

CHAPTER
17

THE UNITED STATES IN WORLD WAR II



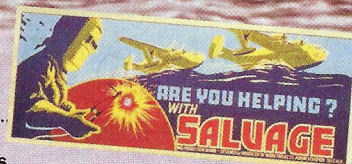
The raid on Pearl Harbor disabled the bulk of the U.S. fleet, including (left to right) the *West Virginia*, *Tennessee*, and *Arizona*.

1941 The Japanese bomb Pearl Harbor.

1941 A. Philip Randolph demands that war industries hire African Americans.

1942 Roosevelt creates the War Production Board to coordinate mobilization.

1942 Japanese Americans are sent to relocation centers.



USA
WORLD

1941

1942

1941 Hitler invades the Soviet Union.

1942 In the Pacific, the Battle of Midway turns the tide in favor of the Allies.

1942 Nazis develop the "final solution" for exterminating Jews.

INTERACT

WITH HISTORY

It is December of 1941. After Japan's attack on Pearl Harbor, the U.S. has entered the war. As a citizen, you and millions like you must mobilize a depressed peacetime country for war. The United States must produce the workers, soldiers, weapons, and equipment that will help to win the war.

How can the United States use its resources to achieve victory?

Examine the Issues

- How can the government encourage businesses to convert to wartime production?
- What sacrifices will you and your family be willing to make?
- How can the military attract recruits?



RESEARCH LINKS CLASSZONE.COM

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1943

Zoot-suit riots rock Los Angeles.



1944 GI Bill of Rights is passed.

1944 President Roosevelt is elected to a fourth term.

1945 U.S. Marines take Iwo Jima.

1945 Harry S. Truman becomes president when Roosevelt dies.

1943

1943 Rommel's forces surrender in North Africa.



1944

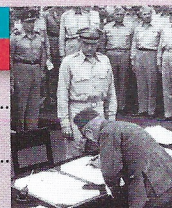
1944 On June 6, the Allies launch a massive invasion of Europe.



1945

1945 Nazi retreat begins after the Battle of the Bulge.

1945 Japan surrenders after atomic bombing of Hiroshima and Nagasaki.



SECTION 1

Mobilizing for Defense

MAIN IDEA

Following the attack on Pearl Harbor, the United States mobilized for war.

WHY IT MATTERS NOW

Military industries in the United States today are a major part of the American economy.

Terms & Names

- George Marshall
- Women's Auxiliary Army Corp (WAAC)
- A. Philip Randolph
- Manhattan Project
- Office of Price Administration (OPA)
- War Production Board (WPB)
- rationing

CALIFORNIA STANDARDS

11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

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

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

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

REP 2 Students identify bias and prejudice in historical interpretations.

One American's Story

Charles Swanson looked all over his army base for a tape recorder on which to play the tape his wife had sent him for Christmas. "In desperation," he later recalled, "I had it played over the public-address system. It was a little embarrassing to have the whole company hear it, but it made everyone long for home."

A PERSONAL VOICE MRS. CHARLES SWANSON

"Merry Christmas, honey. Surprised? I'm so glad I have a chance to say hello to you this way on our first Christmas apart. . . . About our little girl. . . . She is just big enough to fill my heart and strong enough to help Mommy bear this ache of loneliness. . . . Her dearest treasure is her daddy's picture. It's all marked with tiny handprints, and the glass is always cloudy from so much loving and kissing. I'm hoping you'll be listening to this on Christmas Eve, somewhere over there, your heart full of hope, faith and courage, knowing each day will bring that next Christmas together one day nearer."

—quoted in *We Pulled Together . . . and Won!*



▲ Mrs. Charles Swanson and her daughter, Lynne, with a picture of her husband.

As the United States began to mobilize for war, the Swansons, like most Americans, had few illusions as to what lay ahead. It would be a time filled with hard work, hope, sacrifice, and sorrow.

Americans Join the War Effort

The Japanese had attacked Pearl Harbor with the expectation that once Americans had experienced Japan's power, they would shrink from further conflict. The day after the raid, the *Japan Times* boasted that the United States, now reduced to a third-rate power, was "trembling in her shoes." But if Americans were trembling, it was with rage, not fear. Uniting under the battle cry "Remember Pearl Harbor!" they set out to prove Japan wrong.

SELECTIVE SERVICE AND THE GI

After Pearl Harbor, eager young Americans jammed recruiting offices. "I wanted to be a hero, let's face it," admitted Roger Tuttrup. "I was havin' trouble in school. . . . The war'd been goin' on for two years. I didn't wanna miss it. . . . I was an American. I was seventeen."

Even the 5 million who volunteered for military service, however, were not enough to face the challenge of an all-out war on two global fronts—Europe and the Pacific. The Selective Service System expanded the draft and eventually provided another 10 million soldiers to meet the armed forces' needs.

The volunteers and draftees reported to military bases around the country for eight weeks of basic training. In this short period, seasoned sergeants did their best to turn raw recruits into disciplined, battle-ready GIs.

According to Sergeant Debs Myers, however, there was more to basic training than teaching a recruit how to stand at attention, march in step, handle a rifle, and follow orders.

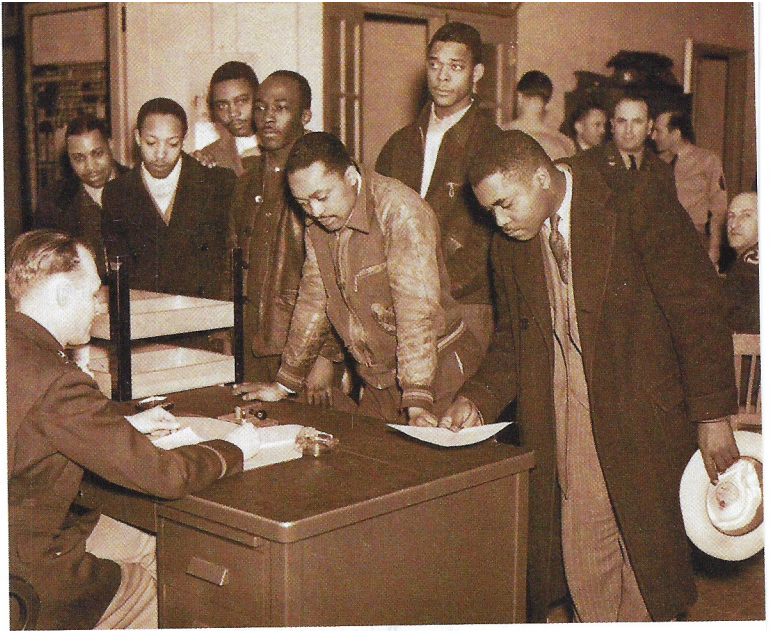
A PERSONAL VOICE SERGEANT DEBS MYERS

"The civilian went before the Army doctors, took off his clothes, feeling silly; jigged, stooped, squatted, wet into a bottle; became a soldier. He learned how to sleep in the mud, tie a knot, kill a man. He learned the ache of loneliness, the ache of exhaustion, the kinship of misery. He learned that men make the same queasy noises in the morning, feel the same longings at night; that every man is alike and that each man is different."

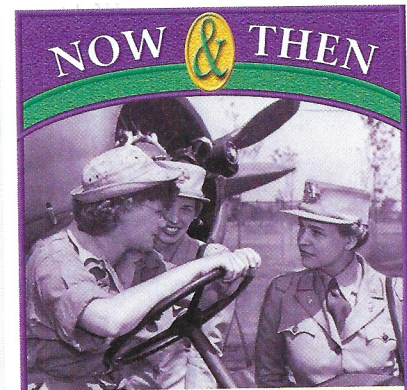
—quoted in *The GI War: 1941–1945*

EXPANDING THE MILITARY The military's work force needs were so great that Army Chief of Staff General **George Marshall** pushed for the formation of a **Women's Auxiliary Army Corps (WAAC)**. "There are innumerable duties now being performed by soldiers that can be done better by women," Marshall said in support of a bill to establish the Women's Auxiliary Army Corps. Under this bill, women volunteers would serve in noncombat positions.

Despite opposition from some members of Congress who scorned the bill as "the silliest piece of legislation" they had ever seen, the bill establishing the WAAC became law on May 15, 1942. The law gave the WAACs an official status and salary but few of the benefits granted to male soldiers. In July 1943, after thousands of women had enlisted, the U.S. Army dropped the "auxiliary" status, and granted WAACs full U.S. Army benefits. WAACs worked as nurses, ambulance drivers, radio operators, electricians, and pilots—nearly every duty not involving direct combat.



▲ In March 1941, a group of African-American men in New York City enlisted in the United States Army Air Corps. This was the first time the Army Air Corps opened its enlistment to African Americans.



WOMEN IN THE MILITARY

A few weeks after the bill to establish the Women's Auxiliary Army Corps (WAAC) had become law, Oveta Culp Hobby (shown, far right), a Texas newspaper executive and the first director of the WAAC, put out a call for recruits. More than 13,000 women applied on the first day. In all, some 350,000 women served in this and other auxiliary branches during the war.

The WAC remained a separate unit of the army until 1978 when male and female forces were integrated. In 2001, almost 200,000 women served in the United States armed forces.

Background

The initials *GI* originally stood for "galvanized iron" but were later reinterpreted as "government issue," meaning uniforms and supplies. In time, the abbreviation came to stand for American soldiers.

RECRUITING AND DISCRIMINATION For many minority groups—especially African Americans, Native Americans, Mexican Americans, and Asian Americans—the war created new dilemmas. Restricted to racially segregated neighborhoods and reservations and denied basic citizenship rights, some members of these groups questioned whether this was their war to fight. “Why die for democracy for some foreign country when we don’t even have it here?” asked an editorial in an African-American newspaper. On receiving his draft notice, an African American responded unhappily, “Just carve on my tombstone, ‘Here lies a black man killed fighting a yellow man for the protection of a white man.’”

DRAMATIC CONTRIBUTIONS Despite discrimination in the military, more than 300,000 Mexican Americans joined the armed forces. While Mexican Americans in Los Angeles made up only a tenth of the city’s population, they suffered a fifth of the city’s wartime casualties.

About one million African Americans also served in the military. African-American soldiers lived and worked in segregated units and were limited mostly to noncombat roles. After much protest, African Americans did finally see combat beginning in April 1943.

Asian Americans took part in the struggle as well. More than 13,000 Chinese Americans, or about one of every five adult males, joined the armed forces. In addition, 33,000 Japanese Americans put on uniforms. Of these, several thousand volunteered to serve as spies and interpreters in the Pacific war. “During battles,” wrote an admiring officer, “they crawled up close enough to be able to hear [Japanese] officers’ commands and to make verbal translations to our soldiers.”

Some 25,000 Native Americans enlisted in the armed services, too, including 800 women. Their willingness to serve led *The Saturday Evening Post* to comment, “We would not need the Selective Service if all volunteered like Indians.”

MAIN IDEA

Contrasting

A How did the American response to the Japanese raid on Pearl Harbor differ from Japanese expectations?

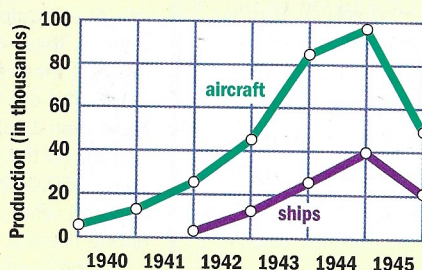
A Production Miracle

Early in February 1942, American newspapers reported the end of automobile production for private use. The last car to roll off an automaker’s assembly line was a gray sedan with “victory trim,”—that is, without chrome-plated parts. This was just one more sign that the war would affect almost every aspect of life.

THE INDUSTRIAL RESPONSE Within weeks of the shutdown in production, the nation’s automobile plants had been retooled to produce tanks, planes, boats, and

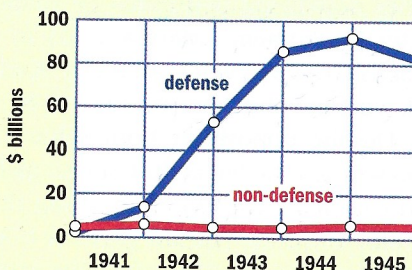
The Production Miracle

Aircraft and Ship Production, 1940–45



Source: *The Times Atlas of the Second World War*

U.S. Budget Expenditure, 1941–45



SKILLBUILDER Interpreting Graphs

1. Study the first graph. In what year did aircraft and ship production reach their highest production levels?
2. How does the second graph help explain how this production miracle was possible?

command cars. They were not alone. Across the nation, factories were quickly converted to war production. A maker of mechanical pencils turned out bomb parts. A bedspread manufacturer made mosquito netting. A soft-drink company converted from filling bottles with liquid to filling shells with explosives.

Meanwhile, shipyards and defense plants expanded with dizzying speed. By the end of 1942, industrialist Henry J. Kaiser had built seven massive new shipyards that turned out Liberty ships (cargo carriers), tankers, troop transports, and “baby” aircraft carriers at an astonishing rate. Late that year, Kaiser invited reporters to Way One in his Richmond, California, shipyard to watch as his workers assembled *Hull 440*, a Liberty ship, in a record-breaking four days. Writer Alyce Mano Kramer described the first day and night of construction.

A PERSONAL VOICE ALYCE MANO KRAMER

“At the stroke of 12, Way One exploded into life. Crews of workers, like a champion football team, swarmed into their places in the line. Within 60 seconds, the keel was swinging into position. . . . *Hull 440* was going up. The speed of [production] was unbelievable. At midnight, Saturday, an empty way—at midnight Sunday, a full-grown hull met the eyes of graveyard workers as they came on shift.”

—quoted in *Home Front*, U.S.A.

Before the fourth day was up, 25,000 amazed spectators watched as *Hull 440* slid into the water. How could such a ship be built so fast? Kaiser used prefabricated, or factory-made, parts that could be quickly assembled at his shipyards. Equally important were his workers, who worked at record speeds.

LABOR’S CONTRIBUTION When the war began, defense contractors warned the Selective Service System that the nation did not have enough workers to meet both its military and its industrial needs. They were wrong. By 1944, despite the draft, nearly 18 million workers were laboring in war industries, three times as many as in 1941.

More than 6 million of these new workers were women. At first, war industries feared that most women lacked the necessary stamina for factory work and were reluctant to hire them. But once women proved they could operate welding torches or riveting guns as well as men, employers could not hire enough of them—especially since women earned only about 60 percent as much as men doing the same jobs.

Defense plants also hired more than 2 million minority workers during the war years. Like women, minorities faced strong prejudice at first. Before the war, 75 percent of defense contractors simply refused to hire African Americans, while another 15 percent employed them only in menial jobs. “Negroes will be considered only as janitors,” declared the general manager of North American Aviation. “It is the company policy not to employ them as mechanics and aircraft workers.” **B**



▲ During the war, women took many jobs previously held by men. In this 1943 photo, a young woman is seen operating a hand drill in Nashville, Tennessee.

MAIN IDEA

Forming Generalizations

B What difficulties did women and minorities face in the wartime work force?

To protest such discrimination both in the military and in industry, **A. Philip Randolph**, president and founder of the Brotherhood of Sleeping Car Porters and the nation's most respected African-American labor leader, organized a march on Washington. Randolph called on African Americans everywhere to come to the capital on July 1, 1941, and to march under the banner "We Loyal Colored Americans Demand the Right to Work and Fight for Our Country."



▲
A. Philip Randolph
in 1942.

Fearing that the march might provoke white resentment or violence, President Roosevelt called Randolph to the White House and asked him to back down. "I'm sorry Mr. President," the labor leader said, "the march cannot be called off." Roosevelt then asked, "How many people do you plan to bring?" Randolph replied, "One hundred thousand, Mr. President." Roosevelt was stunned. Even half that number of African-American protesters would be far more than Washington—still a very segregated city—could feed, house, and transport.

In the end it was Roosevelt, not Randolph, who backed down. In return for Randolph's promise to cancel the march, the president issued an executive order calling on employers and labor unions "to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin."

History Through *Film*

HOLLYWOOD HELPS MOBILIZATION

In the aftermath of Pearl Harbor, Hollywood churned out war-oriented propaganda films. Heroic movies like *Mission to Moscow* and *Song of Russia* glorified America's new wartime ally, the Soviet Union. On the other hand, "hiss-and-boo" films stirred up hatred against the Nazis. In this way, movies energized people to join the war effort.

As the war dragged on, people grew tired of propaganda and war themes. Hollywood responded with musicals, romances, and other escapist fare designed to take filmgoers away from the grim realities of war, if only for an hour or two.



▲
Moviemakers also turned out informational films. The most important of these films—the *Why We Fight* series—were made by the great director Frank Capra. Capra is shown (right) consulting with Colonel Hugh Stewart (commander of the British Army film unit) in a joint effort in the making of *Tunisian Victory*, the first official film record of the campaign that expelled Germany from North Africa.



▲
Hitler, Beast of Berlin, produced in 1939, was one of the most popular hiss-and-boo films. Viewing audiences watched in rage as the Nazis conducted one horrible act after another.

SKILLBUILDER Interpreting Visual Sources

1. How does the image from *Hitler, Beast of Berlin* portray the Nazis?
2. How might audiences have responded to propaganda films?

SEE SKILLBUILDER HANDBOOK, PAGE R23.

MOBILIZATION OF SCIENTISTS That same year, in 1941, Roosevelt created the Office of Scientific Research and Development (OSRD) to bring scientists into the war effort. The OSRD spurred improvements in radar and sonar, new technologies for locating submarines underwater. It encouraged the use of pesticides like DDT to fight insects. As a result, U.S. soldiers were probably the first in history to be relatively free from body lice. The OSRD also pushed the development of “miracle drugs,” such as penicillin, that saved countless lives on and off the battlefield.

The most significant achievement of the OSRD, however, was the secret development of a new weapon, the atomic bomb. Interest in such a weapon began in 1939, after German scientists succeeded in splitting uranium atoms, releasing an enormous amount of energy. This news prompted physicist and German refugee Albert Einstein to write a letter to President Roosevelt, warning that the Germans could use their discovery to construct a weapon of enormous destructive power.

Roosevelt responded by creating an Advisory Committee on Uranium to study the new discovery. In 1941, the committee reported that it would take from three to five years to build an atomic bomb. Hoping to shorten that time, the OSRD set up an intensive program in 1942 to develop a bomb as quickly as possible. Because much of the early research was performed at Columbia University in Manhattan, the **Manhattan Project** became the code name for research work that extended across the country. ©

MAIN IDEA

Summarizing

© Why did President Roosevelt create the OSRD, and what did it do?

The Federal Government Takes Control

As war production increased, there were fewer consumer products available for purchase. Much factory production was earmarked for the war. With demand increasing and supplies dropping, prices seemed likely to shoot upwards.

ECONOMIC CONTROLS Roosevelt responded to this threat by creating the **Office of Price Administration (OPA)**. The OPA fought inflation by freezing prices on most goods. Congress also raised income tax rates and extended the tax to millions of people who had never paid it before. The higher taxes reduced consumer demand on scarce goods by leaving workers with less to spend. In addition,

The Government Takes Control of the Economy, 1942–1945

Agencies and Laws	What the Regulations Did
Office of Price Administration (OPA)	<ul style="list-style-type: none"> Fought inflation by freezing wages, prices, and rents Rationed foods, such as meat, butter, cheese, vegetables, sugar, and coffee
National War Labor Board (NWLB)	<ul style="list-style-type: none"> Limited wage increases Allowed negotiated benefits, such as paid vacation, pensions, and medical insurance Kept unions stable by forbidding workers to change unions
War Production Board (WPB)	<ul style="list-style-type: none"> Rationed fuel and materials vital to the war effort, such as gasoline, heating oil, metals, rubber, and plastics
Department of the Treasury	<ul style="list-style-type: none"> Issued war bonds to raise money for the war effort and to fight inflation
Revenue Act of 1942	<ul style="list-style-type: none"> Raised the top personal-income tax rate to 88% Added lower- and middle-income Americans to the income-tax rolls
Smith-Connally Anti-Strike Act (1943)	<ul style="list-style-type: none"> Limited the right to strike in industries crucial to the war effort Gave the president power to take over striking plants



▲ Boys using pots and pans as helmets and drums encourage New Yorkers to donate aluminum to the war effort

the government encouraged Americans to use their extra cash to buy war bonds. As a result of these measures, inflation remained below 30 percent—about half that of World War I—for the entire period of World War II.

Besides controlling inflation, the government needed to ensure that the armed forces and war industries received the resources they needed to win the war. The **War Production Board (WPB)** assumed that responsibility. The WPB decided which companies would convert from peacetime to wartime production and allocated raw materials to key industries. The WPB also organized nationwide drives to collect scrap iron, tin cans, paper, rags, and cooking fat for recycling into war goods. Across America, chil-

dren scoured attics, cellars, garages, vacant lots, and back alleys, looking for useful junk. During one five-month-long paper drive in Chicago, schoolchildren collected 36 million pounds of old paper—about 65 pounds per child. **D**

RATIONING In addition, the OPA set up a system for **rationing**, or establishing fixed allotments of goods deemed essential for the military. Under this system, households received ration books with coupons to be used for buying such scarce goods as meat, shoes, sugar, coffee, and gasoline. Gas rationing was particularly hard on those who lived in western regions, where driving was the only way to get around. First Lady Eleanor Roosevelt sympathized with their complaints. “To tell the people in the West not to use their cars,” she observed, “means that these people may never see another soul for weeks and weeks nor have a way of getting a sick person to a doctor.”

Most Americans accepted rationing as a personal contribution to the war effort. Workers carpooled or rode bicycles. Families coped with shortages of everything from tires to toys. Inevitably, some cheated by hoarding scarce goods or by purchasing them through the “black market,” where rationed items could be bought illegally without coupons at inflated prices.

While people tightened their belts at home, millions of other Americans put their lives on the line in air, sea, and land battles on the other side of the world.

MAIN IDEA

Identifying Problems

D What basic problems were the OPA and WPB created to solve?

SECTION 1

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- George Marshall
- Women’s Auxiliary Army Corp (WAAC)

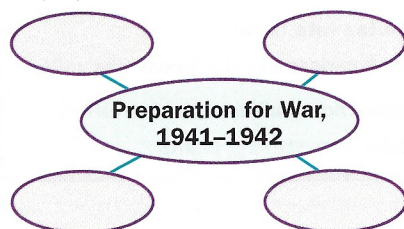
- A. Philip Randolph
- Manhattan Project
- Office of Price Administration (OPA)

- War Production Board (WPB)
- rationing

MAIN IDEA

2. TAKING NOTES (11.7.5)

Re-create the web below on your paper, and fill in ways that America prepared for war.



CRITICAL THINKING

3. ANALYZING EVENTS (11.7.5)

How did government regulations impact the lives of civilians?

4. ANALYZING VISUAL SOURCES (11.7.6)

What is the message of the World War II poster to the right? Why was this message important?



The War for Europe and North Africa

MAIN IDEA

Allied forces, led by the United States and Great Britain, battled Axis powers for control of Europe and North Africa.

WHY IT MATTERS NOW

During World War II, the United States assumed a leading role in world affairs that continues today.

Terms & Names

- Dwight D. Eisenhower
- D-Day
- Omar Bradley
- George Patton
- Battle of the Bulge
- V-E Day
- Harry S. Truman

One American's Story

It was 1951, and John Patrick McGrath was finishing his second year in drama school. His acting class final exam was to perform a death scene. He knew his lines perfectly. But as he began the final farewell, he broke out in a sweat and bolted off the stage. Suddenly he had a flashback to the Battle of the Bulge in 1945. Three German tanks were spraying his platoon with machine-gun fire.



A PERSONAL VOICE JOHN PATRICK MCGRATH

"Only a few feet away, one of the men in my platoon falls. . . . He calls out to me. 'Don't leave me. Don't. . . . The tanks advance, one straight for me. I grab my buddy by the wrist and pull him across the snow. . . . The tank nearest to us is on a track to run us down. . . . When the German tank is but 15 yards away, I grab my buddy by the wrist and feign a lurch to my right. The tank follows the move. Then I lurch back to my left. The German tank clamors by, only inches away. . . . In their wake the meadow is strewn with casualties. I turn to tend my fallen comrade. He is dead."

—A Cue for Passion

▲ Private John P. McGrath carried this bullet-riddled letter in a pack that saved his life. In 1990, he visited Anzio, where members of his company were buried.

Like countless other soldiers, McGrath would never forget both the heroism and the horrors he witnessed while fighting to free Europe.

The United States and Britain Join Forces

"Now that we are, as you say, 'in the same boat,'" British Prime Minister Winston Churchill wired President Roosevelt two days after the Pearl Harbor attack, "would it not be wise for us to have another conference. . . . and the sooner the better." Roosevelt responded with an invitation for Churchill to come at once.

CALIFORNIA STANDARDS

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

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

11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

WAR PLANS Prime Minister Churchill arrived at the White House on December 22, 1941, and spent the next three weeks working out war plans with President Roosevelt and his advisors. Believing that Germany and Italy posed a greater threat than Japan, Churchill convinced Roosevelt to strike first against Hitler. Once the Allies had gained an upper hand in Europe, they could pour more resources into the Pacific War.

By the end of their meeting, Roosevelt and Churchill had formed, in Churchill's words, "a very strong affection, which grew with our years of comradeship." When Churchill reached London, he found a message from the president waiting for him. "It is fun," Roosevelt wrote in the message, "to be in the same decade with you."

THE BATTLE OF THE ATLANTIC After the attack on Pearl Harbor, Hitler ordered submarine raids against ships along America's east coast. The German aim in the Battle of the Atlantic was to prevent food and war materials from reaching Great Britain and the Soviet Union. Britain depended on supplies from

the sea. The 3,000-mile-long shipping lanes from North America were her lifeline. Hitler knew that if he cut that lifeline, Britain would be starved into submission.

For a long time, it looked as though Hitler might succeed in his mission. Unprotected American ships proved to be easy targets for the Germans. In the first four months of 1942, the Germans sank 87 ships off the Atlantic shore. Seven months into the year, German wolf packs had destroyed a total of 681 Allied ships in the Atlantic. Something had to be done or the war at sea would be lost.

The Allies responded by organizing their cargo ships into convoys. Convoys were groups of ships traveling together for mutual protection, as they had done in the First World War. The convoys were escorted across the Atlantic by destroyers equipped with sonar for detecting submarines underwater. They were also accompanied by airplanes that used radar to spot U-boats on the ocean's surface. With this improved tracking, the Allies were able to find and destroy German U-boats faster than the Germans could build them. In late spring of 1943, Admiral Karl Doenitz, the commander of the German U-boat offensive, reported that his losses had "reached an unbearable height."

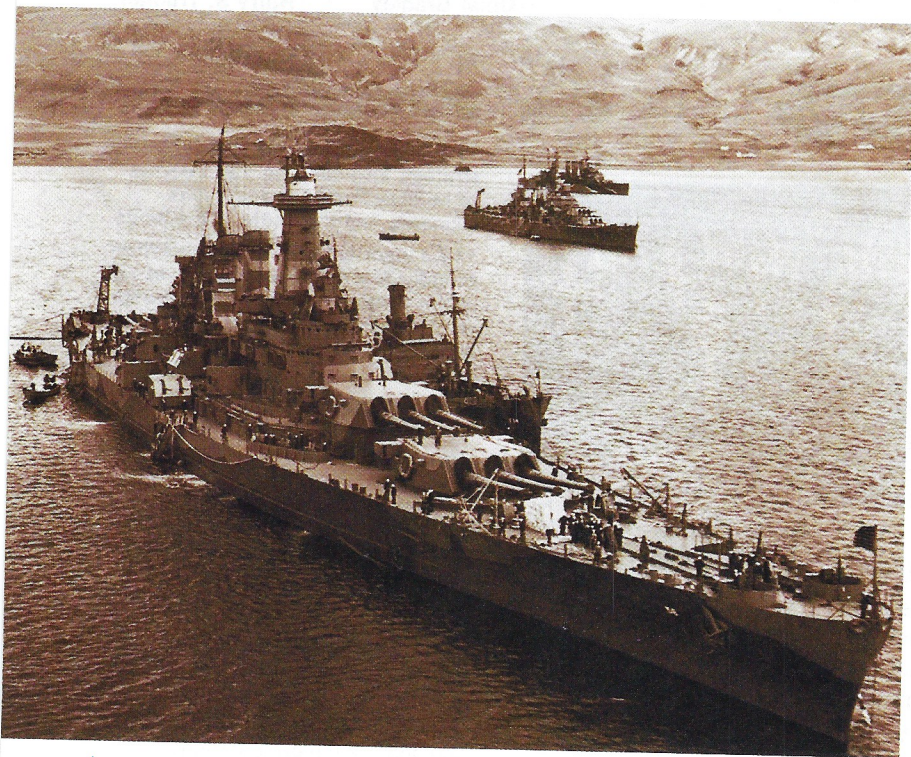
At the same time, the United States launched a crash shipbuilding program. By early 1943, 140 Liberty ships were produced each month. Launchings of Allied ships began to outnumber sinkings.

By mid-1943, the tide of the Battle of the Atlantic had turned. A happy Churchill reported to the House of Commons that June "was the best month [at sea] from every point of view we have ever known in the whole 46 months of the war." **A**

MAIN IDEA

Analyzing Causes

A Why had the tide turned in the Battle of the Atlantic by mid-1943?



▲ A convoy of British and American ships ride at anchor in the harbor of Hvalfjord, Iceland.

The Eastern Front and the Mediterranean

By the winter of 1943, the Allies began to see victories on land as well as sea. The first great turning point came in the Battle of Stalingrad.

THE BATTLE OF STALINGRAD The Germans had been fighting in the Soviet Union since June 1941. In November 1941, the bitter cold had stopped them in their tracks outside the Soviet cities of Moscow and Leningrad. When spring came, the German tanks were ready to roll.

In the summer of 1942, the Germans took the offensive in the southern Soviet Union. Hitler hoped to capture Soviet oil fields in the Caucasus Mountains. He also wanted to wipe out Stalingrad, a major industrial center on the Volga River. (See map, page 572.)

The German army confidently approached Stalingrad in August 1942. "To reach the Volga and take Stalingrad is not so difficult for us," one German soldier wrote home. "Victory is not far away." The Luftwaffe—the German air force—prepared the way with nightly bombing raids over the city. Nearly every wooden building in Stalingrad was set ablaze. The situation looked so desperate that Soviet officers in Stalingrad recommended blowing up the city's factories and abandoning the city. A furious Stalin ordered them to defend his namesake city no matter what the cost.

For weeks the Germans pressed in on Stalingrad, conquering it house by house in brutal hand-to-hand combat. By the end of September, they controlled nine-tenths of the city—or what was left of it. Then another winter set in. The Soviets saw the cold as an opportunity to roll fresh tanks across the frozen landscape and begin a massive counterattack. The Soviet army closed around Stalingrad, trapping the Germans in and around the city and cutting off their supplies. The Germans' situation was hopeless, but Hitler's orders came: "Stay and fight! I won't go back from the Volga."

The fighting continued as winter turned Stalingrad into a frozen wasteland. "We just lay in our holes and froze, knowing that 24 hours later and 48 hours later we should be shivering precisely as we were now," wrote a German soldier, Benno Zieser. "But there was now no hope whatsoever of relief, and that was the worst thing of all." The German commander surrendered on January 31, 1943. Two days later, his starving troops also surrendered.

In defending Stalingrad, the Soviets lost a total of 1,100,000 soldiers—more than all American deaths during the entire war. Despite the staggering death toll, the Soviet victory marked a turning point in the war. From that point on, the Soviet army began to move westward toward Germany. **B**

MAIN IDEA

Synthesizing

B What two key decisions determined the final outcome at Stalingrad?

Dazed, starved, and freezing, these German soldiers were taken prisoner after months of struggle. But they were the lucky ones. More than 230,000 of their comrades died in the Battle of Stalingrad.



The Allies Liberate Europe

Even as the Allies were battling for Italy in 1943, they had begun work on a dramatic plan to invade France and free Western Europe from the Nazis. The task of commanding Operation Overlord, as it was called, fell to American General Dwight D. (“Ike”) Eisenhower.

D-DAY Under Eisenhower’s direction in England, the Allies gathered a force of nearly 3 million British, American, and Canadian troops, together with mountains of military equipment and supplies. Eisenhower planned to attack Normandy in northern France. To keep their plans secret, the Allies set up a huge phantom army with its own headquarters and equipment. In radio messages they knew the Germans could read, Allied commanders sent orders to this make-believe army to attack the French port of Calais—150 miles away—where the English Channel is narrowest. As a result, Hitler ordered his generals to keep a large army at Calais.

The Allied invasion, code-named Operation Overlord, was originally set for June 5, but bad weather forced a delay. Banking on a forecast for clearing skies, Eisenhower gave the go-ahead for **D-Day**—June 6, 1944, the first day of the invasion. Shortly after midnight, three divisions parachuted down behind German lines. They were followed in the early morning hours by thousands upon thousands of seaborne soldiers—the largest land-sea-air operation in army history.

Despite the massive air and sea bombardment by the Allies, German retaliation was brutal, particularly at Omaha Beach. “People were yelling, screaming, dying, running on the beach, equipment was flying everywhere, men were bleeding to death, crawling, lying everywhere, firing coming from all directions,” soldier Felix Branham wrote of the scene there. “We dropped down behind anything that was the size of a golf ball.”

THE ALLIES GAIN GROUND Despite heavy casualties, the Allies held the beachheads. After seven days of fighting, the Allies held an 80-mile strip of France. Within a month, they had landed a million troops, 567,000 tons of supplies, and 170,000 vehicles in France. On July 25, General **Omar Bradley** unleashed massive air and land bombardment against the enemy at St. Lô, providing a gap in the German line of defense through which General **George Patton** and his Third Army could advance. On August 23, Patton and the Third Army reached the Seine River south of Paris. Two days later, French resistance forces and American troops liberated the French capital from four years of German occupation. Parisians were delirious with joy. Patton announced this joyous event to his commander in a message that read, “Dear Ike: Today I spat in the Seine.”

By September 1944, the Allies had freed France, Belgium, and Luxembourg. This good news—and the American people’s desire not to “change horses in mid-stream”—helped elect Franklin Roosevelt to an unprecedented fourth term in November, along with his running mate, Senator Harry S. Truman. **E**

Background

American paratroopers on D-Day carried a simple signaling device to help them find one another in the dark. Each had a metal toy cricket to click. No German radio operators could intercept these messages.

KEY PLAYER



**DWIGHT D. “IKE”
EISENHOWER
1890–1969**

When Army Chief of Staff General George Marshall chose modest Lieutenant General Dwight David Eisenhower to become the Supreme Commander of U.S. forces in Europe, he knew what he was doing. Ike was a superb planner and possessed a keen mind for military tactics.

More important, Eisenhower had an uncommon ability to work with all kinds of people, even competitive and temperamental allies. After V-E Day, a grateful Marshall wrote to Ike, saying, “You have been selfless in your actions, always sound and tolerant in your judgments and altogether admirable in the courage and wisdom of your military decisions. You have made history, great history for the good of mankind.” In 1953, Dwight D. Eisenhower became president of the United States.

MAIN IDEA

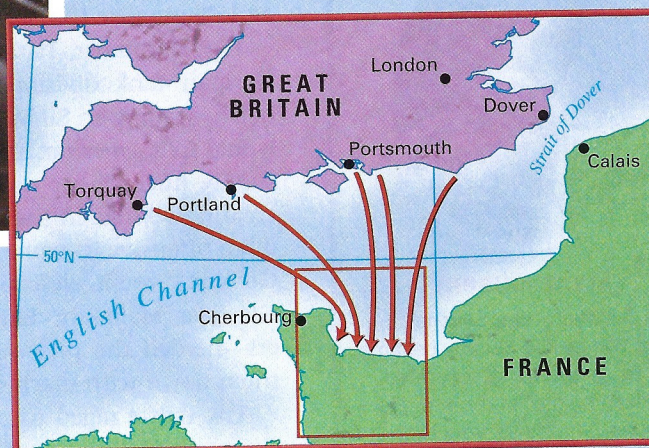
Evaluating

E Was the Allied invasion of Europe successful? Explain your answer.

D-Day, June 6, 1944



▲ On D-Day morning, a platoon of American infantry wade ashore to Omaha Beach.



English Channel

21st ARMY GROUP
COMMANDER OF GROUND FORCES
Montgomery

U.S. 1st ARMY
Bradley

BRITISH 2nd ARMY
Dempsey

UTAH BEACH

OMAHA BEACH

GOLD BEACH

JUNO BEACH

SWORD BEACH

Vierville-sur-Mer

Colleville

Arromanches

Courseulles

Lion

Isigny

Trévières

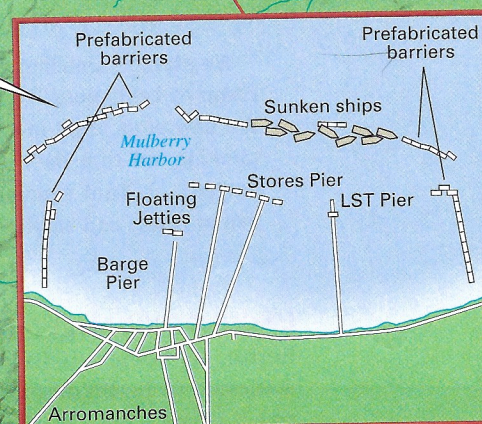
Bayeux

Caen

to St. Lô

Mulberry Harbor

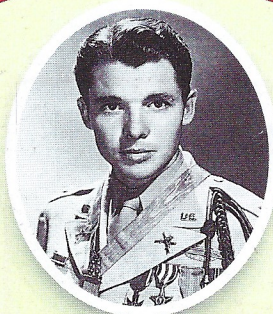
In order to accommodate the vast number of invading ships, the Allies built two enormous concrete ports and towed them to Gold Beach on the French coast on D-Day. They sank 70 old ships to create a breakwater for the artificial harbor.



GEOGRAPHY SKILLBUILDER

- Place** How does the inset map at the top of the page help explain why Hitler was expecting the invasion to cross from Dover to Calais over the Strait of Dover?
- Human-Environment Interaction** Was D-Day a simple or complex operation? How can you tell?

HISTORICAL SPOTLIGHT



AUDIE MURPHY

Near the end of the Second World War, Audie Murphy became famous as the most decorated American soldier of the war. He received 24 medals from the United States—including the Congressional Medal of Honor. He was also awarded three medals by France and one more by Belgium.

Born in Kingston, Texas, Murphy enlisted in the army in 1942. He served in North Africa and Europe, and in 1944 he rose to the rank of second lieutenant. His most impressive act of bravery occurred in January 1945 near Colmar, France, when in the midst of a furious German attack, he jumped onto a burning tank destroyer and killed about 50 Axis troops with his machine gun. Although wounded in the leg, he rallied his troops to retake the ground the Germans had gained earlier in the day.

THE BATTLE OF THE BULGE In October 1944, Americans captured their first German town, Aachen. Hitler responded with a desperate last-gasp offensive. He ordered his troops to break through the Allied lines and to recapture the Belgian port of Antwerp. This bold move, the Führer hoped, would disrupt the enemy's supply lines and demoralize the Allies.

On December 16, under cover of dense fog, eight German tank divisions broke through weak American defenses along an 80-mile front. Hitler hoped that a victory would split American and British forces and break up Allied supply lines. Tanks drove 60 miles into Allied territory, creating a bulge in the lines that gave this desperate last-ditch offensive its name, the **Battle of the Bulge**. As the Germans swept westward, they captured 120 American GIs near Malmédy. Elite German troops—the SS troopers—herded the prisoners into a large field and mowed them down with machine guns and pistols.

The battle raged for a month. When it was over, the Germans had been pushed back, and little seemed to have changed. But, in fact, events had taken a decisive turn. The Germans had lost 120,000 troops, 600 tanks and assault guns, and 1,600 planes in the Battle of the Bulge—soldiers and weapons they could not replace. From that point on, the Nazis could do little but retreat. **F**

LIBERATION OF THE DEATH CAMPS Meanwhile, Allied troops pressed eastward into the German heartland, and the Soviet army pushed westward across Poland toward Berlin. Soviet troops were the first to come upon one of the Nazi death camps, in July 1944. As the Soviets drew near a camp called Majdanek in Poland, SS guards worked feverishly to bury and burn all evidence of their hideous crimes. But they ran out of time. When the Soviets entered Majdanek, they found a thousand starving prisoners barely alive, the world's largest crematorium, and a storehouse containing 800,000 shoes. "This is not a concentration camp," reported a stunned Soviet war correspondent, "it is a gigantic murder plant." The Americans who later liberated Nazi death camps in Germany were equally horrified.

Vocabulary

elite: a small and privileged group

MAIN IDEA

Analyzing Effects

F Why was the Battle of the Bulge important?

A PERSONAL VOICE ROBERT T. JOHNSON

"We started smelling a terrible odor and suddenly we were at the concentration camp at Landsberg. Forced the gate and faced hundreds of starving prisoners. . . . We saw emaciated men whose thighs were smaller than wrists, many had bones sticking out thru their skin. . . . Also we saw hundreds of burned and naked bodies. . . . That evening I wrote my wife that 'For the first time I truly realized the evil of Hitler and why this war had to be waged.'"

—quoted in *Voices: Letters from World War II*

UNCONDITIONAL SURRENDER By April 25, 1945, the Soviet army had stormed Berlin. As Soviet shells burst overhead, the city panicked. "Hordes of soldiers stationed in Berlin deserted and were shot on the spot or hanged from the nearest tree," wrote Claus Fuhrmann, a Berlin clerk. "On their chests they had placards reading, 'We betrayed the Führer.'"

Vocabulary
capitulation:
 surrender

In his underground headquarters in Berlin, Hitler prepared for the end. On April 29, he married Eva Braun, his longtime companion. The same day, he wrote out his last address to the German people. In it he blamed the Jews for starting the war and his generals for losing it. "I die with a happy heart aware of the immeasurable deeds of our soldiers at the front. I myself and my wife choose to die in order to escape the disgrace of . . . capitulation," he said. The next day Hitler shot himself while his new wife swallowed poison. In accordance with Hitler's orders, the two bodies were carried outside, soaked with gasoline, and burned.

A week later, General Eisenhower accepted the unconditional surrender of the Third Reich. On May 8, 1945, the Allies celebrated **V-E Day**—Victory in Europe Day. The war in Europe was finally over.

ROOSEVELT'S DEATH President Roosevelt did not live to see V-E Day. On April 12, 1945, while posing for a portrait in Warm Springs, Georgia, the president had a stroke and died. That night, Vice President **Harry S. Truman** became the nation's 33rd president.



▲
New Yorkers
 celebrate V-E Day
 with a massive party
 that began in Times
 Square and went on
 for days at sites
 throughout the city.

SECTION 2

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

- Dwight D. Eisenhower
- D-Day

- Omar Bradley
- George Patton

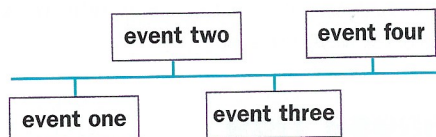
- Battle of the Bulge
- V-E Day

- Harry S. Truman

MAIN IDEA

2. TAKING NOTES (11.7.2)

Create a time line of the major events influencing the fighting in Europe and North Africa.



Write a paragraph indicating how any two of these events are related.

CRITICAL THINKING

3. EVALUATING DECISIONS (HI 3)

Do you agree with the decision made by Roosevelt and Churchill to require unconditional surrender by the Axis powers? Why or why not?

Think About:

- the advantages of defeating a foe decisively
- the advantages of ending a war quickly
- how other conflicts, such as the Civil War and World War I, ended

4. ANALYZING PRIMARY SOURCES (11.7.3)

When President Roosevelt's body was brought by train to Washington, Betty Conrad was among the servicewomen who escorted his casket.

"The body in the casket was not only our leader but the bodies of all the men and women who had given their lives for freedom. They must not and will not have died in vain."

What did Roosevelt's body symbolize to Betty Conrad?

The War in the Pacific

MAIN IDEA

In order to defeat Japan and end the war in the Pacific, the United States unleashed a terrible new weapon, the atomic bomb.

WHY IT MATTERS NOW

Countries of the modern world struggle to find ways to prevent the use of nuclear weapons.

Terms & Names

- Douglas MacArthur
- Chester Nimitz
- Battle of Midway
- kamikaze
- J. Robert Oppenheimer
- Hiroshima
- Nagasaki
- Nuremberg trials

CALIFORNIA STANDARDS

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

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

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

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

11.8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

One American's Story

The writer William Manchester left college after Pearl Harbor to join the marines. Manchester says that, as a child, his "horror of violence had been so deep-seated that I had been unable to trade punches with other boys." On a Pacific island, he would have to confront that horror the first time he killed a man in face-to-face combat. Manchester's target was a Japanese sniper firing on Manchester's buddies from a fisherman's shack.

A PERSONAL VOICE

WILLIAM MANCHESTER

"My mouth was dry, my legs quaking, and my eyes out of focus. Then my vision cleared. I . . . kicked the door with my right foot, and leapt inside. . . . I . . . saw him as a blur to my right. . . . My first shot missed him, embedding itself in the straw wall, but the second caught him dead-on. . . . A wave of blood gushed from the wound. . . . He dipped a hand in it and listlessly smeared his cheek red. . . . Almost immediately a fly landed on his left eyeball. . . . A feeling of disgust and self-hatred clotted darkly in my throat, gagging me."

—from *Goodbye Darkness: A Memoir of the Pacific War*

The Pacific War was a savage conflict fought with raw courage. Few who took part in that fearsome struggle would return home unchanged.



▲ American soldiers on Leyte in the Philippine Islands in late 1944.

The Allies Stem the Japanese Tide

While the Allies agreed that the defeat of the Nazis was their first priority, the United States did not wait until V-E Day to move against Japan. Fortunately, the Japanese attack on Pearl Harbor in 1941 had missed the Pacific Fleet's submarines. Even more importantly, the attack had missed the fleet's aircraft carriers, which were out at sea at the time.

Background

Allied forces held out against 200,000 invading Japanese troops for four months on the Bataan Peninsula. Hunger, disease, and bombardments killed 14,000 Allied troops and wounded 48,000.

JAPANESE ADVANCES In the first six months after Pearl Harbor, the Japanese conquered an empire that dwarfed Hitler's Third Reich. On the Asian mainland, Japanese troops overran Hong Kong, French Indochina, Malaya, Burma, Thailand, and much of China. They also swept south and east across the Pacific, conquering the Dutch East Indies, Guam, Wake Island, the Solomon Islands, and countless other outposts in the ocean, including two islands in the Aleutian chain, which were part of Alaska.

In the Philippines, 80,000 American and Filipino troops battled the Japanese for control. At the time of the Japanese invasion in December 1941, General **Douglas MacArthur** was in command of Allied forces on the islands. When American and Filipino forces found themselves with their backs to the wall on Bataan, President Roosevelt ordered MacArthur to leave. On March 11, 1942, MacArthur left the Philippines with his wife, his son, and his staff. As he left, he pledged to the many thousands of men who did not make it out, "I shall return."

DOOLITTLE'S RAID In the spring of 1942, the Allies began to turn the tide against the Japanese. The push began on April 18 with a daring raid on Tokyo and other Japanese cities. Lieutenant Colonel James Doolittle led 16 bombers in the attack. The next day, Americans awoke to headlines that read "Tokyo Bombed! Doolittle Do'od It." Pulling off a Pearl Harbor-style air raid over Japan lifted America's sunken spirits. At the same time, it dampened spirits in Japan.

BATTLE OF THE CORAL SEA The main Allied forces in the Pacific were Americans and Australians. In May 1942 they succeeded in stopping the Japanese drive toward Australia in the five-day Battle of the Coral Sea. During this battle, the fighting was done by airplanes that took off from enormous aircraft carriers. Not a single shot was fired by surface ships. For the first time since Pearl Harbor, a Japanese invasion had been stopped and turned back.

THE BATTLE OF MIDWAY Japan's next thrust was toward Midway, a strategic island which lies northwest of Hawaii. Here again the Allies succeeded in stopping the Japanese. Americans had broken the Japanese code and knew that Midway was to be their next target.

Admiral **Chester Nimitz**, the commander of American naval forces in the Pacific, moved to defend the island. On June 3, 1942, his scout planes found the Japanese fleet. The Americans sent torpedo planes and dive bombers to the attack. The Japanese were caught with their planes still on the decks of their carriers. The results were devastating. By the end of the Battle of Midway, the Japanese had lost four aircraft carriers, a cruiser, and 250 planes. In the words of a Japanese official, at Midway the Americans had "avenged Pearl Harbor." **A**

The **Battle of Midway** was a turning point in the Pacific War. Soon the Allies began "island hopping." Island by island they won territory back from the Japanese. With each island, Allied forces moved closer to Japan.

HISTORICAL SPOTLIGHT

NAVAJO CODE TALKERS

On each of the Pacific islands that American troops stormed in World War II, the Japanese heard a "strange language gurgling" in their radio headsets. The code seemed to have Asian overtones, but it baffled everyone who heard it. In fact, the language was Navajo, which was spoken only in the American Southwest and traditionally had no alphabet or other written symbols. Its "hiddenness" made it a perfect candidate for a code language.

Though the Navajo had no words for combat terms, they developed terms such as *chicken hawk* for *dive bomber* and *war chief* for *commanding general*. Throughout the Pacific campaign—from Midway to Iwo Jima—the code talkers were considered indispensable to the war effort. They finally received national recognition in 1969.



▲ Four hundred Navajo were recruited into the Marine Corps as code talkers. Their primary duty was transmitting telephone and radio messages.

MAIN IDEA

Comparing

A In what ways were the American victory at Midway and the Japanese triumph at Pearl Harbor alike?

War in the Pacific and in Europe

PACIFIC

1941

Apr Jun

Dec 1942

Apr May Jun Aug

Nov

1943 Feb

May

EUROPE

Germany invades the Soviet Union.
Germany invades Greece and Yugoslavia.

Germany and Italy declare war on the United States.

Hitler orders attack on Stalingrad.

Allies land in North Africa.

German troops surrender at Stalingrad.

Axis forces surrender in North Africa.

U.S. declares war on Japan.

U.S. surrenders Bataan in the Philippines.

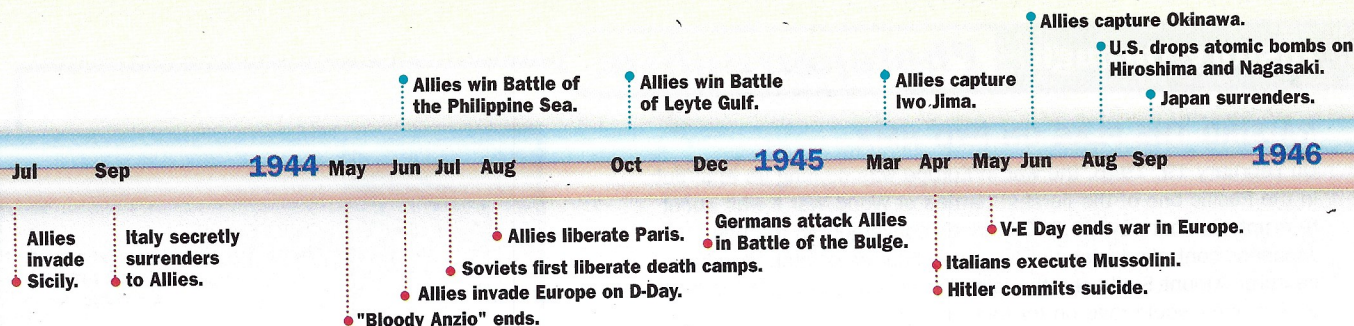
Allies turn back Japanese fleet in Battle of the Coral Sea.

Allies defeat Japan in Battle of Midway.

U.S. Marines land on Guadalcanal.

World War II: The War in the Pacific, 1942-1945





The Allies Go on the Offensive

The first Allied offensive began in August 1942 when 19,000 troops stormed Guadalcanal in the Solomon Islands. By the time the Japanese abandoned Guadalcanal six months later, they called it the Island of Death. To war correspondent Ralph Martin and the troops who fought there, it was simply "hell."

A PERSONAL VOICE RALPH G. MARTIN

"Hell was red furry spiders as big as your fist, giant lizards as long as your leg, leeches falling from trees to suck blood, armies of white ants with a bite of fire, scurrying scorpions inflaming any flesh they touched, enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours, . . . stinking wet heat of dripping rain forests that sapped the strength of any man."

—The GI War

Guadalcanal marked Japan's first defeat on land, but not its last. The Americans continued leapfrogging across the Pacific toward Japan, and in October 1944, some 178,000 Allied troops and 738 ships converged on Leyte Island in the Philippines. General MacArthur, who had left the Philippines two years earlier, waded ashore and announced, "People of the Philippines: I have returned."

THE JAPANESE DEFENSE The Japanese threw their entire fleet into the Battle of Leyte Gulf. They also tested a new tactic, the **kamikaze** (kā'mīkā'zē), or suicide-plane, attack in which Japanese pilots crashed their bomb-laden planes into Allied ships. (*Kamikaze* means "divine wind" and refers to a legendary typhoon that saved Japan in 1281 by destroying a Mongol invasion.) In the Philippines, 424 kamikaze pilots embarked on suicide missions, sinking 16 ships and damaging another 80.

Americans watched these terrifying attacks with "a strange mixture of respect and pity" according to Vice Admiral Charles Brown. "You have to admire the devotion to country demonstrated by those pilots," recalled Seaman George Marse. "Yet, when they were shot down, rescued and brought aboard our ship, we were surprised to find the pilots looked like ordinary, scared young men, not the wide-eyed fanatical 'devils' we imagined them to be."

Despite the damage done by the kamikazes, the Battle of Leyte Gulf was a disaster for Japan. In three days of battle, it lost 3 battleships, 4 aircraft carriers, 13 cruisers, and almost 500 planes. From then on, the Imperial Navy played only a minor role in the defense of Japan. **B**

Japanese kamikaze pilots receive a briefing on the mission that would be their last.



MAIN IDEA

Drawing Conclusions

B Why was the Battle of Leyte Gulf so crucial to the Allies?

History Through Photojournalism

RAISING THE FLAG ON IWO JIMA

On February 19, 1945, the war in Europe was nearing its end, but in the Pacific one of the fiercest battles of World War II was about to erupt. On that day, 70,000 marines converged on the tiny, Japanese-controlled island of Iwo Jima. Four days later, they had captured Mount Suribachi, the island's highest point, but the battle for Iwo Jima would rage on for four more weeks.

Photographer Lou Lowery documented the men of "Easy Company" hoisting an American flag on a makeshift pole atop Mount Suribachi. But the original flag was soon taken down to be kept as a souvenir by the commanding officer.



▲ Six marines were sent to replace the flag with an even larger one. Joe Rosenthal, a wire-service photographer, saw the second flag raising, grabbed his camera, and clicked off a frame without even looking through his viewfinder. Rosenthal's photo appeared the next morning on the front pages of American newspapers. In the minds of Americans, it immediately replaced the gloomy, blurred images of Pearl Harbor going up in flames.

SKILLBUILDER Interpreting Visual Sources

1. One of the Mount Suribachi images became one of the most recognized, most reproduced images of World War II. Study the details and point of view in each photo. Explain why you think Rosenthal's image, rather than Lowery's, became important.
2. What human qualities or events do you think Rosenthal's photograph symbolizes?




SEE SKILLBUILDER HANDBOOK, PAGE R23.

IWO JIMA After retaking much of the Philippines and liberating the American prisoners of war there, the Allies turned to Iwo Jima, an island that writer William Manchester later described as “an ugly, smelly glob of cold lava squatting in a surly ocean.” Iwo Jima (which means “sulfur island” in Japanese) was critical to the United States as a base from which heavily loaded bombers might reach Japan. It was also perhaps the most heavily defended spot on earth, with 20,700 Japanese troops entrenched in tunnels and caves. More than 6,000 marines died taking this desolate island, the greatest number in any battle in the Pacific to that point. Only 200 Japanese survived. Just one obstacle now stood between the Allies and a final assault on Japan—the island of Okinawa.


THE BATTLE FOR OKINAWA In April 1945, U.S. Marines invaded Okinawa. The Japanese unleashed more than 1,900 kamikaze attacks on the Allies during the Okinawa campaign, sinking 30 ships, damaging more than 300 more, and killing almost 5,000 seamen.

Once ashore, the Allies faced even fiercer opposition than on Iwo Jima. By the time the fighting ended on June 21, 1945, more than 7,600 Americans had died. But the Japanese paid an even ghastlier price—110,000 lives—in defending Okinawa. This total included two generals who chose ritual suicide over the shame of surrender. A witness to this ceremony described their end: “A simultaneous shout and a flash of the sword . . . and both generals had nobly accomplished their last duty to their Emperor.”

The Battle for Okinawa was a chilling foretaste of what the Allies imagined the invasion of Japan’s home islands would be. Churchill predicted the cost would be a million American lives and half that number of British lives. 

MAIN IDEA

Drawing Conclusions

 Why was Okinawa a significant island in the war in the Pacific?

KEY PLAYER



DOUGLAS MACARTHUR
1880–1964

Douglas MacArthur was too arrogant and prickly to be considered a “regular guy” by his troops. But he was arguably the most brilliant Allied strategist of World War II. For every American soldier killed in his campaigns, the Japanese lost ten.

He was considered a real hero of the war, both by the military and by the prisoners on the Philippines, whom he freed. “MacArthur took more territory with less loss of life,” observed journalist John Gunther, “than any military commander since Darius the Great [king of Persia, 522–486 B.C.].”

The Atomic Bomb Ends the War

The taking of Iwo Jima and Okinawa opened the way for an invasion of Japan. However, Allied leaders knew that such an invasion would become a desperate struggle. Japan still had a huge army that would defend every inch of homeland. President Truman saw only one way to avoid an invasion of Japan. He decided to use a powerful new weapon that had been developed by scientists working on the Manhattan Project—the atomic bomb.

THE MANHATTAN PROJECT Led by General Leslie Groves with research directed by American scientist **J. Robert Oppenheimer**, the development of the atomic bomb was not only the most ambitious scientific enterprise in history, it was also the best-kept secret of the war. At its peak, more than 600,000 Americans were involved in the project, although few knew its purpose. Even Truman did not learn about it until he became president.

The first test of the new bomb took place on the morning of July 16, 1945, in an empty expanse of desert near Alamogordo, New Mexico. A blinding flash, which was visible 180 miles away, was followed by a deafening roar as a tremendous shock wave rolled across the trembling desert. Otto Frisch, a scientist on the project, described the huge mushroom cloud that rose over the desert as “a red-hot elephant standing balanced on its trunk.” The bomb worked!

President Truman now faced a difficult decision. Should the Allies use the bomb to bring an end to the war? Truman did not hesitate. On July 25, 1945, he ordered the military to make final plans for dropping two atomic bombs on Japanese targets. A day later, the United States warned Japan that it faced “prompt and utter destruction” unless it surrendered at once. Japan refused. Truman later wrote, “The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used.”

HIROSHIMA AND NAGASAKI On August 6, a B-29 bomber named *Enola Gay* released an atomic bomb, code-named Little Boy, over **Hiroshima**, an important Japanese military center. Forty-three seconds later, almost every building in the city collapsed into dust from the force of the blast. Hiroshima had ceased to exist. Still, Japan’s leaders hesitated to surrender. Three days later, a second bomb, code-named Fat Man, was dropped on **Nagasaki**, leveling half the city. By the end of the year, an estimated 200,000 people had died as a result of injuries and radiation poisoning caused by the atomic blasts. Yamaoka Michiko was 15 years old and living near the center of Hiroshima when the first bomb hit.

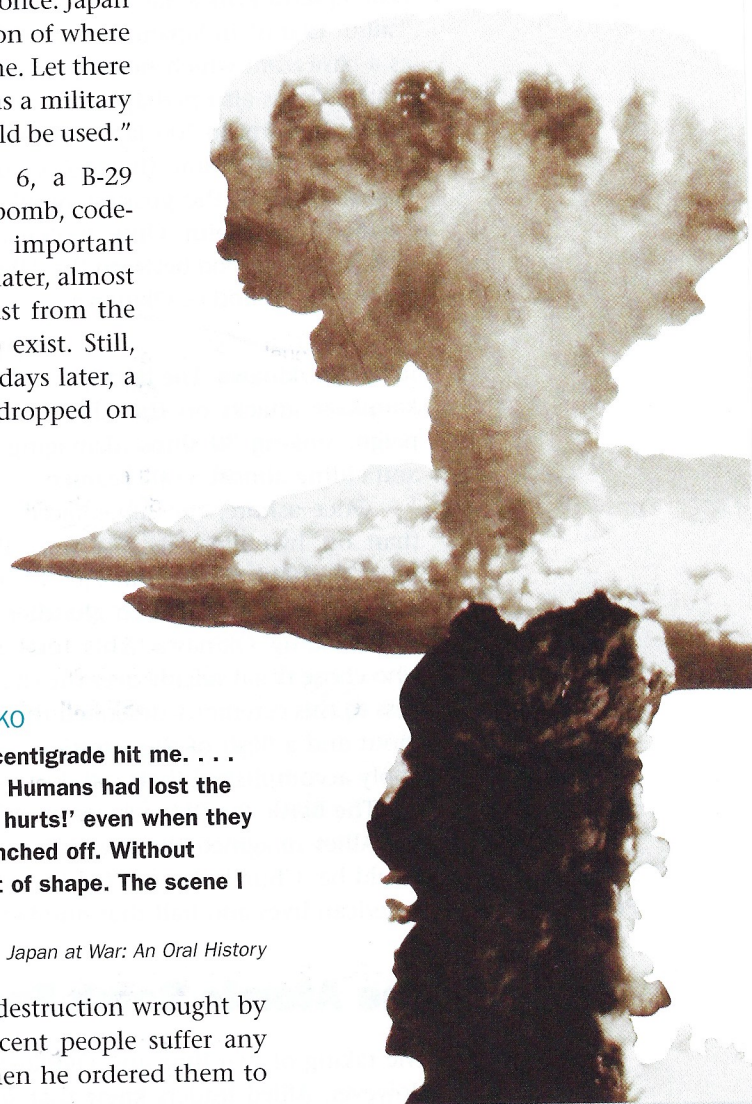
A PERSONAL VOICE YAMAOKA MICHIKO

“They say temperatures of 7,000 degrees centigrade hit me. . . . Nobody there looked like human beings. . . . Humans had lost the ability to speak. People couldn’t scream, ‘It hurts!’ even when they were on fire. . . . People with their legs wrenched off. Without heads. Or with faces burned and swollen out of shape. The scene I saw was a living hell.”

—quoted in *Japan at War: An Oral History*

Emperor Hirohito was horrified by the destruction wrought by the bomb. “I cannot bear to see my innocent people suffer any longer,” he told Japan’s leaders tearfully. Then he ordered them to draw up papers “to end the war.” On September 2, formal surrender ceremonies took place on the U.S. battleship *Missouri* in Tokyo Bay. “Today the guns are silent,” said General MacArthur in a speech marking this historic moment. “The skies no longer rain death—the seas bear only commerce—men everywhere walk upright in the sunlight. The entire world is quietly at peace.”

Hiroshima in ruins following
the atomic bomb blast on
August 6, 1945



POINT

"The only way to end the war against Japan was to bomb the Japanese mainland."

Many advisors to President Truman, including Secretary of War Henry Stimson, had this point of view. They felt the bomb would end the war and save American lives. Stimson said, "The face of war is the face of death."

Some scientists working on the bomb agreed—even more so as the casualty figures from Iwo Jima and Okinawa sank in. "Are we to go on shedding American blood when we have available a means to a steady victory?" they petitioned. "No! If we can save even a handful of American lives, then let us use this weapon—now!"

Two other concerns pushed Americans to use the bomb. Some people feared that if the bomb were not dropped, the project might be viewed as a gigantic waste of money.

The second consideration involved the Soviet Union. Tension and distrust were already developing between the Western Allies and the Soviets. Some American officials believed that a successful use of the atomic bomb would give the United States a powerful advantage over the Soviets in shaping the postwar world.

COUNTERPOINT

"Japan's staggering losses were enough to force Japan's surrender."

Many of the scientists who had worked on the bomb, as well as military leaders and civilian policymakers, had doubts about using it. Dr. Leo Szilard, a Hungarian-born physicist who had helped President Roosevelt launch the project and who had a major role in developing the bomb, was a key figure opposing its use.

A petition drawn up by Szilard and signed by 70 other scientists argued that it would be immoral to drop an atomic bomb on Japan without fair warning. Many supported staging a demonstration of the bomb for Japanese leaders, perhaps by exploding one on a deserted island near Japan, to convince the Japanese to surrender.

Supreme Allied Commander General Dwight D. Eisenhower agreed. He maintained that "dropping the bomb was completely unnecessary" to save American lives and that Japan was already defeated. Ike told

Secretary of War Henry Stimson, "I was against it [the bomb] on two counts. First the Japanese were ready to surrender and it wasn't necessary to hit them with that awful thing. Second, I hated to see our country be the first to use such a weapon."

THINKING CRITICALLY

1. CONNECT TO HISTORY Summarizing What were the main arguments for and against dropping the atomic bomb on Japan?



SEE SKILLBUILDER HANDBOOK, PAGE R4.

2. CONNECT TO TODAY Evaluating Decisions Do you think the United States was justified in using the bomb against the Japanese? In a paragraph, explain why or why not.

Rebuilding Begins

With Japan's surrender, the Allies turned to the challenge of rebuilding war-torn nations. Even before the last guns fell silent, they began thinking about principles that would govern the postwar world.

THE YALTA CONFERENCE In February 1945, as the Allies pushed toward victory in Europe, an ailing Roosevelt had met with Churchill and Stalin at the Black Sea resort city of Yalta in the Soviet Union. Stalin graciously welcomed the president and the prime minister, and the Big Three, as they were called, toasted the defeat of Germany that now seemed certain.

For eight grueling days, the three leaders discussed the fate of Germany and the postwar world. Stalin, his country devastated by German forces, favored a harsh approach. He wanted to keep Germany divided into occupation zones—areas controlled by Allied military forces—so that Germany would never again threaten the Soviet Union.

When Churchill strongly disagreed, Roosevelt acted as a mediator. He was prepared to make concessions to Stalin for two reasons. First, he hoped that the Soviet Union would stand by its commitments to join the war against Japan that was still waging in the Pacific. (The first test of the atom bomb was still five months away.) Second, Roosevelt wanted Stalin's support for a new world peace-keeping organization, to be named the United Nations. **D**

MAIN IDEA

Analyzing Motives

D Why was Roosevelt anxious to make concessions to Stalin concerning the fate of postwar Germany?

The historic meeting at Yalta produced a series of compromises. To pacify Stalin, Roosevelt convinced Churchill to agree to a temporary division of Germany into four zones, one each for the Americans, the British, the Soviets, and the French. Churchill and Roosevelt assumed that, in time, all the zones would be brought together in a reunited Germany. For his part, Stalin promised “free and unfettered elections” in Poland and other Soviet-occupied Eastern European countries.

Stalin also agreed to join in the war against Japan. That struggle was expected to continue for another year or more. In addition, he agreed to participate in an international conference to take place in April in San Francisco. There, Roosevelt’s dream of a United Nations (UN) would become a reality. **E**

MAIN IDEA

Summarizing

E What decisions did Roosevelt, Churchill, and Stalin make at the Yalta Conference?

THE NUREMBERG WAR TRIALS Besides geographic division, Germany had another price to pay for its part in the war. The discovery of Hitler’s death camps led the Allies to put 24 surviving Nazi leaders on trial for crimes against humanity, crimes against the peace, and war crimes. The trials were held in the southern German town of Nuremberg.

At the **Nuremberg trials**, the defendants included Hitler’s most trusted party officials, government ministers, military leaders, and powerful industrialists. As the trial began, U.S. Supreme Court Justice Robert Jackson explained the significance of the event.

A PERSONAL VOICE ROBERT JACKSON

“The wrongs which we seek to condemn and punish have been so calculated, so malignant and so devastating, that civilization cannot tolerate their being ignored because it cannot survive their being repeated. . . . It is hard now to perceive in these miserable men . . . the power by which as Nazi leaders they once dominated much of the world and terrified most of it. Merely as individuals, their fate is of little consequence to the world. What makes this inquest significant is that these prisoners represent sinister influences that will lurk in the world long after their bodies have returned to dust. They are living symbols of racial hatreds, of terrorism and violence, and of the arrogance and cruelty of power. . . . Civilization can afford no compromise with the social forces which would gain renewed strength if we deal ambiguously or indecisively with the men in whom those forces now precariously survive.”

—quoted in opening address to the Nuremberg War Crimes Trial

War Criminals on Trial, 1945–1949



Each defendant at the Nuremberg trials was accused of one or more of the following crimes:

- **Crimes Against the Peace**—planning and waging an aggressive war
- **War Crimes**—acts against the customs of warfare, such as the killing of hostages and prisoners, the plundering of private property, and the destruction of towns and cities
- **Crimes Against Humanity**—the murder, extermination, deportation, or enslavement of civilians

In the end, 12 of the 24 defendants were sentenced to death, and most of the remaining were sent to prison. In later trials of lesser leaders, nearly 200 more Nazis were found guilty of war crimes. Still, many people have argued that the trials did not go far enough in seeking out and punishing war criminals. Many Nazis who took part in the Holocaust did indeed go free.

Yet no matter how imperfect the trials might have been, they did establish an important principle—the idea that individuals are responsible for their own actions, even in times of war. Nazi executioners could not escape punishment by claiming that they were merely “following orders.” The principle of individual responsibility was now firmly entrenched in international law.

“I was only following orders.”

DEFENDANTS AT THE NUREMBERG TRIALS

THE OCCUPATION OF JAPAN Japan was occupied by U.S. forces under the command of General Douglas MacArthur. In the early years of the occupation, more than 1,100 Japanese, from former Prime Minister Hideki Tojo to lowly prison guards, were arrested and put on trial. Seven, including Tojo, were sentenced to death. In the Philippines, in China, and in other Asian battlegrounds, additional Japanese officials were tried for atrocities against civilians or prisoners of war.

During the seven-year American occupation, MacArthur reshaped Japan’s economy by introducing free-market practices that led to a remarkable economic recovery. MacArthur also worked to transform Japan’s government. He called for a new constitution that would provide for woman suffrage and guarantee basic freedoms. In the United States, Americans followed these changes with interest. The *New York Times* reported that “General MacArthur . . . has swept away an autocratic regime by a warrior god and installed in its place a democratic government presided over by a very human emperor and based on the will of the people as expressed in free elections.” The Japanese apparently agreed. To this day, their constitution is known as the MacArthur Constitution.

SECTION 3

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

•Douglas MacArthur
•Chester Nimitz

•Battle of Midway
•kamikaze

•J. Robert Oppenheimer
•Hiroshima

•Nagasaki
•Nuremberg trials

MAIN IDEA

2. TAKING NOTES (11.7.2)

Using a chart such as the one below, describe the significance of key military actions in the Pacific during World War II.

Military Action	Significance
1.	
2.	
3.	
4.	
5.	

Which military action was a turning point for the Allies?

CRITICAL THINKING

3. DEVELOPING HISTORICAL PERSPECTIVE (REP 3)

At the trials, many Nazis defended themselves by saying they were only following orders. What does this rationale tell you about the German military? Why was it important to negate this justification?

4. DRAWING CONCLUSIONS (11.7.7)
Explain how the United States was able to defeat the Japanese in the Pacific.

5. EVALUATING DECISIONS (REP 3)

Is it legitimate to hold people accountable for crimes committed during wartime? Why or why not?

Think About:

- the laws that govern society
- the likelihood of conducting a fair trial
- the behavior of soldiers, politicians, and civilians during war

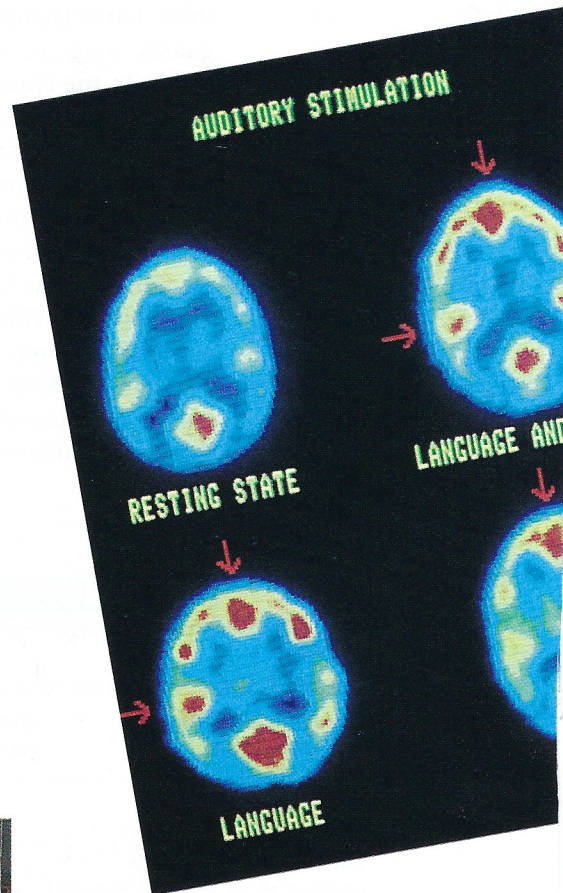
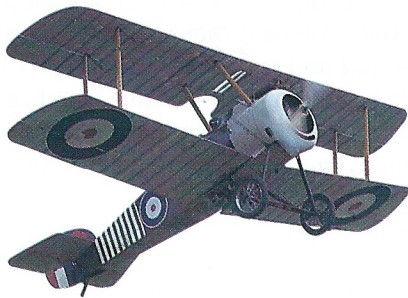
Science and Technology

Radar, guided missiles, nuclear submarines, reconnaissance satellites, atomic bombs—the inventions of the 20th century seem intended mainly for war, with the usual dreaded results. But these technological developments have also had far-reaching applications in peacetime. Because the innovations were originally intended for the battlefield, they were developed quickly and with a narrow purpose. However, their applications during peacetime have led to life-enhancing benefits that will extend far into the 21st century.

1914–1918 WORLD WAR I

FIGHTER PLANES TO COMMUTER FLIGHTS ▼

Airplanes were first used to gather military information but were soon put to work as fighters and bombers. The *Sopwith Camel* (shown at right), was one of the most successful British fighter planes, bringing down almost 1,300 enemy aircraft during World War I. The development of flight technology eventually led to sophisticated supersonic aircraft. Today, non-military aircraft are primarily used for travel and cargo transport. Jumbo jets carry hundreds of passengers with each takeoff.



CALIFORNIA STANDARDS

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.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.



1939–1945 WORLD WAR II

▼ ATOM BOMBS TO BRAIN SCANS

Faced with alarming rumors of work on a German atomic bomb, America mobilized some of the finest scientific minds in the world to create its own atomic bomb. The energy released by its nuclear reaction was enough to kill hundreds of thousands of people, as evidenced by the destruction of Hiroshima and Nagasaki. But the resulting ability to harness the atom's energy also led to new technologies for diagnosing and treating human diseases. Techniques such as positron emission tomography (PET) now reveal the inner workings of the human brain itself.



Applications of World War II Technology

TECHNOLOGY	MILITARY USE	PEACETIME USE
Semiconductors	Navigation	Transistors, radios, electronics
Computers	Code breaking	Software programs, video games
Freeze-dried food	Soldiers' rations	TV dinners, space-shuttle rations
Synthetic materials	Parachutes, weapons parts, tires	Telephones, automobile fenders, pacemakers
Radar	Tracking and surveillance	Weather tracking, air traffic control, archaeological digs

1945–1991 THE COLD WAR

▼ SATELLITES TO CELLULAR PHONES

The Soviet Union launched *Sputnik*, the first successful artificial space satellite, in 1957. As the United States raced to catch up with the Soviets in space, both countries eventually produced satellites that have improved life for people around the world. Satellites not only track weather patterns and control air traffic but also link the continents in a vast communications network.



THINKING CRITICALLY

CONNECT TO HISTORY

- 1. Hypothesizing** Do you think that peacetime technologies would have been developed without the stimulus provided by war? Support your answer.



SEE SKILLBUILDER HANDBOOK, PAGE R13.

CONNECT TO TODAY

- 2. Evaluating Technological Impact** What invention or technological breakthrough do you think has had the greatest impact on American society? Write a paragraph to explain your answer. Stage a debate with your classmates in which you defend your choice.



RESEARCH LINKS CLASSZONE.COM

The Home Front

MAIN IDEA

After World War II, Americans adjusted to new economic opportunities and harsh social tensions.

WHY IT MATTERS NOW

Economic opportunities afforded by World War II led to a more diverse middle class in the United States.

Terms & Names

- GI Bill of Rights
- James Farmer
- Congress of Racial Equality (CORE)
- internment
- Japanese American Citizens League (JACL)

CALIFORNIA STANDARDS

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

11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.

11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

One American's Story

The writer and poet Maya Angelou was a teenager living in San Francisco when the United States got involved in World War II. The first change she noticed was the disappearance of the city's Japanese population. The second change was an influx of workers, including many African Americans, from the South. San Franciscans, she noted, maintained that there was no racism in their city by the bay. But Angelou knew differently.

A PERSONAL VOICE MAYA ANGELOU

"A story went the rounds about a San Franciscan white matron who refused to sit beside a Negro civilian on the streetcar, even after he made room for her on the seat. Her explanation was that she would not sit beside a draft dodger who was a Negro as well. She added that the least he could do was fight for his country the way her son was fighting on Iwo Jima. The story said that the man pulled his body away from the window to show an armless sleeve. He said quietly and with great dignity, 'Then ask your son to look around for my arm, which I left over there.' "

—*I Know Why the Caged Bird Sings*

At the end of the war, returning veterans—even those who weren't disabled—had to begin dealing with the very real issues of reentry and adjustment to a society that offered many opportunities but still had many unsolved problems.

Opportunity and Adjustment

In contrast to the Great Depression, World War II was a time of opportunity for millions of Americans. Jobs abounded, and despite rationing and shortages, people had money to spend. At the end of World War II, the nation emerged as the world's dominant economic and military power.

TWICE A PATRIOT

EX-PRIVATE OBIE BARTLETT LOST LEFT ARM—PEARL HARBOR
RELEASED: DEC., 1941—NOW AT WORK WELDING
IN A WEST COAST SHIPYARD...



▲ Like many minority veterans, Obie Bartlett was twice a patriot—and was still regarded as a second-class citizen.

ECONOMIC GAINS The war years were good ones for working people. As defense industries boomed, unemployment fell to a low of 1.2 percent in 1944. Even with price and wage controls, average weekly pay (adjusted for inflation) rose 10 percent during the war. And although workers still protested long hours, overtime, and night shifts, they were able to save money for the future. Some workers invested up to half their paychecks in war bonds.

Farmers also prospered during the war. Unlike the depression years, when farmers had battled dust storms and floods, the early 1940s had good weather for growing crops. Farmers benefited from improvements in farm machinery and fertilizers and reaped the profits from rising crop prices. As a result, crop production increased by 50 percent, and farm income tripled. Before the war ended, many farmers could pay off their mortgages.

Women also enjoyed employment gains during the war, although many lost their jobs when the war ended. Over 6 million women had entered the work force for the first time, boosting the percentage of women in the total work force to 35 percent. A third of those jobs were in defense plants, which offered women more challenging work and better pay than jobs traditionally associated with women, such as waitressing, clerking, and domestic service. With men away at war, many women also took advantage of openings in journalism and other professions. "The war really created opportunities for women," said Winona Espinosa, a wife and mother who became a riveter and bus driver during the war. "It was the first time we got a chance to show that we could do a lot of things that only men had done before."



▲ The war gave women the chance to prove they could be just as productive as men. But their pay usually did not reflect their productivity.

POPULATION SHIFTS

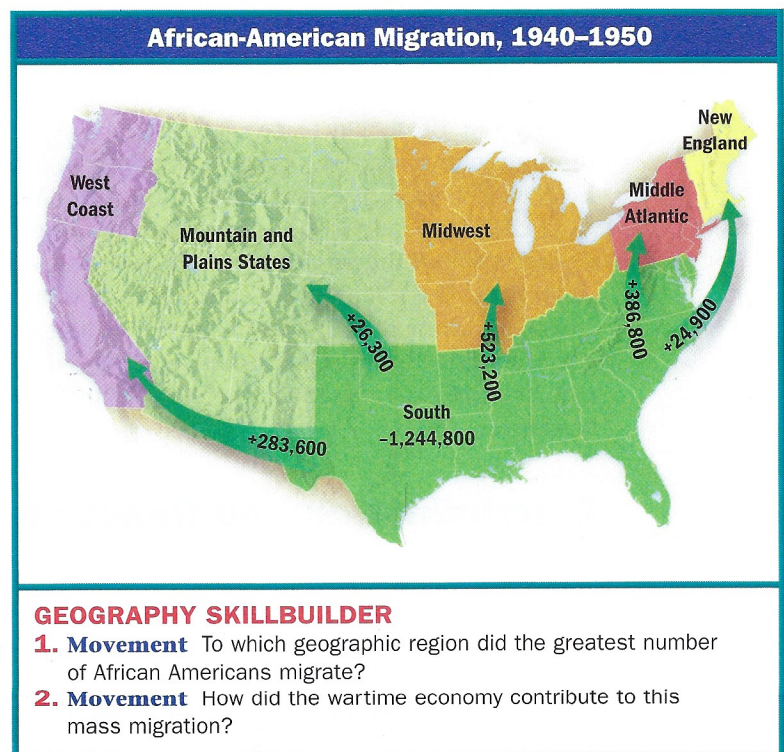
In addition to revamping the economy, the war triggered one of the greatest mass migrations in American history. Americans whose families had lived for decades in one place suddenly uprooted themselves to seek work elsewhere. More than a million newcomers poured into California between 1941 and 1944. Towns with defense industries saw their populations double and even triple, sometimes almost overnight. As shown in the map to the right, African Americans left the South for cities in the North in record numbers. A

Vocabulary
migration: the act of moving from one country or region to another

MAIN IDEA

Analyzing Causes

A How did World War II cause the U.S. population to shift?



Attending Pennsylvania State College under the GI Bill of Rights, William Oskay, Jr., paid \$28 a month for the trailer home in which you see him working. ►



SOCIAL ADJUSTMENTS Families adjusted to the changes brought on by war as best they could. With millions of fathers in the armed forces, mothers struggled to rear their children alone. Many young children got used to being left with neighbors or relatives or in child-care centers as more and more mothers went to work. Teenagers left at home without parents sometimes drifted into juvenile delinquency. And when fathers finally did come home, there was often a painful period of readjustment as family members got to know one another again.

The war helped create new families, too. Longtime sweethearts—as well as couples who barely knew each other—rushed to marry before the soldier or sailor was shipped overseas. In booming towns like Seattle, the number of marriage licenses issued went up by as much as 300 percent early in the war. A New Yorker observed in 1943, “On Fridays and Saturdays, the City Hall area is blurred with running soldiers, sailors, and girls hunting the license bureau, floral shops, ministers, blood-testing laboratories, and the Legal Aid Society.”

In 1944, to help ease the transition of returning servicemen to civilian life, Congress passed the Servicemen’s Readjustment Act, better known as the **GI Bill of Rights**. This bill provided education and training for veterans, paid for by the federal government. Just over half the returning soldiers, or about 7.8 million veterans, attended colleges and technical schools under the GI Bill. The act also provided federal loan guarantees to veterans buying homes or farms or starting new businesses. **B**

MAIN IDEA

Analyzing Effects

B How did the war affect families and personal lives?


Discrimination and Reaction

Despite the opportunities that opened up for women and minorities during the war, old prejudices and policies persisted, both in the military and at home.

CIVIL RIGHTS PROTESTS African Americans made some progress on the home front. During the war, thousands of African Americans left the South. The majority moved to the Midwest, where better jobs could be found. Between 1940 and 1944, the percentage of African Americans working in skilled or semiskilled jobs rose from 16 to 30 percent.

Wherever African Americans moved, however, discrimination presented tough hurdles. In 1942, civil rights leader **James Farmer** founded an interracial organization called the **Congress of Racial Equality (CORE)** to confront urban segregation in the North. That same year, CORE staged its first sit-in at a segregated Chicago restaurant.

As African-American migrants moved into already overcrowded cities, tensions rose. In 1943, a tidal wave of racial violence swept across the country. The worst conflict erupted in Detroit on a hot Sunday afternoon in June. What started as a tussle between blacks and whites at a beach on the Detroit River mushroomed into a riot when white sailors stationed nearby joined the fray. The fighting raged for three days, fueled by false rumors that whites had murdered a black woman and her child and that black rioters had killed 17 whites. By the time President Roosevelt sent federal troops to restore order, 9 whites and 25 blacks lay dead or dying.

The violence of 1943 revealed to many Americans—black and white alike—just how serious racial tensions had become in the United States. By 1945, more than 400 committees had been established by American communities to improve race relations. Progress was slow, but African Americans were determined not to give up the gains they had made. 

TENSION IN LOS ANGELES Mexican Americans also experienced prejudice during the war years. In the violent summer of 1943, Los Angeles exploded

in anti-Mexican “zoot-suit” riots. The zoot suit was a style of dress adopted by Mexican-American youths as a symbol of their rebellion against tradition. It consisted of a long jacket and pleated pants. Broad-brimmed hats were often worn with the suits.

The riots began when 11 sailors in Los Angeles reported that they had been attacked by zoot-suit-wearing Mexican Americans. This charge triggered violence involving thousands of servicemen and civilians. Mobs poured into Mexican neighborhoods and grabbed any zoot-suiters they could find. The attackers ripped off their victims’ clothes and beat them senseless. The riots lasted almost a week and resulted in the beating of hundreds of Mexican-American youth and other minorities.

Despite such unhappy experiences with racism, many Mexican Americans believed that their sacrifices during wartime would lead to a better future.

A PERSONAL VOICE MANUEL DE LA RAZA

“This war . . . is doing what we in our Mexican-American movement had planned to do in one generation. . . . It has shown those ‘across the tracks’ that we all share the same problems. It has shown them what the Mexican American will do, what responsibility he will take and what leadership qualities he will demonstrate. After this struggle, the status of the Mexican Americans will be different.”


—quoted in *A Different Mirror: A History of Multicultural America*



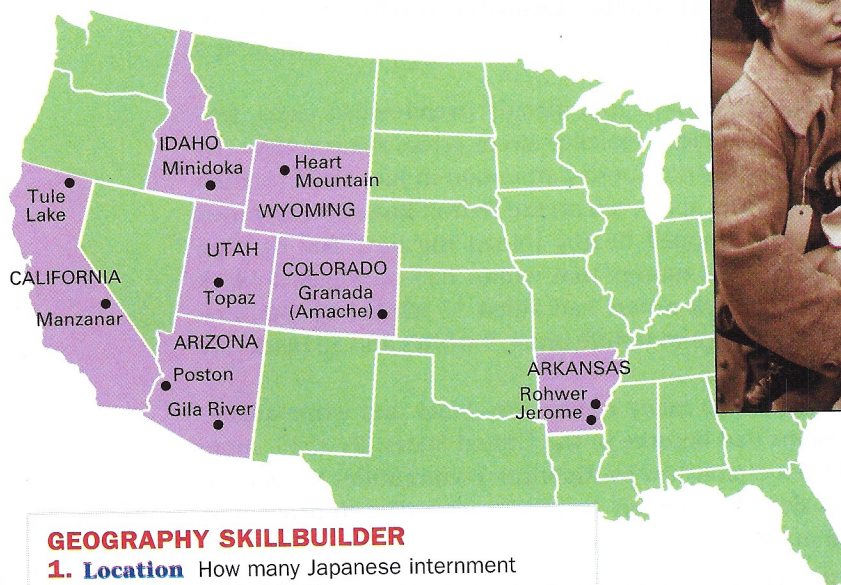
▲ These Mexican Americans, involved in the 1943 Los Angeles riots, are seen here leaving jail to make court appearances.

MAIN IDEA

Analyzing Causes

 What caused the race riots in the 1940s?

Japanese Relocation Camps, 1942



GEOGRAPHY SKILLBUILDER

- 1. Location** How many Japanese internment camps existed in 1942?
- 2. Place** Why do you think the majority of these camps were located in the West?



▲ On March 3, 1942, a Japanese-American mother carries her sleeping daughter during their relocation to an internment camp.

Internment of Japanese Americans

While Mexican Americans and African Americans struggled with racial tension, the war produced tragic results for Japanese Americans. When the war began, 120,000 Japanese Americans lived in the United States. Most of them were citizens living on the West Coast.

The surprise Japanese attack on Pearl Harbor in Hawaii had stunned the nation. After the bombing, panic-stricken citizens feared that the Japanese would soon attack the United States. Frightened people believed false rumors that Japanese Americans were committing sabotage by mining coastal harbors and poisoning vegetables.

This sense of fear and uncertainty caused a wave of prejudice against Japanese Americans. Early in 1942, the War Department called for the mass evacuation of all Japanese Americans from Hawaii. General Delos Emmons, the military governor of Hawaii, resisted the order because 37 percent of the people in Hawaii were Japanese Americans. To remove them would have destroyed the islands' economy and hindered U.S. military operations there. However, he was eventually forced to order the **internment**, or confinement, of 1,444 Japanese Americans, 1 percent of Hawaii's Japanese-American population.

On the West Coast, however, panic and prejudice ruled the day. In California, only 1 percent of the people were Japanese, but they constituted a minority large enough to stimulate the prejudice of many whites, without being large enough to effectively resist internment. Newspapers whipped up anti-Japanese sentiment by running ugly stories attacking Japanese Americans.

On February 19, 1942, President Roosevelt signed an order requiring the removal of people of Japanese ancestry from California and parts of Washington, Oregon, and Arizona. Based on strong recommendations from the military, he justified this step as necessary for national security. In the following weeks, the army rounded up some 110,000 Japanese Americans and shipped them to ten hastily constructed remote "relocation centers," euphemisms for prison camps.

MAIN IDEA

Analyzing Motives

D Why did President Roosevelt order the internment of Japanese Americans?

About two-thirds were Nisei, or Japanese people born in this country of parents who emigrated from Japan. Thousands of Nisei had already joined the armed forces, and to Ted Nakashima, an architectural draftsman from Seattle, the evacuation seemed utterly senseless. **D**

A PERSONAL VOICE TED NAKASHIMA

“[There are] electricians, plumbers, draftsmen, mechanics, carpenters, painters, farmers—every trade—men who are able and willing to do all they can to lick the Axis. . . . We’re on this side and we want to help. Why won’t America let us?”

—from *New Republic* magazine, June 15, 1942

No specific charges were ever filed against Japanese Americans, and no evidence of subversion was ever found. Faced with expulsion, terrified families were forced to sell their homes, businesses, and all their belongings for less than their true value.

Japanese Americans fought for justice, both in the courts and in Congress. The initial results were discouraging. In 1944, the Supreme Court decided, in *Korematsu v. United States*, that the government’s policy of evacuating Japanese Americans to camps was justified on the basis of “military necessity.” (See pages 596–597.) After the war, however, the **Japanese American Citizens League (JACL)** pushed the government to compensate those sent to the camps for their lost property. In 1965, Congress authorized the spending of \$38 million for that purpose—less than a tenth of Japanese Americans’ actual losses.

The JACL did not give up its quest for justice. In 1978, it called for the payment of reparations, or restitution, to each individual that suffered internment. A decade later, Congress passed, and President Ronald Reagan signed, a bill that promised \$20,000 to every Japanese American sent to a relocation camp. When the checks were sent in 1990, a letter from President George Bush accompanied them, in which he stated, “We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.”

SECTION 4

ASSESSMENT

1. TERMS & NAMES For each term or name, write a sentence explaining its significance.

• GI Bill of Rights
• James Farmer

• Congress of Racial Equality (CORE)

• internment

• Japanese American Citizens League (JACL)

MAIN IDEA

2. TAKING NOTES (11.7.5)

List the advances and problems in the economy and in civil rights during World War II.

	Advances	Problems
Economy		
Civil Rights		

Which of these advances and problems do you think had the most far-reaching effect? Explain your answer.

CRITICAL THINKING

3. COMPARING (11.10.5)

How were the experiences of African Americans, Mexican Americans, and Japanese Americans similar during World War II? How were they different?

4. DEVELOPING HISTORICAL PERSPECTIVE (11.7.5)

Do you think that the government’s policy of evacuating Japanese Americans to camps was justified on the basis of “military necessity”? Explain your answer.

5. ANALYZING EFFECTS (11.7.5)

What effect did World War II have on American families? **Think About:**

- the role of women in families and the economy
- the relationship between the races
- the impact of the federal government on society



KOREMATSU v. UNITED STATES (1944)

ORIGINS OF THE CASE Following the Japanese attack on Pearl Harbor on December 7, 1941, U.S. military officials argued that Japanese Americans posed a threat to the nation's security. Based on recommendations from the military, President Franklin Roosevelt issued Executive Order 9066, which gave military officials the power to limit the civil rights of Japanese Americans. Military authorities began by setting a curfew for Japanese Americans. Later, they forced Japanese Americans from their homes and moved them into detention camps. Fred Korematsu was convicted of defying the military order to leave his home. At the urging of the American Civil Liberties Union (ACLU), Korematsu appealed that conviction.

THE RULING The Court upheld Korematsu's conviction and argued that military necessity made internment constitutional.

LEGAL REASONING

Executive Order 9066 was clearly aimed at one group of people—Japanese Americans. Korematsu argued that this order was unconstitutional because it was based on race. Writing for the Court majority, Justice Hugo Black agreed “that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect.” However, in this case, he said, the restrictions were based on “a military imperative” and not “group punishment based on antagonism to those of Japanese origin.” As such, Justice Black stated that the restrictions were constitutional.

“Compulsory exclusion of large groups, . . . except under circumstances of direct emergency and peril, is inconsistent with our basic governmental institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger.”

Justice Frank Murphy, however, dissented—he opposed the majority. He believed that military necessity was merely an excuse that could not conceal the racism at the heart of the restrictions.

“This exclusion . . . ought not to be approved. Such exclusion goes over ‘the very brink of constitutional power’ and falls into the ugly abyss of racism.”

Two other justices also dissented, but Korematsu's conviction stood.

LEGAL SOURCES

LEGISLATION

U.S. CONSTITUTION, FIFTH AMENDMENT (1791)

“No person shall . . . be deprived of life, liberty, or property, without due process of law.”

EXECUTIVE ORDER 9066 (1942)

“I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places and of such extent as he . . . may determine, from which any or all persons may be excluded.”

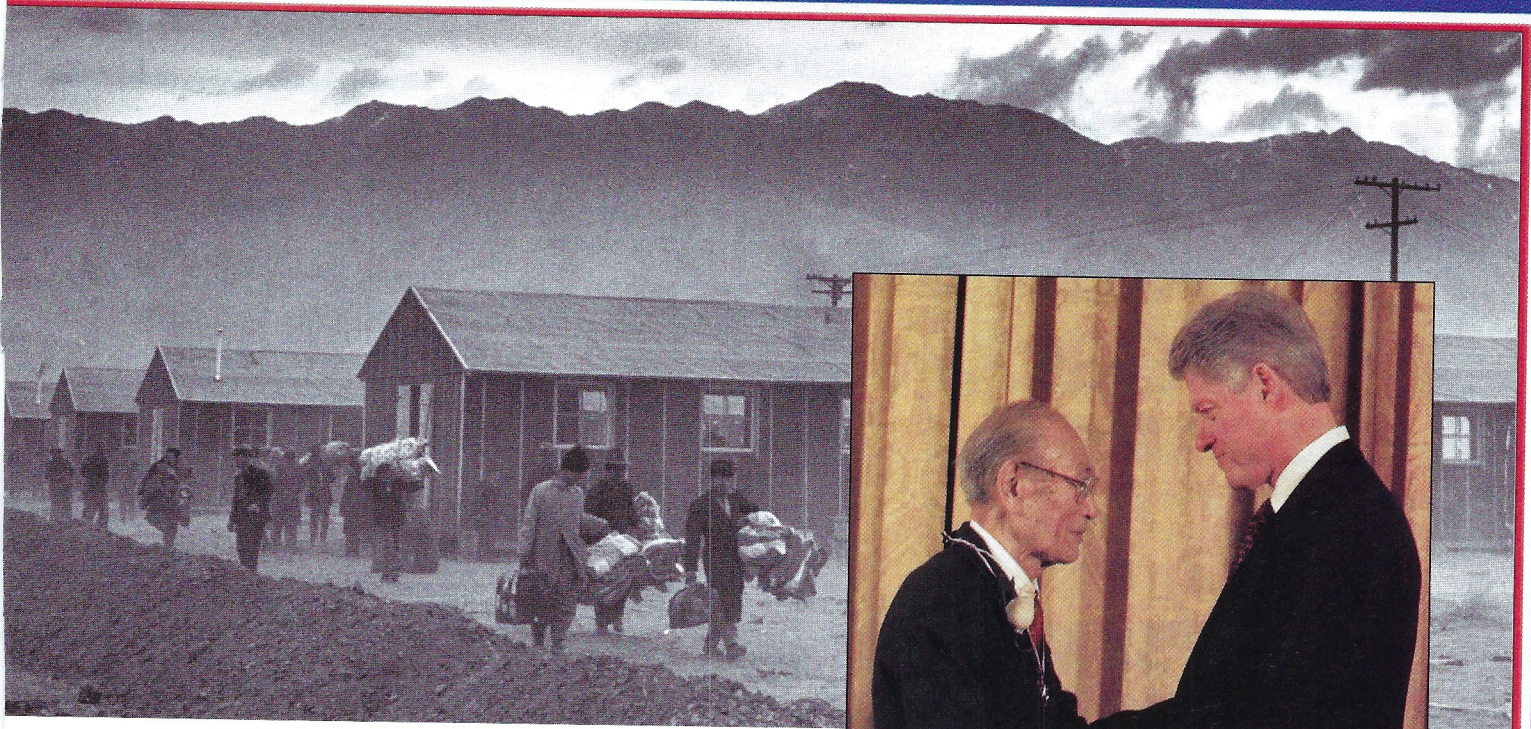
RELATED CASES

HIRABAYASHI v. UNITED STATES (JUNE 1943)

The Court upheld the conviction of a Japanese-American man for breaking curfew. The Court argued that the curfew was within congressional and presidential authority.

EX PARTE ENDO (DECEMBER 1944)

The Court ruled that a Japanese-American girl, whose loyalty had been clearly established, could not be held in an internment camp.



WHY IT MATTERED

About 110,000 Japanese Americans were forced into internment camps, as shown above, during World War II. Many had to sell their businesses and homes at great loss. Thousands were forced to give up their possessions. In the internment camps, Japanese Americans lived in a prison-like setting under constant guard.

The Court ruled that these government actions did not violate people's rights because the restrictions were based on military necessity rather than on race. But the government treated German Americans and Italian Americans much differently. In those instances, the government identified potentially disloyal people but did not harass the people it believed to be loyal. By contrast, the government refused to make distinctions between loyal and potentially disloyal Japanese Americans.

HISTORICAL IMPACT

In the end, the internment of Japanese Americans became a national embarrassment. In 1976, President Gerald R. Ford repealed Executive Order 9066.



▲ President Clinton presents Fred Korematsu with a Presidential Medal of Freedom during a ceremony at the White House on January 15, 1998.

Similarly, the Court's decision in *Korematsu* became an embarrassing example of court-sanctioned racism often compared to the decisions on *Dred Scott* (1857) and *Plessy v. Ferguson* (1896). In the early 1980s, a scholar conducting research obtained copies of government documents related to the *Hirabayashi* and *Korematsu* cases. The documents showed that the army had lied to the Court in the 1940s. Japanese Americans had not posed any security threat. Korematsu's conviction was overturned in 1984. Hirabayashi's conviction was overturned in 1986. In 1988, Congress passed a law ordering reparations payments to surviving Japanese Americans who had been detained in the camps.

THINKING CRITICALLY

CONNECT TO HISTORY

1. **Hypothesizing** The internment of Japanese Americans during World War II disrupted lives and ripped apart families. What do you think can be done today to address this terrible mistake? How can the government make amends?



SEE SKILLBUILDER HANDBOOK, PAGE R13.

CONNECT TO TODAY

2.  **INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Historic Decisions of the Supreme Court to locate the three dissenting opinions in *Korematsu* written by Justices Frank Murphy, Robert Jackson, and Owen Roberts. Read one of these opinions, and then write a summary that states its main idea. What constitutional principle, if any, does the opinion use?

VISUAL SUMMARY

THE UNITED STATES
IN WORLD WAR II

LONG-TERM CAUSES

- Discontent about Treaty of Versailles
- Economic instability in Europe
- Rise of totalitarian governments

IMMEDIATE CAUSES

- Expansion of Germany, Italy, and Japan
- Failure of appeasement
- German invasion of Poland
- Japanese attack on Pearl Harbor



WORLD WAR II

IMMEDIATE EFFECTS

- Defeat of Axis powers
- Destruction and immense loss of life
- Recognition of Holocaust
- Founding of United Nations

LONG-TERM EFFECTS

- Rise of United States and Soviet Union as superpowers
- Cold War
- Soviet control of Eastern Europe
- Divided Germany
- Development of nuclear capability

TERMS & NAMES

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

1. A. Philip Randolph
2. Manhattan Project
3. rationing
4. Dwight D. Eisenhower
5. D-Day
6. V-E Day
7. Douglas MacArthur
8. Hiroshima
9. GI Bill of Rights
10. Congress of Racial Equality (CORE)

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

Mobilizing for Defense (pages 562–568)

1. How did the U.S. military reflect the diversity of American society during World War II? (11.7.3)
2. How did the federal government's actions influence civilian life during World War II? (HI 2)
3. What role did the media play in helping the country mobilize? (11.7.2)

The War for Europe and North Africa (pages 569–577)

4. How did the Allies win control of the Atlantic Ocean between 1941 and 1943? (11.7.2)
5. What was the significance of the Battle of Stalingrad? (HI 2)
6. How did the Battle of the Bulge signal the beginning of the end of World War II in Europe? (11.7.2)

The War in the Pacific (pages 578–587)

7. Briefly describe the island war in the Pacific. (11.7.2)
8. Why did President Truman decide to use atomic weapons? (11.7.7)

The Home Front (pages 590–595)

9. How did the U.S. economy change during World War II? (11.7.5)
10. What events show the persistence of racial tensions? (11.7.5)

CRITICAL THINKING

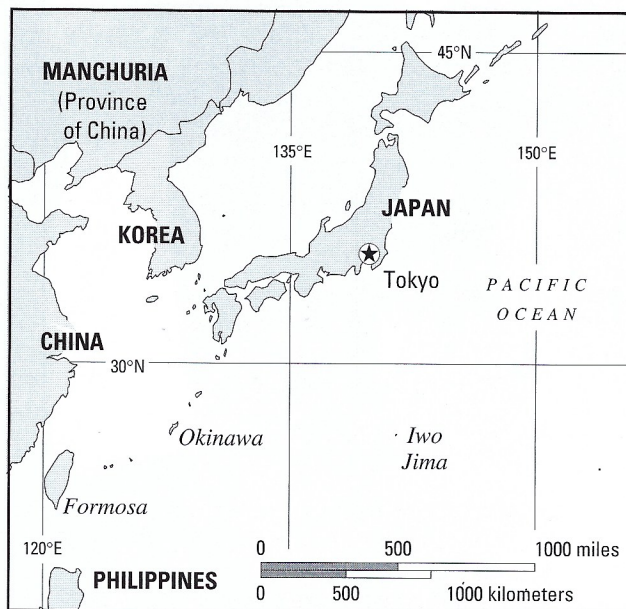
1. **USING YOUR NOTES** In a chart like the one shown, provide causes for the listed effects of World War II. (HI 2)

Causes	Effects
	The U.S. enters the war.
	Congress creates the Office of Price Administration.
	Japanese Americans are sent to relocation centers.
	Top Nazi officials are put on trial at Nuremberg.

2. **ANALYZING ISSUES** Would you support the use of nuclear weapons today, and if so, under what circumstances? (CST 1)
3. **INTERPRETING MAPS** Judging from the map on page 572, why was a victory in North Africa essential to an invasion of southern Europe? (11.7.2)

Standardized Test Practice

Use the map and your knowledge of U.S. history to answer question 1.



1. Why was it critical for the Allies to take the Japanese-held islands of Iwo Jima and Okinawa? (11.7.2)
 - A. The islands were highly populated areas with little military protection.
 - B. The islands were critical as bases from which Allied bombers could reach Japan.
 - C. The islands were centers for Japanese development of a nuclear bomb.
 - D. The Allies intended to drop atomic bombs on the islands.

2. How did World War II lead to one of the largest population shifts in U.S. history? (11.7.6)
 - A. Service men and women were forced to leave their homes for Europe.
 - B. The loss of loved ones led people to move in with their families.
 - C. People moved to states with military bases and factories for better jobs.
 - D. People moved to the middle of the country to escape wars on both coasts.
3. How did natural geography contribute to Germany's defeat in World War II? (HI 1)
 - A. Large bodies of water stood between Germany and its enemies.
 - B. Germany had to fight a war on three fronts: North Africa, Western Europe, and Eastern Europe and the Soviet Union.
 - C. There were too few rivers to be used for German supplies.
 - D. Switzerland pledged to remain neutral throughout the war.

ADDITIONAL TEST PRACTICE, pages S1–S33.

 **TEST PRACTICE** CLASSZONE.COM

ALTERNATIVE ASSESSMENT (HI 3, REP 4)

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 561:

How can the United States use its resources to achieve victory?

Write a newspaper article in which you describe the ways in which the United States used its resources during World War II. Include information about rationing and about the various offices that the federal government established to monitor inflation and convert a peacetime economy into a wartime economy.

2. **INTERNET ACTIVITY** CLASSZONE.COM

Visit the links for Chapter Assessment to find out more about A. Philip Randolph. Write a brief biography of Randolph in which you describe his lifelong contributions as a labor leader. Here are some questions to consider:

- What did he do during his youth that prepared him for his life's work?
- What role did he play in ending discrimination in the armed services?
- What union did he organize?
- What role did he play in the march on Washington in 1963?

CHAPTER
18

COLD WAR CONFLICTS



Senator Joseph McCarthy, shown here, charged that Communists had infiltrated many areas of American life.

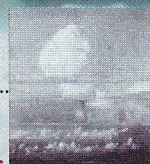
1948
Harry S. Truman is elected president.

1949
United States joins NATO.

1950 U.S. sends troops to Korea.

1952 U.S. explodes first hydrogen bomb.

1952 Dwight D. Eisenhower is elected president.



USA
WORLD

1945

1950



1945 United Nations is established.

1946 Churchill gives his "Iron Curtain" speech.

1948 Berlin airlift begins.

1949 China becomes communist under Mao Zedong.

1950 Korean War begins.