

## Module 27

# World War II

### Essential Question

How did World War II impact the lives of Americans and the nation's role in the world?



**About the Photo:** The D-Day invasion at Normandy, France, was one of the most successful Allied invasions of the war.

In this module you will read about U.S. involvement in World War II. You will also learn about how this involvement changed the society and economy of the United States.

### Explore ONLINE!



#### VIDEOS, including...

- D-Day Invasion of Europe
- Winston Churchill
- U.S. Victory at the Battle of Midway

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Interactive Map: World War II in Europe, 1942–1945
- ✓ Interactive Map: War in the Pacific, 1942–1945
- ✓ Image with Hotspots: Navaho Code Talkers

### What You Will Learn ...

**Lesson 1: The War Begins** . . . . . 830  
**The Big Idea** The rise of aggressive totalitarian governments led to the start of World War II.

**Lesson 2: The Home Front** . . . . . 837  
**The Big Idea** American involvement in World War II helped the U.S. economy and changed the lives of many Americans.

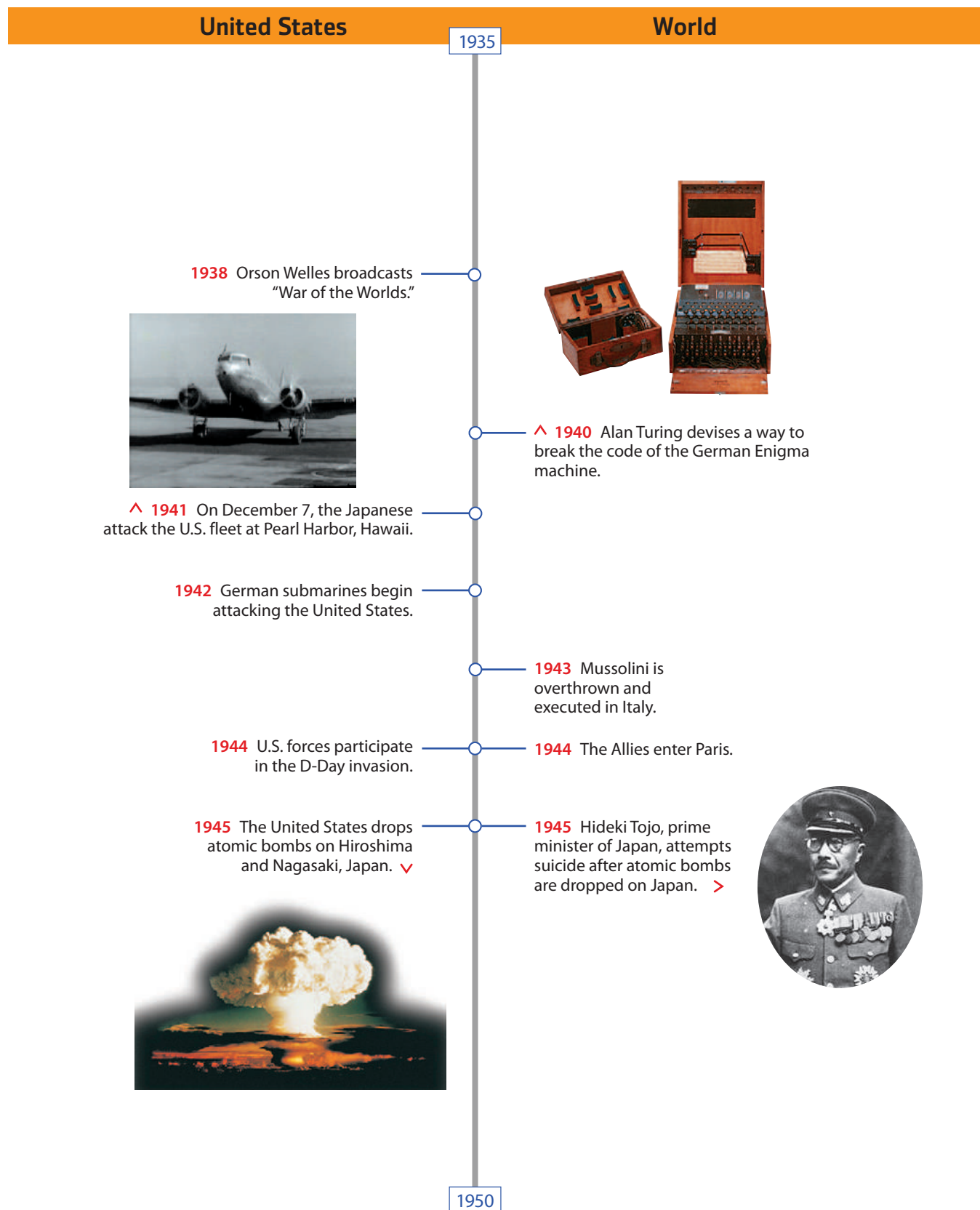
**Lesson 3: War in Europe and North Africa** . . . . . 843  
**The Big Idea** After fierce fighting in North Africa and Europe, the Allies stopped the German advance and slowly began driving back German forces.

**Lesson 4: War in the Pacific** . . . . . 849  
**The Big Idea** Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands.

**Lesson 5: Victory and Consequences** . . . . . 855  
**The Big Idea** The Allies won World War II, the most devastating war in world history.

# Timeline of Events 1935–1950

Explore ONLINE!



# Reading Social Studies

THEME FOCUS:

Geography, Society and Culture

In this module you will read about the causes and consequences of World War II. You will learn about how geography played an important role in the fighting of the war. You will also read about how society and culture reacted to the Second World War.

READING FOCUS:

Categorize

Have you ever read a schoolbook and been overwhelmed by the amount of information it contained? Categorizing events, people, and ideas can help you make sense of the facts you learn in this book.

**Understand Categorizing** Ideas, people, events, and things can all be categorized in many different ways. For the study of history, some of the most useful ways are by time period and by similarity between events. Categorizing events by the people involved can also be helpful. Within a category, you can make subcategories to further organize the information.

People Involved in WWII	Events of WWII
<ul style="list-style-type: none"><li>• Winston Churchill</li><li>• Franklin D. Roosevelt</li><li>• Adolf Hitler</li><li>• Benito Mussolini</li><li>• Hideki Tojo</li><li>• Soldiers</li><li>• Civilians</li></ul>	<ul style="list-style-type: none"><li>• Key battles</li><li>• Treaties</li><li>• Invasions</li></ul> <div>↓</div>
	<b>Invasions</b>
	<ul style="list-style-type: none"><li>• China</li><li>• Rhineland</li><li>• Czechoslovakia</li><li>• Poland</li><li>• Dunkirk</li><li>• French Indochina</li><li>• D-Day</li></ul>

# You Try It!

*The following passage is from the module you are getting ready to read. As you read the passage, look for ways to organize the information.*

**Japan Advances** American and Filipino forces under the command of American general Douglas MacArthur could not stop Japan's advance in the Philippines. MacArthur left the islands in March 1942, vowing to return. More than 70,000 American and Filipino soldiers surrendered to the Japanese. The atrocities that followed were clear violations of human rights. The exhausted soldiers were forced to march 63 miles up the Bataan Peninsula to prison camps. Many prisoners were starved and beaten by Japanese soldiers. More than 600 Americans and about 10,000 Filipinos died in the Bataan Death March.

*After you read the passage, answer the following questions.*

1. What are two categories you could use to organize the information in this passage?
2. How many different kinds of people are mentioned in this passage?
3. What different places are mentioned in this passage?
4. Complete the chart below using the information from the passage above.

People involved	Countries involved	Places mentioned

**As you read Module 27**, remember to look for categories that can help you organize the information you read.

## Key Terms and People

### Lesson 1

totalitarianism  
Benito Mussolini  
fascism  
Adolf Hitler  
Nazis  
Joseph Stalin  
Axis Powers  
appeasement  
Winston Churchill  
Allied Powers  
Lend-Lease Act  
Pearl Harbor

### Lesson 2

War Production Board  
A. Philip Randolph  
Tuskegee Airmen  
Benjamin O. Davis Jr.  
zoot-suit riots  
internment

### Lesson 3

Battle of El Alamein  
Dwight D. Eisenhower  
Battle of Stalingrad  
D-Day

### Lesson 4

Douglas MacArthur  
Bataan Death March  
Chester Nimitz  
Battle of the Coral Sea  
Battle of Midway  
island hopping  
Battle of Leyte Gulf  
kamikaze

### Lesson 5

Battle of the Bulge  
Harry S. Truman  
Holocaust  
genocide  
Manhattan Project  
atomic bomb



# The War Begins

## The Big Idea

The rise of aggressive totalitarian governments led to the start of World War II.

## Main Ideas

- During the 1930s, totalitarian governments rose to power in Europe and Japan.
- German expansion led to the start of World War II in Europe in 1939.
- The United States joined the war after Japan attacked Pearl Harbor in 1941.

## Key Terms and People

totalitarianism  
Benito Mussolini  
fascism  
Adolf Hitler  
Nazis  
Joseph Stalin  
Axis Powers  
appeasement  
Winston Churchill  
Allied Powers  
Lend-Lease Act  
Pearl Harbor

## If YOU were there . . .

The year is 1933, and your family is struggling through the Great Depression along with millions of others. Sometimes your parents wonder if they should have left Italy to come to the United States. But conditions in Italy are far from ideal. A dictator rules the country, and the people have little personal freedom.

**What would you say to your parents?**

## The Rise of Totalitarianism

Desperate to end the hard times, many people were willing to give up their individual rights to leaders who promised to deliver prosperity and national glory. As a result, in the 1920s and 1930s, several European countries moved toward **totalitarianism**, a political system in which the government controls every aspect of citizens' lives. These governments were inspired by militant nationalism to expand their territory and power.

**Italy** In the years after World War I, the people of Italy suffered through economic depression, unemployment, strikes, and riots. Many Italians looked for a strong leader who could bring stability to the country. They found such a leader in **Benito Mussolini**, who gained complete control of Italy in 1922. Mussolini's rule was based on **fascism**, a political system in which the "state"—or government—is seen as more important than individuals. Fascist systems are typically militaristic and headed by a strong leader.

Mussolini restored order to Italy and improved the economy through public works projects. But the fascist government violently crushed all opposition, destroying basic individual rights such as freedom of speech. In 1935 Mussolini tried to expand Italy's territory by attacking the nation of Ethiopia, making it a colony. Haile Selassie, Ethiopia's overthrown emperor, warned the world, "It is us today. It will be you tomorrow."

**Germany** Germany was also suffering the effects of the global depression. In addition, many Germans were furious about the Treaty of Versailles, which forced Germany to make crippling reparation payments for its role in World War I. Politician, World War I veteran, and militant nationalist **Adolf Hitler** took advantage of public anger to gain power. A fiery speaker, he inspired huge audiences by vowing to restore Germany to prosperity and a position of international power.

Hitler also offered Germans a scapegoat, or someone to blame for their problems. He accused intellectuals, Communists, and especially Jews of causing Germany's defeat in World War I and its economic problems after the war. Only by ridding itself of Jews, Hitler declared, would Germany again rise to greatness. Hitler's National Socialist Party, or **Nazis**, gained a large following. Hitler became chancellor in 1933 and quickly seized all government power.

**The Soviet Union** Hitler spoke with fury of his hatred of communism. But he had something in common with the Communist ruler of the Soviet Union—both ruled as ruthless dictators. By 1928 **Joseph Stalin** had become dictator of the Soviet Union. In the 1930s Stalin terrorized those he saw as political enemies, killing or imprisoning millions of Soviet citizens. As one Soviet artist put it, “There isn’t a single thinking adult in this country who hasn’t thought that he might get shot.”

#### The Third Reich

Hitler gained much of his power through the use of propaganda. Films and photographs like the one shown here showed Hitler and the Nazi Party as the best leaders for Germany. The propaganda often ignored or lied about aspects Hitler wanted hidden from the public.

*How did propaganda help Hitler rise to power?*



**Reading Check**  
Compare and  
Contrast  
What did the  
leaders of totalitarian  
governments have in  
common?

**Japan** Though Japan never had one single dictator, a group of nationalist military leaders slowly gained complete control over the government during the early 1900s. By the early 1930s this group had more influence than the Japanese emperor. The military leaders wanted to build a large Japanese empire in East Asia. In 1931 Japan invaded and conquered a region in northern China and called it Manchukuo. China's capital, Nanjing, was the site of massacres that claimed up to 300,000 Chinese victims. (Between 1937 and 1945 Japan's invasion of China would cost some 20 million lives.) The United States protested the invasion. Fearful of another world war, however, most Americans opposed using force to help China. The League of Nations also condemned Japan for the attack but was unable to take forceful action.

## Germany Expands

Hitler dreamed of avenging Germany's defeat in World War I. "The lost land will never be won back by solemn appeals to God," he told Germans, "nor by hopes in any League of Nations, but only by force of arms." Hitler wanted to build an empire, uniting all German-speaking people in Europe. He also wanted "living space" for the growing German population.

In violation of the Treaty of Versailles, Hitler began to rebuild the German military. In 1936 Nazi troops invaded the Rhineland, a former German territory lost during World War I. That year he also signed an alliance with Mussolini, forming the **Axis Powers**. Japan later joined this pact. In 1938 Hitler forced Austria to unite with Germany. Then he demanded control of the Sudetenland, a region in Czechoslovakia where many Germans lived. When the Czechs refused, Hitler threatened war.

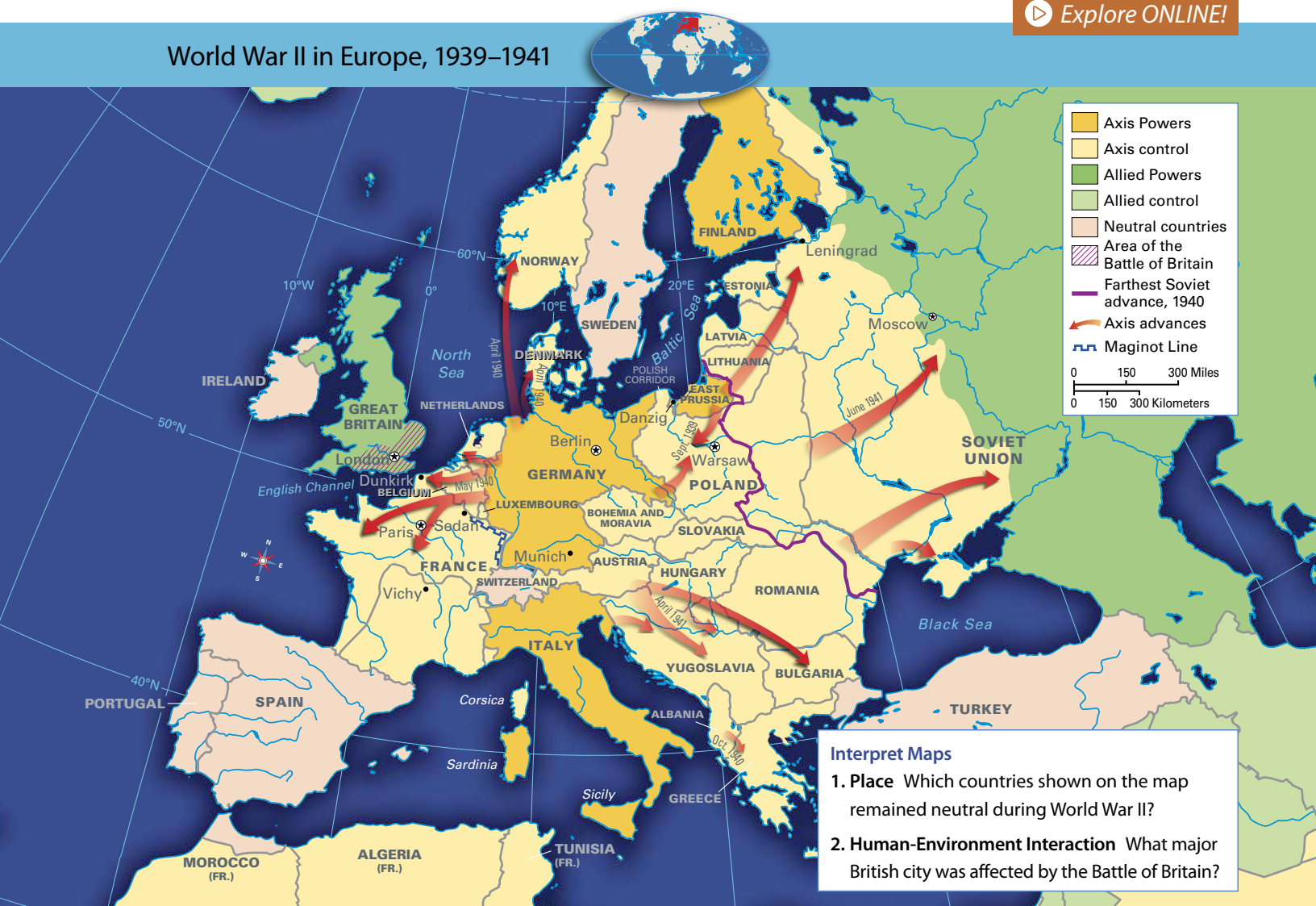
**Appeasement Fails** Czech leaders looked to their allies in France and Great Britain for help. But neither country wanted to be pulled into an armed conflict. British prime minister Neville Chamberlain organized a meeting with Hitler to work out a peaceful solution. At the 1938 Munich Conference, Germany was given control over the Sudetenland in return for a promise not to demand more land. This approach was known as **appeasement**—a policy of avoiding war with an aggressive nation by giving in to its demands. British admiral **Winston Churchill** was convinced that this strategy would not stop Hitler. "The government had to choose between shame and war," Churchill warned. "They have chosen shame. They will get war."

Churchill was right. In March 1939 German troops seized the rest of Czechoslovakia and began demanding territory from Poland. Great Britain and France pledged to defend Poland if Hitler attacked. To keep the Soviets out of the conflict, Hitler signed a nonaggression pact with Joseph Stalin in August 1939. In addition to promising not to attack each other, the two countries secretly agreed to divide Poland between them.

On September 1, 1939, Hitler's troops and tanks rushed into Poland. This was the start of World War II. Two days later, Britain and France, known as the **Allied Powers**, declared war on Germany. Neville



## World War II in Europe, 1939–1941



### Interpret Maps

- Place** Which countries shown on the map remained neutral during World War II?
- Human-Environment Interaction** What major British city was affected by the Battle of Britain?

Chamberlain spoke bitterly of the failure of appeasement, saying, “Everything that I believed in during my public life has crashed into ruins.”

**Hitler Moves West** The Allied Powers had little time to organize their forces to protect Poland. Using a strategy called *blitzkrieg*, or “lightning war,” German tanks and airplanes broke through Polish defenses. As German forces drove into Poland from the west, the Soviets attacked from the east. Within a month, the two powers had taken control of Poland.

With Poland secure, Hitler turned toward western Europe. In the spring of 1940, Germany quickly conquered the countries of Denmark, Norway, Belgium, Luxembourg, and the Netherlands. German troops then invaded France, trapping hundreds of thousands of Belgian, British, and French soldiers in the French port city of Dunkirk. British ships and boats of all kinds raced to Dunkirk and carried the soldiers across the English Channel to safety in Britain.

German forces, meanwhile, continued their march through France. As the Germans approached the French capital of Paris, Italy declared war on the Allied Powers. France surrendered to Germany on June 22, 1940.



Nazi planes bombed London from September 1940 to May 1941. During that time, residents of London sought shelter wherever they could, including subway stations. Here, a merchant is open for business after a bombing raid.

Many of the French soldiers who had escaped at Dunkirk, however, continued to resist Germany's occupation of France. In London, French general Charles de Gaulle organized a "Free French" army to fight alongside the Allies. "France has lost a battle," de Gaulle declared, "but France has not lost the war!"

**The Battle of Britain** Britain now stood alone against Hitler's war machine. "The final German victory over England is now only a question of time," said German general Alfred Jodl. Hitler prepared to invade Britain. To move troops and equipment across the English Channel, Germany first had to defeat the British Royal Air Force (RAF). In July 1940 the Luftwaffe, or German air force, began attacking British planes and airfields in what became known as the Battle of Britain.

In August Hitler ordered the Luftwaffe to begin bombing British cities in the hope of crushing British morale. But Winston Churchill, the new prime minister, refused to give in. "We shall fight on the beaches," he vowed. "We shall fight in the fields and in the streets, we shall never surrender." Using the new technology of radar, the RAF was able to detect and destroy some 2,300 of the Luftwaffe's aircraft. Hitler canceled the invasion of Britain.

## The United States Joins the War

Most Americans opposed Hitler's actions, but they did not want to join the war. When President Franklin Roosevelt ran for re-election in 1940, he told voters that "your boys are not going to be sent into any foreign wars." Privately, however, Roosevelt was convinced that the United States would soon be at war.

**Helping the Allies** In 1941 Roosevelt proposed new programs to assist the Allies. "We must be the great arsenal [arms supply] of democracy," he told Congress. In March 1941 Congress passed the **Lend-Lease Act**, allowing the president to aid any nation believed vital to U.S. defense. Under Lend-Lease, the United States sent billions of dollars' worth of aid in the form of weapons, tanks, airplanes, and food to Britain, the Nationalists in

**Reading Check**  
Sequence What  
event sparked  
World War II?



China, and other Allied countries. In June 1941 Hitler violated his nonaggression pact with Stalin and invaded the Soviet Union. The Soviets then joined the Allies in the fight against Germany. In November the United States extended the Lend-Lease program to the Soviet Union, though many Americans worried about giving aid to a Communist country.

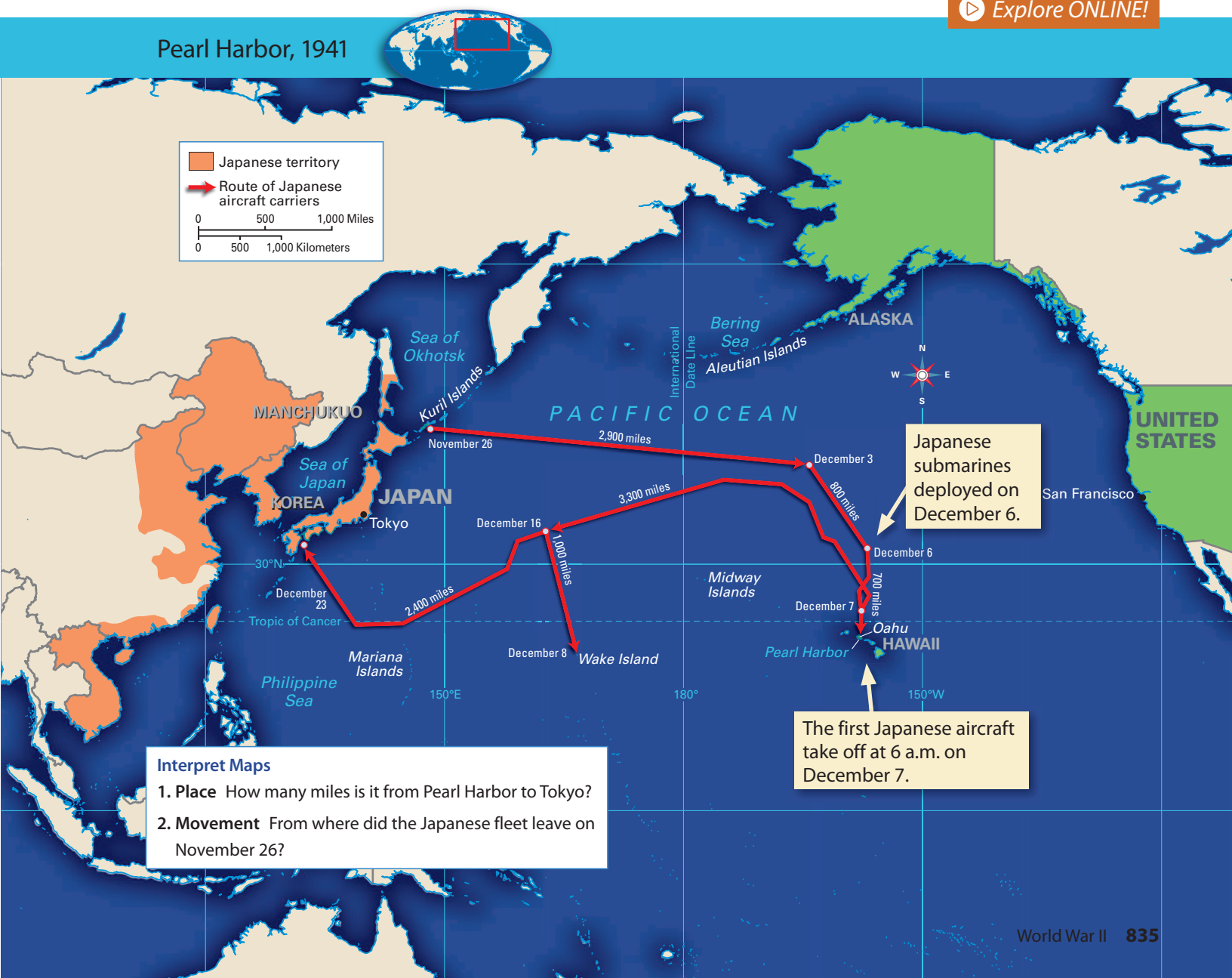
**Japan Attacks Pearl Harbor** Like Germany and Italy, Japan was quickly building an empire. After conquering much of China in the 1930s, Japanese forces moved into Southeast Asia. Japan's leaders wanted control of oil and other resources there.

When Japanese forces captured French Indochina in July 1941, Roosevelt protested. He demanded that Japan withdraw. Then the United States froze Japanese funds in its banks and cut off exports to Japan.

Japanese military leaders had already begun planning a large-scale attack to destroy the U.S. naval fleet stationed at **Pearl Harbor**, in Hawaii. This would give Japan time to secure control of East Asia before the U.S. military could respond.

[Explore ONLINE!](#)

Pearl Harbor, 1941



#### Interpret Maps

- Place** How many miles is it from Pearl Harbor to Tokyo?
- Movement** From where did the Japanese fleet leave on November 26?

Japanese forces bombarded the American naval fleet for several hours in the attack on Pearl Harbor. Eighteen ships were hit, and more than 2,400 Americans were killed.



At 7:55 a.m. on Sunday, December 7, 1941, Japanese airplanes dove from the sky and attacked Pearl Harbor. In just a few hours, the Japanese sank or damaged all of the battleships anchored at Pearl Harbor. More than 2,400 Americans were killed. Almost 200 airplanes were destroyed.

Speaking to Congress the next day, President Roosevelt called December 7, 1941, “a date which will live in infamy [disgrace].” Congress voted to declare war on Japan. Germany then declared war on the United States. Less than 25 years after entering World War I, the United States joined the Allies in another global war. This one would be even more devastating.

**Summary and Preview** Military aggression in Europe and Asia drew the United States into war. In the next lesson you will learn how the war affected the home front.

### Reading Check

#### Identify Cause and Effect

What did Japan hope to gain by attacking Pearl Harbor?

## Lesson 1 Assessment

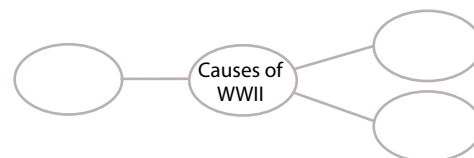
### Review Ideas, Terms, and People

1. **a. Identify** What types of leaders came to power in Italy, Germany, and the Soviet Union before World War II?  
**b. Explain** Why did some Europeans have faith in these leaders?
2. **a. Recall** Which countries formed the Axis Powers and the Allied Powers?  
**b. Summarize** What did Adolf Hitler promise the German people, and how did he act on this promise?  
**c. Elaborate** Do you think Winston Churchill was a good choice for Britain's prime minister? Explain your answer.

3. **a. Describe** How did the Lend-Lease Act help the Allies?  
**b. Explain** What event brought the United States into World War II?

### Critical Thinking

4. **Identify Cause and Effect** In this lesson you learned about totalitarian countries and their leaders prior to World War II. Create a graphic organizer similar to the one below and use it to give details on the causes of World War II.



# The Home Front

## The Big Idea

American involvement in World War II helped the U.S. economy and changed the lives of many Americans.

## Main Ideas

- Businesses, soldiers, and citizens worked to prepare the United States for war.
- The war brought new opportunities for many women and minorities.
- Japanese Americans faced internment during the war.

## Key Terms and People

War Production Board  
A. Philip Randolph  
Tuskegee Airmen  
Benjamin O. Davis Jr.  
zoot-suit riots  
internment

## If YOU were there . . .

Shopping for food has become a whole new experience since the United States entered World War II. When your mother sends you to the grocery store these days, she gives you government-issued ration stamps. These stamps limit the amount of sugar, butter, and meat each family can buy. The sacrifice is difficult, but you know it will help the soldiers fighting overseas.

**In what other ways can you help the war effort?**

## Preparing for War

The United States was still experiencing the effects of the Great Depression when the Japanese attacked Pearl Harbor in December 1941. The enormous effort of mobilizing for war finally brought the Depression to an end. The economy was converted to war production. Factories ran 24 hours a day, producing ships, tanks, jeeps, guns, and ammunition. Americans turned their knowledge of mass production toward the production of war supplies. One remarkable example was the building of Liberty ships—transport vessels for troops and supplies. Workers could build an entire 441-foot-long Liberty ship in as little as four days.

American workers were soon doubling the war production of Germany, Japan, and all other Axis Power countries combined. Unemployment fell to 1 percent in 1944. Agricultural production increased as well, as farmers sent food overseas to feed Allied soldiers. On the home front, one could buy only limited amounts of many foods, from coffee to canned goods. To organize the war effort, the government created the **War Production Board** (WPB) to oversee the conversion of factories to war production. In 1942, for example, the WPB banned the production of cars so that auto plants could produce military equipment. Essential resources, such as rubber for tires and gasoline, were rationed to ensure adequate supplies for military use.



In addition to metal, Americans collected old tires and recycled the rubber to make gas masks, lifeboats, and wheels for military vehicles.

**Reading Check**  
Identify Cause and Effect How did the war affect the U.S. economy?

The United States also needed millions of soldiers. Congress had begun to prepare for war by passing the Selective Training and Service Act in 1940. This was the first peacetime draft in the country's history. Men from the ages of 21 to 35 (later 18 to 38) were required to register for the draft. More than 16 million Americans served during the war.

To finance the war effort, the government increased taxes and sold war bonds. War bonds were essentially loans that people made to the government. People who bought war bonds in 1942, for example, would get their money back ten years later, with interest.

Americans also contributed to the war effort by collecting scrap metal that could be used in weapons factories. People learned to adjust to government rations limiting the supply of gasoline, rubber, shoes, and some foods. Posters urged Americans to "Use it up, wear it out, make it do, or do without."

## Wartime Opportunities

You read that wartime production during World War I created new opportunities for many women and minorities. The same thing happened on an even larger scale during World War II.

**New Roles for Women** With so many men leaving home to fight in World War II, factories badly needed new workers. The government urged women to fill these positions. Women found themselves doing work that had traditionally been considered "unladylike." One female riveter (a person who fastens parts on a machine) recalled her experiences building airplanes:

"[I] learned to use an electric drill . . . and I soon became an outstanding riveter. . . . The war really created opportunities for women. 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."

—Winona Espinosa, quoted in "Rosie the Riveter Remembers"  
*American Heritage*, February/March 1984

Women also filled new roles in military service. About 300,000 women served in the armed forces through special divisions such as the Women's Auxiliary Army Corps (WAAC) and Women's Airforce Service Pilots (WASP). WASP pilots flew test flights and ferried planes between factories and air bases. Army and navy nurses served in combat areas.

**African Americans** The Great Migration continued as African Americans moved to northern cities to find factory jobs. In most cases, however, black workers received lower pay than did white workers. They also were restricted in what kinds of jobs they were hired to perform.

To protest this unfair treatment, African American labor leader **A. Philip Randolph** began to organize a march to Washington, DC, in 1941. "If freedom and equality are not [granted for] the peoples of color, the war for democracy will not be won," he argued. Randolph canceled the march, however, after President Roosevelt issued an order prohibiting racial discrimination in the government and in companies producing war goods.



### Supporting the War

Posters like these encouraged Americans to support their troops in a variety of ways. Building weaponry, growing food, saving scrap metal, and rationing all helped the war effort and allowed soldiers to have necessary supplies.

"Rosie the Riveter" became a symbol of women's work to support the war.



### Analyze Historical Sources

How did posters like these aim to help troops overseas?

Victory gardens planted at home allowed more commercially produced food to be sent from farms to troops overseas.

About 1 million African Americans served in the armed forces during the war, mostly in segregated units. In the Navy, African Americans were assigned only to support positions and denied the right to participate in combat. Despite this, many black soldiers became national heroes during the war. One was Doris "Dorie" Miller, who displayed great courage during the attack on Pearl Harbor. Leaving his post as ship's cook, Miller manned a machine gun on the deck of the USS *West Virginia* until he was ordered to abandon the ship because it was sinking.

The **Tuskegee Airmen** were African American pilots who trained at the Tuskegee Army Air Field in Alabama. **Benjamin O. Davis Jr.**, who later became the first African American general in the U.S. Air Force, led the group. Davis and his pilots had to overcome prejudice in the military as well as the hazards of war. He later described the pilots as "outstanding Americans who served their country unselfishly. Despite treatment that would have demoralized men of lesser strength and character, they persisted through humiliations and dangers to earn the respect of their fellows." The Tuskegee Airmen flew thousands of successful combat missions in North Africa and Italy.

**Mexican Americans** About 300,000 Mexican Americans served in the military during the war. Many Mexican Americans also found wartime jobs on the West Coast and in the Midwest. Because of a shortage of farm workers, the federal government asked Mexico to provide agricultural workers. The workers, called *braceros*, were guaranteed a minimum wage, food, shelter, and clean living conditions. About 200,000 Mexicans worked in the *bracero* program.



## Tuskegee Airmen

Benjamin O. Davis Jr. was a graduate of West Point who became the first African American Air Force officer to achieve the rank of general. During World War II he led the first African American flying unit, the 99th Fighter Squadron. These men had been trained at the Tuskegee Institute in Alabama.

*“While no AAF [American Air Force] unit had gone into combat better trained or better equipped than the 99th Fighter Squadron, we lacked actual combat experience. So as we approached our first missions, my own inexperience and that of my flight commanders was a major source of concern. On the other hand, we had averaged about 250 hours per man in a P-40 (quite a lot for pilots who had not yet flown their first missions), and we possessed an unusually strong sense of purpose and solidarity.”*

—Benjamin O. Davis, *Benjamin O. Davis, American: An Autobiography*



### Analyze Historical Sources

What advantages did the Tuskegee Airmen bring to battle?

### Reading Check

#### Analyze

#### Information

How did the war create both opportunities and challenges for minorities?

Young Mexican Americans of the time created their own culture by blending different music styles and clothing styles. Some men wore zoot suits—fancy, loose-fitting outfits with oversized hats. Despite their aiding of the war effort, many faced discrimination. In Los Angeles in June 1943, groups of sailors attacked Mexican Americans wearing zoot suits, beginning the **zoot-suit riots**. During the ten-day period, white mobs attacked many Mexican Americans.

### Struggles at Home

Although members of every race participated in the war as American soldiers, life for minorities at home changed very little. African Americans were still subject to segregation, and Mexican Americans continued to have very little economic opportunity.



## Japanese American Internment

Japanese Americans faced a different form of prejudice during World War II. After the Japanese attack on Pearl Harbor, some Americans began to look at Americans of Japanese descent with fear and suspicion. Most Japanese Americans lived on the West Coast at this time. It was feared that they would serve as secret agents for Japan and help Japan prepare an invasion of the West Coast or try to sabotage U.S. war efforts.

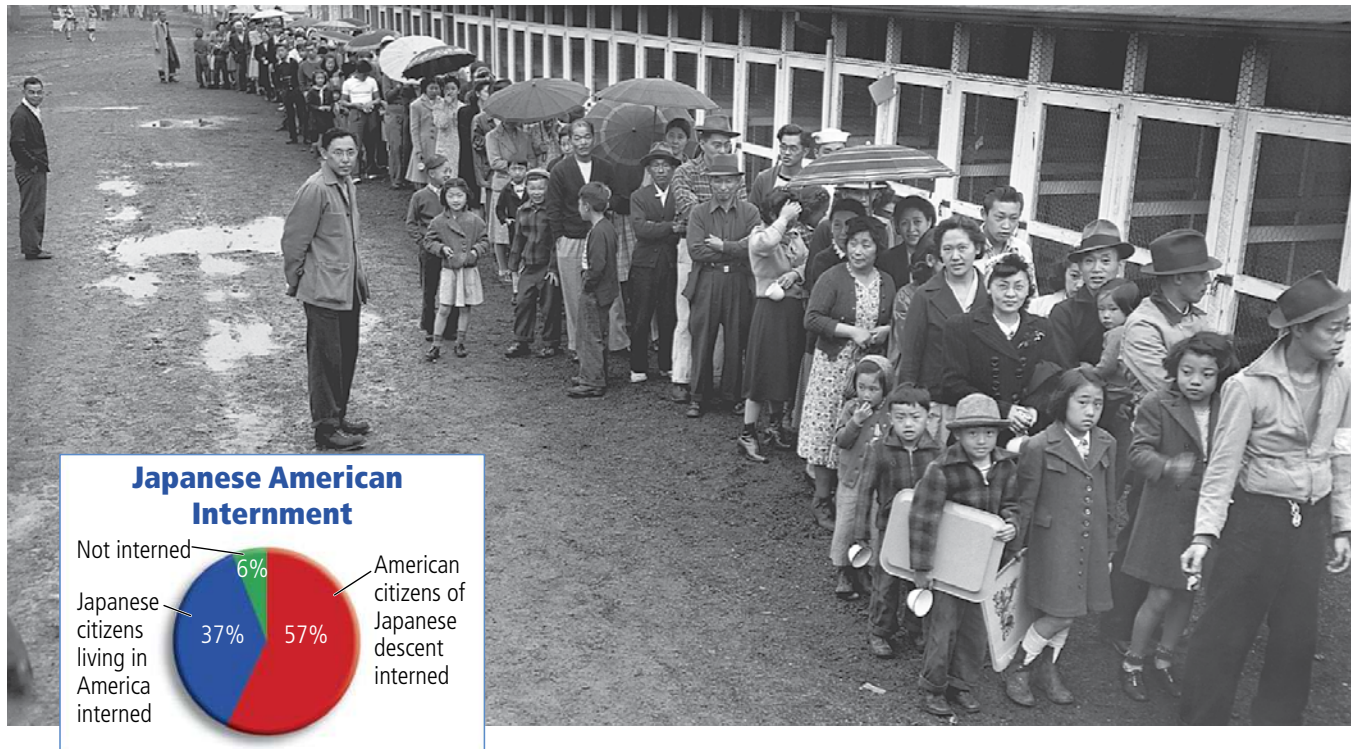
The U.S. government had no evidence to support these fears. In spite of this fact, President Roosevelt issued Executive Order 9066. This order allowed the government to begin the process of **internment**, or forced relocation and imprisonment, of Japanese Americans. About 115,000 Japanese Americans were evacuated from their homes and held in isolated internment camps. Half of those held in the camps were children. A smaller number of Americans of German and Italian ancestry were also held in internment camps during the war.

Fred Korematsu, a Japanese American citizen, refused to go to the camps and was arrested as a result. Saying that the internment order was unlawful and racist, Korematsu took his case all the way to the Supreme Court. In *Korematsu v. United States* (1944), the Supreme Court ruled against him, arguing that the unusual demands of wartime security justified the order.

At this time, some Japanese Americans were *Issei*, or immigrants born in Japan. But most were *Nisei*, American citizens born in the United States to Japanese immigrant parents. Whether they were U.S. citizens or not, Japanese Americans lost their jobs, homes, and belongings when they were

### Japanese Americans

After the attack on Pearl Harbor, Japanese Americans were removed from their communities and ordered into internment camps far away from the West Coast.





forced to move to internment camps. A farm owner named Yuri Tateishi spoke of feeling betrayed by his government. “You hurt,” he said. “You give up everything that you worked for that far, and I think everybody was at the point of just having gotten out of the Depression and was just getting on his feet. And then all that happens! You have to throw everything away.” After the Pearl Harbor attack, the government banned young Japanese American men from serving in the military. But Roosevelt reversed this policy in 1943. Daniel Inouye remembered the excitement he and his fellow Japanese Americans in Hawaii felt when they heard that the government was going to form an all-Nisei combat team. An army recruiter had prepared a pep talk for the young Japanese Americans, but this proved to be unnecessary:

“As soon as he said that we were now eligible to volunteer, that room exploded into a fury of yells and motion. We went bursting out of there and ran—ran!—the three miles to the draft board . . . jostling for position, like a bunch of marathoners gone berserk.”

—Daniel Inouye, from *Journey to Washington*  
by Daniel Inouye and Lawrence Elliott

Inouye was one of about 33,000 Nisei who served in World War II. The Japanese American 100th/442nd Regimental Combat Team received more than 18,000 decorations for bravery—more than any other unit of its size in U.S. military history. Many of the soldiers of the 100th/442nd served while their families were held in internment camps back home.

**Summary and Preview** The war effort changed life on the home front. In the next lesson you will learn about the fighting in Europe and North Africa.

### Reading Check

Analyze

Information

Why were Japanese Americans interned?

## Lesson 2 Assessment

### Review Ideas, Terms, and People

1. a. **Describe** How did people on the home front support the war effort?  
b. **Identify** What government agency oversaw factory production during the war?
2. a. **Recall** What were the WAAC and the WASP?  
b. **Explain** Why did A. Philip Randolph organize a march on Washington and then cancel it?  
c. **Elaborate** How did the *bracero* program benefit both Mexicans and Americans?
3. a. **Define** What was the internment program?  
b. **Contrast** How did the U.S. government change its policy toward Japanese Americans serving in the military? How did many respond?

### Critical Thinking

4. **Categorize** In this lesson you learned about the challenges and opportunities for different groups of people in America during World War II. Create a graphic organizer similar to the one below and use it to list opportunities that women, African Americans, and Mexican Americans found during the war.

Wartime Opportunities

Women	African Americans	Mexican Americans

# War in Europe and North Africa

## The Big Idea

After fierce fighting in North Africa and Europe, the Allies stopped the German advance and slowly began driving back German forces.

## Main Ideas

- The Allies fought back against the Axis Powers in North Africa and Europe.
- Key Allied victories halted the German advance.
- In the D-Day invasion, Allied forces attacked German-controlled France.

## Key Terms and People

Battle of El Alamein  
Dwight D. Eisenhower  
Battle of Stalingrad  
D-Day

## If YOU were there . . .

The year is 1943, and you are a senior in high school. You know that you will be drafted into the armed forces as soon as you graduate. Every day after school you listen to radio reports about the battles being fought around the world. Your future, and the future of the whole world, seem so uncertain.

**How do you feel about fighting in this war?**

## The Allies Fight Back

In December 1941, soon after the United States entered the war, President Roosevelt met with British prime minister Winston Churchill to work out a plan to defeat the Axis Powers. Roosevelt agreed that the United States would place “Europe first” in its plans to defeat the Axis, while still aiding China in the fight against Japan in the Pacific. In addition, Roosevelt and Churchill agreed on two initial strategies: a buildup of troops in Britain to be used to invade France, and an assault on German forces in North Africa.

Meanwhile, the Soviets had been demanding Allied help on the eastern front, where they had borne the brunt of the European war for months after Hitler’s invasion. Stalin wanted the Allies to attack in Europe immediately, to take some of the pressure off of the Soviet forces in the east. In July 1942, however, the Allies decided to put a European invasion on hold and launch an initial offensive in North Africa. Stalin was angry. The Soviets would have to continue to fight the war on the eastern front without a western European assault to distract the Germans.

As they prepared their battle plans, the Allies faced many obstacles. One major threat the Allies had to combat was U-boat attacks. In 1942 alone German U-boats sank more than 6 million tons of Allied materials. To prevent further damage, the Allies used the convoy system of multiple ships traveling at once, along with new sonar technology. Sonar,



The Allies began using sonar to destroy German U-boats, shown here in a German harbor.

### Reading Check

Sequence What battle plan did the Allies agree to pursue after U.S. entry into the war?

which uses sound waves to detect objects underwater, helped Allied ships find and destroy German U-boats. In addition, new long-range Allied planes protected the convoys from the air. Long-range planes could also fly into German territory to drop bombs on factories, railroads, and cities, inflicting tremendous damage on German targets.

## Halting the German Advance

Churchill predicted that the road to victory would be long and difficult. By winning several key battles, however, Allied forces finally stopped the German advance.

**North Africa and Italy** As you have read, a main focus for the Allies when the United States entered the war was North Africa. The Germans and British were battling for control there because Axis leaders wanted to grab control of the Suez Canal, a crucial supply route in Egypt. Germany's Afrika Korps was led by General Erwin Rommel, nicknamed the Desert Fox for his bold, surprise attacks.

In the summer of 1942, Rommel began an offensive to take Egypt. General Bernard Montgomery led the British forces to stop the Germans. The British stopped the Afrika Korps in July at the **Battle of El Alamein**. At the same time, U.S. and British troops, led by American general **Dwight D. Eisenhower**, came ashore in Morocco and Algeria, west of Egypt. Caught between two Allied forces, the Afrika Korps surrendered in May 1943.

With North Africa under their control, the Allies prepared to attack the Axis Powers in Europe. Churchill identified Italy as the “soft underbelly” of the Axis. Allied forces invaded the island of Sicily in July 1943 and moved from there to the Italian mainland. Italian leaders overthrew Mussolini and surrendered to the Allies. But Hitler refused to recognize the Axis defeat. He sent German troops to Italy to block the Allied advance.



## Major Allied Leaders in Europe



Winston Churchill Prime Minister of Great Britain



Franklin Roosevelt President of the United States



Joseph Stalin Premier of the Soviet Union

## Major Axis Leaders in Europe



Adolf Hitler Chancellor of Germany



Benito Mussolini Prime Minister of Italy

In January 1944, Allied forces tried to get behind the Germans with a surprise attack at Anzio, on the western coast of Italy. American and British troops landed at Anzio but were pinned down on the beach for several months. The “soft underbelly” proved to be much tougher than expected. Finally, the Allied forces in southern Italy battled north to Anzio. The combined forces captured Rome, the capital of Italy, in June 1944. Early in 1945, German forces

were driven out of Italy. Italian freedom fighters executed Mussolini.

**The Battle of Stalingrad** Meanwhile, massive German and Soviet armies were battling on the eastern front. By the middle of 1942, Axis armies had driven deep into Soviet territory. Millions of Soviet soldiers had been killed or captured.

German forces then advanced to the key industrial city of Stalingrad, now called Volgograd. German firebombs set much of the city on fire. But Soviet leader Joseph Stalin was determined to hold on to Stalingrad at all costs. At one point in the fighting, the Soviet forces occupied only a small strip of land along the Volga River. Savage street fighting dragged on for months. The city’s remaining buildings were destroyed. Soviet snipers used the ruined buildings to their advantage, firing at German soldiers from behind piles of stone and brick.

German supplies began to run desperately low as the harsh Russian winter began. Hitler remained obsessed with capturing Stalingrad,

Tanks thundered across Europe, destroying much of what lay in their paths.



Airplanes dropped millions of bombs on opposing forces. They were also used for moving troops and for spying on the enemy.

### Reading Check

Sequence What events led to the Allied victories in Italy and the Soviet Union?

however. He ordered his troops to keep fighting, though he did not send enough new supplies or soldiers. Thousands of Germans froze or starved to death. In late January 1943 the German commander at Stalingrad defied Hitler and surrendered to save his remaining troops. The **Battle of Stalingrad** thus became a key turning point of the war.

The Soviet victory came at an enormous cost—more than 1 million Soviet soldiers died at Stalingrad. About 800,000 Axis soldiers were killed. After Stalingrad, the Soviets won another victory in the city of Kursk, in the biggest tank battle ever fought. The Axis Powers now began to retreat from the Soviet Union. The tide of the war in the east had turned.

## The D-Day Invasion

After hard-fought victories in North Africa and Italy, the Allies were ready for an even tougher task—the invasion of German-occupied France. This was the first step toward the goal of liberating Europe and forcing Hitler to surrender.

Dwight Eisenhower was in charge of planning what would be the largest sea-to-land invasion ever attempted. Eisenhower knew that German forces were expecting an invasion of France. The Germans had planted mines and stretched barbed wire along the French coastline. Heavily armed German soldiers waited on the beaches in bombproof bunkers. Eisenhower warned his troops of the danger but expressed confidence in their ability to succeed. “The hopes and prayers of liberty-loving people everywhere march with you,” he told them.

American, British, and Canadian troops invaded France on June 6, 1944—known as **D-Day**, or “designated day.” They crossed the choppy waters of the English Channel and landed on five beaches in Normandy. More than 6,000 ships, 11,000 planes, and 156,000 men were part of the invasion. Soldiers jumped from boats and waded ashore, often under heavy fire.



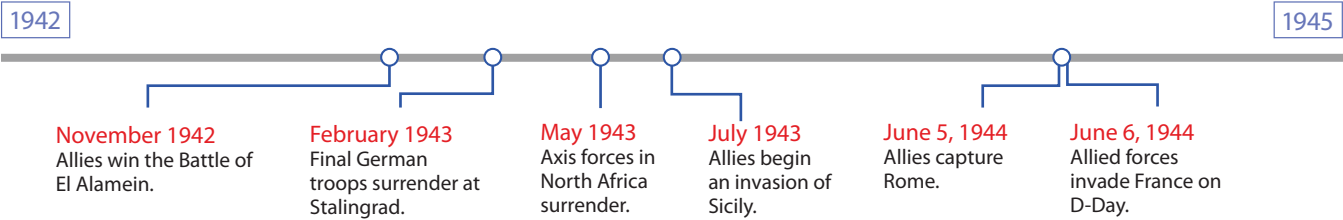
# World War II in Europe, 1942–1945



American soldiers landed on the beaches of Normandy during the D-Day invasion.



Timeline: World War II in Europe, 1942–1945



Analyze Timelines

Which event was a key turning point of the war on the eastern front?

Reading Check

Summarize

What was the goal of the D-Day invasion?

The Americans landed on two beaches, codenamed Utah and Omaha. Fighting was especially fierce on Omaha Beach, where almost 3,000 men were killed or wounded. “The entire beach was strewn with mines,” wrote one U.S. soldier to his wife. “With a stream of lead coming towards us, we were at the mercy of the Germans.”

By the end of D-Day, all five beaches were secured. The Allies then began driving east through French villages and countryside toward Germany.

**Summary and Preview** Allied victories led to the D-Day invasion. In the next lesson you will read about the Pacific war.

Lesson 3 Assessment

Review Ideas, Terms, and People

- 1. a. **Describe** What new strategies did the Allies use in the fight in Europe and North Africa?  
b. **Draw Conclusions** Why was it important for no individual Allied Power to make peace with the Axis countries?
- 2. a. **Recall** What role did Dwight D. Eisenhower play in the North Africa campaign?  
b. **Analyze** Why did the Allies decide to invade North Africa and Italy?  
c. **Evaluate** Why is the Battle of Stalingrad often called a turning point in the war?
- 3. a. **Identify** What was D-Day?  
b. **Elaborate** What did Eisenhower mean when he said, “The hopes and prayers of liberty-loving people everywhere march with you”?

Critical Thinking

- 4. **Categorize** In this lesson you learned about the major World War II battles and campaigns in different areas of the world. Create a graphic organizer similar to the one below and use it to explain the significance of each event shown.

Event	Significance
Battle of El Alamein	
Capture of Rome	
Battle of Stalingrad	
D-Day invasion	

# War in the Pacific

## The Big Idea

Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands.

## Main Ideas

- The Japanese continued advancing across the Pacific in 1942.
- The Allies stopped Japan's advance with key victories over the Japanese navy.
- The Allies began battling toward Japan.

## Key Terms and People

Douglas MacArthur  
Bataan Death March  
Chester Nimitz  
Battle of the Coral Sea  
Battle of Midway  
island hopping  
Battle of Leyte Gulf  
kamikaze

**Reading Check**  
Identify Cause and Effect Why could the U.S. Pacific Fleet not immediately stop the Japanese advance?

## If YOU were there . . .

It is spring of 1945, and your older brother is fighting the Japanese in the Pacific. You've been following the news reports closely, and you know that fighting in the Pacific is terribly fierce. You hear that the Japanese soldiers often refuse to surrender, fighting to the death instead. Your brother reveals in his letters that he is lonely and suffering many hardships. Now you are writing to him.

**What would you say to encourage him?**

## Japan Advances

Japan's attack on Pearl Harbor left the U.S. Pacific Fleet so weakened that it could not immediately respond to the Japanese advance. In addition, President Roosevelt had agreed to concentrate U.S. resources in Europe first. So, while the United States recovered from Pearl Harbor, Japan conquered Thailand, Burma, the British colonies of Hong Kong and Singapore, and the U.S. territories of Guam and Wake Island. The same day as the attack on Pearl Harbor, Japan invaded Hong Kong. British, Canadian, and Indian forces attempting to stop the invasion were outnumbered. Japan attacked the American-controlled Philippines the same day.

American and Filipino forces under the command of American general **Douglas MacArthur** could not stop Japan's advance in the Philippines. MacArthur left the islands in March 1942, vowing to return. More than 70,000 American and Filipino soldiers surrendered to the Japanese. The atrocities that followed were clear violations of human rights. The exhausted soldiers were forced to march 63 miles up the Bataan Peninsula to prison camps. Many prisoners were starved and beaten by Japanese soldiers. More than 600 Americans and about 10,000 Filipinos died in the **Bataan Death March**.



## Key Allied Victories

The Allies feared the Japanese might next attack India, Australia, or even the United States mainland. Admiral **Chester Nimitz** led the U.S. Pacific Fleet. Nimitz was determined to stop the Japanese advance, and he had an important advantage—the ability to crack secret Japanese codes.

American code breakers helped the Allies in two key naval battles in the Pacific. Nimitz learned that the Japanese were planning an attack on Port Moresby, New Guinea, an island just north of Australia. If the Japanese took New Guinea, they would have a base from which to invade Australia. In May 1942 Nimitz sent Allied forces to stop the Japanese fleet. American and Japanese aircraft carriers and fighter planes clashed in the **Battle of the Coral Sea**. In this battle both sides used a new kind of strategy. The opposing ships did not fire a single shot. In fact, they often were not in view of each other. Instead, airplanes taking off from the huge aircraft carriers attacked the ships. Although each side suffered heavy losses, neither won a clear victory. Still, the Japanese assault on Port Moresby was stopped.

Allied leaders then learned that the Japanese planned a surprise attack on the Midway Islands. Nimitz was prepared. The **Battle of Midway** began

### Code Talkers

More than 40,000 Native Americans served in the U.S. armed forces during the war.

About 400 Navajo Native Americans served as “code talkers,” relaying coded messages based on the complex Navajo language. Japan’s expert code breakers were never able to crack the Navajo code.

*Why might the Japanese have been unable to break the Navajo code?*



**Reading Check**  
**Draw Conclusions**  
How did the Allied victory at Midway change the course of the war in the Pacific?

**Academic Vocabulary**  
execute perform, carry out

on June 4, 1942, when Japan started bombing the islands. American aircraft carriers launched their planes, catching the Japanese aircraft carriers while many of their planes were refueling on deck. American dive bombers destroyed four of Japan's aircraft carriers, severely weakening Japanese naval power. "Pearl Harbor has now been partially avenged," said Nimitz.

The Allies then began the enormous and difficult task of recapturing territory from Japan. In August 1942 American marines invaded Guadalcanal, one of the Solomon Islands northeast of Australia. Intense fighting raged for nearly six months. Marine Louis Ortega remembered that enemy bombs and bullets were only part of the danger in the hot, rainy jungles of Guadalcanal. Soldiers also suffered from diseases, such as malaria, and from hunger due to lack of supplies. "I had gone to Guadalcanal weighing about 150," Ortega said. "I left weighing about 110." American forces finally took control of the island in February 1943.

## Battling toward Japan

Allied victories at Midway and Guadalcanal helped change the course of the war in the Pacific. The Allies now saw their chance to go on the offensive, with the goal of reaching Japan itself.

**Island Hopping** To fight their way toward Japan, Allied war planners developed a strategy called **island hopping**, where Allied forces took only the most strategically important islands, instead of each Japanese-held island. They could use each captured island as a base for the next attack, while isolating the Japanese forces on the bypassed islands.

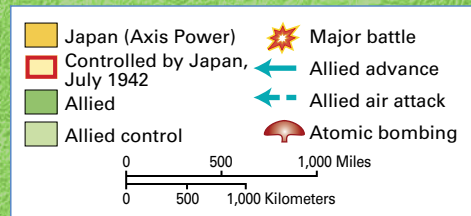
Island hopping proved to be a successful strategy, though very costly to **execute**. Japanese forces fortified key islands and fought fiercely to hold on to them. In November 1943, U.S. Marines leapt off their boats and waded toward Tarawa, one of the Gilbert Islands. They advanced into ferocious fire from Japanese machine guns. "The water seemed never clear of . . . men," one marine said. "They kept falling, falling, falling." Both sides sustained heavy casualties at Tarawa, but the marines captured the island. The Allies won similar victories in the Marshall, Mariana, Volcano, and Bonin islands.

In October 1944 General MacArthur led a mission to retake the Philippines. The Japanese navy confronted the Allies at the **Battle of Leyte Gulf**, the largest naval battle in history. The Allies crushed the Japanese fleet, crippling Japan's naval power for the remainder of the war. It also gave the Allies a base from which to attack the main shipping routes that supplied Japan. After splashing ashore on Leyte, MacArthur proudly declared: "People of the Philippines: I have returned." Securing the Philippines took many more months of fighting. Allied forces and Filipino guerrillas finally drove out or captured all of the Japanese defenders by the summer of 1945.

**Final Battles** With key islands close to Japan secured, Allied planes began bombing targets in Japan in November 1944. A recently developed airplane, the B-29, played a major role in the effort. These planes, which



# War in the Pacific, 1941–1945



## Interpret Maps

- 1. Location** Did the area controlled by Japan by July 1942 include the Hawaiian Islands? How can you tell?
- 2. Human-Environment Interaction** Which major battles occurred south of the equator?



### Raising the Flag on Iwo Jima

Six marines are shown raising the American flag atop Mount Suribachi on the island of Iwo Jima after an important battle there. They were instructed to raise the flag on the highest point of the island so that all the men still fighting could see it.



could carry 20,000 pounds of explosives each, led bombing raids on more than 60 major Japanese cities. A March 1945 raid set Japan's capital city of Tokyo on fire, leaving 1 million people homeless. Japanese factories were destroyed, and food became so scarce that many people neared starvation. Even with the widespread loss of life and damage to the environment, Japan refused to surrender.

Two of the war's fiercest battles occurred on Japan's outer islands early in 1945. In February U.S. Marines stormed the beaches of Iwo Jima, now known as Iwo To. Japanese defenders were dug into caves, with orders to fight to the death. "On Iwo, we hardly ever saw the enemy," recalled one marine. After the marines raised the American flag on Iwo Jima, a month of bloody fighting followed. Of more than 20,000 Japanese defenders on Iwo Jima, about a thousand were taken prisoner—the rest were killed or wounded in battle. About 6,800 Americans had died.

Beginning in April an even deadlier battle was fought for the island of Okinawa. There were an estimated 100,000 Japanese soldiers on the island when U.S. forces began their attack. One U.S. Marine officer described the hard fighting at the Battle of Okinawa:

"We poured a tremendous amount of metal in on those positions. . . . It seemed nothing could possibly be living in that churning mass where the shells were falling and roaring but when we next advanced, [Japanese troops] would still be there and madder than ever."

—Colonel Wilburt S. Brown, quoted in *The Final Campaign: Marines in the Victory on Okinawa* by Colonel Joseph H. Alexander



Kamikaze pilots, some as young as 17, flew their airplanes directly into enemy targets, committing suicide to fulfill their duty.

In the waters near the island, Japanese planes struck U.S. ships with the tactic of **kamikaze**—purposely crashing piloted planes into enemy ships. In wave after wave, kamikaze pilots flew planes loaded with explosives straight down onto the decks of Allied ships. An American sailor who was on the deck of an aircraft carrier when a kamikaze attacked the ship described the scene. The plane “cartwheeled the length of the carrier and plowed into the planes we had on the [flight deck]. We were burning bow to stern . . . All the guys manning the guns were dead. Standing up. Pointing their guns. They never left their posts.”

More than 2,500 kamikaze missions were flown, killing more than 4,000 Allied sailors. The fighting on Okinawa lasted nearly three months and led to terrible casualties. By the time the island was secure, some 12,000 Allied troops were dead and 36,000 wounded. The Japanese losses were staggering—some 110,000 troops and 80,000 civilians had been killed.

After their victories at Iwo Jima and Okinawa, the Allies were one step closer to final victory. Allied leaders began to plan for an all-out assault on the main Japanese islands.

**Summary and Preview** The Allies made major gains in the Pacific war, moving closer to Japan. In the next lesson you will learn how the Allies achieved full victory.

### Reading Check

#### Analyze

**Information** How did the Allied strategy in the Pacific change starting in 1943?

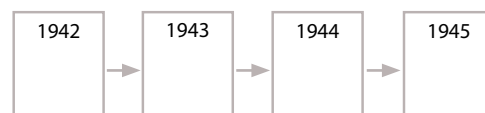
## Lesson 4 Assessment

### Review Ideas, Terms, and People

1. **a. Identify** Why were the Japanese able to advance in the Pacific in 1942?  
**b. Explain** Why did so many prisoners die on the Bataan Death March?
2. **a. Recall** What Allied victories halted Japan’s advance?  
**b. Analyze** Why was the Battle of the Coral Sea important?  
**c. Elaborate** How do you think the war might have been different if the Allies had lost the Battle of Midway?
3. **a. Identify** What was island hopping?  
**b. Explain** What event led to the retaking of the Philippines?  
**c. Evaluate** Why do you think someone would serve as a kamikaze pilot?

### Critical Thinking

4. **Sequence** In this lesson you learned about the main events of the Pacific war. Create a graphic organizer similar to the one below and use it to put the main events of the Pacific war in the correct sequence.



# ★ Victory and Consequences

## The Big Idea

The Allies won World War II, the most devastating war in world history.

## Main Ideas

- The Allies gained victory in Europe with Germany's surrender.
- Nazis murdered millions of Jews and other people in the Holocaust.
- Victory in the Pacific came after the United States dropped atomic bombs on Japan.

## Key Terms and People

Battle of the Bulge  
Harry S. Truman  
Holocaust  
genocide  
Manhattan Project  
atomic bomb

## If YOU were there . . .

It is August 1944. You are an American soldier in France. You have seen the horrors of battle up close, but today is a day to rejoice. You and other Allied soldiers are marching through the streets of Paris, celebrating its liberation from Nazi control. It seems as if the whole city has come out to greet the Americans. People rush up to shake your hand. Children cheer and hand you flowers.

**How does it feel to be part of this moment in history?**

## Germany Surrenders

In the weeks after the successful D-Day invasion, hundreds of thousands of Allied troops landed in France. Led by American general Omar Bradley, Allied forces began fighting their way across France toward Germany. At the same time, the Soviets were closing in on Germany from the east. Although Germany's defeat seemed certain to the Allies, Hitler refused to surrender.

In July 1944 Allied tank forces led by American general George Patton broke through German lines on the western front. While Patton drove forward, more Allied forces invaded southern France. Both groups of Allied forces fought their way toward Paris. Encouraged by the Allies' success, the citizens of Paris rebelled against the German-occupying forces. By the end of August, General Bradley was leading Allied troops through the streets of the freed city. "All Paris surged out to meet the Allied columns and welcome their liberators," remembered one witness. After securing Paris, the Allies continued driving through Belgium and Luxembourg, making their way toward Germany. Hitler drafted every able-bodied German man from the age of 16 to 60 and planned one last desperate attack.

Hitler's goal was for German forces to drive through a weak spot in the Allied lines and capture the city of Antwerp,





In the Battle of the Bulge, American soldiers faced a strong German attack in snowy forests during the coldest winter northern Europe had in 40 years.

Belgium. On December 16 the Germans seized a moment when Allied planes were grounded due to bad weather. In heavy snow some 25 German divisions attacked the Ardennes (ahr-DEN), a densely forested region defended by just a few American divisions. The Germans quickly pushed the Allied forces back about 65 miles, creating a huge bulge in the Allied lines. This gave the battle its name—the **Battle of the Bulge**.

Allied forces recovered rapidly and stopped the German advance. When the skies cleared in late December, Allied planes began pounding German troops. In early January 1945 the Germans began to retreat. American losses were heavy—between 70,000 and 81,000 casualties. Germany's losses were even greater, and Hitler's ability to wage offensive war was now completely crushed.

In the final months of the war, Allied bombing raids devastated major German cities such as Berlin and Hamburg. Both sides in World War II had used these kinds of bombing raids against the enemy's cities. German raids, for example, killed about 30,000 civilians in the British capital of London. In February 1945 Allied bombers attacked the German city of Dresden, igniting a firestorm that destroyed the city and killed more than 35,000 civilians. "Dresden was an inferno," recalled one U.S. soldier. "I have nightmares, even today."

As Allied forces surrounded Berlin, Hitler retreated to an underground bunker in the heart of the ruined city. On April 30, as Soviet troops entered Berlin, Hitler committed suicide. A week later, the Germans surrendered. The war in Europe had finally come to an end. The Allies celebrated May 8, 1945, as V-E (Victory in Europe) Day.

President Franklin Roosevelt, who had led the United States throughout World War II, did not live to see V-E Day. He died of a stroke on April 12.

**Harry S. Truman** became president and immediately faced the challenge of winning the war in the Pacific.

### Reading Check

Sequence What events led to Germany's surrender?

## Horrors of the Holocaust

When Allied forces liberated Europe, they uncovered evidence of horrifying Nazi crimes against humanity. In a program of mass murder that became known as the **Holocaust**, Hitler and the Nazis had attempted to exterminate the entire Jewish population of Europe in the name of Aryan supremacy.

**The Final Solution** Soon after gaining power in Germany, Hitler began his campaign of terror against the Jews. The Nazis stripped German Jews of their citizenship and seized their property. On the "night of broken glass," or *Kristallnacht*, many Jewish homes and businesses were destroyed. Many Jews who did not escape the country were imprisoned in concentration camps such as Dachau (DAH-kow), near Munich.

When Germany conquered huge sections of Europe and the Soviet Union early in World War II, nearly 10 million Jews came under Hitler's

control. The Nazis forced many Jews into urban centers called ghettos. Others were sent to concentration camps and used as slave labor. Many died from hunger or disease. The Nazis also formed special killing squads that rounded up groups of Jews, shot them, and buried them in mass graves. When the Germans invaded the Soviet Union, these squads murdered more than 33,000 Soviet Jews near Kiev in three days. By the end of 1941 the death squads had executed nearly 1 million people.

**The Death Camps** In January 1942 senior Nazi officials met to plan what they called “a final solution to the Jewish question.” Hitler’s “final solution” was **genocide**, or the extermination of an entire group of people. The Nazi plan was to kill the Jews in specially built death camps, mainly in German-occupied Poland. The camps were equipped with gas chambers designed to kill large numbers of people, and furnaces were used to cremate the bodies of victims.

By mid-1942 the Nazis had begun to ship Jews from throughout German-occupied Europe to the camps. Several hundred thousand Jews, for example, were transported by train from the ghetto in the Polish capital of Warsaw to a death camp called Treblinka. In April 1943 Jews in the Warsaw ghetto staged a violent uprising, attacking the Germans with guns and homemade bombs. It took German troops nearly a month to crush the revolt. Survivors were sent to Treblinka.

At the death camps most children, the elderly, and the sick were immediately executed. Those strong enough to work were used as laborers. When they became too weak to work, they too were sent to the gas chambers. Moritz Vegh was 13 when his family was sent from Czechoslovakia to Auschwitz, one of the most notorious of the death camps. He later described what happened to his mother and sister.



Buchenwald

Jews, Roma (also known as Gypsies), and other victims of Hitler and the Nazis were sent to concentration camps. Many were killed immediately upon arrival at the camps, while others were executed later. Families were forced apart, and prisoners were poorly fed and clothed. Some were used as subjects for medical experiments. This photo shows survivors of the Buchenwald concentration camp after their liberation.

*How did Hitler use the concentration camps to fulfill part of his goals for Germany?*

**Reading Check**  
Summarize What was the purpose of the Nazis' Final Solution?

“When we got off the cattle truck, they ordered, ‘Men, right; women, left.’ . . . I went with my father. My little sister, Esther, she went with my mother. Esther was only eleven. She was holding my mother’s hand. When they made a selection of the women, Esther clung to my mother. My mother wouldn’t give her up. . . . They went straight to the gas chamber.”

—Moritz Vegh, quoted in *The Boys: The Untold Story of 732 Young Concentration Camp Survivors*

Moritz survived the war, working as a laborer at Auschwitz.

The Allied soldiers who liberated the death camps were horrified by what they found. About 6 million Jews—some two-thirds of Europe’s pre-war Jewish population—had been killed in the Holocaust. The Nazis had also murdered millions of others, including Roma (often known as Gypsies), Slavs, political opponents, and people with physical or mental disabilities.

## Victory in the Pacific

In the Pacific, Allied planners prepared to invade Japan. They estimated that the invasion could result in more than 1 million Allied casualties.

The Allies had another option. Since 1942 Allied scientists had been working on a secret program known as the **Manhattan Project**. The goal was to develop an **atomic bomb**, a weapon that produces tremendous power by splitting atoms. (Germany had started trying to develop atomic weapons since before the war began. The Allies were determined to achieve that goal before the Nazis.) On July 16, 1945, the Allies successfully tested the first atomic bomb in the New Mexico desert. The massive explosion melted the desert sand into glass for 800 yards in all directions.

When Japanese leaders refused the Allies’ demand for an unconditional surrender, President Truman gave the order to use the atomic bomb. On August 6, 1945, the B-29 bomber *Enola Gay* dropped an atomic bomb above the city of Hiroshima. “When I saw a very strong light, a flash, I put my arms over my face unconsciously,” said one Japanese survivor. “Almost instantly I felt my face was inflating . . . I saw people looking for water and they died soon after they drank it . . . The whole city was destroyed and burning. There was no place to go.” The explosion killed almost 80,000 people instantly. Thousands more died later from burns and radiation poisoning.



The atomic blast over Hiroshima destroyed the city. Almost 80,000 people were killed instantly, and thousands more died later from the effects of radiation.



**Reading Check**  
Draw Conclusions  
Why did Japan  
surrender?

Japanese leaders still refused to surrender. On August 9 U.S. forces dropped a second atomic bomb on the city of Nagasaki. About one-third of the city was destroyed, and approximately 22,000 people died immediately. The Japanese announced their surrender on August 15, 1945.

## After the War

After six years, World War II was finally over. More than 50 million people had been killed—more than half of them civilians. National economies in Europe and Asia were devastated, and millions of people were left without food, water, or shelter. Since the war had been fought far from American soil, the United States escaped this level of destruction. As the strongest power left in the world, much of the responsibility for postwar rebuilding fell to the United States, which sent billions of dollars to its European allies and even its defeated enemies.

Japan was in ruins. Bombing raids had almost destroyed Tokyo, and the atomic bombs had flattened Hiroshima and Nagasaki. Japan had lost its empire. A legitimate government had to be established. General Douglas MacArthur took charge of rebuilding Japan. He disbanded the military and brought war criminals to trial. MacArthur and his team drew up a new constitution built on democratic principles, and it was quickly adopted. Although reviving the country's economy was not really part of his job, MacArthur also pushed through a plan for land reform. Other reforms gave workers the right to create labor unions. By the early 1950s Japan was well on the road to recovery. Once bitter enemies, the United States and Japan became allies.

**Reading Check**  
Summarize How  
did Japan go from  
being an enemy to  
being an ally?

**Summary and Preview** In this lesson you learned how World War II ended. In the next module you will learn how the world recovered from the war and worked to prevent such wars in the future.

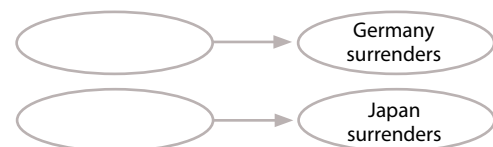
### Lesson 5 Assessment

#### Review Ideas, Terms, and People

- a. Identify** What was the last major battle of the war in Europe?  
**b. Evaluate** What was the biggest task facing Harry S. Truman when he became president?
- a. Identify** What was the Holocaust?  
**b. Elaborate** How did the oppression of Jews increase during the war?
- a. Recall** What was the purpose of the Manhattan Project, and how did it result in the end of the war against Japan?  
**b. Explain** What was the status of the United States after the war?  
**c. Predict** How do you think the invention of the atomic bomb changed people's views of war?

#### Critical Thinking

- Identify Causes** In this lesson you learned about the final days of the war in both Europe and the Pacific. Create a graphic organizer similar to the one below and use it to show the short-term causes of Germany's and Japan's surrenders.



# Literature in History

## Literature of the Holocaust

### Word Help

**molten** melted

**phylacteries**  
wooden prayer  
boxes strapped to  
the forehead and  
arm

**ghetto**  
neighborhood set  
aside for Jews

**indiscriminately**  
without care

**surreptitiously**  
secretly

**convoy** military  
escort

❶ The Hungarian  
police used physical  
force to gather  
people together.

**About the Reading** Elie Wiesel was taken to Auschwitz when he was age 15. Though he survived the camp, not all of his family did. Years after the war, Wiesel wrote about his time spent imprisoned at Auschwitz.

**As You Read** Look for ways that Wiesel describes the trauma of being taken away.

### From *Night*

by Elie Wiesel (1928–2016), translated by Marion Wiesel

By eight o'clock in the morning, weariness had settled into our veins, our limbs, our brains, like molten lead. I was in the midst of prayer when suddenly there was shouting in the streets. I quickly unwound my phylacteries and ran to the window. Hungarian police had entered the ghetto and were yelling in the street nearby:

“All Jews, outside! Hurry!”

They were followed by Jewish police, who, their voices breaking, told us: “The time has come . . . you must leave all this . . .”

The Hungarian police used their rifle butts, their clubs to indiscriminately strike old men and women, children and cripples. ❶

One by one, the houses emptied and the street filled with people carrying bundles. By ten o'clock, everyone was outside. The police were taking roll calls, once, twice, twenty times. The heat was oppressive. Sweat streamed from people's faces and bodies.

Children were crying for water.

Water! There was water close by in the houses, the backyards, but it was forbidden to break rank.

“Water, Mother, I am thirsty!”

Some of the Jewish police surreptitiously went to fill a few jugs. My sisters and I were still allowed to move about, as we were destined for the last convoy, and so we helped as best we could.



### Connect Literature to History

1. **Analyze** During the early years of World War II, European Jews faced oppression. In time oppression changed to removal. How does Wiesel describe the removal of the Jews from his hometown?

2. **Describe** Jews were treated with physical violence by Nazi supporters. Give an example of violence against Jews found in this passage.

# Social Studies Skills

## Construct Timelines

### Define the Skill

Timelines are a good way to organize historical information. Timelines clearly show a sequence of historical events over a certain period of time. Many timelines focus on a specific theme within a time period.

When you construct a timeline, it often makes the sequence of events easier to follow. Timelines show events in the order they happened and the amount of time between events. Constructing a timeline can therefore help you better understand events' context. For example, organizing events on a timeline can help you determine their causes and effects.

### Learn the Skill

When you construct a timeline, you need to make some basic decisions. First, the timeline needs a topic. This topic can be general or specific. One example of a general topic is the 1940s. A more specific topic might be major battles of World War II. The timeline should cover a time period that includes the main events related to the topic. For example, it would make sense for a timeline on American battles in World War II to cover the period 1941 to 1945.

The next step in constructing a timeline is gathering information. This includes taking notes on events from the chosen time period related to the topic. It is important to write down the date when each event happened. Putting the events in order before making the timeline is often helpful. If there are too many events, it is a good idea to include only the most important ones.

The first step in actually constructing the timeline is to draw a straight line using a ruler. The next step is to mark even intervals on the timeline. Intervals are dates that divide the timeline into smaller, equal time periods. For example, a timeline of the 1940s might include two-year intervals: 1940, 1942, 1944, and so on. Then add events in the correct places on the timeline. The beginning and end of the timeline, each interval, and each event should be labeled with dates. The finished timeline should include at least six events. As a final touch, the timeline needs a title. The title tells what the entries in the timeline are about and may include the dates the timeline covers.

### Practice the Skill

Follow these instructions to construct a timeline.

1. Using your textbook, choose a topic related to World War II for your timeline. Decide on the dates your timeline will need to cover.
2. Use your textbook to take notes on events to include in your timeline and their dates. Put the events in order.
3. Following the steps described above, construct your timeline. The finished timeline should include clearly labeled dates, at least six events, and a title.



# Module 27 Assessment

## Review Vocabulary, Terms, and People

Identify the term or person from the module that best fits each of the following descriptions.

1. The first African American flying unit in the U.S. military
2. American general who retreated from and then retook the Philippines
3. The dictator of the Soviet Union
4. A weapon that produces a massive explosion by splitting atoms
5. Battle at which British troops stopped the German Afrika Korps
6. Policy of avoiding war with an aggressive nation by giving in to its demands
7. Extermination of an entire group of people

## Comprehension and Critical Thinking

### Lesson 1

8. a. **Identify** What is fascism?  
b. **Make Inferences** Before Pearl Harbor, what U.S. policies suggested that the United States would join the Allies?  
c. **Evaluate** How well did the policy of appeasement work? Explain your answer.

### Lesson 2

9. a. **Recall** What happened during the zoot-suit riots?  
b. **Analyze** Why was the War Production Board important to the war effort?  
c. **Elaborate** How do you think Japanese Americans felt about internment?

### Lesson 3

10. a. **Identify** What led the Axis Powers to retreat from the Soviet Union?  
b. **Summarize** In which regions and countries did the Allies win major victories against Germany?  
c. **Draw Conclusions** Why do you think D-Day succeeded?

### Lesson 4

11. a. **Describe** What did kamikaze pilots do?  
b. **Explain** How did cracking Japanese codes help the Allies in the Pacific?  
c. **Draw Conclusions** Why do you think Japan was determined to continue fighting?

### Lesson 5

12. a. **Recall** What were the effects of the atomic bombs on Hiroshima and Nagasaki?  
b. **Contrast** How was the Holocaust different from other wartime tragedies?  
c. **Evaluate** Do you think the strategy of bombing civilian centers was fair? Why or why not?

# Module 27 Assessment, continued

## Review Themes

13. **Geography** How did geography affect the course of World War II?
14. **Society and Culture** What changes in society did World War II bring about?

## Reading Skills

**Categorize** Use the Reading Skills taught in this module to answer the question from the reading selection below.

American, British, and Canadian troops invaded France on June 6, 1944—known as D-Day, or “designated day.” They crossed the choppy waters of the English Channel and landed on five beaches in Normandy. More than 6,000 ships, 11,000 planes, and 156,000 men were part of the invasion. Soldiers jumped from boats and waded ashore, often under heavy fire.

15. Which of the following general categories could help you organize this information?
  - a. generals of the American forces
  - b. types of ammunition used
  - c. resources of invading forces
  - d. leaders of Allied nations

## Social Studies Skills

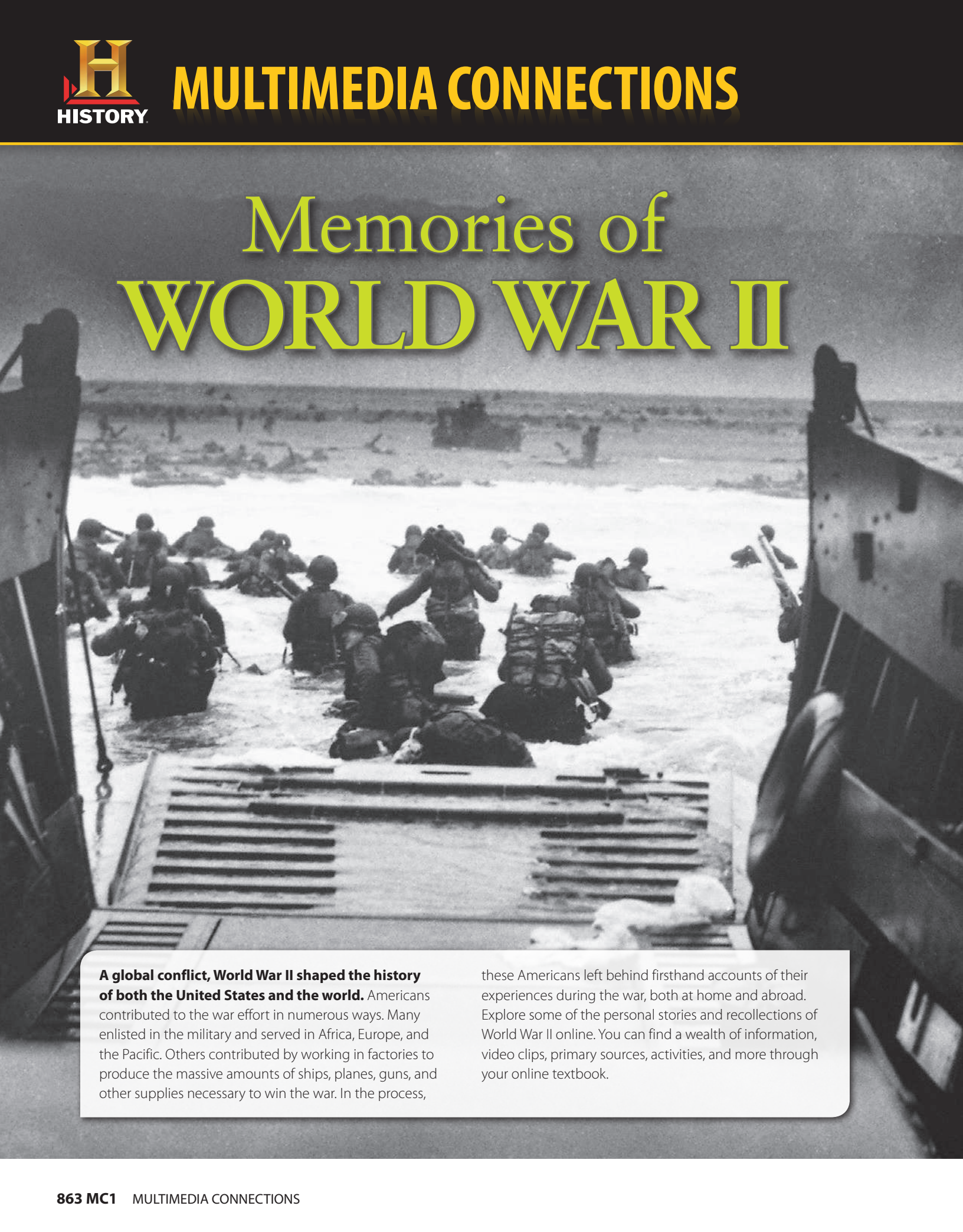
**Construct Timelines** Use the Social Studies Skills taught in this module to answer the question below.

16. Make a timeline about the end of World War II, covering the events of 1945.

## Focus on Writing

17. **Write Your Radio News Broadcast** During World War II, millions of Americans had relatives fighting overseas. They relied on radio broadcasts for up-to-date news from the battlefronts around the world. Choose one event or story from World War II as the focus of your radio broadcast. You can include quotes from soldiers or national leaders. Remember that people cannot see your broadcast, so use descriptive language. Be sure to answer the following questions: Who? What? Where? When? Why? and How?

## Memories of WORLD WAR II



**A global conflict, World War II shaped the history of both the United States and the world.** Americans contributed to the war effort in numerous ways. Many enlisted in the military and served in Africa, Europe, and the Pacific. Others contributed by working in factories to produce the massive amounts of ships, planes, guns, and other supplies necessary to win the war. In the process,

these Americans left behind firsthand accounts of their experiences during the war, both at home and abroad. Explore some of the personal stories and recollections of World War II online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.



Print the complete address in plain block letters in the panel below, and your return address in the space provided. Use typewriter, dark ink, or pencil. Write plainly. Very small writing is not suitable.

No. \_\_\_\_\_

(Sender's name)

(Sender's address)

(City)

(Zip)

*"I am allowed to write of my own personal combat experiences and I can say that I have been fortunate so far. War is like something you cannot imagine. I had no idea what it was about and still don't."*

— Erwin Blonder, U.S. soldier

V ... MAIL



### A Soldier's Letter Home

Read the document to learn about one soldier's wartime experiences in southern France.



### America Mobilizes for War

Watch the video to see how the United States mobilized its citizens for war and how society changed as a result.



### Air War Over Germany

Watch the video to see how the P-51 Mustang helped the Allies win the air war over Germany.



### The Pacific Islands

Watch the video to hear veterans describe their experiences fighting in the Pacific theater.