

# The United States in WORLD WAR II

## THE BIG PICTURE

The United States—including its military forces and its civilian population—succeeded along with the Allies to defeat the Axis powers in Europe and the Pacific. Yet the cost of victory and the discovery of the full horrors of World War II were staggering.



## California Standards

### History-Social Sciences

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

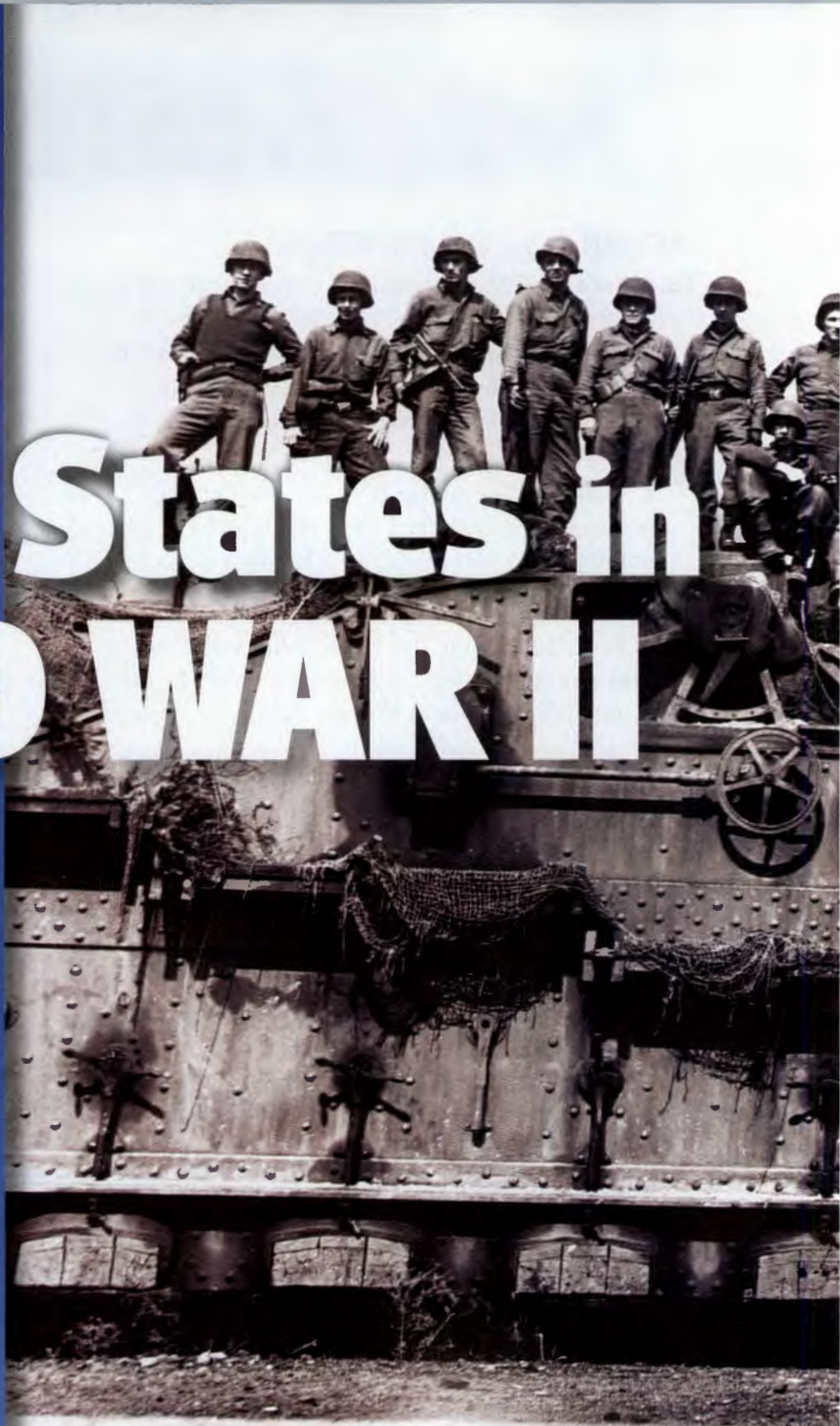
### Skills FOCUS

### READING LIKE A HISTORIAN

U.S. soldiers in Germany pose on top of an enormous cannon captured from the Germans, pleased to have removed this monster from the enemy's arsenal. These guns were called railway guns because they required one or even two sets of railroad tracks to move their bulk.

**Interpreting Visuals** What do the soldiers' poses tell you about their attitudes?

See **Skills Handbook**, p. H30



### U.S.



**January 6**  
Roosevelt delivers the Four Freedoms speech about the future of the world.

**December 7**  
Japan attacks Pearl Harbor.

### 1941



### World

**June 22**  
Germany begins its invasion of the Soviet Union.



## History's Impact video program

Watch the video to understand the impact of World War II.



**June 4**  
Americans destroy four Japanese aircraft carriers in the Battle of Midway.

**January**  
Americans win the Battle of Guadalcanal.

**July 10**  
Allies invade Sicily.

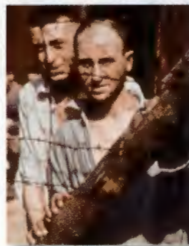
**June 6**  
Allies launch invasion of France.



**August 15**  
After the bombings of Hiroshima and Nagasaki, the Japanese surrender.

1942

**1942**  
Hitler and the Nazis formalize plans for exterminating Europe's Jews.



1943

**February**  
The Soviet Union finally defeats the Germans in the Battle of Stalingrad.

1944

**June**  
French Resistance forces aid the Allied invasion of France.

1945

**April 30**  
Adolf Hitler commits suicide in Berlin.



# The War in Europe and North Africa



## BEFORE YOU READ

### MAIN IDEA

After entering World War II, the United States focused first on the war in Europe.

### READING FOCUS

1. How and why did the Allies fight the Battle of the Atlantic?
2. What were the key events of the war in the Soviet Union?
3. What did American forces accomplish in North Africa and Italy?
4. What were the events and significance of the Allies' D-Day invasion of France?

### KEY TERMS AND PEOPLE

wolf pack  
Erwin Rommel  
Operation Torch  
Dwight D. Eisenhower  
Tuskegee Airmen  
Operation Overlord  
Omar Bradley  
D-Day  
Battle of the Bulge  
George S. Patton

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

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

## The Sinking of the *Reuben James*



▲ The *Reuben James*, the first U.S. vessel destroyed by enemy fire in World War II, lost more than 100 of its crew.

### THE INSIDE STORY

**What were the hidden dangers of crossing the Atlantic?** For ships

traveling across the Atlantic Ocean in the early days of World War II, the danger of German submarine attack was always present. Unable to tell whether U-boats, or submarines, were lurking nearby, ships' crews lived in constant fear of attack. When submarines struck without warning, that fear turned to terror.

The crew of the Navy destroyer USS *Reuben James* learned this firsthand in October 1941. At the time, the United States had not yet entered the war. Its ships, however, were serving as escorts to convoys carrying goods from American ports to Great Britain. It was while on such a mission that the *Reuben James* was attacked by a German U-boat. Following a torpedo strike, the ship's ammunition exploded. The *Reuben James* sank quickly. Most of its crew, including all officers, went down with the ship.

A number of crew members, however, were thrown into the sea. They struggled to stay afloat in the freezing water, which was covered with a thick, black layer of oily fuel from the *Reuben James*. Nearby ships rushed to their aid, but the slick oil made it difficult for the sailors to grasp the rescue lines. Reports of another nearby U-boat made the rescue vessels scatter—leaving survivors still bobbing in the sea.

The terrible story of the *Reuben James* would be repeated often in the months ahead. As you will read, the first battles the United States would fight were not on dry land but on the high seas. There it would take time before the United States and its allies would find effective ways to fight their hidden enemy—the German U-boat. ■



## The Battle of the Atlantic

For the United States and the Allies, defeating the Axis Powers depended largely on control of the seas. It was only by sea that the United States could deliver soldiers and supplies to the hard-pressed opponents of Hitler. If the Atlantic was not kept safe for shipping, the Axis would soon win the war.

Germany entered World War II with a navy powerful enough to challenge for control of the seas. It featured several new surface ships. Foremost among these was the giant *Bismarck*, the pride of the German fleet. After Great Britain managed to sink the *Bismarck* in 1941, however, Germany began to rely on a familiar weapon—the U-boat.

**U-boat attacks** In World War I the Allies had learned to protect ships against U-boats by forming convoys. Early in World War II, however, the British (and the Americans) did not have enough vessels to form effective convoys. This made it easy for U-boats to attack supply ships bound for Great Britain. The Germans also developed new tactics to increase U-boat

effectiveness. One example was the so-called **wolf pack**, in which U-boats hunted in groups and often attacked at night.

The German U-boat fleet enjoyed what it referred to as the “happy time” in 1940 and 1941. U-boats sent hundreds of ships and tons of supplies to the bottom of the sea. At the same time, the German navy lost only a few dozen U-boats.

After Germany declared war on the United States, U-boat attacks on American shipping increased. German submarines even patrolled the waters off the East Coast of the United States. There they made easy pickings of merchant ships that sailed from American ports without the protection of a full convoy. In a few short months, 360 American ships were sunk compared to just eight German U-boats.

**The Allies fight back** Despite early losses, America’s entry into the war would help turn the tide in the Battle of the Atlantic. Energized American shipyards began producing new ships at an amazing rate. These were used to form larger, better-equipped convoys, which helped cut down on the effectiveness of U-boat

### HISTORY CLOSE-UP

## The Allied Convoy System

Convoys offered safety in numbers. They could include dozens of ships spread over many miles.

Armed fighting ships sailed on the edges of the convoy.

German U-boats began hunting in groups. These so-called wolf packs often launched their attacks from the surface at night. In the daytime they tried to avoid detection.

Aircraft flying over the convoy helped spot prowling U-boats in the ocean below. These airplanes used radar to detect U-boats.

Merchant ships sailed safely inside.

Skills  
FOCUS

### INTERPRETING INFOGRAPHICS

- 1. Making Inferences** Why were aircraft helpful as part of the convoy system?
- 2. Drawing Conclusions** How did the arrangement of ships in the convoy protect the merchant ships from attack?

See **Skills Handbook**, p. H18



attacks. At the same time, new Allied aircraft protected convoys from the air. The aircraft and escort ships used radar and other technologies to find and destroy more U-boats.

Another factor in the Allied success was the breaking of Germany's code system, which was called Enigma. After cracking Enigma in 1941, the Allies began to gain vital information about the locations and plans of U-boat formations.

These factors began to give the Allies an advantage over German U-boats. German sailors were soon referring to their ships as "iron coffins." By war's end, some 70 percent of the Germans who had served on a submarine were dead. The Atlantic belonged to the Allies.

**READING CHECK** **Identifying Problems and Solutions** How did the Allies overcome the German U-boats and win the Battle of the Atlantic?

## The War in the Soviet Union

In the summer of 1941, Hitler broke his nonaggression pact with Stalin and sent his forces into the Soviet Union. (The Soviets thus joined the Allies as enemies of the Axis Powers.) For the next several months, German forces stormed across the Soviet countryside. As they had in Poland and France, German tanks, planes, and soldiers steadily pressed the attack. Stalin's forces seemed unable to stop the blitzkrieg.

Though the Soviet Union appeared close to collapse, it did not fall. As autumn came and went, the Soviets were joined by a new ally—the bitterly cold Russian winter. German soldiers and equipment performed poorly in the freezing temperatures, and their invasion slowed.

Still, the Germans held a huge portion of the western Soviet Union. They had also besieged the city of Leningrad. The suffering of the people there was extreme. With little food and fuel, some 200,000 residents died in January and February alone. Hundreds of thousands more would perish in the months ahead.

**The Battle of Stalingrad** When spring returned to the Soviet Union, the German armies renewed their assault. One major target was the city of Stalingrad, a major industrial center on the Volga River. The Germans attacked Stalingrad in August 1942. In some of the bloodiest fighting in the history of warfare, the Soviets refused to let Stalingrad fall.

Not only did the Germans fail to take Stalingrad, they also exposed themselves to a Soviet counterattack. In the fighting that followed, 250,000 Axis soldiers were trapped by Soviet forces. The surviving Axis troops were forced to surrender in early 1943. Hitler had suffered a stunning defeat.

Stalingrad marked the beginning of Germany's collapse in the Soviet Union. Thereafter, Soviet forces began to push German forces back toward Germany. The fighting took a terrible toll. Hitler's forces suffered losses of some 2 million, and the Soviets paid an even higher price—12 million soldiers. Millions of civilians also died. In Leningrad alone, as many as 800,000 civilians perished before the siege there was finally lifted in January 1944. Yet the Soviet Union had survived. Now it was fighting toward the final defeat of the Axis.

**READING CHECK** **Sequencing** Briefly describe the sequence of events of the war in the Soviet Union.

## American Forces in North Africa and Italy

Soon after the fall of France in June 1940, the British and Italians began a battle for North Africa. This territory was vital to the Allies. By controlling it, the British could protect shipping on the Mediterranean Sea against Italian attack. This shipping was a lifeline by which the British could efficiently get oil through the Suez Canal from the Middle East. Without oil Great Britain would not be able to defend itself, much less defeat the Axis.

In the early fighting, Italian forces based in Libya tried to drive the British from their stronghold in Egypt. They failed. In fact, the Italians were beaten badly and driven backwards. Hitler was forced to send troops to support the Italians in early 1941. At the head of these forces was the famed German general **Erwin Rommel**. Throughout 1941 and 1942, Rommel's forces and the British fought a back-and-forth battle for control of North Africa. Though Rommel led brilliantly—it was here he earned the nickname Desert Fox—the British ultimately gained control. At the battle of El Alamein (el-a-luh-MAYN), fought about the same time as the Battle of Stalingrad, the British handed the Germans a major defeat.



## WORLD WAR II IN EUROPE AND NORTH AFRICA, 1941–1944

GEOGRAPHY  
SKILLS

## INTERPRETING MAPS

## Interactive Map

Keyword: SE7 CH14

- Regions** What was the extent of Axis control in 1942?
- Movement** Describe the major Allied advances in Africa and the Mediterranean.

See **Skills Handbook**, p. H20

**Operation Torch** When the United States entered the war in late 1941, President Roosevelt was anxious to make a contribution quickly. Stalin wanted the Allies to invade Europe, to help divide Hitler's attentions. Other Allied leaders, however, resisted calls to rush into Europe unprepared. North Africa, it was decided, was the logical place for American soldiers to enter the fray.

The commander of what came to be called **Operation Torch** was a U.S. lieutenant general named **Dwight D. Eisenhower**. The plan called for American forces to invade the North African countries of Morocco and Algeria in November 1942. France had controlled this territory before 1940. After the fall of France, Vichy leaders were installed there. Still, the Allies hoped that the French in North Africa

would side with them in battle. Indeed, the Allies met little resistance upon landing, and French forces soon joined them.

After landing, Allied forces turned east to fight the Germans. In battles at places such as Kasserine Pass, Americans gained valuable combat experience. Some 20,000 Americans were killed or wounded in the six months of North Africa fighting. But by May 1943, they had helped defeat Rommel's forces.

While this fighting was taking place, Allied leaders focused on the war's next phases. Stalin continued to push for a European invasion, and in the planning stages was a massive invasion of France. In early 1943, however, such an operation was still a year away. For now, Allied leaders prepared to cross the Mediterranean and knock the Italians out of the war.

ACADEMIC  
VOCABULARY**logical** based on correct reasoning



**On to Italy** The first major step in this assault was the July 1943 invasion of the island of Sicily. Soon after the attack began, Roosevelt and Churchill issued a message to the Italian people asking them “whether they want to die for Mussolini and Hitler or live for Italy and civilization.” The Italians chose life. By the end of the month, they had turned against dictator Benito Mussolini and forced him from power. The Allies took Sicily a few weeks later. They planned next to occupy the Italian Peninsula.

Hitler, however, was not going to let the Allies simply march through Italy and into Europe. German forces rushed to stop them.

Despite German resistance, the Allies made steady progress at first. Taking part in the fighting were the **Tuskegee Airmen**. This was a segregated unit of African Americans, the first ever to receive training as pilots in the U.S. military.

After its early success, the Allied invasion slowed as it approached Rome. To keep it moving, the Allies planned to land a large force behind enemy lines. The site they chose for this landing was a seafront resort called Anzio.

In late January, the first of some 100,000 Allied soldiers went ashore at Anzio. Fighting raged for the next four months as the Allies were unable to break out of their small coastal beachhead. Finally, Allied forces from the south fought their way to Anzio and freed the trapped soldiers. By then, from 25,000 to 30,000 Allied soldiers had been killed or wounded.

The end of the battle at Anzio, however, did not end the fighting in Italy. It continued for nearly a year. Some 300,000 Allied troops were killed or wounded there.

**READING CHECK** **Summarizing** What did American forces experience in North Africa and Italy?

## Americans in North Africa and Italy



The Tuskegee Airmen's 99th Pursuit Squadron (left) provided air support in both North Africa and Italy. Among their numerous awards, their fighter group was honored for “outstanding performance and extraordinary heroism.” In all, the Tuskegee Airmen completed 15,500 missions. Below, elite U.S. Army Rangers charge up an Italian hillside. Rangers, specially trained volunteers who had been serving in Northern Ireland, spearheaded the push through Italy.





## D-Day: The Invasion of France

The fighting in Italy was slow and difficult partly because the Allies could not devote all their fighting resources to the battle. Many of these resources were being held for the planned invasion of France. This plan came to be known as **Operation Overlord**.

**Planning Operation Overlord** To end the war as quickly as possible, the Allies wanted to launch a large invasion of mainland Europe. Careful planning was vital. The Allies worked for months to select a location for Operation Overlord. They finally settled on the beaches of Normandy, in northern France.

The Allies had to assemble huge numbers of troops, weapons, and other equipment necessary for an invasion. Eisenhower commanded the mission and chose General **Omar Bradley** to lead the American troops. The top British commander was Bernard Montgomery.

While good planning was important, speed was also vital. Of particular concern to the Allies was the expected introduction of two new German weapons, the V1 flying bomb and the V2 rocket. The Allies were able to destroy some rocket-launch sites, but fears of these dangerous weapons forced the Allies onward.

**The landing at Normandy** By early June 1944, the Allied force of 3.5 million soldiers was ready for action. Tension ran high. The soldiers knew they had to succeed—and that success was uncertain. They knew that at Normandy they would meet a determined German force.

After a short delay caused by bad weather, **D-Day** finally arrived on June 6, 1944. The attack began with soldiers parachuting behind the German lines to try to secure key sites. Ships offshore rained shells on the coastline to destroy German defenses. Allied aircraft filled the sky to provide cover for the wave of troops to come. A variety of amphibious craft helped deliver equipment and soldiers to the beaches.

In the end, however, the success of Operation Overlord came down to the courage of the individual soldiers who would make the landing. Their job was to wait for their landing-craft gate to open—then to move forward toward shore. By the thousands, they waded through the surf till they hit the sand and then raced

### FACES OF HISTORY

Dwight  
**EISENHOWER**

1890–1969



Dwight D. Eisenhower was known for his logical mind, a talent for organizing, and an outgoing yet diplomatic attitude. He proved to

be the ideal person to lead the Allied military force in World War II.

From his humble childhood in the small farm town of Abilene, Kansas, Eisenhower rose steadily through the ranks of the army. During World War II, General George C. Marshall chose Eisenhower to be Supreme Allied Commander in Europe. In this position Eisenhower planned and commanded Operation Overlord (D-Day), the invasion of France. He also accepted Germany's surrender in 1945.

**Explain** In what ways do you think Eisenhower's personality helped make him a good leader in World War II?

through obstacles, wounded and dead comrades, and a hail of gunfire to find something to hide behind. Then those who managed to get that far gathered their courage, got to their feet, and went forward again. All was chaos and confusion. Little went according to plan. Still, soldiers stuck to their assigned tasks.

#### HISTORY'S VOICES

“It's amazing what you can do when you're called upon to do it. There was just an overwhelming demand for me to do my duty. Patriotism—that was there. But more, I was filled with a sense of duty. This was my duty, my assigned duty. This is what was expected of me.”

—Frank Walk, recorded in *War Stories*,  
by Elizabeth Mullener

Fortunately for the Allies, the Germans were slow to respond to the invasion. Thanks in part to Allied deceptions, Hitler feared that the assault on Normandy was just a trick and that another invasion would take place elsewhere. For precious days, German leaders delayed in sending backup forces to the area. By the time they realized their mistake, the Allies had established a beachhead.

Though the costs were high—an estimated 10,000 Allied casualties, including 6,600 Americans—D-Day had been a success. With each day, more troops and equipment came ashore. By early July, the Allies had landed almost a million soldiers and nearly 180,000 vehicles. The landing area was considered secure enough to send in members of the Women's



## D-Day, June 6, 1944

Allied forces landed at five separate sites at Normandy on D-Day of the invasion of France. Omaha Beach was one of two beaches invaded by U.S. forces (see map opposite). As American soldiers moved toward the nearly 100-foot-high cliffs, German guns at the top rained a deadly fire down on them.

Allied aircraft provided cover for the invading forces.

Allied warships fired shells on German positions before and during the landing.

Army Corp. They were to supply support for the forces that would soon fight their way past German defenses at Normandy. This breakthrough occurred in late July. As the German commander reported, “The whole western front has been ripped open.”

The Allies were now on the march in France. By the end of August, Paris had been freed from the Germans. Hitler’s once mighty war machine was now in full retreat.

**The Battle of the Bulge** Throughout the fall of 1944, the Allies moved eastward. The Germans fought well in places. For example, the Battle of Hürtgen Forest claimed thousands of Allied lives. Overall, however, the Germans appeared near collapse. As one of Eisenhower’s advisers put it in early December, “The battle is over and the German army has had it.”

This judgment, it turned out, was premature. On December 16, 1944, the Germans launched a surprise offensive of their own. The attack was known as the **Battle of the Bulge**. This referred to the bulge in the Allied battle

lines created by the German advance. For several days, Hitler’s forces threatened to win back vital ground from the Allies.

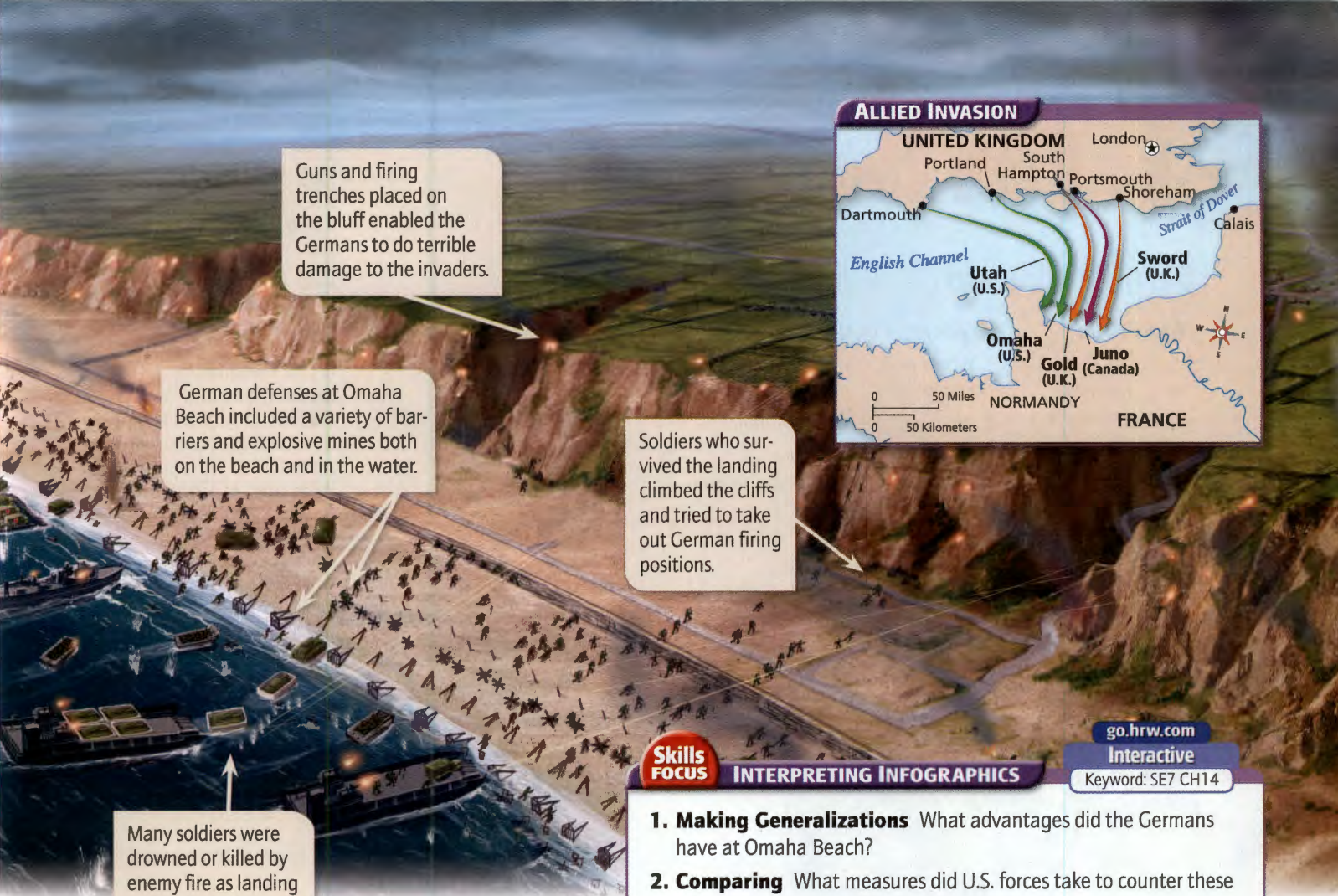
A key moment in the battle came at the Belgian city of Bastogne. This was an important crossroads, and the Germans were determined to take it. Even more determined was the small force of American defenders. Surrounded by Germans, shivering in below-zero temperatures and low on supplies, the Americans clung to survival. But survive they did. On December 26, troops led by Lieutenant General **George S. Patton** arrived to provide relief for the American force. The victory at Bastogne helped blunt the German offensive. It also became a symbol of American strength and determination.

By the end of January 1945, the bulge created by the German offensive had been rolled back. Once again the Allies set their sights on Germany and the defeat of Hitler. Victory was close at hand.

### READING CHECK Drawing Conclusions

Why did the planning for D-Day take so long?



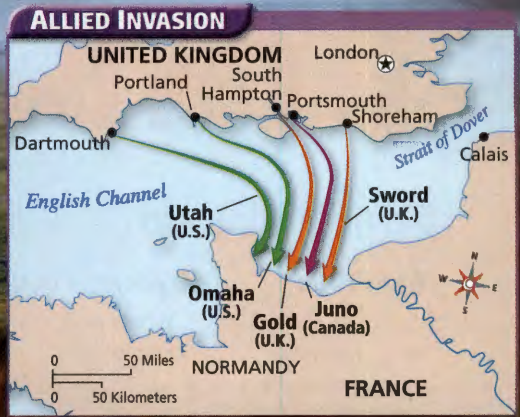


Guns and firing trenches placed on the bluff enabled the Germans to do terrible damage to the invaders.

German defenses at Omaha Beach included a variety of barriers and explosive mines both on the beach and in the water.

Soldiers who survived the landing climbed the cliffs and tried to take out German firing positions.

Many soldiers were drowned or killed by enemy fire as landing crafts headed into the beach.



**Skills Focus**

**INTERPRETING INFOGRAPHICS**

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Interactive

Keyword: SE7 CH14

- 1. Making Generalizations** What advantages did the Germans have at Omaha Beach?
  - 2. Comparing** What measures did U.S. forces take to counter these advantages?
- See **Skills Handbook**, p. H18

**SECTION 1 ASSESSMENT**

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**Online Quiz**  
Keyword: SE7 HP14

HSS 11.7.2, 11.7.3

**Reviewing Ideas, Terms, and People**

- 1. a. Describe** Briefly describe the Battle of the Atlantic.
  - b. Explain** Why was control of the seas so important for the Allies and the Axis?
- 2. a. Identify** Why was the Battle of Stalingrad significant?
  - b. Summarize** Write one sentence that summarizes the fighting in the Soviet Union between 1941 and 1944.
- 3. a. Define** Write brief definitions of the following terms:  
**Operation Torch, Tuskegee Airmen**
  - b. Make Inferences** What can you infer from the fact that the Americans' initial battles with the Germans can be described as "learning experiences"?
- 4. a. Define** Write brief definitions of the following terms:  
**Operation Overlord, D-Day, Battle of the Bulge**
  - b. Contrast** How did Operation Overlord compare to the landing at Anzio?

**Critical Thinking**

- 5. Identifying Cause and Effect** Copy the chart. Use it to identify major battles in the Soviet Union, North Africa, and Europe between 1941 and 1944 and the result of each battle.

Battle	Result
1.	
2.	
3.	
4.	

**FOCUS ON WRITING** ELA W1.1

- 6. Expository** Was Operation Overlord a major turning point in the European war? Write a short essay in which you develop your position on this issue.



# The Holocaust



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

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

## BEFORE YOU READ

### MAIN IDEA

During the Holocaust, Germany's Nazi government systematically murdered some 6 million Jews and 5 million others in Europe.

### READING FOCUS

1. What was the history of Nazi anti-Semitism?
2. What was the Nazi government's Final Solution?
3. How did the United States respond to the Holocaust?

### KEY TERMS AND PEOPLE

anti-Semitism  
Kristallnacht  
concentration camp  
ghetto  
genocide  
Final Solution  
War Refugee Board  
Holocaust  
Hermann Göring



◀ **During the Holocaust, the Nazi government targeted European Jews.**

## A Life-Saving EFFORT

### THE INSIDE STORY

*How did people in a French village save the lives of thousands of Jews?* In 1940 Hitler's

German army was rampaging across Europe. By June it had conquered France. The Jewish population there found itself facing what Jews in Germany and Poland had already come to know—government-sponsored persecution, hatred, and brutal mistreatment at the hands of Germany's Nazi Party. Scenes like the one shown above took place throughout France, as Nazis and their followers rounded

up Jews and sent them to prison camps far from home. These Jews' futures—and their chances of survival—were extremely grim.

During World War II, thousands of non-Jews risked their lives to help save Jews from the Nazis. One such rescue took place in the village of Le Chambon-sur-Lignon (luh shahm-BOHN-soor-leen-yohn) in southern France. In 1942 André Trocmé, the pastor of a local church, called on village residents to give shelter to Jews who asked for help. The residents began to hide Jews in their homes and farms and help them escape to safety in Switzerland. France's Nazi-controlled government demanded that the pastor end the rescue effort. He responded by saying, "These people came here for help and for shelter. I am their shepherd. A shepherd does not desert his flock . . . We do not know what a Jew is; we only know people."

Over the course of the war, the people of Le Chambon helped some 5,000 Jews escape Nazi capture. This was a life-saving effort. As you will read in this section, the persecution of Jews was part of a terrible Nazi plan to murder the entire Jewish population of Europe.

In 1963 the government of Israel began a program to honor those who risked their lives to save Jews. Among those honored were the people of Le Chambon. ■



## Nazi Anti-Semitism

Why did the Nazi government single out Jews especially for mistreatment? The answer has to do with **anti-Semitism**, which is hostility toward or prejudice against Jews.

As you have read, Germany after World War I suffered blows to its economy and pride. Adolf Hitler rose to power in part by promising to return Germany to its former glory. He also told the Germans that they came from a superior race—the Aryans. The idea that Germans had descended from the mythical Aryan people was not new. It was found in German folktales and music. Hitler, however, was effective at using the notion to build support.

In addition to appealing to German pride, Hitler also provided a scapegoat—someone to blame for Germany’s woes. The group he singled out was the Jews.

In fact, Jews had lived in Germany for 1,600 years. Christian hostility toward Jews had existed since the Middle Ages. Indeed, many of the anti-Jewish Nazi laws recalled medieval efforts to humiliate Jews. For example, a Nazi law that forced Jews to wear the Jewish Star of David was similar to a 1215 decree that told Jews to dress differently than Christians.

Nazi anti-Semitism combined this medieval Christian hostility with modern—but false—scientific ideas about racial inferiority. Another Nazi law defined anyone with a Jewish grandparent as a Jew, even if the person had no connection with Judaism. Under the Nazis, anti-Semitism changed from prejudice based on religion to hatred based on ancestry.

**Hitler in power** Hitler began his campaign against Germany’s Jews soon after becoming chancellor in 1933. Over the next few years, his Nazi government established a series of anti-Semitic laws. The purpose was to drive the Jews from Germany. For example, in 1935, the Nuremberg Laws stripped Jews of German citizenship and took away most civil and economic rights. The laws also defined who was a Jew and who was an Aryan German.

**Attacks on Jews** Some Germans were repelled by Hitler’s actions. Yet many other people supported his anti-Semitic ideas.



Jewish shopkeepers in Berlin pick up the pieces of their shattered businesses after the destruction of Kristallnacht. **What prompted Germans to attack their Jewish neighbors?**

Discrimination against Jews continued. Violent attacks against Jews also increased.

In 1938, on the nights of November 9 and 10, anti-Jewish riots broke out across Germany. The attack came to be called **Kristallnacht** (KRIS-tahl-nahkt)—the “night of broken glass.” The Nazis claimed the attacks were a spontaneous reaction to the assassination of a Nazi official by a Jewish teenager. In fact, the Nazis encouraged the violence. During the rampage, thousands of Jewish businesses and places of worship were damaged. Thugs killed nearly 100 Jews. Over 26,000 more were sent to **concentration camps**—labor camps meant to hold what Hitler called enemies of the state. The Nazis blamed the Jews for Kristallnacht and held them financially responsible. Jews were fined a total of 1 billion marks.

**Flight from Germany** Kristallnacht sent a strong message to those Jews still in Germany: “Get out!” Over 100,000 managed to leave Germany in the months following the attacks. Many others, however, found it difficult to leave the country. Nazi laws had left many German Jews without money or property, and most countries were unwilling to take in poor immigrants. Other countries, such as the United States, had limited the number of Germans who could enter the country.

**READING CHECK** **Summarizing** Briefly trace the history of Nazi anti-Semitism.

**ACADEMIC VOCABULARY**  
**established**  
created, or brought into being



## Toward the Final Solution

When Hitler came to power, Europe was home to 9 million Jews. Few of these people lived under German control. That changed with the outbreak of World War II. As Hitler's armies blazed across Europe, many European Jews came under the control of the Nazi SS. This was the feared police and military force that carried out terror activities for the Nazis. SS treatment of the Jews was overwhelmingly brutal. In the words of one SS leader, the goal was to "incarcerate [jail] or annihilate" the Jews.

**Concentration camps and ghettos** The first concentration camps were created in Germany before the start of World War II. These were basically prisons for Jews and others who were considered enemies of Hitler's regime. After the outbreak of World War II, the Nazis established many more camps to hold Jews from the countries that Germany had invaded and occupied. Camps were also set up to house prisoners of war.

As German forces took control of an area, they would arrest the Jews living there. The local population sometimes helped shelter their Jewish neighbors. *The Diary of Anne Frank* is a famous book that tells the story of a young Jewish girl living in the Netherlands whose family hid successfully for two years with the help of neighbors. Like many Jews in German-occupied lands, the Franks were eventually discovered and sent to concentration camps.

Conditions in the Nazi camps were horrific. Inmates received little food and were often forced to perform grueling labor. This combination of overwork and starvation was deliberately designed to kill. Punishment for even the most minor offenses was swift, sure, and deadly. In short, there were many ways to die in a concentration camp. Yet as you will read, the Nazis had only just begun to develop their ghastly killing methods.

Another tactic used by the Nazis to control and punish Jews was to establish **ghettos**. These are neighborhoods in a city to which a group of people are confined. As in the concentration camps, life in a Jewish ghetto was desperate. Walls or fences kept Jews inside. Those trying to get out were shot. Food was scarce. Diseases spread quickly in the crowded conditions, and many Jews fell ill.

The worst ghetto was in Warsaw, Poland. There, a half-million Jews were crammed into an area less than 1.5 miles square. They lived on a daily ration of thin soup and a slice of bread. In 1941 alone, 43,000 died of hunger. Recalled one survivor, "Every day was men with hand wagons picking up the dead ones from the corners who died of hunger or cold."

In 1943, most of the ghetto residents were sent off to Treblinka, a concentration camp. Those who remained decided to fight back. A group called the Jewish Fighting Organization attacked the Germans with crude weapons. For many Jews it was a proud moment.

### HISTORY'S VOICES

“For the first time since the occupation, we saw Germans clinging to walls, crawling on the ground, running for cover, hesitating before taking a step in the fear of being hit by a Jewish bullet.”

—Tuvia Borzykowski, recorded in *The Second World War: A Complete History*, by Martin Gilbert

The Warsaw uprising lasted nearly a month. In the end, however, it was crushed. The residents were killed or shipped to concentration camps, where most would die.

**The Final Solution** From the first days of World War II, instances of Nazi mass-killings of Jews and other civilians occurred. In many Polish towns, German soldiers rounded up Jews and shot them on the spot. In Bedzin, soldiers forced several hundred Jews into the local synagogue, or Jewish house of worship, and set it on fire. Stories such as these were repeated across Poland.

The German invasion of the Soviet Union in 1941 raised the killing of Jews to a new level. Now Hitler called for the total destruction of all of Europe's Jews. What he proposed—the killing of an entire people—is called **genocide**. At first, the bloody work was carried out by mobile killing units—*Einsatzgruppen* (EYEN-sahtz-GROOP-uhn). In one incident in the fall of 1941, over 33,000 people were massacred in two days. The bodies were piled into a ravine at Babi Yar, near the Ukrainian city of Kiev.

As bloody as the work of the *Einsatzgruppen* was, Nazi leaders were not satisfied. For them, the killing was not going quickly enough. It was also proving difficult on the men who performed it. Thus, Nazi officials adopted a plan known as the **Final Solution**. This involved



# THE HOLOCAUST, 1939–1945



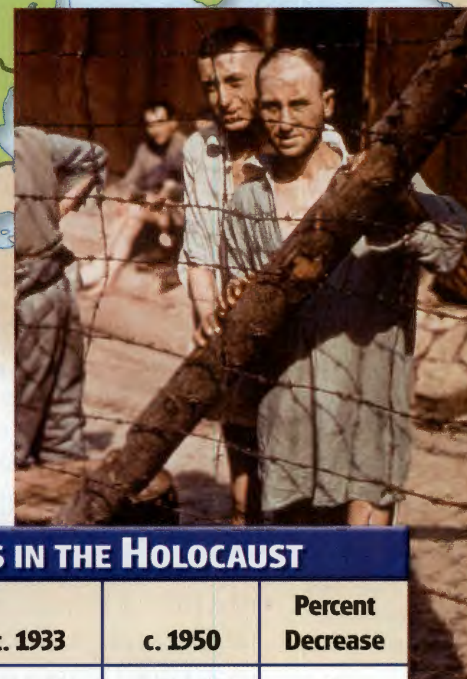
## GEOGRAPHY SKILLS

### INTERPRETING MAPS

The Nazis expanded the number of camps as their conquests brought more Jews under their control.

- 1. Place** Which country had the greatest number of camps?
- 2. Location** Why do you think the Nazis built so many camps there?

See **Skills Handbook**, p. H20



the establishment of six new camps. These were to be extermination camps for the widespread murder of Jews. Unlike the concentration camps you read about earlier, nearly all inmates at the extermination camps were murdered upon their arrival. The method of killing was by exposure to poison gas in specially built gas chambers. Inmates might also be selected for cruel medical experiments, which often ended in death. Some were also forced to perform labor.

Some 3 million Jews died in Nazi extermination camps. Another 3 million died at Nazi hands by other means. Nazis murdered men, women, and children alike. Wrote Nazi leader Heinrich Himmler, “I did not feel justified in exterminating the men... while allowing the avengers, in the form of their children, to grow up.”

In addition to the Jews, the Nazi death machine killed about 5 million others. Among these victims were prisoners of war, disabled people, and the Romany, an ethnic group also known as Gypsies.

## READING CHECK

### Identifying the Main Idea

What was the purpose of the Final Solution?

## JEWISH LOSSES IN THE HOLOCAUST

	c. 1933	c. 1950	Percent Decrease
<b>Europe</b>	9,500,000	3,500,000	63
<b>Selected Countries</b>			
Poland	3,000,000	45,000	98.5
Romania	980,000	28,000	97
Germany	565,000	37,000	93.5
Hungary	445,000	155,000	65
Czechoslovakia	357,000	17,000	95
Austria	250,000	18,000	93
Greece	100,000	7,000	93
Yugoslavia	70,000	3,500	95
Bulgaria	50,000	6,500	87

Source: United States Holocaust Memorial Museum



## Concentration Camp Liberation

As the Allied forces pushed westward across Europe, they came upon the concentration camps that held victims of the Holocaust. Many of the survivors were barely alive. Gerda Weissman was a Jewish prisoner in a Czechoslovakian camp. She recalled the day that American soldiers liberated her camp.

**Skills  
FOCUS**

### READING LIKE A HISTORIAN

- Analyzing Primary Sources** Why was Gerda Weissman so surprised by the soldier's question?
- Drawing Conclusions** What did Weissman mean when she said the soldier's gesture "restored me to humanity"?

See **Skills Handbook**, pp. H28–H29

"All of a sudden I saw a strange car coming down the hill, no longer green, not bearing the swastika, but a white star. It was sort of a mud-splattered vehicle but I've never seen a star brighter in my life. And two men sort of jumped out, came running toward us and one came toward where I stood. He was wearing battle gear... I would say it was the greatest hour of my life. And then he asked an incredible question. He said, 'May I see the other ladies?' You know, what... what we have been addressed for six years and then to hear this man. He looked to me like a young god... He held the door open for me and let me precede him and in that gesture restored me to humanity."

## The American Response

### THE IMPACT TODAY

#### Government

American leaders continue to face pressure to help populations under attack by their own governments. In the early 2000s, the United States worked to end what was seen as a government-supported effort to destroy the population in Darfur, a region of the African nation of Sudan.

In the 1930s American immigration rules limited the number of Jews who could move to the United States. Although many Americans had read of Kristallnacht and knew about Hitler's policies toward the Jews, they were unwilling to allow large numbers of foreign workers enter the United States during a time when jobs were already scarce. At the time, few truly understood that millions of lives were at stake.

The start of the war eventually brought an end to the economic problems facing American workers, but it did not change American feelings about immigration. That began to change in 1942, when American officials started to learn the horrifying details of what was taking place in Europe. The head of a major Jewish organization in Switzerland told American officials what he had heard about Hitler's Final Solution. The Americans were doubtful at first. One official wrote to another, "The report has earmarks of war rumor inspired by fear." Soon, however, the reality began to sink in.

The fate of Europe's Jews was just one of many issues that preoccupied the United States and its leaders. As you have read, 1943 was a year of difficult fighting in Italy and a

time for planning the D-Day invasion. The United States was also fighting hard in the Pacific. These were vital steps in the effort to defeat Hitler and the Axis Powers, which, some argued, might help save millions of lives.

It was not until January 1944 that President Roosevelt announced the creation of the **War Refugee Board**. This organization was told to "take all measures to rescue victims of enemy oppression in imminent [immediate] danger of death." Through the board, the United States was able to help 200,000 Jews who might otherwise have fallen into the hands of the Nazis.

**Liberating the Nazi camps** As you have read, Allied forces in 1942 started to push back the German advances gained in the beginning of the war. The Soviets made the greatest early progress. In 1944 Soviet troops began to discover some of the Nazi camps that had been set up to house and kill Jews in Poland. In early 1945, they reached the huge extermination camp at Auschwitz. Their reports of the conditions at these camps finally gave the American people proof of Hitler's terrible plan.

American and British forces also encountered death camps. In April 1945 American soldiers came upon several, including the camp



at Buchenwald. This was one of the first and largest concentration camps established in Germany. During its existence, some 240,000 prisoners spent time at the camp. Of those, at least 43,000 died. Another 10,000 were shipped elsewhere to be killed.

The Nazis had abandoned Buchenwald shortly before the Americans arrived. Many of the camp's prisoners, however, remained behind. The scenes were appalling. The bodies of victims lay in piles throughout the camp. Many of the survivors were themselves barely alive. One American soldier who was among the first to enter the camp recalled, "They were just one step from their last breath. They weren't able to feel happy. They were so skinny—just skin and bones." Many of these rescued victims were so ill that they could not be saved. At the Bergen-Belsen concentration camp, 13,000 inmates died after they were set free by the British.

Some of the inmates were strong enough to celebrate their freedom. At Dachau, surviving inmates broke out of their prison to meet the approaching American tanks. "Everybody was running—everybody who could run," recalled one survivor. "It looked like somebody from heaven came." Yet within the camp fences was the same horror—the piles of bodies and a great many starving inmates.

#### HISTORY'S VOICES

"I was a hardened soldier. I had been in combat since 1944, and I had seen death and destruction that was unparalleled in modern times. But this—there are no words to describe this."

—Reid Draffen, recorded in *War Stories*, by Elizabeth Mullener

**The Nuremberg trials** Following World War II, many Nazis faced trial for their roles in what is now called the **Holocaust**—the genocidal campaign against the Jews during World War II. The court, located at Nuremberg, Germany, was called the International Military Tribunal. It was organized by the United States, Great Britain, France, and the Soviet Union.

A total of twenty two Nazis were tried for war crimes. Included were some of the leading Nazis, such as **Hermann Göring** (GEH-ring). Twelve were sentenced to die. Several others served long prison terms.

After Nuremberg, several Nazis have been captured and tried in different courts, including in Israel. These trials demonstrate the commitment of people around the world to remember the Holocaust and the millions of victims of Nazi brutality during World War II.

**READING CHECK Summarizing** How did the United States respond to the reports that the Nazis were attempting to kill all of Europe's Jews?

#### THE IMPACT TODAY

**Government** After World War II, many surviving European Jews were sent to displaced persons' camps. Many made their way to Palestine, where in the late 1940s they took part in the creation of the Jewish nation of Israel.

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SE7 HP14

HSS 11.7.4, 11.7.5

### Reviewing Ideas, Terms, and People

- a. Recall** What term describes Hitler's racist attitudes toward the Jews?

**b. Explain** Why do you think the German people supported Hitler's anti-Semitic attitudes?

**c. Evaluate** Why do you think observers of events in Germany did not do more to help Germany's Jews?
- a. Define** Write brief definitions of the following terms: ghetto, Final Solution

**b. Make Generalizations** What was the experience of Jews living in territories conquered by the Germans?

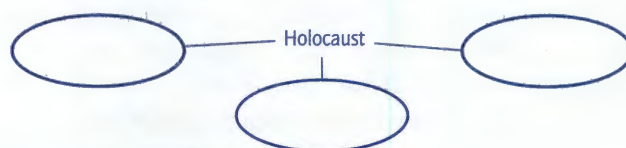
**c. Develop** How can you explain the participation of so many Germans in the campaign to destroy the Jews?
- a. Identify** What was the significance of the War Refugee Board?

**b. Make Inferences** Why did it take the United States so long to offer direct help to Europe's Jews?

**c. Evaluate** Do you think that the best way to help Europe's Jews was to defeat Hitler as quickly as possible? Or should the United States have taken a different approach? Explain.

### Critical Thinking

- 4. Identifying Supporting Details** Copy the chart below and use information from the section to find supporting details for the main idea given.



### FOCUS ON SPEAKING

ELA W1.1, 1.3

- 5. Persuasive** Could the United States have done more to prevent the Holocaust? Write a persuasive speech in which you present your position.



# American Literature

ELIE WIESEL (1928– )

**About the Reading** Elie Wiesel was born in the small town of Sighet, Romania, in 1928. In 1944 the Nazis began deporting Jewish families from his hometown. In his autobiography, *Night* (1958), he recounts his experiences during his time in Nazi concentration camps. Wiesel became an American citizen in 1963. In this excerpt from *Night*, he describes his journey by train to the camp in Auschwitz, Poland.

**AS YOU READ** Think about the reasons why we study the Holocaust today.

Excerpt from

## *Night*

by Elie Wiesel

Pressed up against the others in an effort to keep out the cold, head empty and heavy at the same time, brain a whirlpool of decaying memories. Indifference deadened the spirit. Here or elsewhere—what difference did it make? To die today or tomorrow, or later? The night was long and never ending.

When at last a gray glimmer of light appeared on the horizon, it revealed a tangle of human shapes, heads sunk upon shoulders, crouched, piled one on top of the other, like a field of dust-covered tombstones in the first light of the dawn. I tried to distinguish those who were still alive from those who had gone. But there was no difference. My gaze was held for a long time by one who lay with his eyes open, staring into the void. His livid face was covered with a layer of frost and snow.

My father huddled near me, wrapped in his blanket, his shoulders covered with snow. And was he dead, too? I called him. No answer. I would have cried out if I could have done so. He did not move.

My mind was invaded suddenly by this realization—there was no more reason to live, no more reason to struggle. The train stopped in the middle of a deserted field. The suddenness of the halt woke some of those who were asleep. They straightened themselves up, throwing startled looks around them.

Outside, the SS went by, shouting:



Survivors at Buchenwald after their liberation in 1945. Elie Wiesel is on the second bunk from the bottom, seventh from the left.

“Throw out all the dead! All corpses outside!”

The living rejoiced. There would be more room. Volunteers set to work. They felt those who were still crouching.

“Here’s one! Take him!”

They undressed him, the survivors avidly sharing out his clothes, then two “gravediggers” took him, one by the head and one by the feet, and threw him out of the wagon like a sack of flour.

From all directions came cries:

“Come on! Here’s one! This man next to me. He doesn’t move.”

**Skills Focus**

HSS 11.7.5, ELA R3.5

**READING LIKE A HISTORIAN**

**Literature as Historical Evidence** How does the personal testimony of survivors such as Wiesel help us understand the Holocaust?

See **Skills Handbook**, p. H32



# The War in the Pacific

## BEFORE YOU READ

### MAIN IDEA

After early defeats in the Pacific, the United States gained the upper hand and began to fight its way island by island to Japan.

### READING FOCUS

1. Why did the Allies experience a slow start in the Pacific?
2. How did the Allies bring about a shift in their fortunes in the Pacific?
3. What were the major events that marked Allied progress in the late stages of the Pacific war?

### KEY TERMS AND PEOPLE

Douglas MacArthur  
Bataan Death March  
James Doolittle  
Chester Nimitz  
Battle of Midway  
code talker  
kamikaze  
Battle of Iwo Jima  
Battle of Okinawa



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

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

### THE INSIDE STORY

*Why was it so hard to capture a*

*tiny island?* Iwo Jima lies 750 miles south of Japan. It is a small island of rock and sand, covering barely eight square miles. Yet during World War II over 100,000 soldiers fought for a month to capture this tiny scrap of land. It was some of the heaviest fighting of the war.

On February 19, 1945, the U.S. Marines stormed the beaches of Iwo Jima (EE-woh-JEE-muh). They made easy targets for the Japanese, who had dug miles of tunnels and built dozens of hidden concrete bunkers throughout the island. From these hiding places they could pick off American troops without being exposed.

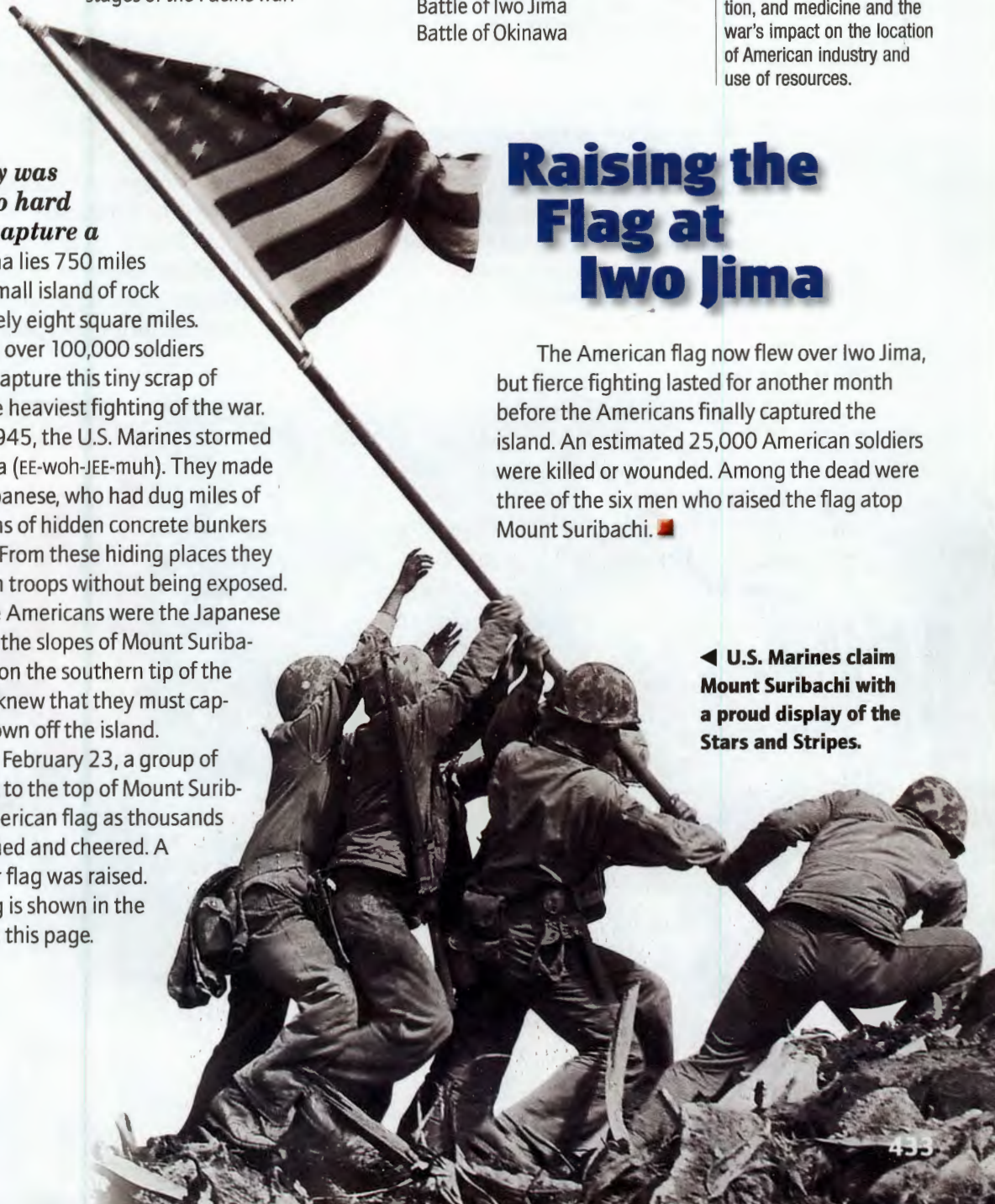
Also deadly for the Americans were the Japanese guns mounted high on the slopes of Mount Suribachi, an extinct volcano on the southern tip of the island. The Americans knew that they must capture Suribachi or be blown off the island.

On the morning of February 23, a group of Marines finally made it to the top of Mount Suribachi and raised the American flag as thousands of soldiers below watched and cheered. A few hours later a larger flag was raised. This second flag raising is shown in the famous photograph on this page.

## Raising the Flag at Iwo Jima

The American flag now flew over Iwo Jima, but fierce fighting lasted for another month before the Americans finally captured the island. An estimated 25,000 American soldiers were killed or wounded. Among the dead were three of the six men who raised the flag atop Mount Suribachi. ■

◀ **U.S. Marines claim Mount Suribachi with a proud display of the Stars and Stripes.**





## A Slow Start for the Allies

The attack on Pearl Harbor had been a tremendous success for the Japanese. They had dealt a blow to the U.S. Pacific Fleet that would take months to overcome. The damage to American sea power—combined with the Allies' decision to focus their energy and resources on defeating the Axis in Europe—would for a time limit the ability of the United States to strike back at the Japanese.

Pearl Harbor also had an enormous emotional impact. For the Japanese, it provided a major boost to national pride and encouraged them to continue their assault. For Americans, it inspired a firm resolve to fight. Some Japanese leaders seemed to sense the dual danger of Japanese confidence and American anger.

### HISTORY'S VOICES

“The fact that we have had a small success at Pearl Harbor is nothing . . . Personally, I do not think it is a good thing to whip up propaganda to encourage the nation. People should think things over and realize how serious the situation is.”

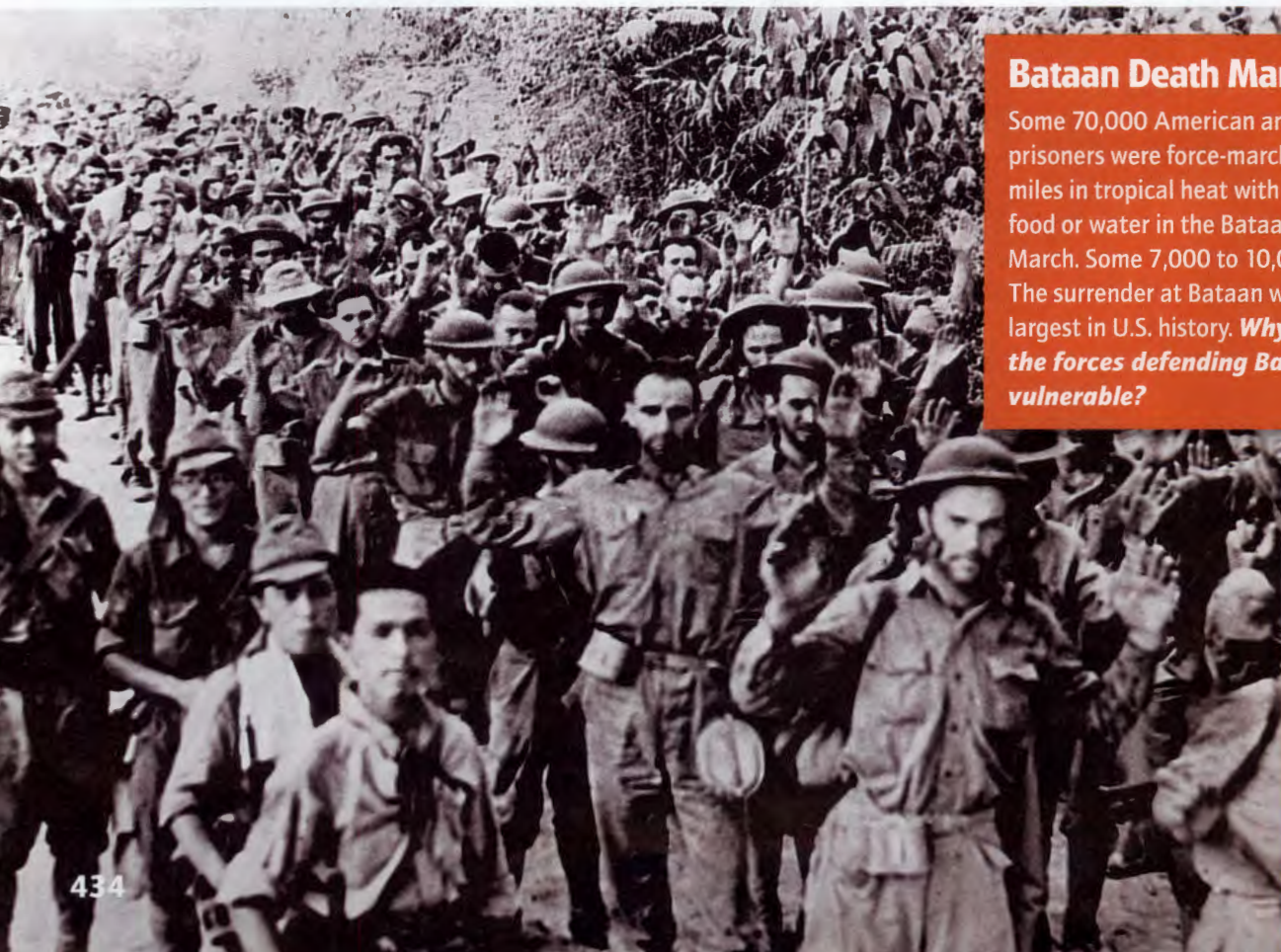
—Japanese admiral Isoroku Yamamoto,  
quoted in *The Second World War: Asia and the Pacific*,  
Thomas E. Griess, Ed.

**Japanese advances** In the early days of the war, the Japanese saw little reason to heed Admiral Yamamoto's warning. After all, following Pearl Harbor, Japanese forces won a quick string of impressive victories. In late 1941 they drove American forces from Wake Island and Guam. Elsewhere, they captured the British stronghold at Hong Kong. Then they launched a campaign against the British base at Singapore. The British had believed that this mighty fortress would never fall to invaders. It took the Japanese just two weeks to capture it. In the process, they handed the British what Winston Churchill called “the greatest disaster and capitulation [surrender] in British history.”

At the same time, other Japanese forces were easily taking control of the Dutch East Indies (today known as Indonesia) and British Borneo. In the Battle of Java Sea, they caused much damage to the Allied navies. The Japanese also conquered British-controlled Burma as well as a number of key positions in the South Pacific. In this way, they gained control of rich oil reserves, which were vital to their military plans. They also established strategic bases for future operations.

## Bataan Death March

Some 70,000 American and Filipino prisoners were force-marched 63 miles in tropical heat with little food or water in the Bataan Death March. Some 7,000 to 10,000 died. The surrender at Bataan was the largest in U.S. history. **Why were the forces defending Bataan so vulnerable?**





The Allies were stunned by the rapid success of the Japanese military in the months after Pearl Harbor. They had not realized that Japanese soldiers were so highly skilled and well trained. The Japanese military also had excellent equipment. For example, Japanese fighter aircraft were as good as—or better than—anything the Allies could produce. Japanese ships and torpedoes were also of high quality. These factors gave the Japanese an important advantage early in the war.

The British were the first to discover the true strength of Japan's military in Hong Kong, Singapore, and Burma. American soldiers were about to learn the same lesson.

**The Philippines** Japan's attacks on Hong Kong, Singapore, the Dutch East Indies, and Burma were part of a large offensive that had one other major target: the American-controlled islands of the Philippines. General **Douglas MacArthur** led the defense of that island chain. He commanded a small force of Americans, plus a number of poorly trained and equipped Filipino soldiers. In fact, MacArthur's troops were no match for the Japanese invaders, who came ashore in December 1941.

As the Japanese gained ground, MacArthur planned a retreat to the Bataan Peninsula. There he hoped to hold off the Japanese for as long as possible. Simply getting his troops into this defensive position, however, took hard fighting and brilliant leadership. Once there, the soldiers found that food, medicine, and other supplies were terribly short. MacArthur urged Allied officials to send ships to help relieve his starving troops. War planners, however, decided that such a move was too risky. As Secretary of War Henry Stimson grimly noted, "There are times when men have to die."

MacArthur and his forces fought on bravely. Soon, however, illness and hunger began to take their toll. In March 1942 MacArthur was ordered to leave his men. He did so reluctantly, promising, "I shall return." Less than a month later, 10,000 American and 60,000 Filipino troops on Bataan surrendered.

The fighting was over, but the suffering of the soldiers was just beginning. For five days and nights, the Japanese forced the already starving and sick soldiers to march through the steaming forests of Bataan. Those who dropped out of line were beaten or shot. Those

## FACES OF HISTORY

**James DOOLITTLE**  
1896–1993



James Doolittle left college to join the army when the United States entered World War I. He became an expert pilot and flight instructor.

After the war he tested and raced aircraft for the Army Air Corps.

Doolittle left the army in 1930 to work as an aviation consultant, but he returned to active duty when World War II began. He led air operations throughout the war, including a courageous bombing attack on Japan in 1942, immortalized in the famous movie *Thirty Seconds Over Tokyo*. The raid was the first attack on the Japanese mainland during the war. Doolittle later commanded bombing raids on Germany, which helped lead to the end of the war in Europe.

**Make Inferences** Why do you think Doolittle returned to active duty when World War II began?

who fell were left for dead. The Japanese provided little food or water. Thousands of soldiers perished on this so-called **Bataan Death March**. Those who completed this terrible journey did not fare much better. In the Japanese prison camp, lack of food and medicine claimed hundreds more American and Filipino lives.

### READING CHECK

### Drawing Conclusions

Why did the Allies experience a slow start in the war in the Pacific?

## Fortunes Shift in the Pacific

The loss of the Philippines was a low point for the United States in the Pacific war. Days later, however, Americans finally got some good news. On April 18, 1942, Army Lieutenant Colonel **James Doolittle** led a group of 16 American bombers on a daring air raid of Tokyo and several other Japanese cities. The airplanes had been launched from an aircraft carrier several hundred miles off the coast of Japan.

Doolittle's raid, as the event came to be known, did not do major damage to the Japanese targets. It did, however, have some significant effects. One was to finally give the American people something to celebrate. The other effect was to worry and anger Japan's leaders. Their outrage—and their concern about future attacks—would cloud their judgment and lead to major military mistakes in the months ahead.



**The Battle of Coral Sea** Americans got something else to cheer about in May 1942, when news reached home about the Battle of Coral Sea. This battle featured the one part of the Pacific fleet that had not been badly damaged at Pearl Harbor—the aircraft carriers.

The Battle of Coral Sea took place as Japanese forces were preparing to invade the British controlled Port Moresby on the island of New Guinea. To prevent this attack, U.S. Admiral **Chester Nimitz** sent two aircraft carriers on the attack. In the battle that followed, the American and Japanese navies both suffered damage. For the Americans, this included the loss of an aircraft carrier and several dozen aircraft. Yet they had stopped the Japanese attack. For the first time, the Japanese advance had been halted.

**The Battle of Midway** As you have read, Doolittle's raid had troubled Japan's leaders. They were determined to stop any future attacks on the Japanese mainland. To do this, they knew they had to destroy what remained of the United States naval power.

Japanese military planners decided to try to lure the Americans into a large sea battle. The first step would be to attack the American-held Midway Island, which sat in the middle of the Pacific Ocean. They hoped the attack would pull the American fleet into the area. Then the Japanese could destroy it.

The Japanese had a large advantage in the number of ships and carriers they could bring to the battle. The Americans, however, had one great advantage. Naval intelligence officers had broken a Japanese code and learned about the plans for attacking Midway. Americans knew the date for the planned attack—June 3, 1942. They also knew the direction from which the Japanese ships would approach.

The Americans also benefited from the carelessness of Japanese war planners. These planners had recognized possible flaws in their plan. Yet they chose to ignore them. It seemed as though their recent success had led them to believe they could not be defeated.

They were wrong. Using his advance knowledge of Japanese plans, Admiral Nimitz placed his three available aircraft carriers carefully. His goal was to stop a Japanese landing at Midway and to avoid contact with the larger Japanese fleet.

Nimitz's plan worked perfectly. Just as he had expected, the Japanese launched their attack in the early morning hours of June 4, 1942. The first stage was an air attack, meant to prepare Midway Island for a future landing by Japanese forces. The attacking Japanese planes took off from a group of four aircraft carriers that were leading the assault on Midway. American air defenses were waiting and managed to fight off the air raid.

The surviving Japanese planes raced back to their carriers to refuel and rearm. They were followed by American aircraft. The Japanese desperately fought off dozens of American bombers. Finally, several planes from the USS *Enterprise* broke through the Japanese defenses.

#### HISTORY'S VOICES

“The terrifying scream of the dive bombers reached me first, followed by the crashing of a direct hit. There was a blinding flash and then a second explosion, much louder than the first... I watched the fires spread, and I was terrified at the prospect of induced explosions, which would surely doom the ship.”

—Mitsuo Fuchido, quoted in *The Pacific War*,  
by John Costello

The American bombs severely damaged three of the four carriers. The decks of these ships had been cluttered with returning planes, bombs and torpedoes, and fuel, which blew up in the American attack. As Fuchido had predicted, these fires and explosions destroyed all three ships. American aircraft later destroyed the fourth carrier in this group.

During the battle, Japanese planes did manage to destroy one of the American carriers, the USS *Yorktown*. Nimitz, however, had placed the rest of his ships perfectly. The surviving ships of the Japanese battle fleet were too far away to threaten them. As the **Battle of Midway** ended, it was clear the Americans had won a tremendous victory.





The plan to invade Midway had been stopped, and Japan's navy had suffered a terrible blow. Japan's once great advantage on the seas no longer existed.

**READING CHECK** **Sequencing** What events helped shift the Americans' fortunes in the Pacific?

## The Allies Make Progress

The Battle of Midway had changed the entire balance of power in the Pacific. Japanese naval power, which had been a key to its early success, was greatly reduced. Now on a more equal footing with the Japanese, the Americans began to make plans of their own in the Pacific.

**Guadalcanal** A first step was to win control of territory in the Solomon Islands. The Japanese had moved into these islands in the spring of 1942. This threatened nearby Australia, which was fighting alongside the Allies in the Pacific. An Allied presence in the Solomons would help protect Australia. It would also provide a base for further efforts to push back the Japanese.

A key goal in the Solomons was the capture of an island called Guadalcanal (GWAHD-uhl-KUH-NAL). The Japanese had nearly completed an airfield there, making it a tempting target. The rest of the island, however, offered little. It was covered by swamps and dense jungles. Daytime temperatures regularly reached into the 90s. Millions of disease-carrying insects filled the air. It was a miserable place to fight.

In spite of this, American forces came ashore on Guadalcanal in August 1942. For the next six months, they fought in bloody combat with Japanese forces. The battle took place on land, at sea, and in the air. Each side won small victories until finally, in February 1943, Japanese forces fled the island. It was a key moment in the war. "Before that," recalled one soldier, "we weren't looking for the Japanese, they were looking for us. . . . But from there on out, the Japanese were on the run."

**The Allies press on** The Allied victory at Guadalcanal set a pattern that was repeated in the coming months. The Allies would use a powerful combination of land, sea, and air forces to capture key islands. These would then

## The American Victory at the Battle of Midway



*Devastator* torpedo bombers lie in wait for the Japanese fleet aboard the USS *Enterprise* (left). Above, a Japanese battle cruiser is destroyed by a hail of American bombs. After Midway, the *Enterprise* received the first Presidential Unit Citation ever awarded to a carrier, the Navy Unit Commendation, and 20 battle stars.



# WORLD WAR II IN THE PACIFIC, 1942–1945



**Battle of Okinawa, April–June 1945**  
Another battle, after which some Allied leaders concluded that invading Japan might cost a million lives.

**Battle of Iwo Jima, Feb.–March 1945**  
Battle in which the Allies fought to gain control of an island from which they could more easily bomb Japan.

**Battle of Leyte Gulf, Oct. 1944**  
Major sea battle featuring nearly 300 ships in which Allies virtually destroyed Japan's navy.

**Battle of Guadalcanal, Aug. 1942–Feb. 1943**  
Allies go on the attack for the first time and gain ground on the Japanese.

**GEOGRAPHY SKILLS INTERPRETING MAPS**

go.hrw.com  
**Interactive Map**  
Keyword: SE7 CH14

**1. Location** Why did the United States want to control Iwo Jima and Okinawa?

**2. Movement** Describe U.S. strategy in the Pacific as shown on this map. What role did the tiny Pacific islands play?

See **Skills Handbook**, p. H20

become the stepping-stones for future military actions. The Allies focused on Japanese weak spots and simply skipped over strongholds. In this way, the Allies made steady progress in the Southwest Pacific in 1943. In 1944 the Allies captured locations in the Gilbert, Marshall, Caroline, and Mariana islands. You can trace this progress in the map above.

The Allies also began to take advantage of America's tremendous industrial power. The fighting in the Pacific was extremely costly, and both sides lost dozens of ships and thousands of aircraft. These were losses the Japanese were unable to replace. Busy American factories, meanwhile, produced planes and ships at an amazing rate.



American fighters in the Pacific also benefited from Allied gains in Europe. Early in the war, Allied leaders had followed the strategy of focusing their efforts on Europe first. This cut down on the numbers of soldiers, sailors, and supplies available for the Pacific war. Then the Soviets began to push back German advances, and the Allies made gains in North Africa, Italy, and France. This allowed Allied war planners to send more resources to the Pacific.

American ingenuity and diversity also played a role in the Allied success. One example was the hundreds of Native Americans of the Navajo nation who served in the Marines as **code talkers**. Their main job was translating messages into a coded version of the Navajo language. This unwritten language is so complex that the Japanese code-breakers were never able to figure it out. Navajo code talkers could quickly and accurately transmit vital information about troop movements, enemy positions, and more. Their contributions helped the Allies win many major battles.

**Back to the Philippines** Ever since leaving the Philippines in early 1942, General MacArthur had looked forward to the day when he could fulfill his promise to return. By the middle of 1944, that day was at hand. Allied forces had fought to within striking distance of the Philippines. After much planning, MacArthur was ready to attack.

The first major action took place on the seas—the Battle of Leyte (LAY-tee) Gulf. Here nearly 300 ships took part in the largest naval battle ever fought. By this time, the Allies held a huge advantage in numbers of ships. When the battle was over, the Japanese had lost four carriers, three battleships, and a number of other vessels. What little was left of their fleet would play no major role in the rest of the war.

The Battle of Leyte Gulf also saw the first major use of a new Japanese weapon—the **kamikaze** attack. The term *kamikaze* is a Japanese word meaning “divine wind.” It refers to a famous event in Japanese history—a sudden storm that drove off a fleet preparing to invade Japan in the 1200s. In World War II, however, a kamikaze was a pilot who loaded his aircraft with bombs and deliberately crashed it into an enemy ship. It was understood that the attack would lead to the death of the pilot. As a Japanese admiral explained, such tactics were “the only way of assuring our meager strength will be effective to the maximum degree.” The kamikaze attacks did not change the outcome of the Battle of Leyte Gulf, but the Allies would come to fear these suicidal attacks.

In late October 1944, MacArthur waded ashore to fulfill his promise to return to the Philippines. It would take his soldiers many more months of tough fighting to gain full control of the islands.

**ACADEMIC VOCABULARY**  
**strategy** plan of action

**THE IMPACT TODAY**

**Recent Scholarship**  
The work of the Navajo code talkers was kept secret for years. It was not until recently that they received public recognition. In 2001 the 29 original code talkers received the Congressional Gold Medal for their service.

## Linking TO Today

### Return to Iwo Jima

Iwo Jima was one of the bloodiest battles of the war in the Pacific. On the 60th anniversary of the battle, it was the site of a reunion of former enemies.

After the month-long battle in early 1945, nearly 7,000 Americans had been killed, along with three times as many Japanese fighters. Around 1,000 Japanese soldiers were captured.

In 2005 American and Japanese veterans returned to Iwo Jima to remember the battle and show how the world has changed. Following World

War II, Japan and the United States became close allies. The two nations have a strong trade relationship and work together on international issues.

“Today, 60 years after the battle of Iwo Jima, it gives me deep awe to see Japan and the United States cooperate in fighting terrorism,” said Yoshitaka Shinda, whose grandfather was the island’s last Japanese commander.

**Drawing Conclusions** Would Yoshitaka Shinda’s grandfather agree with his statement? Explain.



Honoring the war dead on the 60th anniversary of the Battle of Iwo Jima



**Iwo Jima and Okinawa** Beginning in late 1944 the massive new American B-29 bomber began making regular raids on Japanese cities. Allied bombers dropped many tons of explosives on Tokyo and other centers.

In order to provide a better base from which to launch these raids, American forces set out in February 1945 to capture Iwo Jima. This tiny volcanic island lay some 750 miles south of Tokyo, the capital of Japan. The island's rugged terrain was heavily guarded by Japanese soldiers. American troops greatly outnumbered the defenders. For the first time in the war, however, the Japanese troops were fighting for land that was actually part of Japan. Hidden in caves and tunnels and protected by concrete bunkers, they fought ferociously.

Early in the **Battle of Iwo Jima**, marines managed to capture the island's tallest point, Mount Suribachi. You read about this moment earlier in this section. Some Americans thought that the capture of Mount Suribachi meant that the battle was over, but the Japanese troops refused to surrender. The fighting raged on for several more weeks. By the time it was over, nearly 7,000 Americans were dead and many more were wounded. More than 20,000 Japanese defenders had been on Iwo Jima when the Americans landed. All but a thousand of them fought to the death.

The next American target was Okinawa (OH-kee-NAH-wah). Only 350 miles from Japan, this island was to be the launching pad for the final invasion of Japan itself. First, however, it had to be captured. This would be the bloodiest task the Americans would face in the Pacific.

Allied troops invaded Okinawa on April 1, 1945. The Japanese forces retreated to the southern tip of the island to plan their response. Five days later, they attacked. The island of Okinawa was filled with caves and tunnels. Japanese soldiers used these skillfully to hide and to launch deadly assaults. Over 12,000 Americans died in the **Battle of Okinawa**, and thousands more were injured.

The Japanese lost a staggering 110,000 troops in the fighting. As on Iwo Jima, their willingness to fight on when death was certain filled the Americans with amazement—and dread. “I see no way to get them out,” noted one American general, “except to blast them out yard by yard.”

In spite of the terrible losses, the Americans finally gained control of the island in June 1945. As you will read, the lessons learned on Okinawa would have a major impact on the final days of the war.

**READING CHECK Summarizing** What factors allowed the Allies to advance in 1944 and 1945?

**SECTION 3 ASSESSMENT**

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Online Quiz

Keyword: SE7 HP14

**HSS 11.7.2, 11.7.6**

**Reviewing Ideas, Terms, and People**

1. **a. Recall** What events led up to the Bataan Death March?  
**b. Analyze** What were the key reasons for the early success of the Japanese?  
**c. Evaluate** How do you think the fighting in Europe may have affected events taking place in the Pacific?
2. **a. Identify** Describe the significance of the following people in World War II: James Doolittle, Chester Nimitz  
**b. Explain** What was the importance of the American victory at the **Battle of Midway**?  
**c. Predict** At **Iwo Jima** and **Okinawa**, Japanese troops refused to surrender even when facing certain defeat. How might this reluctance to give in affect the end of the war?
3. **a. Identify** Describe the significance of the following: code talkers, kamikaze  
**b. Make Generalizations** How would you describe the performance of the Japanese in the later battles of the war in the Pacific?

**c. Elaborate** What is your opinion about the actions of the kamikaze?

**Critical Thinking**

**4. Identifying Supporting Details** Copy the chart below and use information from the section to find supporting details for the main idea given.

Slow start	Fortunes shift	Progress

**FOCUS ON WRITING**

**ELA W1.1, 1.3**

**5. Persuasive** In the early years of the war, should the Allies have committed more resources to the fighting in the Pacific? Write a short essay in which you develop your position on the issue. Include references to events in Europe.



# The Home Front



**HSS 11.7.5** Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; and the roles of women in military production.

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

## BEFORE YOU READ

### MAIN IDEA

While millions of military men and women were serving in World War II, Americans on the home front were making contributions of their own.

### READING FOCUS

1. What sacrifices and struggles did Americans at home experience?
2. How did the U.S. government seek to win American support for the war?
3. What was Japanese internment?
4. How did World War II help expand the role of the government in the lives of the American people?

### KEY TERMS AND PEOPLE

rationing  
Ernie Pyle  
Bill Mauldin  
internment

## Gardening for Victory

### THE INSIDE STORY

*How did vegetable gardens help to win a war?* World War II placed huge demands on the United States. Not

only did millions of Americans serve in the armed forces, but people at home had to make do with less—including less food and less fuel for harvesting and transporting crops.

To help overcome these shortages and preserve precious resources for the military, Americans by the millions planted “victory gardens.” In small towns and large cities, any spare piece of land was likely to be used to grow food. People gardened on the rooftops of apartment buildings and in flower boxes outside their windows. School yards, ball fields, and vacant lots were plowed under. Government agencies and private businesses encouraged the effort with posters, seeds, and instructions for gardening.

Many victory gardens were small and humble but combined they produced big results. In 1943 the nation’s 20 million victory gardens yielded an astounding 8 million tons of produce. Grace Bracker’s Wisconsin garden was typical. She canned over 400 quarts of fruits and vegetables her first year—more than she and her family could eat.

Victory gardens also helped unite communities. Very young children and older men and women could all help in the preparation, planting, weeding, and harvesting of vegetables. Indeed, the victory gardens became a popular expression of patriotism. They helped Americans at home stay strong during the difficult days of the bloodiest war in human history. ■

► A few simple tools, some seed, some fertilizer, and a patriotic spirit were nearly all a person needed to grow a victory garden.





## Sacrifice and Struggle at Home

You have read about the amazing courage and sacrifice of the Allied soldiers, sailors, and pilots. By the millions, they risked life and limb so that others could enjoy freedom. Many spilled their blood so that others could live.

World War II, however, made demands of every American. The women, children, and men who remained in the United States played a key role in ensuring success overseas.

### HISTORY'S VOICES

“Not all of us can have the privilege of fighting our enemies in distant parts of the world ... But there is one front and one battle where everyone in the United States is in action. That front is right here at home.”

—Franklin D. Roosevelt, radio address, April 28, 1942

As you read earlier, millions of Americans made contributions to the war effort by taking jobs in factories or offices. In addition, life in the American home changed significantly as citizens of all ages did their part to help the cause of victory in Europe and the Pacific.

**Conserving food and other goods** Meeting the food needs of the military took top priority in the United States. The planting of victory gardens, which you read about in the “Inside Story,” was one way in which Americans filled these needs.

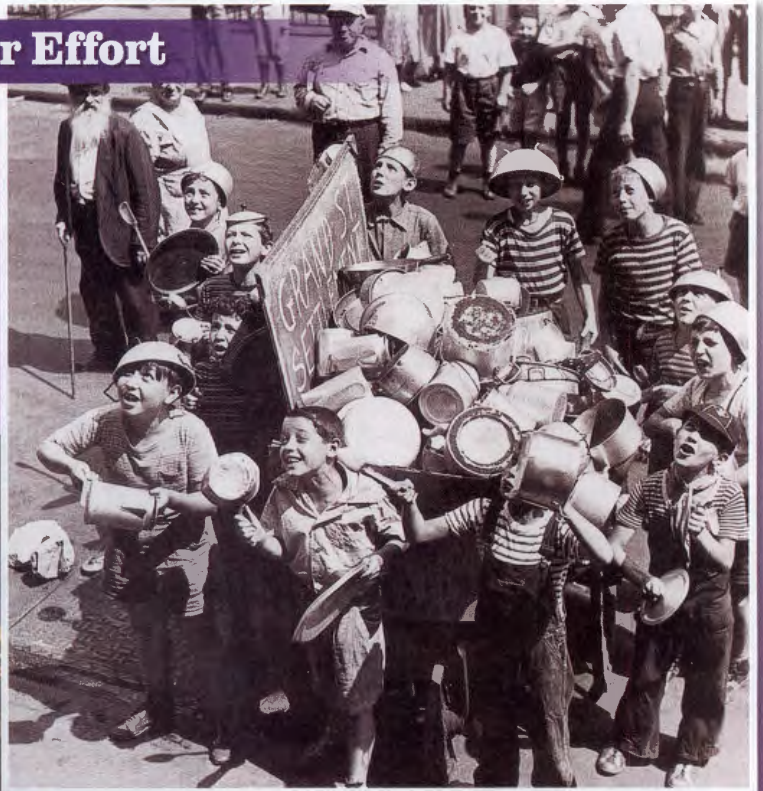
Victory gardens alone did not solve all the nation’s food needs. Some foods could not be produced in home gardens, and there was simply not enough of certain products to go around. As a result, the United States began rationing food shortly after the nation entered the war. **Rationing** means limiting the amount of a certain product each individual can get.

During the war, the government rationed products such as coffee, butter, sugar, and meat. Each member of the family received a ration book, which entitled that person to a certain amount of certain foods. Most people willingly accepted the system. Penalties for breaking the rationing rules could be severe.

The war effort also meant shortages of other materials, such as metal, glass, rubber, and gasoline. Gasoline was rationed. Americans helped meet the demand for other materials by holding scrap drives, in which citizens col-

## American Support for the War Effort

These children (right) drum up support for the war with a scrap metal drive. Communities enthusiastically responded to such drives by contributing everything from old pots and pans to the statues in their town squares. People also turned out for war bond rallies, such as this one at a navy shipyard in Chicago in 1944 (below). The promotional efforts of movie stars and artists helped sell war bonds to tens of millions of Americans.





lected waste material of all sorts that might be used in the war efforts. Empty tin cans, bits of rubber and glass—anything that could be useful was salvaged. Even women’s silk and nylon stockings were recycled to make parachutes.

Scrap drives provided a way for young Americans to help with the war effort. Scouts and other youth organizations helped lead the way in this important national effort.

**Investing in victory** Americans supported the war effort not just with their trash but also with their treasure. They did this by buying billions of dollars worth of war bonds. The money invested by millions of ordinary citizens helped pay for the vast quantities of shipping, aircraft, and other weaponry being produced in American factories.

Throughout the war, magazines and newspapers were filled with ads encouraging people to do their **civic** duty and support the war effort. Inspirational pictures and messages helped promote patriotism and self-sacrifice. “Our fighting forces will do their stuff,” promised one ad, “but we at home must do ours.”

The result of these appeals was amazing. By war’s end, 85 million Americans had purchased war bonds. This represented well over half of the entire population of the country. The total raised was nearly \$185 billion. This amount was twice what the entire federal government spent in the year 1945.

**Paying the personal price** Americans willingly put up with many hardships and made do without many comforts during the war. For many, the hardest part was dealing with the absence of loved ones.

#### HISTORY’S VOICES

“At first you feel abandoned and you feel angry because they took him when you needed him more at home ... [B]ut he went and he was doing his duty, and we figured that was part of our job to give our husband to the war effort and to do the best we could without him.”

—Jean Lechnir, quoted in *Women Remember the War*, Michael E. Stevens, Ed.

Across the country, families with loved ones in the service showed their sacrifice by displaying a flag with a blue star. If the service member was killed, the blue star was replaced with a gold one.

Families followed the news of the war with great interest. Millions of Americans read the newspaper columns of writer **Ernie Pyle**, who covered the war from the point of view of the men in the field. **Bill Mauldin**, whose cartoons featured two ordinary soldiers named Willie and Joe, also gave folks on the home front a soldier’s view of life in the army.

**READING CHECK** **Identifying Problems and Solutions** What were some of the sacrifices and struggles facing people on the home front?

## Winning American Support for the War

American leaders were well aware that public support for the war effort was vital to its success. In the words of one government publication of the time, “Each word an American utters either helps or hurts the war effort.” For this reason, the government made a great effort to shape public attitudes and beliefs.

This effort to win American support for the war effort began even before the United States entered the war. In January 1941, President Roosevelt gave a speech in which he observed that the challenge facing the world was a struggle for basic American values. By supporting its allies overseas, Roosevelt argued, the nation would be working to protect what he called the “four freedoms.” These were the freedom of speech, freedom of worship, freedom from want, and freedom from fear.

**The Office of War Information** When the United States officially entered the war, the federal government’s need to influence the thoughts, feelings, and actions of the public became even greater. In June 1942, the government created the Office of War Information (OWI). This agency was responsible for spreading propaganda, or information and ideas designed to promote a cause.

The OWI produced dozens of posters and films during the war. Many of these encouraged a positive vision of the United States and stressed positive actions. For example, many posters and films encouraged men to join the fighting forces and women to take jobs in war industries. Others encouraged positive goals, such as saving gasoline and working for racial

#### ACADEMIC VOCABULARY

**civic** public or community



harmony. Another famous poster series illustrated the four freedoms that Roosevelt had talked about. These featured paintings by the popular artist Norman Rockwell.

The OWI also issued stark warnings to the public about the dangers they faced. Drawings of Nazi or Japanese soldiers threatening small children were meant to inspire fear in Americans—and the desire to take action against the Axis nations. “We’re fighting to prevent this,” declared one headline. Below the words was a picture of a giant Nazi boot crushing a little white church.

Another technique was to show the harmful outcomes of improper actions and attitudes, such as talking about sensitive military information. “Someone talked!” accused a drowning American sailor in one poster, moments before he slipped beneath the waves. Films such as *Safeguarding Military Information* dramatized the same ideas.

**Hollywood helps out** Movies remained enormously popular during the war years. In the early 1940s, some 90 million Americans visited the movie theater each week. As a result, the nation’s film industry became a major producer of wartime propaganda.

In general, Hollywood was a willing helper in the war effort. The big movie studios made a series of patriotic films that featured soldiers and workers on the home front. To assist the studios, the OWI produced a guide called “The Government Information Manual for the Motion Picture.” This offered tips to ensure that Hollywood films helped promote what the government felt were the right attitudes about the war. The OWI also reviewed movie scripts for the proper messages.

Many leading movie stars devoted time and energy to the war cause. They helped sell war bonds and provided entertainment to the troops at home and overseas.

## PRIMARY SOURCES

### Propaganda Poster

Office of War Information propaganda posters used bold graphics and simple text to convey their messages. This poster was issued in 1943. It addressed a key priority: the need to safeguard sensitive war-related information when nearly everyone in society was involved in the war effort.

The hand with the swastika suggests that Nazi spies might be hidden in America.

The poster compares bits of information with puzzle pieces that, if combined, could reveal a damaging secret.



Skills  
FOCUS

#### READING LIKE A HISTORIAN

- 1. Interpreting Visuals** What is the hand doing, and why?
- 2. Drawing Conclusions** What is the main message of this poster?

See **Skills Handbook**, p. H12, H30



**The *Barnette* ruling** While most Americans willingly supported the war effort, the drive to influence public attitudes sometimes led to conflict. For example, in West Virginia, members of the Jehovah's Witness religious group challenged a law that required students in school to salute the American flag. The Jehovah's Witnesses felt that this requirement went against their religious teachings. In 1943 the Supreme Court of the United States agreed that Americans could not be forced to salute the flag. In *West Virginia Board of Education v. Barnette*, the Court wrote that "no official ... can prescribe [require] what shall be orthodox [standard or required belief] in politics, nationalism, religion or other matters of opinion."

#### READING CHECK

#### Identifying Supporting

**Details** What was the mission of the Office of War Information in influencing public opinion?

## Japanese Internment

After Pearl Harbor, government officials began to fear that people of German, Italian, and especially Japanese descent would help the enemy. Many Italians and Germans who had immigrated to the United States were forced to carry identification cards. Thousands were placed in prison camps. But the worst treatment was reserved for Japanese Americans.

**Executive Order 9066** Right after the bombing of Pearl Harbor, military officials began to investigate the Japanese American community for signs of spying or other illegal activity. They found no evidence of wrongdoing. In spite of this finding, General John L. DeWitt, the Army officer in charge of the western United States, still recommended that all people of Japanese background be removed from the West Coast. "The very fact that no sabotage or espionage has taken place," he warned, "is disturbing and confirming indication that such action will take place."

In response to warnings such as this, President Roosevelt issued Executive Order 9066 on February 19, 1942. This order gave the armed forces the power to establish military zones. It also gave them the power to force people or groups to leave these zones. The clear goal of the order was to remove people of Japanese heritage from the western United States.

The order affected all people of Japanese heritage living in the military zone. Within weeks of the order, soldiers were rounding up Japanese Americans in California, Washington, Oregon, and Arizona. Two-thirds of the 110,000 people affected were American citizens. Many had been born in the United States and had lived here for decades. No hearings or trials were conducted to determine if an individual posed a real threat. The only factor considered was the person's racial background. The Japanese Americans were told they would be taken to one of several camps somewhere in the West. There they would be forced to live for as long as the military decided it was necessary.

This forced relocation and confinement to the camps was called **internment**. It placed many hardships on Japanese Americans. They were allowed to bring only those belongings they could carry. Everything else—homes, businesses, and other property—had to be left behind or sold. Sometimes people were given just days to get rid of their property. As a result, they were forced to accept very low prices for their belongings or were unable to sell them at all. In this way, many Japanese Americans lost their homes and businesses. Confined to camps they were unable to work and pay off loans.

Life in the camps was hard. Many camps were located in barren desert areas with a harsh climate. Barbed wire and armed guards surrounded the facility. Families lived in cramped quarters with few furnishings. Facilities for education and health care were poor.

**Japanese American loyalty** While interned, Japanese Americans were required to answer questions about their loyalty to the United States. Though German Americans and Italian Americans also faced restrictions during the war, they were not forced to answer such questions.

For many Japanese in America, the desire to prove their loyalty to the country was strong. A number of young people from the camps joined the armed forces to help fight the Axis powers. Many became part of the 442nd Regimental Combat Team, made up entirely of Japanese Americans. This unit fought in Europe and had an outstanding record in battle. For the length of time it served, this unit received more medals and awards than any other of its size in American military history.





### Japanese American Internment

Once an elegant race track, California's Santa Anita Assembly Center held Japanese Americans during the war. Internees were instructed to bring personal effects and small household goods, such as plates, utensils, and linens. Here they awaited transportation to more permanent relocation centers. **Why did the government intern Japanese Americans?**

Other inmates of the internment camps demonstrated their loyalty in different ways. For some, the greatest statement they could make was in keeping faith in the future and in the promise of the country that had imprisoned them.

#### HISTORY'S VOICES

“We are ever hoping that the time will come soon when we can all re-enter the America beyond the relocation camps in order that we make our contributions and be considered as an integral part of the American way of living.”

—Yoshiko Uchiyama, letter reprinted in the *University of Washington Daily*, January 1943

Not all Japanese Americans accepted their internment peacefully. Incidents of violence and resistance occurred at the camps. In addition, a number of legal challenges were mounted against Japanese internment. One was *Korematsu v. United States*, a landmark Supreme Court case that you will read about at the end of this section.

After the war some Japanese Americans continued to speak out against the injustice of their internment. Decades later, the federal government formally acknowledged that it had

acted unjustly. Survivors of the internment received letters of apology and a payment from the government.

**READING CHECK** Identifying Supporting Details What was life like in the internment camps?

## A New Role for the Federal Government

During the 1930s, the federal government faced the crisis of the Great Depression. With the New Deal, the government grew to have a much larger role in the lives of average Americans than it had in the past. The trend that began in the Great Depression continued during World War II.

You have read about wartime rationing. This program was run by the Office of Price Administration (OPA). The OPA also placed limits on the prices businesses could charge for products and materials.

The War Production Board was another agency involved in the war effort. It was created to make sure that the military got the products and resources it needed to fight the

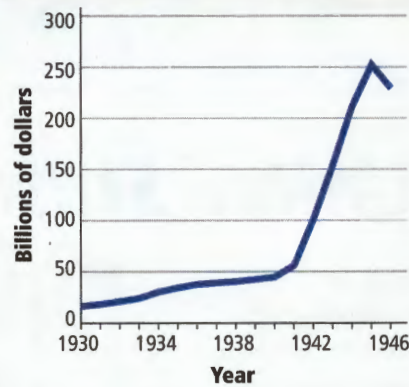


war. As part of this effort, the board promoted the scrap drives you read about earlier. The War Production Board also placed limits on clothing manufacturers in order to ensure a supply of fabrics, such as cotton, wool, silk, and nylon. Jackets were only allowed to be a certain length. Skirts and dresses were limited in size as well. It was these restrictions on clothing that played a role in the zoot suit riots you read about in the last chapter.

Government spending during the war rose sharply. As you can see from the graph on this page, the high cost of waging war meant a steep increase in the federal budget. Almost all of this increase went to the armed forces.

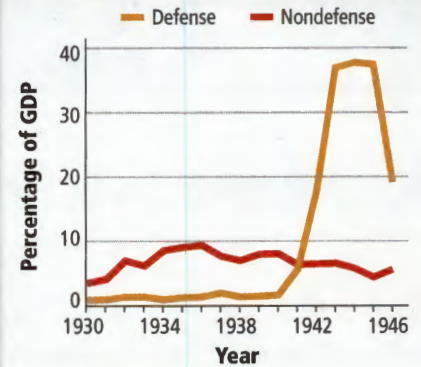
To help pay for the war effort, the federal government increased income tax rates. Before the war, income taxes had been just for the wealthy, but now millions of Americans paid income taxes for the first time. As one observer noted, “the Kansas wheat farmer, the lumberjack, and the boys around the cracker barrel in the corner grocery are going to have to pay the tax bill this time.” As a result Ameri-

**THE NATIONAL DEBT, 1930–1946**



Source: *Historical Statistics of the United States*

**GOVERNMENT SPENDING, 1930–1946**



Source: *Budget of the United States Government, 2005; Statistical Abstract, 1947*

**Skills FOCUS**

**INTERPRETING GRAPHS**

- 1. Interpreting Visuals** When was defense spending at its peak?
  - 2. Drawing Conclusions** Describe the effect of the war on government spending and the national debt as illustrated by these charts.
- See **Skills Handbook**, p. H17

can tax revenues jumped from \$7.4 billion in 1941 to \$43 billion in 1945.

**READING CHECK**

**Identifying Supporting**

**Details** Why did income tax rates increase during World War II?

**SECTION 4 ASSESSMENT**

go.hrw.com  
**Online Quiz**

Keyword: SE7 HP14

HSS 11.7.5, 11.7.6

**Reviewing Ideas, Terms, and People**

- 1. a. Recall** What were the purposes of rationing and scrap drives?
  - b. Summarize** What kinds of sacrifices were required of people on the home front?
  - c. Predict** What might have happened had people on the home front been unwilling to support the war?
- 2. a. Describe** What did the Office of War Information seek to do?
  - b. Draw Conclusions** What can you conclude from the fact that the federal government had an organization in charge of propaganda?
- 3. a. Recall** What concern led to the internment of Japanese Americans?
  - b. Explain** What factors made the experience of interned Japanese Americans so difficult?
- 4. a. Identify** Name two actions the federal government took to support the war effort during World War II.

**b. Compare** How did the changes in the federal government during the Great Depression compare to the changes during World War II?

**Critical Thinking**

**5. Identifying Supporting Details** Copy the chart below and use information from the section to find supporting details for the main idea given.



**FOCUS ON WRITING**

**ELA W.1.1**

**6. Narrative** Based on what you have read in this section, write a one-paragraph account about the internment of Japanese Americans on the West Coast in World War II.





# LANDMARK SUPREME COURT CASES

Constitutional Issue: Equal Protection

## Korematsu v. United States (1944)

**Why It Matters** In wartime, citizens are sometimes fearful of those who have common ancestry with the enemy. But the American population includes people from all over the world, and almost all people who live here are loyal to this country. In *Korematsu v. United States*, the U.S. Supreme Court tried to find the right balance between the rights of Japanese Americans and wartime needs.

### Background of the Case

In February 1942 President Roosevelt signed an executive order that resulted in the relocation of 110,000 Japanese Americans to internment camps. Fred Korematsu refused the order and was arrested. Korematsu was in his 20s. He was of Japanese ancestry but had been born in Oakland, California, and was an American citizen. In court, Korematsu was found guilty of violating the executive order. He appealed his case to the Supreme Court.

### The Decision

The Supreme Court ruled against Korematsu. Writing for the majority, Justice Hugo Black began by noting that “all legal restrictions which curtail [limit] the civil rights of a single racial group are immediately suspect” and must be given “rigid scrutiny.” In this wartime situation, however, there was no easy way to separate loyal Americans of Japanese descent from those who might not support the country. The Court ruled that the relocation order was justified as a temporary wartime measure. Black rejected the argument that the relocation was racially motivated.

“Korematsu was excluded because we are at war with the Japanese Empire ... [W]hen under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate [equal] with the threatened danger.”



**THE IMPACT TODAY** Although Fred Korematsu lost his case, he continued to work for civil rights. He finally succeeded in having his conviction overturned in 1983, and in 1998 he received the Presidential Medal of Freedom from President Bill Clinton. Korematsu died in 2005.

[go.hrw.com](http://go.hrw.com)

Research Online

Keyword: SS Court

### CRITICAL THINKING

- Analyze the Impact** *Korematsu v. the United States* established the idea that classifications based on race are “suspect” and have to be supported by a compelling government interest. Using the keyword above, read about *Loving v. Virginia*, a case in which the Supreme Court used “strict scrutiny” to decide whether a state law prohibiting interracial marriage was constitutional. What individual interests did the law violate?
- You Be the Judge** The USA Patriot Act, enacted shortly after the terrorist attacks of September 11, 2001, authorizes the Immigration and Naturalization Service to detain immigrants suspected of terrorism for lengthy, or even indefinite, periods. Is this a violation of civil rights or an appropriate use of military authority? Explain your answer in a short paragraph.



SECTION  
**5**

# World War II Ends



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

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

**HSS 11.7.7** Discuss the decision to drop atomic bombs and the consequences of the decision.

## BEFORE YOU READ

### MAIN IDEA

While the Allies completed the defeat of the Axis Powers on the battlefield, Allied leaders were making plans for the postwar world.

### READING FOCUS

1. How did the Allies defeat Germany and win the war in Europe?
2. How did the Allies defeat Japan and win the war in the Pacific?
3. What challenges faced the United States after victory?

### KEY TERMS AND PEOPLE

Yalta Conference  
occupy  
V-E Day  
Harry S Truman  
*Enola Gay*  
V-J Day  
United Nations  
Potsdam Conference

### THE INSIDE STORY

#### *What happened when the Soviet and American forces met?*

By April 1945, American forces had crossed Germany's western border and were moving steadily eastward. At the same time, their Soviet allies were driving westward toward the German capital of Berlin. Each side knew that when they met, Hitler's fate would be sealed.

Sometime around noon on April 25, a group of American troops spotted a Soviet force on the other side of the Elbe River. The Americans identified themselves as friendly forces. Once they had made contact, the Americans headed across the Elbe. Some swam and others took boats to the other side. There they met a group of Soviet soldiers for the first time.

The soldiers shook hands, embraced, and offered toasts to the leaders of their countries. They danced and sang. All present promised that they would do everything they could to make sure that their nations would build a lasting peace.

News of the meeting on the Elbe River set off celebrations in the United States and in the Soviet Union. There were still several days of fighting ahead before Germany surrendered, but everyone was convinced that the linking of the two main Allied forces doomed the Germans.

In the days ahead, the scene from that first meeting at the Elbe was repeated many times, as American and Soviet units linked up, posed for pictures and enjoyed their success in the war. Yet these moments of friendship and joy would soon fade away. American forces still had fighting to do in the Pacific. At the same time, tension between the Soviet Union and the United States was growing. ■

## A HISTORIC Meeting



◀ American (left) and Soviet brothers in arms reach out across the Elbe River.



## Winning the War in Europe

In the first section of this chapter you read about the Battle of the Bulge. In those few desperate days of combat, over 80,000 Allied troops were killed, wounded, or captured. As bad as those figures were, the result for the German army was even worse. It had risked much in the attack and suffered a crushing defeat. Germany now had few soldiers left to defend the homeland from the 4 million Allied troops poised on its western border. To the east were millions of Soviet soldiers, who had been pushing the Germans westward since the heroic Soviet stand at Stalingrad. They stood waiting to launch a final assault.

### ACADEMIC VOCABULARY

**sector** a part or division

**The Yalta Conference** In January 1945 Franklin D. Roosevelt took the presidential oath of office for the fourth time. He had run in

1944 believing that he needed to see the nation through to victory. A majority of the American voters had agreed.

Shortly after Roosevelt's inauguration, the president left for a conference of the Allied leaders. The meeting was held in the resort town of Yalta, in the Soviet Union. The so-called Big Three—Roosevelt, Winston Churchill, and Joseph Stalin—met to make plans for the end of the war and the peace that was to follow.

A key goal of the **Yalta Conference** was to reach an agreement on what to do with the soon-to-be-conquered Germany. The three leaders agreed to divide the country into four **sectors**. The Americans, Soviets, British, and French would each occupy one of these sectors. To **occupy** means to take control of a place by placing troops in it. The Soviet Union, which had the largest army, was given the largest zone. It covered most of the eastern half of

## Toward Victory in Europe



By the spring of 1945, the Allies were closing in on Hitler. At left, U.S. army infantrymen blast their way through a German city. Below, an American soldier is lifted into the air by Russians celebrating their liberation from a German camp.





Germany. The American, British, and French zones covered the western half. The capital city of Berlin, which lay in the Soviet zone, was similarly divided into four sectors.

Another agreement at Yalta had to do with the fate of Poland and other Eastern European countries now occupied by the Soviets. Stalin agreed to hold elections in these countries following the war. As you will read, this was an promise Stalin would not keep.

Stalin also committed to a third major decision. He said that the Soviet Union would declare war on Japan three months after Germany was defeated.

Though all the participants at Yalta had been allies in the fight to defeat the Axis, the conference had been tense. Friction between the Soviet Union and the other Allies was growing. Nevertheless, Roosevelt cheerfully reported the success of the meeting to the Congress.

#### HISTORY'S VOICES

“Of course we know that it was Hitler’s hope... that we would not agree, that some slight crack might appear in the solid wall of Allied unity... But Hitler has failed. Never before have the major Allies been more closely united—not only in their war aims but also in their peace aims.”

—Franklin D. Roosevelt, March 1, 1945



**Crossing the Rhine** As the Big Three were meeting in Yalta, Allied forces to the west of Germany were preparing to cross the Rhine River. This represented a key barrier to the center of Germany—at least in the minds of the German people. For this reason, Hitler ordered his forces to make a stand there. He refused to allow them to fall back to a better defensive position. This turned out to be another of Hitler’s military mistakes.

German troops began blowing up bridges over the Rhine in order to slow the Allies. On March 7, 1945, however, American forces managed to capture a bridge at Remagen. They did this while the Germans were still moving their own forces to the eastern side. The Germans fought

desperately to destroy the bridge and keep it out of American hands. They used every weapon in their arsenal against it, including the powerful V-2 rocket. Yet the bridge stood even under this vicious bombardment. Meanwhile, Allied troops and tanks rumbled steadily across.

Once the Allies crossed the Rhine, the foolishness of Hitler’s order to defend the river became clear. The Allies were able to surround and capture a quarter million German soldiers. Tens of thousands more were killed.

**The question of Berlin** With the Rhine crossed, German resistance weakened. Allied planes roamed the skies freely, raining bombs down on German targets. Allied troops began moving speedily across Germany.

Now some Allied leaders, knowing that the Soviets would claim any German land they captured, hoped to claim the prize of Berlin before the Soviets did so. The possibility of beating the Soviets to Berlin had once seemed unlikely. Just days before, the western lines were 200 miles away from the German capital, while the Soviets rested just 30 miles outside the city. Since the Rhine crossing, however, the situation had changed. It was no sure thing the Soviets would get there first.

In spite of these facts, General Eisenhower decided not to make a drive toward Berlin itself. Although German defenses were crumbling, he believed the battle for the city would be a bloody one. He also knew that Allied leaders had already reached an agreement with the Soviets about how to divide Berlin. This meant that some of the territory American soldiers might fight and die for would be turned over to the Soviets anyway. In addition, Eisenhower knew that the war in the Pacific was still raging. He felt it was most important to preserve American forces and supplies and make it as easy as possible to send them to the Pacific when the fighting in Europe was done.

With the decision to leave Berlin to the Soviets made, Eisenhower’s forces moved rapidly through Germany. They did receive a blow on April 12, 1945, when President Roosevelt died. Although the president had not been in good health, his death was unexpected. Many American soldiers had known no other president during their adult lives. Roosevelt’s death saddened the troops. It did not, however, slow the drive to victory.



# Women and Minorities in the Military

At the beginning of World War II, only two African Americans had been line officers in the army. One was Benjamin O. Davis Sr., the first African American general. The other was his son, Benjamin O. Davis Jr., who commanded the famous Tuskegee Airmen, a squadron of African American fighter pilots who flew wartime missions in North Africa and Europe. Like his father, Davis Jr. was eventually promoted to general.

The Davises and other African Americans in World War II served in segregated units. In 1948 President Harry S. Truman signed legislation that began racial integration in the military.

Members of women's military units also wanted fair treatment. In most branches of the armed services, women's units did not receive veterans' benefits. Leaders such as Oveta Culp Hobby and Mary Agnes Hallaren fought to change this.

In 1948 Truman signed the Women's Armed Services Integration Act. Still, American women continued to serve in separate units until 1978. Today women make up about 20 percent of the U.S. military.

**Drawing Conclusions** Why did events in World War II lead Truman to end segregation in the military?



Members of the U.S. Air Force in Iraq during Operation Iraqi Freedom

**Hitler's death** In the final weeks of April 1945 the steady destruction of the German resistance continued. One by one, units from the Soviet Union met up with other Allied forces. At the same time, Berlin was under heavy bombardment. On April 30 Hitler finally recognized that all hope was lost. He committed suicide in his Berlin bunker.

As news of Hitler's death spread, fighting came to a halt. Berlin surrendered on May 2. The German armies scattered elsewhere gave up the fight. Finally, Karl Dönitz, who had taken over for as Germany's leader following Hitler's death, agreed to a surrender on May 7. The surrender was to take effect on May 8. In the United States, this was proclaimed **V-E Day**—Victory in Europe Day.

Celebrations erupted in the United States and throughout Europe. "I was alive! And I was going to stay alive," recalled one soldier of his joyful reaction to the German surrender. This fortunate young American could enjoy the Allied victory. Yet many others still had work to do. This was especially true for those still fighting for their lives in a place called Okinawa.

### **READING CHECK** Identifying the Main Idea

What was the significance of crossing the Rhine in winning the war in Europe?

## Winning the War in the Pacific

As you have read, the Allies did capture Okinawa—but at a terrible cost. The horrors of this combat were reflected in the high rates of battle-related psychological casualties. Thousands of Allied soldiers and sailors suffered from battle fatigue and other disorders. These conditions were serious enough to require medical treatment.

The experience of the Allies in fighting the Japanese made many of them dread the prospect of invading the major islands of Japan. Nevertheless, General MacArthur and Admiral Nimitz went forward with developing plans for a massive invasion. The costs would be enormous. Some officials believed that capturing Japan might produce as many as 1 million Allied casualties.

**Japan continues fighting** Other Allied military leaders hoped to force Japan to surrender by putting a blockade in place or by bombing Japan heavily. In fact, Allied bombs had already caused severe damage to Japanese cities. In March 1945 Major General Curtis LeMay had experimented with a bombing



tactic that was designed to produce a tremendous firestorm in the bombed area. The first of LeMay's raids, on Tokyo, killed nearly 84,000 Japanese and destroyed nearly 270,000 buildings. One American compared the effect of the bombs to "a tornado started by fires." The flames were so intense that river water was heated to the boiling point.

The bombing of Tokyo stunned the people of Japan. The defeat at Okinawa was another blow. Still they vowed to fight on.

Some leaders within the Japanese government saw the need for peace. During June and July of 1945 these officials began to seek contact with the Soviet Union. They hoped that the Soviets could help arrange an agreement for peace with the other Allies. These talks went slowly. Meanwhile, American war plans moved steadily forward.

**The atomic bomb** You have already read about the U.S. program to build an atomic bomb. The Manhattan Project continued throughout the war. In late 1944 leaders of the project declared that the bomb would be ready by the summer of 1945.

Vice President **Harry S Truman** had become president after Roosevelt's death in April. The new president had known nothing about the

bomb prior to assuming the presidency. Now he had to decide whether the United States should use this fearsome new weapon.

Truman formed a group to advise him about using the bomb. This group debated where the bomb should be used and whether the Japanese should be warned. After carefully considering all the options, Truman decided to drop the bomb on a Japanese city. There would be no warning.

Truman and the Allies did, however, give the Japanese one last chance to avoid the bomb. On July 26 they issued a demand for Japan's surrender. Failure to give up, the demand read, would lead to "prompt and utter destruction." The Japanese failed to respond. The plan to drop the atomic bomb went forward.

On August 6, 1945, an American B-29 named the **Enola Gay** flew over the city of Hiroshima (hee-roh-SHEE-mah) and dropped its atomic bomb. Seconds later, the bomb exploded.

#### HISTORY'S VOICES

“I witnessed a yellowish scarlet plume rising like a candle fire high in the sky surrounded by pitch black swirling smoke... At the same moment... houses levitated [rose] a little and then crushed down to the ground like domino pieces. It was just like a white wavehead coming toward me.”

—Memoir of Takeharu Terao, Hiroshima survivor

## Hiroshima



Nearly everything within a one-mile radius of the blast was destroyed when an atomic bomb hit Hiroshima. Heavy damage extended three miles out. Lighter damage reached as far as 12 miles out from the center of the blast.



# Dropping the Atomic Bomb

*It fell to Secretary of War Henry Stimson to advise President Truman on whether or not to drop the atomic bomb.*

“The face of war is the face of death . . . The decision to use the atomic bomb was a decision that brought death to over a hundred thousand Japanese. No explanation can change that fact and I do not wish to gloss it over. But this deliberate, premeditated destruction was our least abhorrent choice.”

**Henry Stimson, 1947**



*Physicist Leo Szilard's work on nuclear reactions was key to the development of the bomb, and he felt a moral responsibility to speak against its use.*

“Using atomic bombs against Japan is one of the greatest blunders of history. Both from a practical point of view on a ten-year scale and from the point of view of our moral position. I went out of my way and very much so in order to prevent it.”

**Leo Szilard, 1945**

**Skills Focus**

**READING LIKE A HISTORIAN**

**Identifying Points of View** Henry Stimson focuses on the immediate need to end the war. What consideration does Leo Szilard emphasize?

See **Skills Handbook**, pp. H28–H29

In a single terrible blast, most of Hiroshima was reduced to rubble. Some 80,000 residents died immediately, and 35,000 were injured. Two-thirds of the city's 90,000 buildings were destroyed. Fires raged everywhere.

In spite of the horror of Hiroshima, Japan's leaders took no action to end the war. For three days, they debated their next step. On August 9 the United States dropped a second bomb on Nagasaki (nah-gah-SAH-kee). The death toll there was 40,000.

Amazingly, even this did not bring an end to the war. Japanese emperor Hirohito (hir-oh-HEE-toh) favored surrender, but military leaders resisted. Some even tried to overthrow the Japanese government and continue the war. They failed. Finally, on August 15—known from then on to the Allies as **V-J Day**—Hirohito announced the end of the war in a radio broadcast. It was the first time the Japanese people had ever heard the emperor's voice.

**READING CHECK Summarizing** What finally brought victory for the Allies in the war against Japan?

## The Challenges of Victory

Winning World War II had been a monumental effort for the United States and its allies. Peace would bring its own challenges.

You have read about the Yalta Conference, where the Allies began to discuss postwar plans for Europe. This planning continued throughout the spring and summer of 1945.

**The creation of the United Nations** In June 1945 representatives from 50 countries, including the United States, met in San Francisco, California, to establish a new organization—the **United Nations**. Like the League of Nations formed after World War I, the United Nations (UN) was meant to encourage cooperation among nations and to prevent future wars. You will read more about the UN in future chapters.

**The Potsdam Conference** The next month, leaders of the Allied nations met to carry on the work begun at Yalta. They met at

### THE IMPACT TODAY

#### Government

The United States remains part of the United Nations, an organization it was instrumental in creating, and is a member of the UN Security Council.



the German city of Potsdam. There was growing American concern that communism and Soviet influence might spread in the postwar world. Truman had hoped that if he met with Stalin, he could get the Soviet leader to live up to his promises from Yalta. In this regard, the **Potsdam Conference** was not a success.

**Rebuilding Europe and Japan** The United States also faced the difficult task of helping to rebuild Europe and Japan. In Japan, General Douglas MacArthur directed the effort to create a new, democratic government and rebuild the nation's economy. MacArthur skillfully walked a fine line between showing respect for Japanese traditions and insisting on democratic values. He helped the Japanese create a new constitution that reflected many American ideals, such as equality for women.

As with the Nazis in Europe, Japanese war crimes did not go unpunished. Seven key figures in wartime Japan, including leader Hideki Tojo, were tried and executed for their crimes.

The United States also faced a difficult task in rebuilding war-torn Europe. As you will read in the next chapter, this process resulted in increasing tensions with America's wartime ally, the Soviet Union. In the coming years, this relationship would only grow worse.

**READING CHECK** Identifying Problems and

**Solutions** What was the UN meant to accomplish?

**CAUSES AND EFFECTS OF WORLD WAR II**

**QUICK FACTS**

**CAUSES**

- Isolationism had helped lead the United States not to resist German, Japanese, and Italian aggression in the 1930s.
- Germany invaded Poland, and Japan attacked the United States.

**EFFECTS**

- The Allies occupied Japan and parts of Europe.
- War led to renewed commitment to the idea of collective security and creation of the United Nations.
- Conflict began between the Soviet Union and the other Allies over the fate of conquered European areas.
- The United States emerged as the world's strongest military power.

**SECTION 5 ASSESSMENT**

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Online Quiz

Keyword: SE7 HP14

HSS 11.7.2, 11.7.6, 11.7.7

**Reviewing Ideas, Terms, and People**

- a. Identify** What is the significance of the following terms: Yalta Conference, V-E Day

**b. Explain** What were the issues surrounding Eisenhower's decision not to push to Berlin?

**c. Evaluate** What do you think Eisenhower's greatest responsibility was as the war wound down in Europe? Did he fulfill this responsibility?
- a. Define** Write a brief definition of the following term: V-J Day

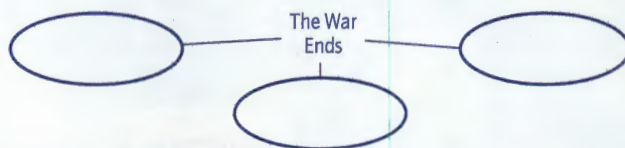
**b. Make Inferences** What can you infer about the atomic bomb from the fact that some people felt that it should not have been dropped without warning?

**c. Predict** How do you think the decision to drop the bomb will affect the United States in the future?
- a. Identify** What is the significance of the following terms: United Nations, Potsdam Conference

**b. Elaborate** Why do you think that rebuilding a war-torn country is so difficult?

**Critical Thinking**

**4. Identifying Supporting Details** Copy the chart below and use information from the section to find supporting details for the main idea given.



**FOCUS ON WRITING** ELA W1.1, 1.3

**5. Descriptive** Write a paragraph in which you describe the circumstances of the end of the war in either Europe or in the Pacific theater.





## ISLAND HOPPING

### The Route to Japan

In the early weeks of the war, Japan seized key islands in the Pacific to form a defensive barrier. To end the war, the United States planned to bomb and invade the Japanese mainland, but getting there proved enormously difficult and costly. It took nearly four years for the United States to push back the Japanese defenses, one island at a time. Each island captured served as a base to launch air raids or to protect American naval forces, who then moved on to attack the next island. The U.S. strategy was known as "island hopping." This map shows some of the islands that the U.S. forces captured on route to Japan.



**Moving into Range** Aircraft carriers were crucial for fighting in the vast Pacific Ocean. U.S. carriers transported fighter planes, torpedo bombers, and dive-bombers, many of which had only a 200-mile range, to battle sites.



OKINAWA

#### Okinawa, April-June, 1945

Okinawa was the southernmost of the Japanese home islands. After costly fighting, U.S. forces seized the island as a base for launching the final invasion of Japan.

CHINA

TAIWAN





**Bombing Runs** The B-29 Superfortress's 5000-mile range was essential in the Pacific Ocean. Air raids on Japan, from the Marianas, began in October 1944.

### Iwo Jima, February-March, 1945

In one of the most costly battles in the Pacific, U.S. forces attacked Japanese forces well entrenched in caves and tunnels carved into the island's volcanic rock.

Iwo Jima

Pacific Ocean

### Mariana Islands, June-August, 1944

The conquest of the Mariana Islands put American B-29 bombers within reach of Japan. Still, numerous planes were shot down during the 5,000 mile round-trip to Japan. The reason was Iwo Jima—home to a Japanese radar station and fighter planes.

Northern Mariana Islands

Saipan

## Island Invasions



**Aerial Bombing** Bombers from aircraft carriers or nearby land bases "soften up" islands before amphibious assaults.



**Storming the Beach** Behind further bombardment from offshore battleships, marines storm the beaches.



**Establishing Air Bases** Once an island was secured, engineers rapidly transform it into a staging area for aerial attacks on nearby islands or on Japan itself.

**GEOGRAPHY SKILLS**

HSS 11.7.2, 11.7.6

HSS Analysis CS2, HI2

**INTERPRETING MAPS**

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Practice Online

Keyword: SE7 CH14

- 1. Location** What challenges did Iwo Jima's location offer the American invaders?
- 2. Movement** What strategy did the U.S. follow in moving toward Japan?

See **Skills Handbook**, p. H20



## Perspectives on Life in Uniform



HSS 11.7.3

**Historical Context** The documents below provide different information on the hardships and sacrifices of American military personnel during World War II.

**Task** Examine the documents and answer the questions that follow. Then write an essay about the hardships U.S. soldiers faced. Use facts from the documents and from this chapter to support the position you take in your thesis statement.

### DOCUMENT 1

Cartoonist Bill Mauldin chronicled the sufferings of the everyday soldier in *Stars and Stripes*, a newspaper published by the U.S. Army. His gritty cartoons featured the characters Willie and Joe, who stood for all ordinary soldiers. Mauldin served during the entire war and was wounded in battle in Sicily.



“Joe, yestiddy ya saved my life an’ I swore I’d pay ya back. Here’s my last pair of dry socks.”

### DOCUMENT 2

Army nurses saw much of the worst suffering of the war up close. June Wandrey served as a combat nurse during some of the bloodiest battles in North Africa and western Europe. She helped save many lives and was awarded eight battle stars for her service under fire. She wrote this letter to her family in Wautoma, Wisconsin, in January 1944.

“We now have a mix of wounded, medical patients, and battle-fatigued soldiers . . . The wounded were happy to be missing only one arm or leg . . . I have a terrible ear-ache but as usual I have to work. The patients need me.”

### DOCUMENT 3

For many Americans, the war was draining both physically and spiritually. Paul Curtis was from a small town in Tennessee. Fighting in the Italian campaign was unlike anything he had ever experienced. In this letter home from May 1944, he tried to explain his reactions to his brother. Curtis was killed in action shortly after writing this letter.

“Take a combination of fear, anger, hunger, thirst, exhaustion, disgust, loneliness, homesickness, and wrap that all up in one reaction and you might approach the feelings a fellow has. It makes you feel mighty small, helpless, and alone . . . Without faith, I don’t see how anyone could stand this.”



## DOCUMENT 4

Many African American soldiers faced an extra hardship during the war. In addition to the dangers and shortages experienced by all soldiers, African Americans also encountered racial discrimination. Corporal Rupert Trimmingham wrote the following letter to *Yank*, a weekly magazine published by the U.S. Army. In the letter, Trimmingham refers to “Old Man Jim Crow,” a name for the discriminatory laws then in force across much of the United States.

“Myself and eight other Negro soldiers were on our way from Camp Claiborne, La., to the hospital here at Fort Huachuca, Arizona . . . We could not purchase a cup of coffee at any of the lunchrooms around there . . . As you know, Old Man Jim Crow rules. But that’s not all; 11:30 A.M. about two dozen German prisoners of war, with two American guards, came to the station. They entered the lunchroom, sat at the tables, had their meals served, talked, smoked, in fact had quite a swell time. I stood on the outside looking on . . . Are we not American soldiers, sworn to fight for and die if need be for this our country?”

## DOCUMENT 5

Popular comedian Bob Hope never served in the armed forces, but he traveled throughout the war zones entertaining the troops for the United Service Organizations (USO). In 1944 he wrote *I Never Left Home*, a memoir of his experiences during the war. In the preface he told the public about the soldiers he encountered. President Lyndon Johnson awarded Hope the Presidential Medal of Freedom in 1969. Hope was still entertaining American troops far from home at the age of 90, when he took his act to the Persian Gulf on the eve of the first Persian Gulf War.

“I saw your sons and your husbands, your soldiers and your sweethearts. I saw how they worked, fought, and lived. I saw some of them die. I saw more courage, more good humor in the face of discomfort, more love in an era of hate, and more devotion to duty than could ever exist under tyranny.

I saw American minds, American skill, and American strength breaking the backbone of evil . . . And I came back to find people exulting over the thousand plane raids over Germany . . . and saying how wonderful they are! Those people never watched the face of a pilot as he read a bulletin board and saw his buddy marked up missing . . .

Dying is sometimes easier than living through it . . .”

### Skills FOCUS

HSS Analysis HR2, HR4, HI1

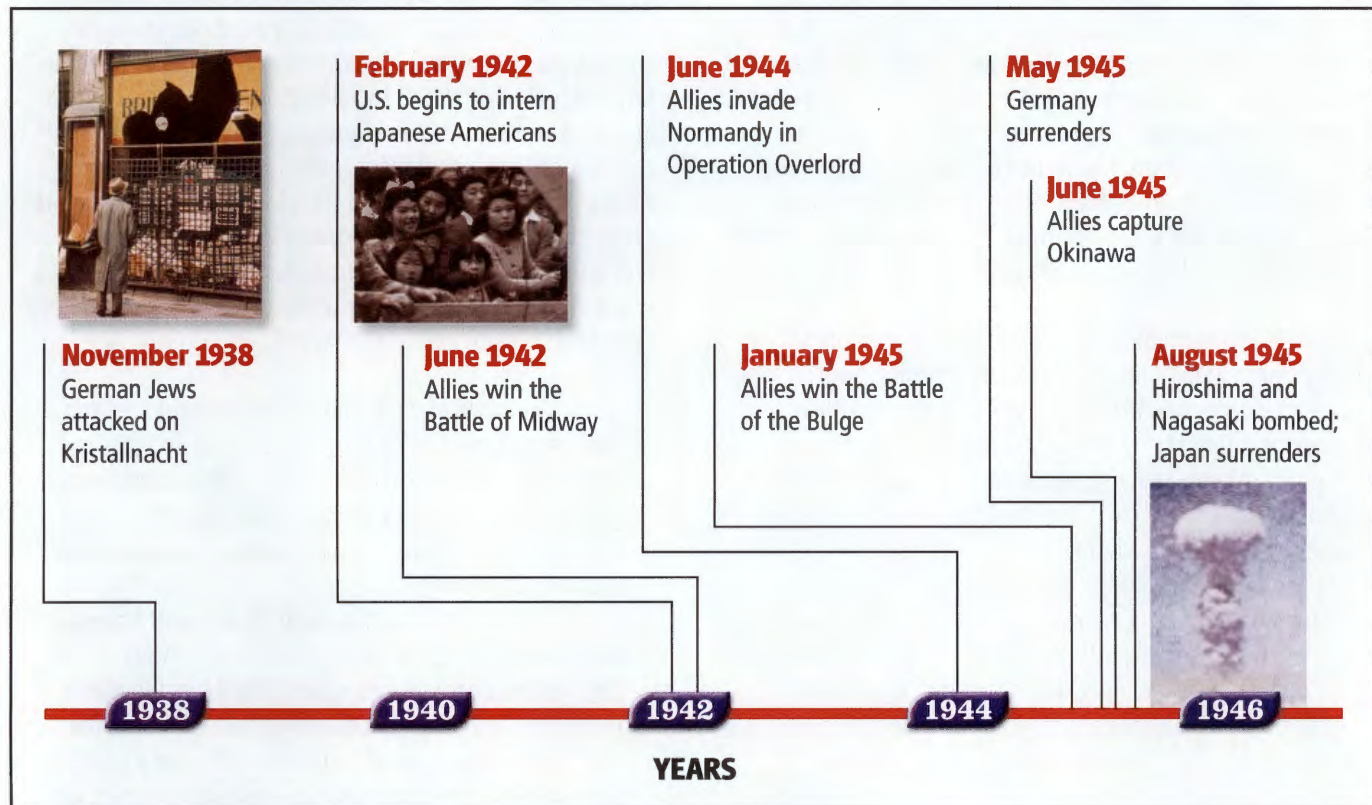
### READING LIKE A HISTORIAN

- Identify** Refer to Document 1. What does the character of Willie offer to Joe in exchange for saving his life?
  - Interpret** What does this cartoon say about the living conditions and supplies for soldiers?
- Identify** Refer to Document 2. What was Wandrey’s job?
  - Analyze** Why were the wounded soldiers happy to be missing only one arm or leg?
- Identify** Refer to Document 3. What is the overall impression that Curtis gives of his experience?
  - Elaborate** How do you think Curtis’s faith helped him during the war?
- Identify** Refer to Document 4. Why could the African American soldiers not buy coffee at the southern bases?
  - Analyze** How might seeing the German soldiers being treated better than African American soldiers have affected Trimmingham’s views of the war?
- Identify** Refer to Document 5. What was Bob Hope’s role in the war?
  - Explain** What did Hope mean when he wrote, “Dying is sometimes easier than living through it”?
- Document-Based Essay Question** Consider the question below and form a thesis statement. Using examples from Documents 1, 2, 3, 4, and 5, create an outline and write a short essay supporting your position. What kinds of hardships and suffering did American soldiers face during World War II?

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



## Visual Summary: The United States in World War II



## Reviewing Key Terms and People

For each term or name below, write a sentence explaining its significance to World War II.

- ghetto
- Operation Overlord
- Dwight D. Eisenhower
- internment
- Final Solution
- Battle of Okinawa
- Douglas MacArthur
- rationing
- Battle of Midway
- Tuskegee Airmen
- Harry S Truman
- kamikaze

## Comprehension and Critical Thinking

## SECTION 1 (pp. 418–425) HSS 11.7.2, 11.7.3

**13. a. Recall** What were Operation Torch and Operation Overlord, and what was their significance?

**b. Sequence** Create a brief time line of U.S. involvement in Europe between 1941 and 1944.

**c. Elaborate** Explain how American success in the Battle of the Atlantic may have affected the outcome of Operation Overlord.

## SECTION 2 (pp. 426–431) HSS 11.7.4, 11.7.5

**14. a. Describe** What was the Holocaust?

**b. Compare** Did Hitler's attitudes toward Jews change over time? Explain.

**c. Evaluate** What do you think of Roosevelt's decision to focus all his energy on defeating the Germans and Japanese rather than trying to rescue the Jews in Nazi camps?





### SECTION 3 (pp. 433–440) HSS 11.7.2, 11.7.6

- 15. a. Recall** Why did the Japanese have early success against the United States in the Pacific?
- b. Explain** Why was the Battle of Midway such an important victory for the United States?
- c. Elaborate** Why do you think air and sea power were so important in the Pacific?

### SECTION 4 (pp. 441–447) HSS 11.7.5, 11.7.6

- 16. a. Recall** What sacrifices did Americans on the home front have to make for the war effort?
- b. Summarize** How did the federal government try to encourage Americans to support the war effort?
- c. Elaborate** In what ways did World War II increase the power of the American government and its influence in everyday life?

### SECTION 5 (pp. 449–455) HSS 11.7.2, 11.7.6, 11.7.7

- 17. a. Identify** Write a brief explanation of the significance of the following terms: V-E Day, V-J Day
- b. Contrast** How did the behavior of German soldiers compare to the behavior of Japanese soldiers in the final months before each side surrendered?
- c. Evaluate** How do you think the experience of World War I affected the decisions made at the end of World War II?

## Using the Internet

- 18.** The Allied invasion of France, often called D-Day, began on June 6, 1944. Within a few weeks, the Allies had landed nearly a million soldiers on the beaches of Normandy, and Germany's forces were in serious trouble. Using the keyword above, do research to learn more about the events of D-Day. Then create a report that describes the invasion and its importance in ending the war in Europe.

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Practice Online  
Keyword: SE7 CH14

## Analyzing Primary Sources HSS HR4

### Reading Like a Historian

This photograph was taken after the capture of Mount Suribachi on Iwo Jima. It was soon printed in newspapers all across the United States and became one of the most recognizable images of the war.



- 19. Describe** What is the significance of the moment captured in this photograph?
- 20. Draw Conclusions** Why do you think this image had such a powerful impact on the public?

## Critical Reading ELA R2.4

Read the passage in Section 4 under the heading “Winning American Support for the War.” Then answer the questions that follow.

- 21.** The government demonstrated its need to influence public opinion on the war by
- A** making Hollywood movies.
  - B** establishing the Office of War Information.
  - C** outlawing religious services.
  - D** forbidding negative talk about the war effort.
- 22.** In the *Barnette* ruling, the Supreme Court held that
- A** people could be forced to listen to patriotic speeches.
  - B** it was illegal to make movies that did not support the war effort.
  - C** religious groups had to support the war effort.
  - D** people could not be forced to salute the flag.

## WRITING FOR THE SAT ELA W1.1, 1.3

Think about the following issue.

**Following the Japanese attack on Pearl Harbor, some military and government officials worried about a Japanese attack on the mainland of the United States. Though they had no evidence of any plot, they were especially concerned that such an attack would be aided by some of the many residents of Japanese ancestry then living in the western states.**

- 23. Assignment** Was the government right to single out residents of Japanese ancestry as a special threat to the United States? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading and studies.