



# CHAPTER 26

# World War II

1939–1945

## Why It Matters

World War II, the most destructive war in history, resulted in the deaths of more than 40 million people. More than half of the deaths were civilians, including about six million Jews and many others that were killed in the Holocaust. At the end of the war, the United States emerged as the strongest nation in the world and the possessor of a powerful weapon—the atomic bomb.

## The Impact Today

World War II marked the beginning of the nation’s role as a superpower. The war also transformed the American economy into an enormously productive and enduringly prosperous economy.



**The American Journey Video** The chapter 26 video, “War on the Home Front,” discusses what life was like in America during World War II.

1940

- Selective Training and Service Act passed



1942

- Japanese Americans sent to internment camps
- U.S. joins Allies in World War II

1941

- U.S. enters the war
- Lend-Lease Act passed



United States

F. Roosevelt  
1933–1945



PRESIDENTS

1940

1941

1942



World

1939

- Germany seizes Czechoslovakia

1940

- German troops occupy Paris
- Germany bombs Britain

1941

- Germany attacks the Soviet Union



*Mission Over Normandy* by William S. Phillips During World War II, the Army Air Corps fought enemy aircraft, bombed targets, and transported soldiers.

# FOLDABLES™

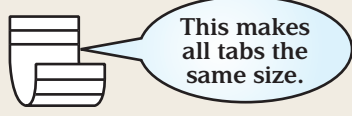
## Study Organizer

**Sequencing Events Study Foldable** Make this foldable to describe and sequence the events of World War II.

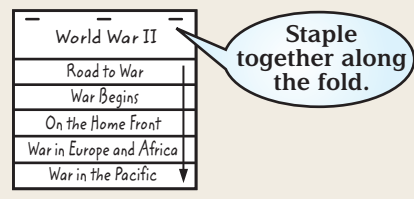
**Step 1** Collect 3 sheets of paper and place them about 1 inch apart.



**Step 2** Fold up the bottom edges of the paper to form 6 tabs.



**Step 3** When all the tabs are the same size, fold the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



**Reading and Writing** As you read the chapter, identify, sequence, and briefly describe the key events that belong under each heading on your foldable. Write information under each tab.



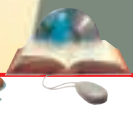
**1945**

- U.S. drops atomic bombs on Hiroshima and Nagasaki

**CLICK HERE**



**HISTORY**  
*Online*



**Chapter Overview**  
Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 26—Chapter Overviews** to preview chapter information.

1943



**1944**

- D-Day: Allies land in Normandy

1944

**1945**

- Concentration camps found where Nazis killed millions
- World War II ends

1945



# SECTION 1

# Road to War

## Guide to Reading

### Main Idea

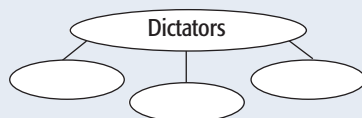
As dictators threatened world peace, the United States tried to follow a policy of neutrality.

### Key Terms

dictator, fascism, anti-Semitism, totalitarian, appeasement

### Reading Strategy

**Organizing Information** As you read Section 1, re-create the diagram below and list three dictators and the countries they ruled in the 1920s and 1930s.



### Read to Learn

- why dictators came to power around the world.
- what actions led to the outbreak of World War II.

### Section Theme

**Global Connections** Europe tried to avoid war by a policy of appeasement.

### Preview of Events



## AN American Story



Hitler at rally

Many people underestimated Adolf Hitler's influence, but not American journalist William Shirer. He described a rally for Hitler at Nuremberg in September 1934: "Like a Roman emperor Hitler rode into this medieval town. . . . The streets, hardly wider than alleys, are a sea of brown and black uniforms. . . . [W]hen Hitler finally appeared on the balcony for a moment . . . [people] looked up at him as if he were a Messiah, their faces transformed into something positively inhuman." The passion of the Nazis shocked Shirer, and soon it would shock the rest of the world.

## The Rise of Dictators

In the late 1920s, Adolf Hitler achieved wide popularity in Germany. In his book *Mein Kampf* (My Struggle), Hitler set forth his political views.

“He who wants to live must fight, and he who does not want to fight in this world, where eternal struggle is the law of life, has no right to exist.”

When Hitler became the leader of Germany, he put his strong words into action. Hitler was among other ruthless leaders to rise to power in the 1920s and 1930s by taking advantage of people's anger and suffering. Some Europeans resented



the terms of the Treaty of Versailles, signed in 1919, which ended World War I. When a worldwide economic depression hit in the 1930s, frustration and fear added to this anger.

Hitler and other leaders promised a better life. They described a glorious future to people humiliated by losing a war. Once they gained political power, these men became **dictators**—leaders who control their nations by force.

## Italy

**Benito Mussolini** rose to power by appealing to the resentment of many Italians who felt they had not won enough in the Versailles treaty. Mussolini made **fascism**—extreme nationalism and racism—popular in Italy. By 1922 his **Fascist Party** had gained enough strength to force the king of Italy to declare Mussolini the head of the government. Within a few years, Mussolini had banned all political parties except his Fascist Party.

Known as *Il Duce* (the leader), Mussolini quickly put an end to democratic rule in Italy. Civil liberties and the free press ceased to exist. Boys and girls of all ages were enrolled in military organizations that taught them loyalty to the new government. Mussolini built up Italy's military and vowed to recapture the glory of the ancient Romans.

In 1935 Mussolini sent Italian forces to invade the African nation of **Ethiopia**, which it annexed—took over as its own territory. Ethiopian emperor Haile Selassie appealed to the League of Nations for help: “God and history will remember your judgment. It is us today. It will be you tomorrow.” The League responded by banning trade in weapons and certain other materials with Italy, but it lacked the power to enforce the ban. Italy withdrew from the League and continued its aggressive policies, attacking and annexing its neighbor Albania in 1939.

## Germany

The Great Depression had hit Germany extremely hard. Millions of people had lost their jobs, and its economy teetered on the edge of collapse. Germans rallied around Adolf Hitler, a shrewd politician and a spellbinding speaker. Hitler gained popularity by exploiting people's concern about unchecked inflation and severe unemployment. Hitler also played upon bitterness over the Versailles treaty. The treaty had forced Germany to give up some of its territory and to make heavy payments to the victors.

In 1921 Hitler became chairman of the National Socialist German Workers' Party, or the **Nazi Party**. Openly racist, Hitler and the Nazis portrayed the German people as superior to all others. They directed much of their anger against Jews, whom Hitler blamed for Germany's problems. His extreme **anti-Semitism**—hatred of the Jews—would later lead to unspeakable horrors.

Soon after he became chancellor, or chief minister, of Germany in 1933, Hitler ended all democracy and established totalitarian rule. In a



### Analyzing Political Cartoons

This American cartoon of Mussolini portrays him with a short body, small hands, a huge belly, and fear in his eyes. Mussolini's arm is raised in a familiar fascist salute. **What is the artist saying about Mussolini and fascism?**



# TWO VIEWPOINTS

## Should We Intervene or Remain Neutral?

As Adolf Hitler's German army conquered parts of Europe, Americans debated their involvement. Should the United States stand back while the aggression continued and avoid the horrors of a war that was not its war? Or, should it help allies like Great Britain put an end to the destructive ambitions of Nazi Germany?

### Petition Sent From the Fight for Freedom National Offices, 1940

We are not neutral. As freedom-loving citizens of the United States, we recognize that our liberty, that democracy everywhere will be ended unless the menace [threat] of Hitler is smashed. We, therefore, petition the Congress of the United States TO REPEAL OUR SUICIDAL, HYPOCRITICAL AND DANGEROUS NEUTRALITY ACT, to remove the prohibition against arming our merchant ships, and dissolve the ban which prevents vessels flying the American flag from sailing the seven seas. American policy has traditionally been that of freedom of the seas. Our Congress must reassert and uphold that right. Our Congress has pledged our resources to those nations fighting Axis aggression, and must reinforce that pledge by guaranteeing that our goods arrive at their destination in the hands of our allies.



### Robert M. Hutchins, President of the University of Chicago, January 23, 1941

How can the United States better serve suffering humanity everywhere: by going into this war, or by staying out? I hold that the United States can better serve suffering humanity everywhere by staying out....

If we go to war, we cast away our opportunity and cancel our gains. For a generation, perhaps for a hundred years, we shall not be able to struggle back to where we were. In fact, the changes that total war will bring may mean that we shall never be able to struggle back. Education will cease. Its place will be taken by vocational and military training. The effort to establish a democratic community will stop. We shall think no more of justice, the moral order, and the supremacy of human rights. We shall have hope no longer.

### Learning From History

1. What did the members of Fight for Freedom want the U.S. Congress to do?
2. According to Robert Hutchins, what would happen to Americans if the United States entered World War II?
3. How strongly do each of these sides seem to feel about its opinions?

**totalitarian** state, a single party and its leader suppress all opposition and control all aspects of people's lives.

Hitler claimed that Germany had a right to expand its territory. Germany's neighbors watched uneasily as he rebuilt Germany's military strength in defiance of the Versailles treaty. To gain support in his expansion plans, Hitler formed an alliance with Italy in 1936.

### Japan

During the Depression many Japanese grew frustrated with their government's failure to solve economic problems. As a result, military leaders rose to power in the early 1930s. These leaders thought they would solve Japan's problems by expanding Japanese power in Asia.

In September 1931, Japan launched an attack on the province of **Manchuria** in northeastern China. The League of Nations condemned the attack, but it took no action.

Left unchallenged, Japan set up a government in Manchuria. In 1937 Japan invaded northern China, moving southward until it occupied most of the country. Three years later Japan signed a pact of alliance, known as the "Axis," with Germany and Italy.

### Soviet Union

In the late 1920s, **Joseph Stalin** rose to power as the Communist leader of the Soviet Union. Stalin demanded complete obedience from the people he ruled and got it through the use of force. Stalin executed his rivals, ordered the deaths of thousands suspected of supporting his rivals, and sent millions of Russians to labor camps. He also reorganized the nation's economy, forcing millions of people onto government-owned farms.



## American Neutrality

While dramatic changes were taking place in the world, most Americans wanted to avoid involvement. To keep the nation out of future wars, Congress passed a series of **Neutrality Acts** between 1935 and 1937, which banned the sale of weapons to nations at war. The laws also allowed trade only to nations that could pay cash for goods and transport the goods in their own ships. Many American loans to European countries from World War I remained unpaid, and Congress wanted to prevent more debts.

**Reading Check** **Explaining** What is fascism?

## Germany on the March

Hitler began moving forward with his plans for expansion. In March 1936, he ordered troops into the **Rhineland**. The Treaty of Versailles had declared the Rhineland, a German territory west of the Rhine River, a neutral zone.

Hitler's next victim was **Austria**. Hitler insisted that Germany should be unified with Austria, a German-speaking nation. In March 1938, he sent troops into Austria and annexed it.

Hitler turned next to the **Sudetenland**, an area of Czechoslovakia where many German-speaking people lived. Falsely claiming that these people were being persecuted, Hitler announced Germany's right to annex the Sudetenland.

Czechoslovakia was prepared to fight to keep the Sudetenland. Britain and France, fearing a full-fledged war in the region, sought a peaceful solution to the crisis. In September 1938, European leaders met in Munich, Germany.

Britain and France thought that they could avoid war by accepting Germany's demands—a policy later known as **appeasement**. At the **Munich Conference**, the leaders agreed to turn the Sudetenland over to Germany. Hitler, in turn, promised not to expand Germany's territory further. The British prime minister, **Neville Chamberlain**, returned home to cheering crowds, declaring that the agreement had preserved "peace for our time."

Hopes for peace were shattered the following spring. In March 1939, Hitler's army seized the rest of Czechoslovakia. Now even Chamberlain realized that Hitler could not be trusted.

Meanwhile, Hitler was making plans to invade **Poland**. He worried, however, that such an attack would anger Stalin because Poland bordered the Soviet Union. Though bitter enemies, Hitler and Stalin signed a treaty called the **Soviet-German Non-Aggression Pact** in August 1939. The pact freed Hitler to use force against Poland without fear of Soviet intervention. The Nazi-Soviet pact shocked the leaders of Europe.

**Reading Check** **Explaining** Did the policy of appeasement work? Explain.

## SECTION 1 ASSESSMENT

### Checking for Understanding

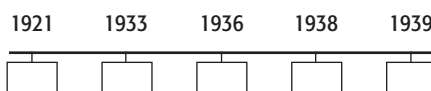
- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **dictator, fascism, anti-Semitism, totalitarian, appeasement.**
- Reviewing Facts** What actions did Stalin use to gain obedience from the Russian people?

### Reviewing Themes

- Global Connections** What was the aim of the policy of appeasement? Did it work?

### Critical Thinking

- Comparing** What goals did the leaders of the nations of Germany, Italy, and Japan share in the 1930s?
- Sequencing Information** Re-create the time line below and list the major events in Hitler's rise to power in Germany.



### Analyzing Visuals

- Analyzing Political Cartoons** Examine the cartoon on page 753. What do you think Mussolini's shadow represents? What word or phrase would you use to describe Mussolini's appearance?

### Interdisciplinary Activity

**Expository Writing** Write newspaper headlines about three important events covered in Section 1.



## What were people's lives like in the past?

What—and whom—were people talking about? What did they eat? What did they do for fun? These two pages will give you some clues to everyday life in the U.S. as you step back in time with TIME Notebook.

### Star Quality

Apparently no one has told **SHIRLEY TEMPLE** that this is 1934 and there is a Depression going on. Believe it or not, this six-year-old will earn \$400,000 this year. What makes the young movie star such a success? Here is what the group who presented Temple with a special Academy Award said:

“SHIRLEY TEMPLE BROUGHT MORE happiness to millions of children and grown-ups than any child of her years in the history of the world...”



Shirley Temple

ARCHIVE PHOTOS

### Movies

**Snow What and the Seven Who?** Just in time for the holidays! On December 21, 1937, Disney movie studio has released *Snow White and the Seven Dwarfs*, the first animated full-length feature film. Snow White is joined by Happy, Sleepy, Dopey, Grumpy, Sneezy, Bashful, and Doc.

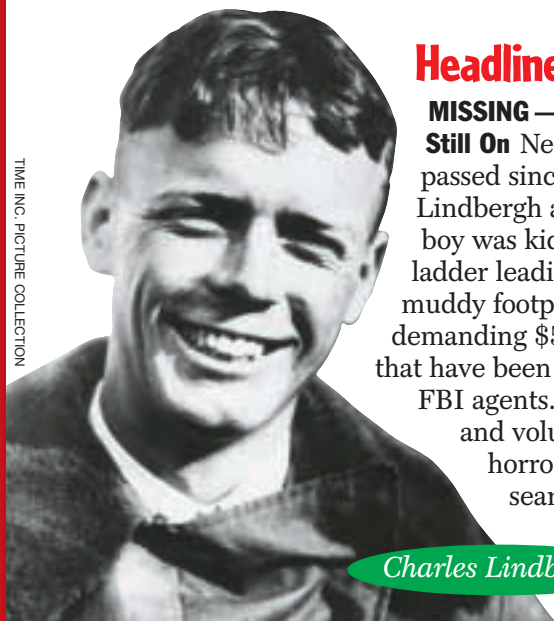


Snow White

© THE WALT DISNEY COMPANY/PHOTOFEST

### Headlines from the Time

**MISSING — Lindbergh Baby Search Still On** Nearly two months have passed since famed flyer Charles Lindbergh and his wife Anne's baby boy was kidnapped in March 1932. A ladder leading up to the baby's window, muddy footprints, and a ransom note demanding \$50,000 are the three clues that have been studied by over 5,000 FBI agents. About 100,000 police and volunteers have combed the horror-stricken country, searching for the baby.



Charles Lindbergh

TIME INC. PICTURE COLLECTION

### VERBATIM

#### WHAT PEOPLE ARE SAYING

“While I still have got breath in my lungs, I will tell you what a dandy car you make. I [have driven] Fords exclusively when I could get away with one.”

CLYDE BARROW,  
*(half the team of bank robbers Bonnie and Clyde) in a 1934 letter to Henry Ford*

“I pledge you, I pledge myself, to a new deal for the American people. Let all us here assembled constitute ourselves prophets of a new order of competence and courage.”

FRANKLIN D. ROOSEVELT,  
*accepting the Democratic presidential nomination in 1932*



BROWN BROTHERS

“When these winds hit us, we and our misery were suddenly covered with dust.... If the wind blew one way, here came the dark dust from Oklahoma. Another way and it was the gray dust from Kansas. Still another way, the brown dust from Colorado and New Mexico.”

TEXAS FARMER,  
*in 1934, describing the worst agricultural disaster in U.S. history, the Dust Bowl. Dust has covered an area of 150 million square miles and has displaced more than 750,000 people*



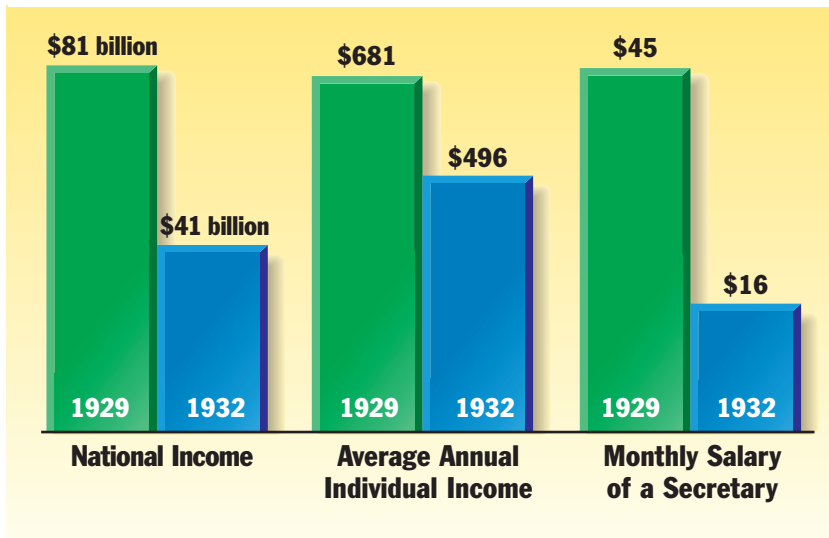
BELTMANN/CORBIS

## AMERICAN SCENE

### Depression Figures

Americans are truly suffering during this Great Depression. It is a time of enormous financial problems for millions of people—not just in the United States, but around the world. Banks are failing, people are losing their life savings, and businesses are closing their doors. The graphs on this page give an idea of this difficult time.

### DEPRESSION INCOMES



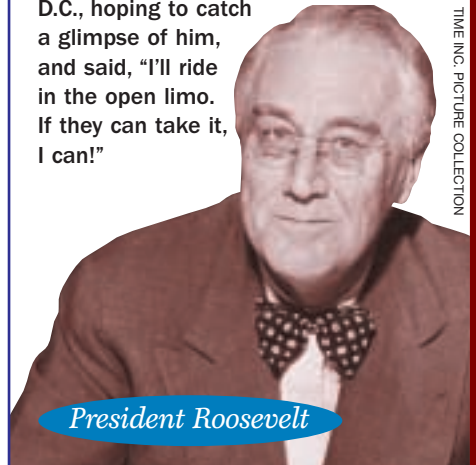
SOURCE: U.S. CENSUS BUREAU

## NUMBERS

### U.S. AT THE TIME

**Number One** *Gone With the Wind* wins the Pulitzer Prize for 1937. Millions of readers set aside their worries as they experienced the epic drama, defeat, and triumphs of Mitchell's cast of characters.

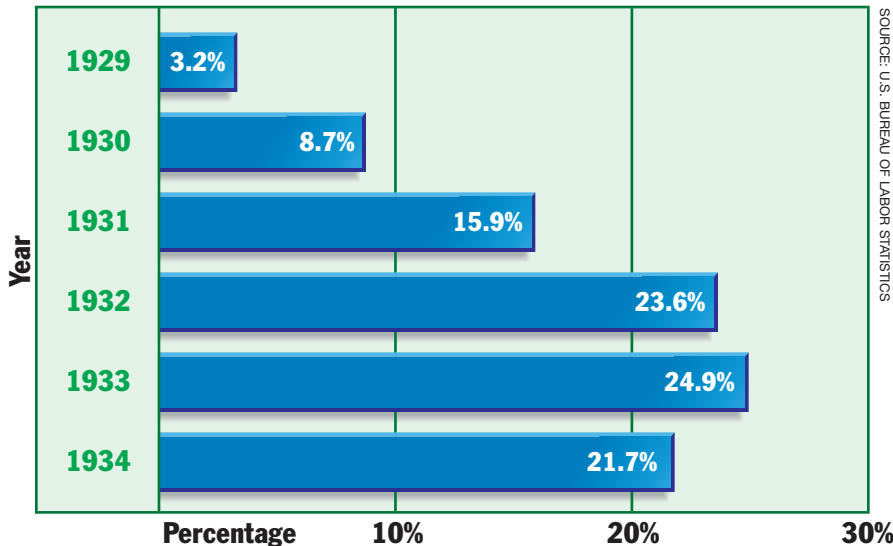
**Two** is a charm for President Roosevelt, sworn in for the second time on January 20, 1937. FDR turned down a ride in a closed limousine—even though it was raining. He pointed toward the thousands of wet people who lined the streets of Washington, D.C., hoping to catch a glimpse of him, and said, "I'll ride in the open limo. If they can take it, I can!"



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President Roosevelt

### UNEMPLOYMENT IN THE U.S.



SOURCE: U.S. BUREAU OF LABOR STATISTICS

**Three** hundred miles per hour — on September 3, 1935, the Bluebird Special made history. This sleek car is the first land vehicle to top 300 mph (500 km).

**Four** gold medals. Adolf Hitler, Germany's Fascist leader, invited the world to Berlin for the 1936 Olympic Games. Hitler had hoped to prove the supposed "inferiority" of non-Aryan races. No one told that to U.S. superstar Jesse Owens, an African American athlete who won four gold medals in track and field events.



## SECTION 2

# War Begins

### Guide to Reading

#### Main Idea

Many nations were drawn into the conflict, largely because of political alliances and economic relationships.

#### Key Terms

blitzkrieg, lend-lease, disarmament

#### Reading Strategy

**Classifying Information** As you read Section 2, re-create the diagram shown below and explain the importance of each event.

	Importance
The Battle of Britain	
Signing the Atlantic Charter	
Attack on Pearl Harbor	

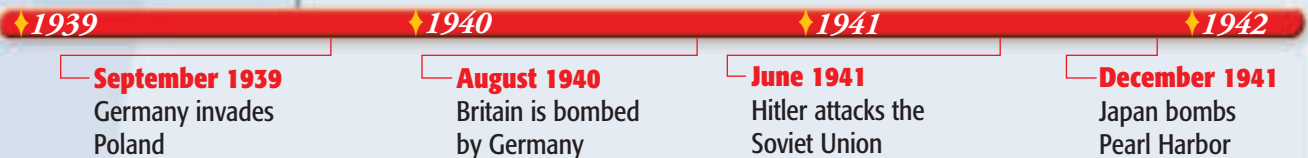
#### Read to Learn

- which European nations fell to Germany in 1939 and 1940.
- how the United States responded to the war in Europe.

#### Section Theme

**Global Connections** The war expanded rapidly as nations became more involved and were drawn into the conflict.

#### Preview of Events



Newsboy the day after Pearl Harbor

## AN American Story

Sixteen-year-old John Garcia, like others who witnessed the attack on Pearl Harbor, never forgot it: “My grandmother . . . informed me that the Japanese were bombing Pearl Harbor. I said, ‘They’re just practicing.’ She said, no, it was real and the announcer is requesting that all Pearl Harbor workers report to work. . . I was asked . . . to go into the water and get sailors out that had been blown off the ships. Some were unconscious, some were dead. So I spent the rest of the day swimming inside the harbor, along with some other Hawaiians. . . We worked all day at that.”

### War in Europe

In a speech in 1937, President Franklin Roosevelt expressed the feeling of many Americans toward the growing “epidemic of world lawlessness”:

“We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement.”

On September 1, 1939, Hitler sent his armies into **Poland**. Two days later Great Britain and France declared war on Germany. World War II had begun.



The German attack on Poland was swift and fierce. German planes bombed and machine-gunned targets, German tanks blasted holes in Polish defenses, and thousands of soldiers poured into Poland. The Germans called the offensive a **blitzkrieg**, or “lightning war.” Then Soviet troops moved into and occupied eastern Poland, acting on the Soviet agreement with Germany to divide Poland.

Great Britain and France could do little to help Poland because its defeat came so quickly. In late September 1939, the conquered country was split in half by Hitler and Stalin. Stalin also forced the **Baltic** republics of Latvia, Lithuania, and Estonia to accept Soviet military bases. When he tried to do the same with **Finland**, war broke out between the two nations. The Finns held out heroically until March 1940, when the Soviets forced them to surrender.

## The War Expands

All through the winter of 1939–1940 the western front was quiet. British and French forces settled in at the **Maginot Line**, a string of steel-

and-concrete bunkers along the German border from Belgium to Switzerland. In the spring the fighting began again. In April Hitler attacked **Denmark** and **Norway** to the north, and the following month he turned west to invade the **Netherlands** and **Belgium**. The Netherlands and Belgium immediately asked for help from Great Britain and France—the **Allies**. After terrible bombing raids in the Netherlands, the Dutch surrendered. The Belgians fought courageously, but they too were overwhelmed.

With the collapse of Belgium, Allied troops retreated to the port of **Dunkirk** in the northwest corner of France on the **English Channel**. They were now trapped between the advancing Germans and the French coast. In a daring move, more than 800 British ships—warships, ferries, and fishing boats—joined an operation to rescue the troops. Crossing the Channel again and again, the boats evacuated more than 300,000 French and British troops to safety.

In June the Germans crossed the Somme River and continued their sweep into France. Italy joined the war on the side of Germany

### History Through Art

*The Withdrawal from Dunkirk, June 1940* by Charles R.A. Cundall  
Boats crossed the English Channel to bring Allied troops from France back to safety in England. **Why did Allied forces retreat?**



# Linking Past & Present

## Aerial Warfare

Germany introduced jet planes late in World War II. The German jets could fly almost 550 miles per hour. By the 1960s American and Soviet jets roared through the skies at 1,000 miles per hour. Today United States military aircraft includes the F-117 stealth fighter. A winglike shape and flat surfaces that absorb radar energy make it difficult for enemy radar to detect it. **How do World War II planes differ from modern stealth bombers?**



and attacked France from the southeast. Germany and Italy—and later Japan—formed the **Axis Powers**. On June 14, 1940, German troops marched victoriously into Paris. The French surrendered a week later, stunned by the German blitzkrieg.

### The Battle of Britain

All that stood between Hitler's domination of Western Europe was Great Britain. In August 1940, the Germans bombed British shipyards, industries, and cities, destroying entire neighborhoods of London and killing many civilians.

Hitler's goal was to break British morale before invading Britain. The British people endured, however, in part because of the inspiration of Prime Minister **Winston Churchill**. When Hitler called for Britain to surrender, Churchill responded defiantly:

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

Although the **Battle of Britain** continued until October, the Germans never gained control of the skies over Britain. The British Royal Air Force (RAF) mounted a heroic defense and inflicted heavy losses on the German air force. Finally, Hitler ended the air attacks.

### Germany Turns East

Frustrated by his failure in Britain, Hitler decided to realize one of his oldest dreams—to destroy the Soviet Union. Ignoring the pact he had made with Stalin, Hitler launched an attack on the Soviet Union in June 1941. Within months German armies had moved into Soviet territory. The Soviet Union joined the Allies in their fight against the Axis Powers.

**✓ Reading Check Examining** Why did Hitler bring the invasion of Britain to an end?

## America and the War

The United States watched the war in Europe with growing concern. Although most Americans sympathized with the Allies, they were determined to avoid war. Isolationists banded together to form the **America First Committee**. Its members thought the United States should keep out of Europe's business. Among those who led this group were aviation hero Charles Lindbergh and automaker Henry Ford.

While vowing to remain neutral, Roosevelt took steps to prepare for war. In 1938, at his request, Congress voted to strengthen the navy. In 1939 the president asked Congress to pass a



new Neutrality Act that allowed the United States to sell weapons to other countries on a “cash and carry” basis. In 1940 FDR signed the Selective Training and Service Act, the first peacetime draft in United States history. The law applied to American men between the ages of 21 and 35.

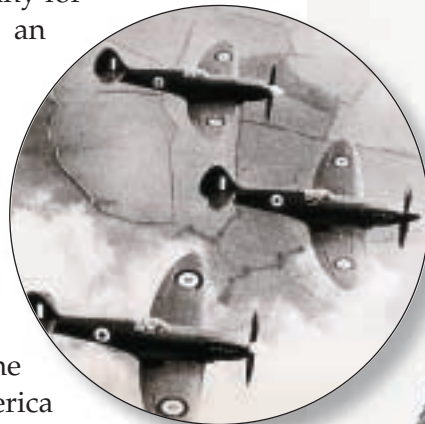
### The 1940 Election

With the world in crisis, President Roosevelt decided to run for a third term, breaking the tradition set by George Washington. The Republicans chose as their candidate a former Democrat—business leader Wendell L. Willkie of Indiana. Willkie approved almost all of Roosevelt’s New Deal reforms and generally agreed with his foreign policy. Public sentiment to stay out of the war was so strong that Roosevelt promised the American people, “Your boys are not going to be sent into any foreign wars.” Roosevelt won an easy victory.

### U.S. Involvement Grows

With the election won, Roosevelt moved to support the Allies openly. At Roosevelt’s urging, Congress approved the **Lend-Lease** Act in March 1941. The Lend-Lease Act allowed America to sell, lend, or lease arms or other war supplies to any nation considered “vital to the defense of the United States.” Britain, which was running out of cash, was the first to use lend-lease. Isolationists opposed the Lend-Lease Act, arguing that it would increase American involvement in the war.

German submarines in the Atlantic Ocean had been sinking British ships, including those carrying supplies from the United States. In April 1941, American ships began escorting convoys of British merchant ships. After the Germans began firing on American destroyers, Roosevelt issued a “shoot-on-sight” order to American naval vessels that found German and Italian ships in certain areas.



### The Atlantic Charter

In August 1941, President Roosevelt and British prime minister Churchill met and drew up the **Atlantic Charter**. While Roosevelt made no military commitments, he joined Churchill in setting goals for a world after “the final destruction of the Nazi tyranny.” The two nations pledged that the people of every nation would be free to choose their own form of government and live free of “fear and want.” They urged **disarmament**—giving up military weapons—and the creation of a “permanent system of general security.”

**Reading Check Explaining** What did the Lend-Lease Act allow the United States to do?



*The bombing of London caused much ruin. The Royal Air Force (inset) forced Hitler to abandon his invasion plans.*



### **Picturing History**

Japan's surprise attack on Pearl Harbor severely damaged the U.S. Pacific Fleet. **How did the attack affect American neutrality?**

### **U.S. Losses at Pearl Harbor**

<b>Human Casualties</b>	<b>Killed</b>	<b>Wounded</b>
Navy	1,998	710
Marine Corps	109	69
Army	233	364
Civilian	48	35

<b>Ships</b>		
Sunk or beached	12	
Damaged	9	

<b>Aircraft</b>		
Destroyed	164	
Damaged	159	



Source: USS Arizona Memorial.



## **The Japanese Threat**

While Hitler and Mussolini were waging war in Europe, the Japanese were making military conquests in the Far East. After seizing much of China in the 1930s, the Japanese continued their expansion. After the fall of France in 1940, they seized the French colony of **Indochina** in Southeast Asia. Japan also planned to take the Dutch East Indies, British Malaya, and the American territory of the Philippines, primarily to acquire badly needed rubber and oil.

### **The United States Responds**

The United States responded to Japan's aggression by applying economic pressure. Roosevelt froze all Japanese assets in American banks, preventing the Japanese from obtaining funds they had in the United States. He also stopped the sale of oil, gasoline, and other natural resources that Japan lacked. The action outraged the Japanese.

In October 1941, the Japanese prime minister, Fumimaro Konoye, resigned. Konoye had been willing to negotiate with the United States because he did not believe Japan could defeat America in a war. The new prime minister, General **Hideki Tōjō**, did not share Konoye's views. Still, on November 20, negotiations were opened in Washington between the United States and Japan. At the same time, confident of Japan's military might, the Tōjō government began planning an attack on the United States.

### **Attack on Pearl Harbor**

At 7:55 A.M. on Sunday, December 7, 1941, Japanese warplanes attacked the American military base at **Pearl Harbor**, Hawaii. The American installations at Pearl Harbor could not have been more vulnerable to attack. Ships were anchored in a neat row and airplanes were grouped together on the airfield, easy targets for a Japanese air attack. As the following excerpt shows, the Americans at Pearl Harbor were taken completely by surprise:



“In the Navy housing areas around Pearl Harbor, people couldn’t imagine what was wrecking Sunday morning. Captain Reynolds Hayden, enjoying breakfast at his home on Hospital Point, thought it was construction blasting. . . . Lieutenant C. E. Boudreau, drying down after a shower, thought an oil tank had blown up near his quarters . . . until a Japanese plane almost grazed the bathroom window. Chief Petty Officer Albert Molter, puttering around his Ford Island flat, thought a drill was going on until his wife Esther called, ‘Al, there’s a battleship tipping over.’”

The attack devastated the American fleet, destroying eight battleships, three cruisers, and four other vessels. Hundreds of planes were destroyed on the ground. More than 2,300 soldiers, sailors, and civilians were killed.

Fortunately, at the time of the attack, the navy’s three aircraft carriers were at sea. Their escape from destruction provided the only good news that day.

Grace Tully, one of the president’s secretaries, received an urgent call to report to the White House. She later recalled:

“Most of the news on the . . . attack was then coming to the White House by telephone from Admiral Stark, Chief of Naval Operations, at the Navy Department . . . each report more terrible than the last, and I could hear the shocked unbelief in Admiral Stark’s voice.”

Pearl Harbor was the worst defeat in United States military history. Yet Pearl Harbor also united Americans. All debate about involvement in the war ended. On the day after Pearl Harbor, President Roosevelt asked Congress for a declaration of war, calling December 7 “a date which will live in infamy.” Congress quickly approved the president’s request to declare war on Japan.

Three days later Germany and Italy, Japan’s allies, declared war on the United States. Congress then declared war on them as well. The United States had joined the Allied nations—including Great Britain,

France, and the Soviet Union—against the Axis Powers—Germany, Italy, and Japan—in World War II.



**Reading Check Explaining** Why did the United States enter World War II?

## SECTION 2 ASSESSMENT

### Checking for Understanding

- Key Terms** Define the following key terms: **blitzkrieg**, **lend-lease**, **disarmament**.
- Reviewing Facts** What nations formed the Axis Powers?

### Reviewing Themes

- Global Connections** What diplomatic actions did the United States take to prevent Japan from taking over nations in Asia?

### Critical Thinking

- Predicting Consequences** Do you think the United States would have eventually joined the war even if Japanese forces had not attacked Pearl Harbor? Explain.
- Sequencing Information** Re-create the time line below and identify the important events.

Sept. 1, 1939	Mar. 1940	Jun. 14, 1940	Dec. 7, 1941
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Analyzing Visuals

- Analyzing Art** Look at the painting on page 759. What event does the painting show? Why do you think the artist decided to portray this event in such a large view?

### Interdisciplinary Activity

**Descriptive Writing** Write and record a 15-second radio news bulletin announcing the Japanese bombing of Pearl Harbor.

## SECTION 3

# On the Home Front

### Guide to Reading

#### Main Idea

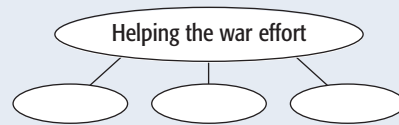
Demand for war goods created new industries and new jobs.

#### Key Terms

**mobilization, ration, internment camp**

#### Reading Strategy

**Organizing Information** As you read the section, re-create the diagram below and identify three ways Americans on the home front helped the war effort.



#### Read to Learn

- what steps the United States took to prepare for fighting the war.
- how the war affected Americans.

#### Section Theme

**Economic Factors** The United States had to switch rapidly from a peacetime economy to a wartime economy—providing arms and other supplies for thousands of troops.

#### Preview of Events

◆ 1941

**1941**

FDR establishes Fair Employment Practices Commission

◆ 1942

**1942**

Revenue Act raises taxes to finance the war; Office of War Information promotes patriotism

◆ 1943

**1943**

Navajo soldiers develop unbreakable radio code



*Audie Murphy*

## AN American Story

He wanted to join the Marines, but at 5 feet five inches tall he was too short. The Navy also turned him down. Reluctantly, Audie Murphy, the orphaned son of Texas sharecroppers, enlisted in the Army. By the end of the war, Murphy was the most decorated combat soldier of World War II. When victory was declared in Europe in May 1945, Murphy had still not reached his twenty-first birthday. Today, through the Audie Murphy Club, the Army honors noncommissioned officers who best represent Audie Murphy's motto, "You lead from the front."

### America Prepares

The Japanese attack on Pearl Harbor united the American people as nothing else could. With astonishing speed the nation's economy and its people prepared to fight the war. Even before Pearl Harbor, the United States had begun raising an army under the Selective Service acts of 1940 and 1941. More than 15 million Americans joined the armed forces during the war, both as draftees and as volunteers.



For the first time, large numbers of women served in the military. About 250,000 women served in the **WACs** (Women’s Army Corps), the **WAVES** (Women Appointed for Volunteer Emergency Service in the Navy), and women’s units in the marines, Coast Guard, and army air corps. These women did not fight in combat—most performed clerical tasks or worked as nurses—but they played important roles in the war effort.

Equipping the troops and providing arms and other war materials required changes in the nation’s economy. To speed up **mobilization**—military and civilian preparations for war—the American government created a number of new government agencies.

The **War Production Board** supervised the conversion of industries to war production. Under its guidance, automakers shifted from building cars to producing trucks and tanks. The **Office of Price Administration** set limits on consumer prices and rents to prevent inflation. The **National War Labor Board** helped resolve labor disputes that might slow down war production.

### Financing the War

From 1941 to the end of World War II, the United States spent more than \$320 billion on the war effort—10 times the amount spent in World War I. Much of this money was raised through taxes. The **Revenue Act of 1942** raised corporate taxes and required nearly all Americans to pay income taxes. Congress approved a system for withholding taxes from workers’ paychecks—a practice still in effect.

The government also borrowed money to finance the war. As in World War I, the government sold war bonds. Movie stars and other celebrities urged people to buy bonds to support the war.

#### Reading Check Explaining

What was the purpose of the Revenue Act of 1942, and what did it do?

## Wartime America

During the war, industry soared. Factories produced more than 70,000 ships, almost 100,000 tanks and airplanes, and millions of guns. Production speed increased as well. Some cargo ships were built in a matter of weeks.

Those who remained at home had to provide food, shelter for all those in uniform. Civilians also provided training, equipment, transportation, and medical care.

Wartime production helped restore prosperity to the nation after the long years of the Depression. Incomes rose and prices remained fairly stable.

### Making Sacrifices

With the war effort came many sacrifices. For millions of American families, the war meant separation from loved ones serving overseas. Those at home lived in dread of receiving a telegram announcing that a family member had been killed, wounded, or captured.

With industries making war materials, Americans faced shortages of many consumer goods. After 1942, for example, automakers

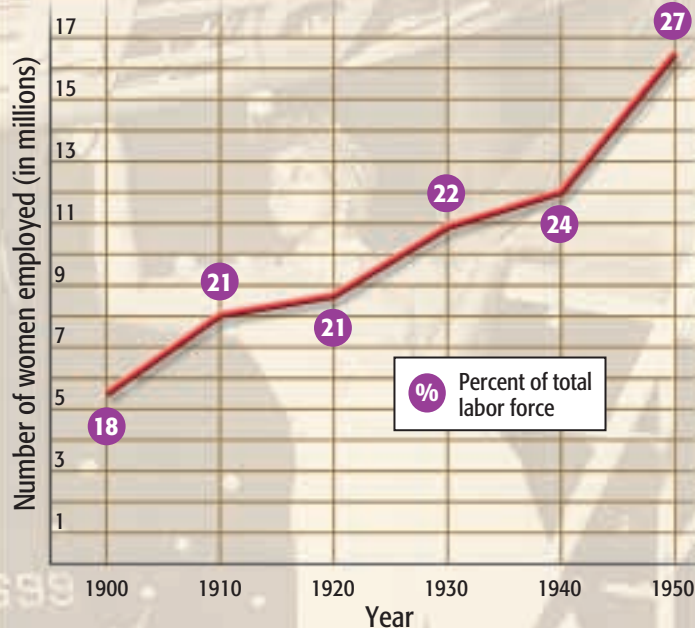
*About 2,000 women were accepted into the Women’s Air Force Service Pilots.*







## U.S. Women in the Labor Force, 1900–1950



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

### Graph Skills

During World War II, the American workforce took on a whole new look.

**Analyzing Information** In 1940 what percent of the labor force was made up of women?

stopped making new cars and turned instead to making tanks, planes, and trucks. Women could not buy stockings—silk imports from war-torn Asia had halted, and nylon was needed to make parachutes.

In addition many resources and goods needed for the war effort were **rationed**—consumers could buy only limited numbers of them. Americans used government-issued books of ration coupons to purchase certain items, such as shoes, gasoline, tires, sugar, and meat. When people ran out of coupons, they did without the rationed items.

### Helping the War Effort

People found other ways to help the war effort. Many planted “victory gardens” to grow vegetables, which were in short supply. Children collected scrap metal for use in industry.

Many people joined in **civil defense**—protective measures in case of attack. For example, volunteer spotters scanned the skies for enemy aircraft that might try to approach America. Coastal cities enforced blackouts at night so that lights could not serve as beacons for enemy pilots.

The **Office of War Information**, established by the government, promoted patriotism and helped keep Americans united behind the war effort. It also broadcast messages all over the world. (See page 975 for another way Americans were asked to contribute to the war effort.)

**Reading Check Explaining** Why were many consumer goods in short supply?

## Women and Minorities

The war had a tremendous impact on the lives of women and minorities.

It brought opportunity for new jobs and a new role in society. Yet for some, unfair treatment left lasting scars.

As millions of men joined the armed forces, more women than ever before entered the labor force. In factories women worked as welders and riveters and in other jobs previously held by men. An advertising campaign featuring a character called **Rosie the Riveter** encouraged women to take factory jobs. For many women it was their first opportunity to work outside the home.

Although women had new job opportunities, they usually earned less than men. Moreover, when the war ended and the troops returned home, most women would lose their jobs. Still, the war opened new fields to women and changed public opinion about women’s right to work.

### African Americans During the War

About one million African American men and women served in the armed forces during the war. At first most were given low-level assignments and kept in segregated units. Gradually, military leaders assigned them to integrated



Fact Fiction Folklore

## Penicillin

**Penicillin was first used on a large scale during World War II.** Alexander Fleming's discovery of penicillin in 1928 happened accidentally in the course of research on influenza. The first widespread use of the medicine took place in 1943 to treat Allied troops in the North Africa campaign. Today penicillin is used in treating a wide range of diseases.

units. In 1942 the army began training whites and African Americans together in officer candidate school. Finally, African Americans were allowed to take combat assignments. The 332nd Fighter Group, known as the **Tuskegee Airmen**, shot down more than 200 enemy planes. **Benjamin Davis, Jr.**, who trained at the Tuskegee flying school, became the first African American general in the United States Air Force. His father, Benjamin Davis, Sr., had been the first African American general in the army.

In civilian life African Americans sought change. In the summer of 1941, labor leader **A. Philip Randolph** demanded that the government ban discrimination against African Americans in defense industries. He planned a large demonstration in Washington in support of his demands. President Roosevelt persuaded Randolph to call off the march by establishing the Fair Employment Practices Commission to combat discrimination in industries that held government contracts. The president announced that

“... there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin.”

The war accelerated the population shift that had begun during World War I. Large numbers of African Americans moved from the rural South to industrialized cities in the North and the West in search of work. In some cities, racial tensions erupted in violence. The

violence sometimes resulted in death. The riots inspired the African American poet **Langston Hughes** to write:

“Yet you say we’re fightin’ for democracy.  
Then why don’t democracy  
Include me?”

## Native Americans

Many Native Americans left reservations to work in defense industries. Thousands of Native Americans served in the armed forces. **Ira Hayes** became a hero in the battle for Iwo Jima in the Pacific. A special group of Navajo formed the “code talkers.” Many of the American radio communications about troop movements and battle plans were being intercepted by the Japanese. The “code talkers” used a special code based on the Navajo language to send messages—a code that the Japanese never broke.

## Hispanic Americans

More than 300,000 Hispanic Americans served in the armed forces. The Congressional Medal of Honor, the nation’s highest military medal, was awarded to 12 Mexican Americans. **Mercedes Cubría** of Cuba became the first Hispanic woman officer in the Women’s Army Corps. **Horacio Rivero** of Puerto Rico became the first Hispanic four-star admiral since David Farragut to serve in the United States Navy.

Prompted by the wartime need for labor, United States labor agents recruited thousands of farm and railroad workers from Mexico. This program, called the **bracero** program, stimulated emigration from Mexico during the war years.

*Tuskegee Airmen in Italy*





*The United States Marines recruited Navajo soldiers to develop a military code that the Japanese could not break.*

Like African Americans, Mexican Americans suffered from discrimination, and their presence created tensions in some cities. In 1943, for example, a four-day riot started in **Los Angeles** when white sailors attacked Mexican American teens.

### Japanese Americans

After the Japanese bombed Pearl Harbor, Japanese Americans were feared and hated by many other Americans. About two-thirds of Japanese Americans were **Nisei**—American citizens who had been born in the United States. But this fact made little difference to some who questioned the loyalty of Japanese Americans.

Military and political leaders worried about the loyalty of Japanese Americans if Japanese forces invaded the United States. The president directed the army to relocate more than 100,000 West Coast Japanese Americans to detention centers. Located mostly in desert areas, these **internment camps** were crowded and uncomfortable. Conditions were harsh.

With only days to prepare for the move, most Japanese Americans left valuable possessions behind. Many abandoned their homes and businesses or sold them at a loss. Most had to stay in internment camps for the next three years.

Peter Ota and his family were sent to a camp in Colorado. His father had come to California in 1904 and built up a successful fruit and vegetable business. After the war Ota remembered how his father had suffered.

“After all those years, having worked his whole life to build a dream—having it all taken away. . . . He died a broken man.”

In 1944, in *Korematsu v. United States*, the Supreme Court upheld the order providing for the relocation of Japanese Americans. In 1988 Americans acknowledged the injustice of relocation. Congress issued a formal apology and agreed to give each survivor \$20,000, a token of the nation’s regret. (See page 998 for a summary of the *Korematsu* case.)

**Reading Check** **Identifying** Who were the Nisei?

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Key Terms** Define the following key terms: **mobilization, ration, internment camp.**
- Reviewing Facts** List two ways the United States financed the war effort.

### Reviewing Themes

- Economic Factors** How did wartime industrial production help the American economy recover from the Depression?

### Critical Thinking

- Drawing Conclusions** Why did many Americans move to industrialized cities during the war?
- Organizing Information** Re-create the diagram below and explain how each of these actions helped the war effort.

Helping the war effort		
Civil defense	Bracero program	Rationing

### Analyzing Visuals

- Graph Skills** Examine the graph on page 766. When did the number of women employed pass 10 million?

### Interdisciplinary Activity

**Writing** Suppose you are a woman working in a defense factory during the war. This is the first job you have had outside of your home. Write a journal entry describing your first day on the job.



# America's LITERATURE

## Yoshiko Uchida (1921–1992)



Yoshiko Uchida grew up in California in the 1930s. As a Japanese American, she sometimes felt very different from the people around her. She wanted to be a “typical” American and often resented the Japanese ways of her family. Eventually Uchida learned to value the “invisible thread” that linked her to her heritage.

### READ TO DISCOVER

During the war, the American government relocated to camps those Japanese people living in the West. How did Yoshiko and her sister, Kay, spend their time in the internment camp?

### READER'S DICTIONARY

**Tanforan:** horse racing park used as a camp for Japanese Americans

**mess hall:** military-style dining area

**canteen:** a general store at a military camp

**contraband:** forbidden items

**diversion:** entertainment

## The Invisible Thread

Gradually we became accustomed to life in **Tanforan**, especially to standing in long lines for everything. We lined up to get into the **mess hall** or to use a laundry tub or to buy something at the **canteen** (finding only shoelaces when we got in) or to get into the occasional movies that were shown.

We got used to rushing back to our stall after dinner for the 6:00 P.M. head count (we were still in bed for the morning count), and to the sudden unexpected campwide searches for **contraband** by the FBI when we were confined to our stalls for several hours.

For **diversion** we could also go to talent shows, recorded concerts, discussion groups, Saturday night dances, softball games, art classes, and hobby shows. . . .

Representatives from the university, the YMCA and YWCA, and various church groups also came to give us their support and help. They were working on arrangements to get students out of camp and back into schools as soon as possible.

*FBI agent searches family's belongings*

One day our neighbor Mrs. Harpainter came to see us, bringing all sorts of snacks along with flowers from her garden for Mama. Her boys, however, were not allowed inside because they were under sixteen.

When Kay and I heard they were waiting outside the gate, we hurried to the fence to talk to them.

“Teddy! Bobby!”

We ran to greet them, squeezing our fingers through the chain links to touch their hands.

But an armed guard quickly shouted, “Hey, you two! Get away from the fence!”

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### ANALYZING LITERATURE

- 1. Recall and Interpret** Why did representatives from churches and other groups visit the camp?
- 2. Evaluate and Connect** How do you think you would have felt in Uchida's place in the internment camp?

### Interdisciplinary Activity

**Art** Draw plans for a community memorial suitable for remembering Japanese Americans treated unfairly during World War II.

## SECTION 4

# War in Europe and Africa

### Guide to Reading

#### Main Idea

To win the war, the Allies had to regain control of North Africa and most of Europe.

#### Key Terms

D-Day, genocide, Holocaust

#### Reading Strategy

**Sequencing Information** As you read the section, re-create the time line below and identify important events during the war.

Nov. 1942	May 1943	Jun. 1944
<input type="text"/>	<input type="text"/>	<input type="text"/>

#### Read to Learn

- what important battles took place in North Africa, Italy, and the Soviet Union between 1942 and 1944.
- what factors contributed to the Allied victory in Europe.

#### Section Theme

**Global Connections** The horrors of war continued as the Allies attempted to defeat the Axis Powers.

#### Preview of Events

◆ 1942

**January 1942**  
U.S. joins Allies

◆ 1944

**June 1944**  
Allied ships land at Normandy

**December 1944**  
Battle of the Bulge takes 75,000 lives

◆ 1946

**May 1945**  
Germany surrenders



Ernie Pyle

## AN American Story

Ernie Pyle, a war correspondent, described the life of the World War II American soldier: "In the magazines war seemed romantic and exciting, full of heroics and vitality. . . . I saw instead men suffering and wishing they were somewhere else. . . . All of them desperately hungry for somebody to talk to besides themselves . . . cold and fairly dirty, just toiling from day to day in a world full of insecurity, discomfort, homesickness and a dulled sense of danger."

### North African Campaign

On January 1, 1942—three weeks after Pearl Harbor—the United States joined Britain, the Soviet Union, and 23 other Allied nations in vowing to defeat the Axis Powers. Although the Japanese were conquering vast areas in the Pacific, the Allied leaders decided to concentrate first on defeating Hitler before dealing with Japan. The situation in Europe was desperate. German forces occupied almost all of Europe and much of North Africa. If the Germans defeated the Soviets, Germany might prove unstoppable.



Stalin and many American military leaders wanted the Allies to launch a major attack on continental Europe across the English Channel. Such an attack would force the Germans to defend the heart of their own empire. Churchill, however, argued that such an assault would be too difficult because of the German military presence in the area. FDR concluded that Churchill was right. The Allies made plans to attack North Africa instead. The Axis forces

there were under the command of German general **Erwin Rommel**, known as the “Desert Fox” because of his success in desert warfare.

In November 1942, the British turned Rommel back at El Alamein. The victory prevented the Germans from capturing the Suez Canal, linking the Mediterranean and the Red Sea.

Landing in Algeria and Morocco on November 8, American, British, and Canadian troops under American general **Dwight D. Eisenhower**



## World War II in Europe and Africa



	Allied Forces
	Major Axis powers
	Greatest extent of Axis control
	Allied or Ally-controlled
	Neutral nations

**Geography Skills**

- 1. Place** Where did the Allied forces land on D-Day?
- 2. Analyzing Information** When did Allied forces invade Sicily?



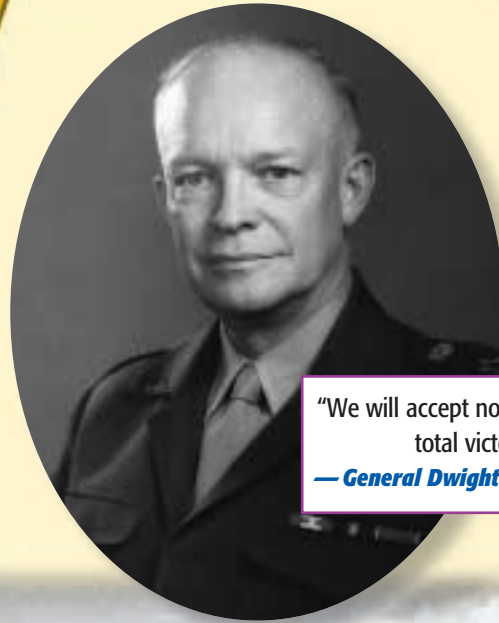
# Why It Matters

## D-Day

On June 6, 1944 General Dwight Eisenhower directed the largest combined land-sea-air invasion in history. The code name for the offensive was Operation Overlord, but most Americans remember the assault as D-Day. Some 150,000 Allied soldiers began to come ashore before dawn along a 60-mile stretch of the coast of Normandy in France.

Once they controlled the coast, the Allied forces had a base from which they would try to sweep the Germans out of France.

**The D-Day invasion** marked a turning point in the war in Europe. In August, Paris would fall to the Allies. Early in 1945 the final Allied assault in Europe began. It was the beginning of the end of the war.



"We will accept nothing less than total victory."  
— General Dwight D. Eisenhower



advanced eastward swiftly. The inexperienced Americans met defeat in Tunisia. With the backing of British air and naval power, however, American general **George Patton** closed in on Rommel. The Allies drove the Germans out of North Africa in May 1943.

### The Invasion of Italy

The Allies used bases in North Africa to launch an invasion of southern Europe. They took the island of **Sicily** in the summer of 1943 and landed on the Italian mainland in September. As the Allies advanced, the Italians overthrew dictator Benito Mussolini and surrendered. However, German forces in Italy continued to fight.

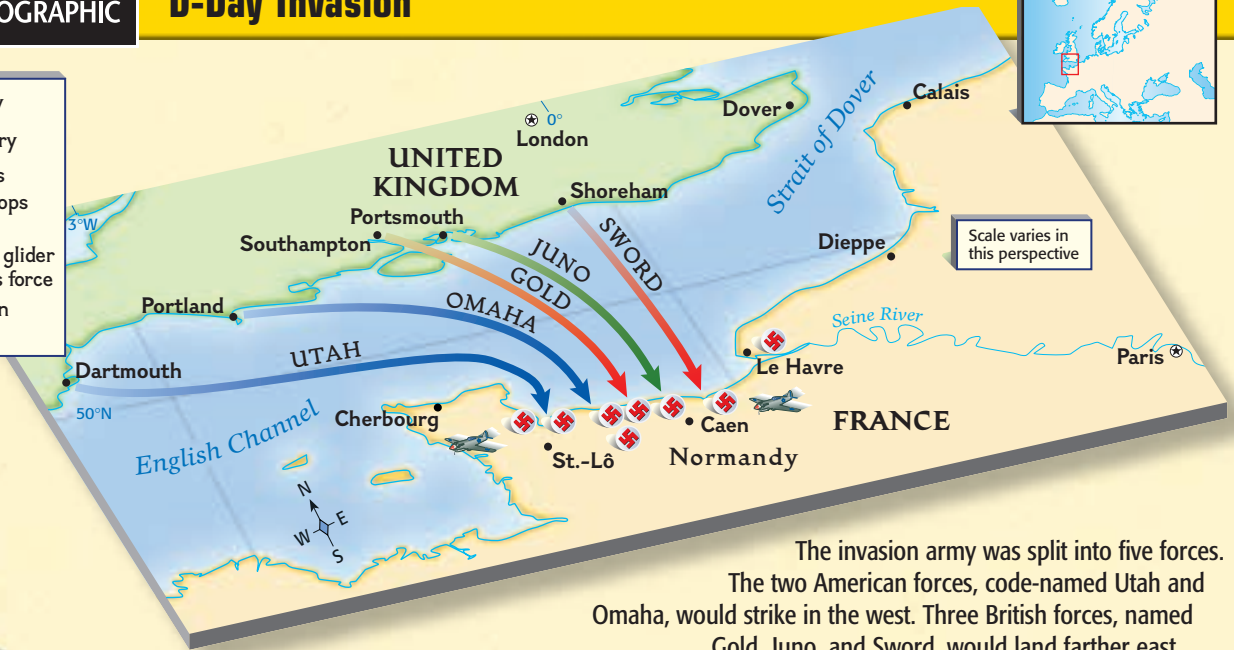
In the winter of 1943, the Allies met fierce resistance at the monastery town of **Monte Cassino** in central Italy, and their advance faltered. The next January the Allies landed farther north at **Anzio**, a seaport near Rome. German forces kept the Allies pinned down on the beaches at Anzio for four months. The Allies finally broke through the German lines in May and advanced toward **Rome**. They liberated Rome in June 1944.

### Air War Over Germany

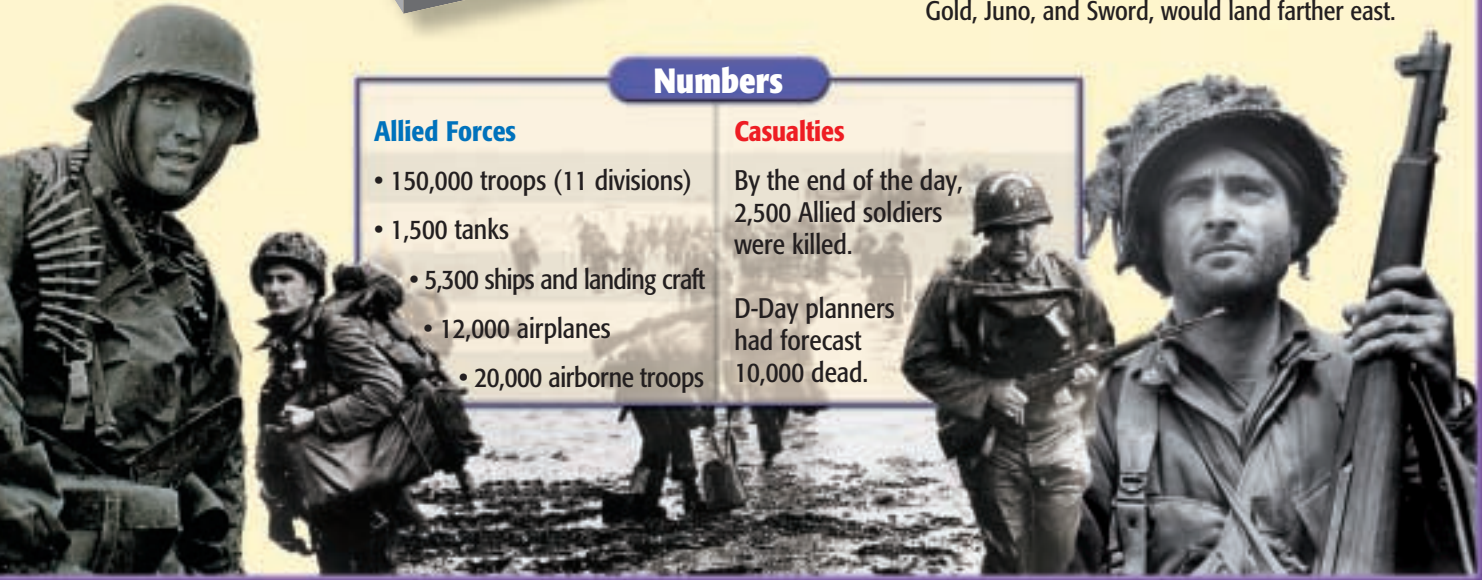
While fighting raged in North Africa and Italy, the Allies launched an air war against Germany. In the summer of 1942, British and American air forces began a massive bombing campaign



- Axis territory
- Allied territory
- British troops
- Canadian troops
- U.S. troops
- Airborne and glider landing zones force
- Major German fortifications



The invasion army was split into five forces. The two American forces, code-named Utah and Omaha, would strike in the west. Three British forces, named Gold, Juno, and Sword, would land farther east.



**Numbers**

**Allied Forces**

- 150,000 troops (11 divisions)
- 1,500 tanks
- 5,300 ships and landing craft
- 12,000 airplanes
- 20,000 airborne troops

**Casualties**

By the end of the day, 2,500 Allied soldiers were killed. D-Day planners had forecast 10,000 dead.

against Germany. Each day hundreds of American bombers pounded German factories and cities. Each night British bombers battered the same targets. The bombing caused massive destruction and killed thousands of German civilians. In July 1943 a week-long series of bombing raids on the port of Hamburg created a whirling tower of fire that engulfed the city. More than 30,000 people died in the raids. Yet the attacks failed to crack Germany's determination to win the war.

**Reading Check Explaining** Why did the Allies decide to attack North Africa rather than launch an attack on continental Europe?

**The Tide Turns in Europe**

Meanwhile, the Soviets and the Germans were locked in ferocious combat. For months the Soviet Union bore the main force of Germany's European war effort.

**The Eastern Front**

After invading the Soviet Union in June 1941, German troops had moved quickly into the nation's interior. By September the Germans surrounded **Leningrad** and began a **siege**, or military blockade, that lasted nearly 900 days. The German attack continued, but Leningrad did not fall. As food ran out, the people of the







city ate horses, cats, and dogs—even bread made from wallpaper paste. Thousands died. The Germans could not take the city, however, and in early 1944 the siege was broken.

German forces also attacked other Soviet cities. In 1941 the Germans tried to capture the Soviet capital of **Moscow**. Heavy losses and bad weather slowed their advance, but the Germans reached Moscow’s outskirts by December. When all seemed lost, the Soviets staged a counterattack and forced a German retreat.

In the spring of 1942, Germany launched another offensive. A major target was the city of **Stalingrad**, key to oil-rich lands to the south. To take the city, the Germans had to fight street by street and house by house. No sooner had the Germans won Stalingrad than Soviet forces surrounded the city, cutting off the German supply lines. Cold and starving, the German troops fought on until February 1943, when the tattered remains of their army finally surrendered.

After Stalingrad, a major Soviet offensive drove the Germans back hundreds of miles. The Germans mounted a counteroffensive in the summer of 1943, but their defeat at Stalingrad marked a major turning point in the war.

## Invasion of France

As the Soviets pushed toward Germany from the east, the Allies were planning a massive invasion of France from the west. General Eisenhower, the commander of Allied forces in Europe, directed this invasion, known as **Operation Overlord**. Eisenhower later wrote of the tense days of preparation:

“All southern England was one vast military camp, crowded with soldiers awaiting final word to go.”

Eisenhower planned to land his troops on the French coast of **Normandy** on June 5, but rough seas forced him to delay the landing. Finally, on June 6, 1944—**D-Day**—the Allied ships landed on the coast of Normandy.

After wading ashore the troops faced land mines and fierce fire from the Germans. Many Allied troops were hit as they stormed across the beaches to establish a foothold on high ground. Within a few weeks, the Allies had landed a million troops in France.

From Normandy the Allies pushed across France. On August 25 French and American soldiers marched through joyful crowds and liberated Paris.

# People In History

George S. Patton 1885–1945

Unpredictable and flamboyant, George S. Patton was one of the most remarkable U.S. Army commanders and also the leading authority on tank warfare. Patton was a clever planner, which helped make him one of the war’s greatest combat commanders.

Patton distinguished himself in various World

War II campaigns, including the invasion of North Africa and the capture of Sicily. The controversy that arose after Patton struck a soldier almost cost him his career. Eventually Patton was reassigned to lead the Third Army. After the invasion of Normandy in the summer of 1944, Patton’s army swept across

Europe. In December, the Third Army helped win the Battle of the Bulge. By the end of the war, the Third Army liberated more than 80,000 square miles of territory and took thousands of prisoners. Patton died in December 1945 from injuries suffered in an automobile accident.





*(Left) Polish Jews taken prisoner, 1943; (above) liberated prisoners at concentration camp at Ebensee, Austria in May 1945*

## Victory in Europe

Germany fought for survival on two fronts. In the east the Soviets pushed the Germans out of eastern Europe. In the west the British and Americans approached the German border.

The Allied advance across France moved so rapidly that some people thought the war would be over by the end of the year. In late 1944, however, the drive came to a halt at the Rhine River, stalled by German defenses and cold weather.

In mid-December the Germans mounted a last, desperate offensive. On December 16, 1944, they launched a surprise attack along a 50-mile front in Belgium. In the **Battle of the Bulge**, the Germans at first drove troops and artillery deep into a bulge in the Allied lines. After several weeks, however, the Allies pushed the Germans back. The battle, which resulted in more than 75,000 casualties, marked the end of serious German resistance.

The final phase of the war in Europe now began. By mid-April 1945, the Soviets had surrounded **Berlin**, the German capital. Hitler, who had spent the final months of the war in an underground bunker there, realized that the situation was hopeless and committed suicide on April 30. Germany signed an unconditional surrender on May 7, ending the war in Europe. The Allies declared May 8 **V-E Day** for “Victory in Europe.”

## Death of a President

President Roosevelt did not share in the Allied victory celebration. In February 1945, he had traveled to Yalta in the Soviet Union to meet with Churchill and Stalin. After returning home Roosevelt had gone to Warm Springs, Georgia, for a vacation. He died there suddenly on April 12, 1945.

Americans were saddened by the death of the man who had led them for 12 difficult years. When Vice President **Harry S Truman** heard the news, he asked Eleanor Roosevelt if there was anything he could do for her. She replied, “Is there anything *we* can do for *you*? You are the one in trouble now.”

 **Reading Check Explaining** Why was the Battle of the Bulge an important victory for the Allies?

## The Holocaust

As the Allies liberated areas that had been under German control, they found horrifying evidence of Nazi brutality. Hitler had warned in 1939 that another war would result in “the destruction of the Jews in Europe.” Nazi leaders developed what they called “the final solution of the Jewish question.” Their “solution” was **genocide**—wiping out an entire group of people.



Ever since Hitler had gained power in 1933, the Nazis had persecuted Jews. This persecution became more deadly as German power spread through Europe. Once the war began, Nazis rounded up thousands of Jews, shooting them and throwing them into mass graves. One man who witnessed a massacre of Russian Jews wrote of the act:

“I watched a family of about eight persons. . . . [A soldier] instructed them to go behind the earth mound. . . . They went down into the pit, lined themselves up against the previous victims and were shot.”

Nazi troops crammed thousands more into railroad cars like cattle, depositing them in **concentration camps**—prison camps for civilians. Guards took the prisoners’ belongings, shaved their heads, and tattooed camp numbers on their arms. Forced to live in horrible conditions, the prisoners often had only a crust of bread or watery soup to eat. Thousands became sick and died.

In the early 1940s, the Nazis embarked on their “final solution” to destroy the Jews. They built death camps where they killed thousands of people a day in gas chambers, then burned their bodies in ovens. At the largest camp—**Auschwitz** in Poland—the Nazis killed between 1 and 2 million people. As many as 6 million

Jews died in what has become known as the **Holocaust**. Millions of others, including Soviet prisoners of war, Poles, Gypsies, and people with handicaps—were also ruthlessly killed.

As Allied forces moved through Germany and Poland after V-E Day, they saw firsthand the unspeakable horrors of the camps. R.W. Thompson, a British reporter, wrote about one such camp:

“Across the sandy clearing is the incinerator, but it ran out of [fuel]. A rough record by the chief burner of bodies records 17,000 burned last month. They say each body was roughly clubbed as it went in.”

People around the world were stunned by this terrible result of Nazi tyranny.

### In Remembrance

The United States Holocaust Memorial Museum is located near the National Mall in Washington, D.C. This memorial provides a national mark of respect for all victims of Nazi persecution. In 2001 Congress passed legislation to approve construction of the National World War II Memorial on a site on the National Mall. This is the first national memorial dedicated to all who served during the war.

**Reading Check Identifying** What groups of people were victims of the Holocaust?

## SECTION 4 ASSESSMENT

### Checking for Understanding

- Key Terms** Define **D-Day**, **genocide**, and **Holocaust**.
- Reviewing Facts** In what region did the Allies launch an invasion after they drove the German forces out of North Africa?

### Reviewing Themes

- Global Connections** When the United States joined the Allies, why did the Allies concentrate first on defeating Hitler?

### Critical Thinking

- Drawing Conclusions** Why do you think Hitler felt threatened by Jews and other minorities?
- Organizing Information** Re-create the diagram below and describe the significance of these events.

Significance	
D-Day	V-E Day

### Analyzing Visuals

- Geography Skills** Examine the map on page 771. When did the Allied forces launch an attack on German forces in North Africa?

### Interdisciplinary Activity

**Geography** Draw a map of the former Soviet Union and use symbols to show the outcome of the battles between German and Soviet forces.



# SECTION 5

# War in the Pacific

## Guide to Reading

### Main Idea

Japan's surrender ends World War II.

### Key Terms

island hopping, kamikaze

### Reading Strategy

**Classifying Information** As you read the section, re-create the diagram below and explain the importance of each subject.

	Importance
Island hopping	
Manhattan Project	
V-J Day	

### Read to Learn

- how the United States planned to gain control of the Pacific region.
- what role the atomic bomb played in ending the war.

### Section Theme

**Global Connections** When Japanese leaders would not surrender, President Truman ordered the use of the atomic bomb.

### Preview of Events

◆ 1942

**April 1942**

Allies surrender Bataan

◆ 1944

**March 1945**

Americans seize Iwo Jima

**August 1945**

Atomic bomb is dropped on Hiroshima

◆ 1946

**September 1945**

Japan surrenders; World War II ends



*The war brought sadness to separated families*

## AN American Story

Bob Krell, a soldier in World War II, felt a need to describe his life in the war: "At night before a big airborne operation you crawl deeper in your sack, but you can't get away from the noise. Over the roar of engines, somebody is shouting a bunch of names. . . . [W]e will climb into our parachutes as dawn breaks. We will trudge out to the planes and climb in, not saying much of anything about anything. . . ." Bob Krell was killed in action 12 hours after he wrote these words.

## The Pacific Front

On December 7, 1941, the same day the Japanese attacked Pearl Harbor, Japanese bombers struck American airfields in the **Philippines** and on the islands of **Wake** and **Guam**—key American bases in the Pacific. In the following days, the Japanese intensified their campaign in the Pacific. They invaded Thailand and Malaya and captured Guam, Wake Island, and the British colony of Hong Kong.





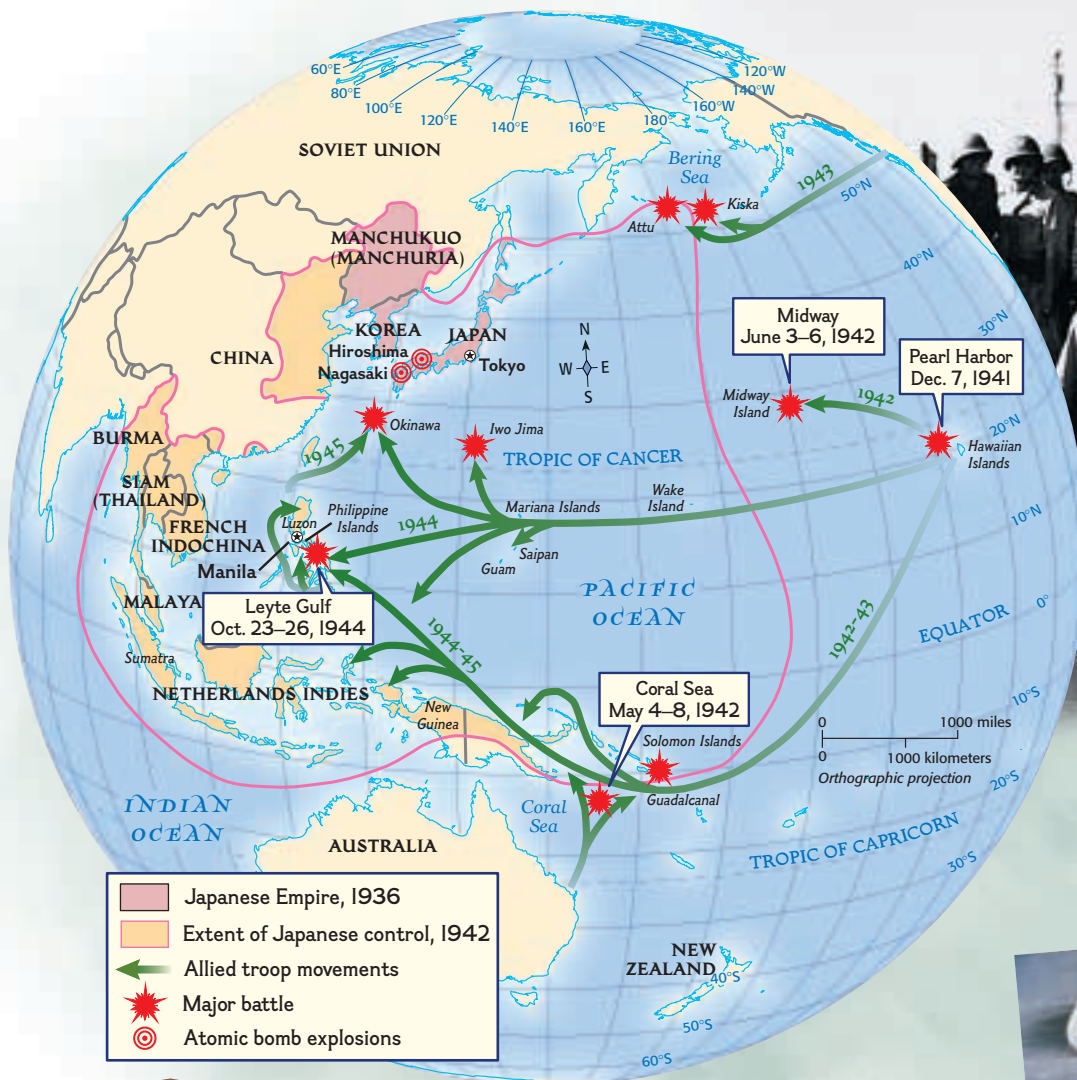
Japanese troops had landed in the Philippines in mid-December and quickly taken the capital of Manila. The defending forces—Filipino and American troops commanded by American general **Douglas MacArthur**—were forced to retreat to the rugged **Bataan** Peninsula west of Manila and the small island fortress of **Corregidor**.

## The Philippines Fall

After months of fierce fighting, the exhausted Allied troops defending Bataan surrendered on April 9, 1942. The forces on Corregidor held out for another month. The Japanese forced their Bataan prisoners—many sick and near starvation—to march to a prison camp more than 60 miles away. Only much later did the public learn

**NATIONAL GEOGRAPHIC**

## World War II in the Pacific



*General Douglas MacArthur directed the recapture of the Philippines.*



### Geography Skills

- 1. Region** What parts of China were under Japanese control in 1942?
- 2. Analyzing Information** What two cities were destroyed by atomic bombs?

*Dorie Miller was one of the first heroes of the war in the Pacific.*





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**HISTORY**  
*Online* 

**Student Web Activity**  
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what these prisoners endured. About 76,000 prisoners started out, but only about 54,000 of those on the **Bataan Death March** reached the camp. As one survivor recalled:

“Anybody that could walk, they forced ‘em into line. . . . If you fell out to the side, you were either shot by the guards or you were bayoneted [stabbed] and left there.”

Two months before the surrender, General MacArthur had left for Australia to take command of Allied forces in the Pacific. MacArthur promised the Filipinos, “I shall return.”

### Island Hopping

With Japan’s string of quick victories, American morale was low. Then, in April, 16 American bombers, launched from an aircraft carrier in the Pacific, bombed **Tokyo**. This daring raid led by James Doolittle had little military importance, but it lifted Americans’ spirits.

In May, American and Japanese fleets clashed in the Coral Sea northeast of Australia. American ships were heavily damaged, but the Japanese suffered crippling losses. The **Battle of the Coral Sea** was a strategic victory because it halted the Japanese advance on Australia.

An even greater victory followed in June 1942. In the **Battle of Midway**, northwest of Hawaii, the navy destroyed four Japanese aircraft carriers and hundreds of airplanes. This was the first major Japanese defeat.

The United States was now ready to go on the offensive against Japan. The commanders—General MacArthur and Admiral **Chester Nimitz**—adopted a strategy known as **island hopping**. This called for attacking and capturing certain key islands. The United States then used these islands as bases for leapfrogging to others, moving ever closer to the Philippines—and to Japan.

Between August 1942 and February 1943, American forces engaged in one of the most vicious campaigns of the war for the control of **Guadalcanal**, one of the Solomon Islands. Although the Japanese put up fierce resistance, the Americans finally secured the island.

In June 1944, American forces captured Guam and other islands nearby. Guam provided a base for launching bombing strikes on Japan. In October, American ships destroyed most of the Japanese fleet at the **Battle of Leyte Gulf** in the Philippines, the biggest naval battle in history—in all, 282 ships took part. MacArthur had fulfilled his promise to return to the Philippines.

### The Advance on Japan

American forces now closed in on Japan itself. In March 1945, they seized the island of **Iwo Jima** and in June the island of **Okinawa**. The Japanese fought fiercely to defend these islands so near to Japan. Thousands of Americans died in the battles, and many thousands more were wounded.

With most of Japan’s air force and navy destroyed, American bombers pounded Tokyo and other Japanese cities. The raids killed thousands of civilians and crippled Japan’s economy. In desperation, the Japanese unleashed a corps of suicide pilots known as **kamikazes**. They crashed planes loaded with explosives into American ships. Kamikaze pilots sank several destroyers during the battle for Okinawa.

 **Reading Check Explaining** What is significant about the Battle of Midway?

### The Atomic Bomb

Although the Japanese faced certain defeat, they continued to fight. Their refusal to surrender led the United States to use a powerful new weapon: the atomic bomb.

In 1939 the German-born physicist **Albert Einstein** had written to President Roosevelt warning him that the Nazis might try to use the energy of the atom to build “extremely powerful bombs.” Wanting to develop such weapons first, Roosevelt created a top-secret operation, the **Manhattan Project**. After years of work, scientists tested the atomic bomb in the New Mexico



*Raising the U.S. flag at Iwo Jima*

desert on July 16, 1945. Truman now had to decide whether to use the bomb against Japan.

The Allies issued the **Potsdam Declaration**, warning that if Japan did not surrender, it faced “prompt and utter destruction.” The Japanese leaders did not surrender, and Truman ordered the use of the bomb.

On August 6, 1945, an American B-29 bomber, the *Enola Gay*, dropped an atomic bomb on the Japanese city of **Hiroshima**. Three days later, a second bomb was dropped on the city of **Nagasaki**. The atomic bombs caused immense destruction. The first bomb leveled Hiroshima and killed about 70,000 people; the Nagasaki bomb killed about 40,000. Thousands more were injured, and many died later from radiation.

**✓ Reading Check Identifying** On what Japanese cities were atomic bombs dropped?

## The War Ends

After the bombings, the Japanese government agreed to surrender. August 15, 1945, was proclaimed **V-J Day**, for “Victory over Japan.” All around America, people expressed happiness and relief. Japan signed the formal surrender on September 2 aboard the battleship the U.S.S. *Missouri*. World War II had finally ended.

In the years immediately after the war, Allied authorities put the top Nazi and Japanese leaders on trial. They were accused of war crimes and crimes against humanity. The Allies held the trials in Nuremberg, Germany, and in Tokyo.

## The Cost of the War

World War II was the most destructive conflict in history. More than 40 million people died during the war; more than half of these were civilians killed by bombing, starvation, disease, torture, and murder. American casualties—about 322,000 dead and 800,000 injured—were high, but light compared with those of other nations. The Soviet Union suffered more than 20 million deaths. Those who survived faced the huge task of trying to rebuild their lives and their countries. Nationalist movements grew, particularly in colonial nations that had suffered invasions by the warring powers. Many colonies began to seek independence in the postwar years.

**✓ Reading Check Describing** Who was brought to trial at the Nuremberg trials?

# SECTION 5 ASSESSMENT

### Checking for Understanding

- Key Terms** Use each of these terms in a sentence that will help explain its meaning: **island hopping**, **kamikaze**.
- Reviewing Facts** Explain the significance of the Battle of Leyte Gulf.

### Reviewing Themes

- Global Connections** Why did kamikaze missions pose such a deadly threat to Allied forces?

### Critical Thinking

- Identifying Central Issues** If you had been president, would you have ordered the attacks on Hiroshima and Nagasaki? Why or why not?
- Sequencing Information** Re-create the time line below and list important events in the Pacific in 1945.

Mar. 1945	July 1945	Aug. 1945	Sept. 1945
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Analyzing Visuals

- Geography Skills** Examine the map of World War II in the Pacific on page 778. What naval battle took place in May 1942? In June 1942?

### Interdisciplinary Activity

**Math** Make a bar graph that compares the number of people killed during the war in the major Axis and Allied countries.



# Study & Writing SKILLBUILDER

## Writing a Paragraph

### Why Learn This Skill?

Paragraphs are the building blocks of an essay or other composition. Each paragraph is a unit—a group of sentences about a single topic or idea.

### Learning the Skill

Most well-written paragraphs share four characteristics.

- First, a paragraph expresses one main idea or is about one subject. A topic sentence states that main idea. The topic sentence may be located at the beginning, the middle, or the end of a paragraph.
- Second, the rest of the sentences in a paragraph support the main idea. The main idea may be developed by facts, examples, or reasons.
- Third, the sentences are arranged in a logical order.
- Fourth, transitional words link sentences within the paragraph. These words can also link one paragraph with the next. Examples include *next*, *then*, *finally*, *also*, *because*, *however*, and *as a result*.

### Practicing the Skill

Use the following sentences to build a paragraph containing a topic sentence and other sentences that give supporting details. Put the sentences in a logical order and add transitional words if you need to. Underline your topic sentence.

- 1 Three days later an American plane dropped another bomb on Nagasaki.
- 2 The bomb killed about 70,000 people.
- 3 This second bomb killed nearly 40,000 people instantly and many more later.



Hiroshima after the atomic bomb

- 4 On August 6, 1945, the United States dropped an atomic bomb on Hiroshima, Japan.
- 5 About 100,000 others died later from the effects of radiation.
- 6 When the bomb exploded, a sheet of flame spread over the city.

### Applying the Skill

**Writing a Paragraph** Choose a topic from the World War II era and write a paragraph about it. Then rewrite the paragraph with its sentences out of order. Exchange papers with a classmate. Can he or she find the topic sentence? Does it work logically?



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.



# Chapter Summary

## World War II



### 1942

- Revenue Act raises taxes to finance the war
- Office of War Information promotes patriotism
- U.S. joins Allies
- Allies surrender Bataan

### 1943

- Navajo soldiers develop unbreakable radio code

### 1944

- Allied ships land at Normandy
- Battle of the Bulge

### 1945

- Germany surrenders
- Americans seize Iwo Jima
- Atomic bomb is dropped on Hiroshima
- Japan surrenders
- World War II ends

### 1931

- Japan invades Manchuria

### 1933

- Hitler becomes chancellor of Germany

### 1935

- Italian forces invade Ethiopia

### 1939

- Germany seizes Czechoslovakia
- Germany invades Poland

### 1940

- Germany bombs Britain

### 1941

- Hitler attacks the Soviet Union
- FDR establishes Fair Employment Practices Commission
- Japan bombs Pearl Harbor



### Reviewing Key Terms

Examine the pairs of words below. Then write a sentence explaining what the words in each pair have in common.

1. fascism, dictator
2. genocide, Holocaust
3. island hopping, blitzkrieg

### Reviewing Key Facts

4. How did Britain and France try to prevent war with Germany?
5. When did Japan attack Pearl Harbor?
6. What did the government do to ensure that industries produced enough war materials?
7. What was Operation Overlord?
8. Who succeeded Franklin Roosevelt as president?
9. What actions by the Japanese convinced the United States to use the atomic bomb?

### Critical Thinking

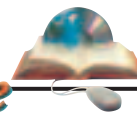
10. **Drawing Conclusions** Explain the importance to Hitler of Germany's 1939 non-aggression treaty with the Soviet Union. Why do you suppose the Soviet Union signed it?
11. **Reviewing Themes: Economic Factors** Why did the government require rationing during the war?
12. **Drawing Conclusions** Why did the Allies focus first on the war in Europe rather than on the war in the Pacific?
13. **Comparing** Re-create the diagram below and compare the roles that the United States played in world affairs during the 1930s and 1940s.

	Role in world affairs
The U.S. in the 1930s	
The U.S. in the 1940s	



### Technology Activity

14. **Using the Internet** Search the Internet for a World War II site that includes memoirs or excerpts from veterans and/or civilians. Copy or print a part of the memoirs that you find interesting. Post the excerpts on the classroom bulletin board under the heading "Voices of World War II."



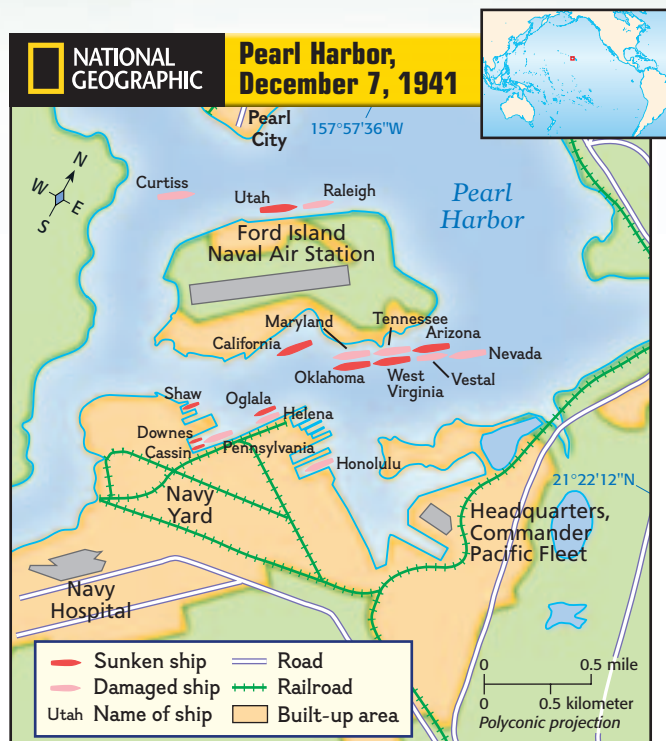
**Self-Check Quiz**

Visit [taj.glencoe.com](http://taj.glencoe.com) and click on **Chapter 26—Self-Check Quizzes** to prepare for the chapter test.



**Geography and History Activity**

The map below shows the attack on Pearl Harbor. Study the map and answer the questions that follow.



15. **Location** What ships are located along the eastern side of Ford Island?
16. **Location** What ships were nearest the *Nevada*?
17. **Location** What happened to the *Raleigh* during the attack?

**Practicing Skills**

**Writing a Paragraph** Write a short paragraph for each of the topic sentences that follow. Each paragraph must have at least three sentences supporting the topic and arranged in a logical way. Use transitional words or phrases to connect your ideas smoothly.

18. The leaders of Italy, Germany, and Japan attempted to restore their nations to their former greatness through the use of the military.
19. Minority groups played vital roles in World War II, both in the armed forces and at home.

**Cooperative Citizenship Activity**

20. **Foreign Policy Goals** With a partner, check current newspapers and newsmagazines for articles about United States relations with foreign nations. Clip the articles and build a table categorizing these relations under these headings: *Maintaining national security, Promoting world peace, Protecting free trade, Supporting democratic governments, and Promoting humane treatment of people.*

**Economics Activity**

21. How might rationing have changed the way families lived? Write a one-page paper in which you describe three ways rationing affected individuals and families during World War II.



**Alternative Assessment**

22. **Portfolio Writing Activity** Choose a person discussed in this chapter, and research his or her life and accomplishments before, during, and after World War II. Write a one-page biography based on your findings. Make sure your paper is complete and clear.

**Standardized Test Practice**

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

Which of the following was a turning point in Europe during World War II?

- A The Treaty of Paris
- B The election of Roosevelt
- C The bombing of Pearl Harbor
- D The German defeat at Stalingrad

**Test-Taking Tip**

Eliminate answers that you know are wrong. For example, choice **A**, the Treaty of Paris, was not made in World War II.