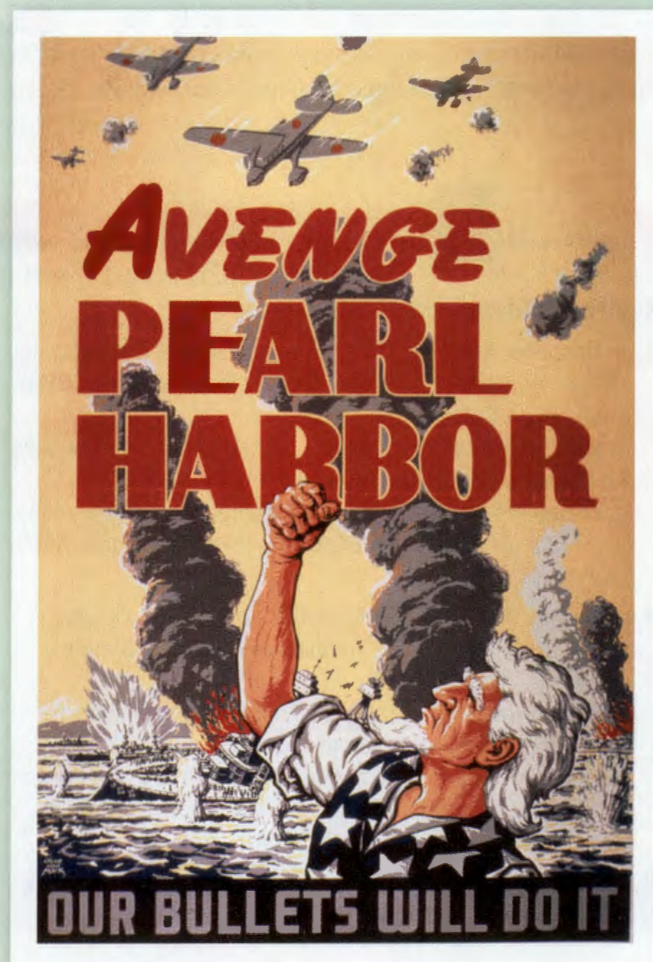
I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces—with the unbounded determination of our people—we will gain the inevitable triumph—so help us God."

DOCUMENT 2

The government used memories of Pearl Harbor to encourage support for the war. The poster below was created to encourage support for war-related work, such as making munitions.



DOCUMENT 3

Most Americans found out about the Pearl Harbor attacks from the radio. Duane T. Brigstock of Battle Creek, Michigan, recalled his reactions upon hearing the news.

"Along with a large contingent [group] of Battle Creek bowlers, I was participating in the Central States tournament in Toledo, Ohio, that fateful Sunday afternoon. As the news broke, the message was relayed to us over the P.A. system: 'The Japanese are bombing Pearl Harbor!' We listened in shocked disbelief and activity halted on the busy alleys. Our first reaction was anger—followed by a great surge of patriotism. Bowling scores were quickly forgotten. As we checked out of our hotel, someone softly started to sing "God Bless America" and soon everyone joined in.

We were a quiet group driving home as we listened to bits of information on our car radios. We dug out our draft registration cards from our billfolds to recheck our numbers and wonder when we would be called up. There was no question in our minds that we would serve—only when."

DOCUMENT 4

While many people reacted to the war by joining the military, those who worked on the home front never forgot the event. Just a few weeks after the attack, these war-production workers took a break from their night shift on New Year's Eve to celebrate the coming year. Instead of shouting "Happy New Year," they shouted "Remember Pearl Harbor!"



**Skills
FOCUS**

HSS Analysis HR4, HI1, HI4

READING LIKE A HISTORIAN

- 1. a. Identify** Refer to Document 1. Why does Roosevelt call December 7, 1941, a "date which will live in infamy?"

b. Analyze How does Roosevelt try to warn and also to reassure the nation after the attack?
- 2. a. Describe** Refer to Document 2. What is going on in this image?

b. Interpret What kind of effect do you think this image had on wartime workers?
- 3. a. Identify** Refer to Document 3. What feelings did the attack immediately stir up for this writer?

b. Elaborate How do you think that day changed the lives of those who heard about it on the radio?
- 4. a. Identify** Refer to Document 4. How did these workers celebrate the new year?

b. Analyze Why do you think the workers chose that cheer to mark the new year?
- 5. Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, 3, and 4, create an outline and write a short essay supporting your position.

How did Americans react to the attack on Pearl Harbor?

See **Skills Handbook**, pp. H28–H29, H30

Visual Summary: World War II Erupts

Rise of Dictators

- Dictators, taking advantage of widespread fear, uncertainty and despair, emerge in the post–World War I era.

**Aggression and War**

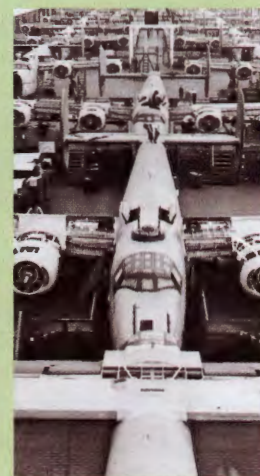
- Aggressive dictators use war to promote their tyrannical goals.

**The United States: From Isolationism to War**

- Isolationism gives way to the call for war when the United States comes under direct attack.

**Mobilizing for War**

- The United States musters its tremendous industrial and human might to fight the war.

**Reviewing Key Terms and People**

Complete each sentence by filling in the blank with the correct term or person.

1. Benito Mussolini introduced a political philosophy known as _____.
2. In the 1930s, many Americans supported _____ rather than an active involvement in affairs overseas.
3. Neville Chamberlain is associated with the _____ of Hitler at Munich.
4. The German attack of Poland demonstrated a tactic known as _____.
5. The symbol for women factory workers during the war was _____.
6. Germany, Italy, and Japan formed the _____.
7. In order to aid the British, Roosevelt promoted the policy of _____.
8. In 1933 _____ became the chancellor of Germany.
9. The _____ was a top-secret program to build an atomic bomb.
10. In the _____, Roosevelt likened the spread of aggression to the spread of disease.
11. The _____ provided an opportunity for workers from Mexico to work in the United States temporarily.

Comprehension and Critical Thinking**SECTION 1** (pp. 386–393) **HSS** 11.7.1

12. **a. Identify** Who were the major totalitarian dictators to emerge following World War I?
- b. Summarize** What were the key features of the postwar totalitarian regimes?
- c. Elaborate** What do you think was the appeal of fascism, and why did it spread in the post–World War I era?

Review the video to answer the closing question:
Why did so many Americans favor isolationism before the United States entered World War II?



SECTION 2 (pp. 394–398) HSS 11.7.1

13. a. Recall What countries did Germany attack in 1939 and 1940?

b. Make Inferences Based on the events of 1940, what can you infer about the Allies' evaluation of German military strength at the start of World War II?

c. Evaluate Do you think Hitler would have behaved differently had the British and French not appeased him in Munich? Explain.

SECTION 3 (pp. 399–405) HSS 11.7.1

14. a. Describe During the 1930s, what was the general attitude among the American public toward events taking place in Europe, Africa, and Asia?

b. Sequence Describe the change in American attitudes toward world events in the period between the late 1930s and the end of 1941.

c. Develop How would you counter the isolationist argument in the late 1930s? Write a brief statement to explain your idea.

SECTION 4 (pp. 406–411) HSS 11.7.6

15. a. Describe Describe the key steps in mobilizing the nation for war.

b. Explain What does it mean to say that mobilization created “opportunities and challenges” for minority groups?

c. Predict How do you think a mobilization effort such as the one that occurred in the early 1940s would affect the United States today? Explain your answer.

Using the Internet

16. Why did people put their faith in totalitarian dictators who propelled their nations into war? Using the keyword above, do some research on the Internet to find some answers to this question. Then create a chart to compare and contrast the reasons why many German, Italian, and Japanese people supported totalitarian dictators in their nations.

go.hrw.com
Practice Online
Keyword: SE7 CH13

Analyzing HSS HR4

Primary Sources

Reading Like a Historian

This photograph shows a worker at a defense plant during World War II.



17. Identify What term was used to identify the type of worker shown in this picture?

18. Analyze What is the significance of the fact that this worker is a woman?

Critical Reading ELA R3.8

Read the passage in Section 2 that begins with the heading “World War II Starts.” Then answer the questions that follow.

- 19.** Winston Churchill believed that
- appeasement would lead to war.
 - it was foolish to get involved in foreign conflicts.
 - Hitler would stop at the Sudetenland.
 - Chamberlain correctly handled Hitler.
- 20.** The passage suggests that in return for giving into Chamberlain's demands, Hitler
- threatened to invade Great Britain.
 - promised to support Chamberlain.
 - promised not to seek further territorial gains.
 - agreed that Chamberlain was a coward.

FOCUS ON WRITING

ELA W1.1

Narrative Writing *Narrative writing tells a story. It uses precise detail and often describes events in sequence. To practice narrative writing, complete the assignment below.*

Writing Topic Isolationism in the 1930s

21. Assignment Based on what you have read in this chapter, write a narrative paragraph that retells the story of the rise and fall of isolationist feeling in the United States between World War I and World War II.