

Mobilization

READING FOCUS

- How did Roosevelt mobilize the armed forces?
- In what ways did the government prepare the economy for war?
- How did the war affect daily life on the home front?

MAIN IDEA

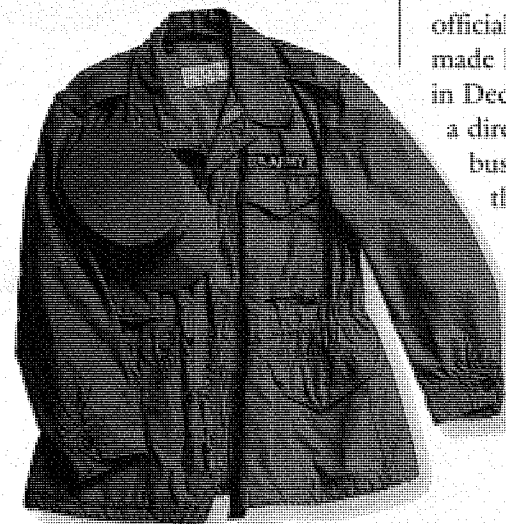
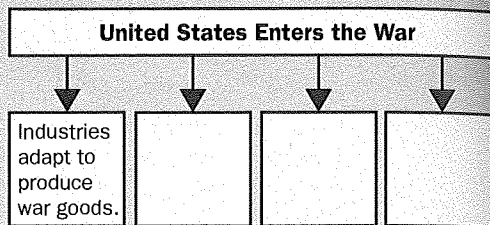
The United States quickly mobilized millions of Americans to fight the Axis powers. The government organized the economy to supply the military.

KEY TERMS

Selective Training and Service Act
GI
Office of War Mobilization
Liberty ship
victory garden

TAKING NOTES

As you read, complete the following flowchart to show some of the effects that America's entry into war had on the economy of the United States.



Millions of Americans traded their civilian clothes for military fatigues (above) as the United States prepared to fight the Axis.

Setting the Scene Well before the Japanese attack on Pearl Harbor, officials in the United States had begun to prepare for war. President Roosevelt made his concerns and worries clear to the American people in a radio address in December 1940. He stated that the Axis nations, especially Germany, posed a direct threat to the security of the United States. He appealed to American business owners and workers to support Britain's defensive efforts or face the ultimate task of defending their own land against the "brute force" of the Axis.

"We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war."

—Franklin D. Roosevelt, fireside chat, December 29, 1940

FDR understood that the outcome of the war in Europe ultimately depended on his country's ability to produce planes, tanks, guns, uniforms, and other war materials for the Allies.

Mobilizing the Armed Forces

FDR realized that a crucial step that he had to take was to strengthen the armed forces if the United States were to enter the war on the side of the Allies. In September 1940, Congress authorized the first peacetime draft in the nation's history. The **Selective Training and Service Act** required all males aged 21 to 36 to register for military service. A limited number of men was selected from this pool to serve a year in the army. The United States also boosted its defense spending from \$2 billion at the start of the year to more than \$10 billion in September.

As the United States prepared for the possibility of war, thousands of American men received official notices to enter the army. In what came to be known as the "Four Freedoms speech," FDR shared his vision of what these troops would be fighting for:

"We look forward to a world founded upon four essential freedoms. The first is freedom of speech and expression. . . . The second is freedom of every person to worship God in his own way. . . . The third is freedom from want [need]. . . . The fourth is freedom from fear."

—Franklin D. Roosevelt, State of the Union Message, January 6, 1941

Artist Norman Rockwell illustrated these four freedoms in a series of paintings that the government distributed in poster form during the war. After the attack on Pearl Harbor, feelings of patriotism swept over the United States. Tens of thousands of men volunteered to serve in the military.

The GI War World War II greatly changed the lives of the men and women who were uprooted from home and sent far away to fight for their country. More than 16 million Americans served as soldiers, sailors, and aviators in the war. They called themselves **GIs**, an abbreviation of "Government Issue."

During the war, American GIs slogged through swamps, crossed hot deserts and turbulent seas, and flew through skies pounded by enemy guns. Soldiers on the front lines often found their experience in the war was a daily struggle just to stay alive. Between battles, the typical GI dreamed of home and a cherished way of life. When asked what he was fighting for, a young marine replied, "What I'd give for a piece of blueberry pie." American soldiers knew that they were fighting to preserve the freedoms that they held dear.

Diversity in the Armed Forces Americans from all ethnic and racial backgrounds fought during World War II. More than 300,000 Mexican Americans served their country, primarily in the army.

Some 25,000 Native Americans also served in the military. A group of Navajos developed a secret code, based on their language, that the enemy could not break. The marines recruited more than 400 Navajos to serve as radio operators. These "code talkers," as they became known, provided an important secure communications link in several key battles of the war.

Nearly a million African Americans joined the military. At first, officials limited most black troops to supporting roles. By late 1942, however, faced with mounting casualties, military authorities reluctantly gave African Americans the opportunity to fight. African Americans fought in separate units. One such group, called the Tuskegee Airmen, became the first African American flying unit in the United States military. In late 1944, heavy casualties forced the army to accept African Americans into some white combat units.

Women in the Military Not all who served in the military were men. By the war's end, roughly 350,000 American women had volunteered for military service. Faced with a personnel shortage, officials agreed to use women in almost all areas except combat. Many worked as clerks, typists, airfield control tower operators, mechanics, photographers, and drivers. Others ferried planes around the country and towed practice targets for antiaircraft gunners.

Preparing the Economy for War

The United States entered the war at a time when the production levels of the other Allies had dropped sharply. Bombing campaigns and German advances had affected production in Britain and the Soviet Union, and Japan's conquests in the Pacific threatened to cut off

OURS...to fight for



FREEDOM FROM WANT

Norman Rockwell's *Freedom From Want* was widely reproduced during the war.

INTERPRETING POLITICAL CARTOONS Bill Mauldin created the characters of GIs Willie and Joe for the Army newspaper, *Stars and Stripes*. **Distinguishing False From Accurate Images** What does this cartoon say about the GIs who fought in World War II?



"Me future is settled, Willie. I'm gonna be a perffessor on types o' European soil."

supplies of such vital raw materials as rubber, oil, and tin. President Roosevelt pushed industries to move quickly into the production of war equipment.

War Production FDR knew that the federal government would have to coordinate the production of American businesses to meet Allied demand. The government had already assumed tremendous power over the economy during the New Deal. Now the Supreme Court, filled with Roosevelt appointees, tended to support FDR's attempts to boost the government's power even further.

In January 1942, the government set up the War Production Board (WPB) to direct the conversion of peacetime industries to industries that produced war goods. It quickly halted the production of hundreds of civilian consumer goods, from cars to lawn mowers to bird cages, and encouraged companies to make goods for the war. The armed forces decided which companies would receive contracts to manufacture military hardware, but the WPB set priorities and allocated raw materials.

As the war went on, the government established dozens of additional agencies to deal with war production, labor questions, and scarce resources. In May 1943, the President appointed James F. Byrnes, a longtime member of Congress and a close presidential advisor, to head the **Office of War Mobilization**. The office would serve as a super-agency in the centralization of resources. Working from a makeshift office in the White House, Byrnes had such broad authority that he was often called the "assistant president." Some people said that Byrnes ran the country while FDR ran the war.

As production of consumer goods stopped, factories converted to war production. The Ford Motor Company built a huge new factory to make B-24 Liberator bombers using the same assembly-line techniques used to manufacture cars. Henry J. Kaiser introduced mass production techniques into shipbuilding and cut the time needed to build one type of ship from 200 days to 40 days. The vessels that made Kaiser famous were called **Liberty ships**. They were large, sturdy merchant ships that carried supplies or troops.

To motivate businesses and guarantee profits, the government established the "cost-plus" system for military contracts. The military paid development and production costs and added a percentage of costs as profit for the manufacturer. Pride and patriotism also motivated business executives. As in World War I, thousands went to Washington, D.C., to work in the new federal agencies that coordinated war production. They received a token "dollar-a-year" salary from the government while still remaining on their own companies' payrolls.

Each year of the war, the United States raised its production goals for military materials, and each year it met these goals. In 1944, American production levels doubled those of all the Axis nations put together. By the middle of 1945, the nation had produced approximately 300,000 airplanes; 80,000 landing craft; 100,000 tanks and armored cars; 5,600 merchant ships (including about 2,600 Liberty ships); 6 million rifles, carbines, and machine guns; and 41 billion rounds of ammunition.

The Wartime Work Force War production benefited workers, too, ending the massive unemployment of the 1930s. As the graphs on the next page show, unemployment virtually vanished during the war. Not only did people find



VIEWING HISTORY Henry J. Kaiser's Liberty ship *Robert E. Peary* (above) was built in a matter of days. A button (right) shows the spirit of workers building airplanes for the war effort. **Drawing Conclusions** Why was military production so important to winning the war?

jobs, they also earned more money for their work. Average weekly wages in manufacturing, adjusted for inflation, rose by more than 50 percent between 1940 and 1945. Under pressure to produce high-quality goods in a hurry, the American labor force delivered. A journalist wrote of a war production factory: "Not a day passes but you'll hear somebody say to a worker who seems to be slowing down, 'There's a war on, you know!'"

With more people working, union membership rose. From 1940 to 1941, the number of workers belonging to unions increased by 1.5 million. Union membership continued to rise sharply once the United States entered the war, increasing from 10.5 million in 1941 to 14.8 million in 1945.

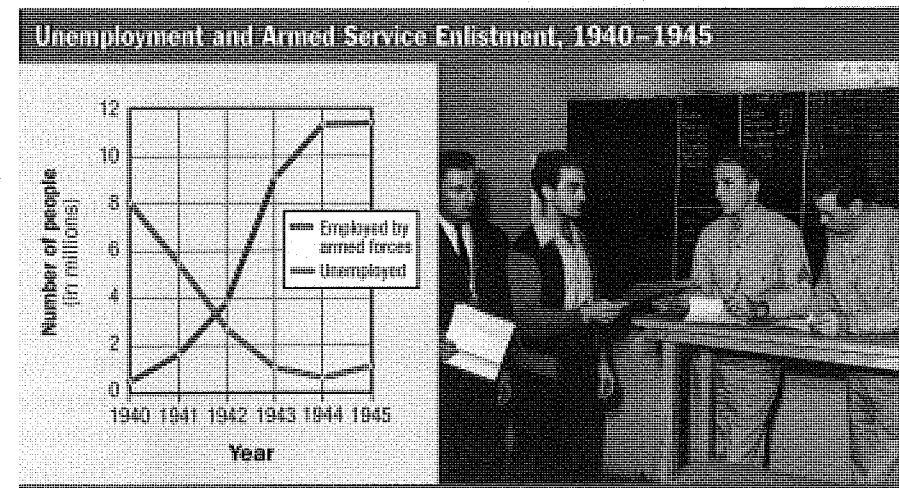
Two weeks after the attack on Pearl Harbor, labor and business representatives agreed to refrain from strikes and "lockouts." A lockout is a tactic in which an employer keeps employees out of the workplace to avoid meeting their demands. As the cost of living rose during the war, however, unions found the no-strike agreement hard to honor. The number of strikes rose sharply in 1943 and continued to rise in the last two years of the war.

The most serious strikes occurred in the coal industry. John L. Lewis, head of the United Mine Workers union, called strikes on four occasions in 1943. Lewis and the miners had watched industry profits and the cost of living soar while their wages stayed the same. Secretary of the Interior Harold L. Ickes finally negotiated an agreement with Lewis. Meanwhile, Congress passed the Smith-Connally Act in June 1943, limiting future strike activity.

Financing the War The United States government vowed to spend whatever was necessary to sustain the war effort. Federal spending increased from \$8.9 billion a year in 1939 to \$95.2 billion in 1945. The Gross National Product (GNP) more than doubled. Overall, between 1941 and 1945, the federal government spent about \$321 billion—ten times as much as it had spent in World War I.

Higher taxes paid for about 41 percent of the cost of the war. The government borrowed the rest of the money from banks, private investors, and the public. The Treasury Department launched bond drives to encourage Americans to buy war bonds to help finance the war. Total war bond sales brought in about \$186 billion.

During the Depression, British economist John Maynard Keynes had argued in favor of deficit spending to get the economy moving. While spending did increase during the 1930s, the government failed to generate large deficits until World War II. The country could not afford to pay all the costs of war, so deficits provided a way to postpone some payments until after the war. High levels of deficit spending helped the United States field a well-equipped army and navy, bring prosperity to workers, and pull the United States out of the Depression. It also boosted the national debt from \$43 billion in 1940 to \$259 billion in 1945.



INTERPRETING CHARTS Ten years of high unemployment came to an end as workers joined the military or found jobs in defense industries. **Analyzing Information** In what year did the number of people in the armed forces increase by 5 million?

READING CHECK

How did the government pay for the war effort?

Focus on DAILY LIFE

Black Markets Despite rationing and shortages, people could buy rare goods if they were willing to pay a high price. Nylon stockings could be found for \$5 a pair in most cities, if not in the stores. Gas stations, shoe stores, and groceries sold rationed goods to trusted customers “off-ration,” or without ration coupons, at a higher price. These deals were known as the black market. They hurt the war effort by taking resources away from war production and upsetting Americans who played by the rules and stuck to their rations. Because it depended on thousands of personal relationships and small trades, the black market was impossible to defeat.

Daily Life on the Home Front

The war affected the daily lives of most Americans. Nearly everyone had a relative or a friend in the military, and people closely followed war news on the radio. During the war, nearly 30 million people moved, including soldiers, families of soldiers, and civilians relocating to take jobs in military production. The end of the Depression helped lift Americans’ spirits. One measure of people’s optimism was an increase in the birthrate. The population grew by 7.5 million between 1940 and 1945, nearly double the rate of growth for the 1930s.

Shortages and Controls Wartime jobs gave many people their first extra cash since the Depression. Still, shortages and rationing limited the goods that people could buy. Familiar consumer items were simply unavailable “for the duration.” Metal to make zippers or typewriters went instead into guns, and rubber went to make tires for army trucks instead of for bicycles. Nylon stockings, introduced in 1939, vanished from shops because the nylon was needed for parachutes.

The supply of food also fell short of demand. The government needed great amounts of food for the military. In addition, the closing of shipping lanes and enemy occupation of foreign countries cut off some of America’s supplies of sugar, tropical fruits, and coffee.

Worried that shortages would cause price increases, the government used tough measures to head off inflation. In April 1941, the Office of Price Administration (OPA) was established by an executive order. The OPA’s job was to control inflation by limiting prices and rents. Such controls sometimes backfired, however. For example, companies would cut back on the production of goods whose prices did not allow for a substantial profit. Such cutbacks could cause the very shortages they were supposed to prevent. Also, people found ways of getting around the limits. Still, the OPA accomplished its main task, keeping inflation under control. The cost of living rose, but not nearly as much as it had in World War I.

The OPA also oversaw rationing during the war. The goal of rationing was a fair distribution of scarce items. Beginning in 1943, the OPA assigned point values to items such as sugar, coffee, meat, butter, canned fruit, and shoes. It issued ration books of coupons worth a certain number of points for categories of food or clothing. Once consumers had used up their points, they could not buy any more of those items until they received new ration books or traded coupons with neighbors. Gasoline for cars was strictly rationed, too, on the basis of need. Signs asked, “Is this trip necessary?” Customers found some shortages and ration rules confusing, but any complaint could be answered with the question, “Don’t you know there’s a war on?”

Popular Culture With so many goods unavailable, Americans looked for other ways to spend their money. Civilians bought and read more books and magazines. They purchased recordings of popular songs, such as “White Christmas” by Irving Berlin, a sentimental favorite of both soldiers and civilians. They flocked to baseball games, even though

most of their favorite players had gone off to war. Millions of Americans—about 60 percent of the population—also went to the movies every week.



VIEWING HISTORY Shoppers needed ration points (right) as well as cash to buy rationed goods.

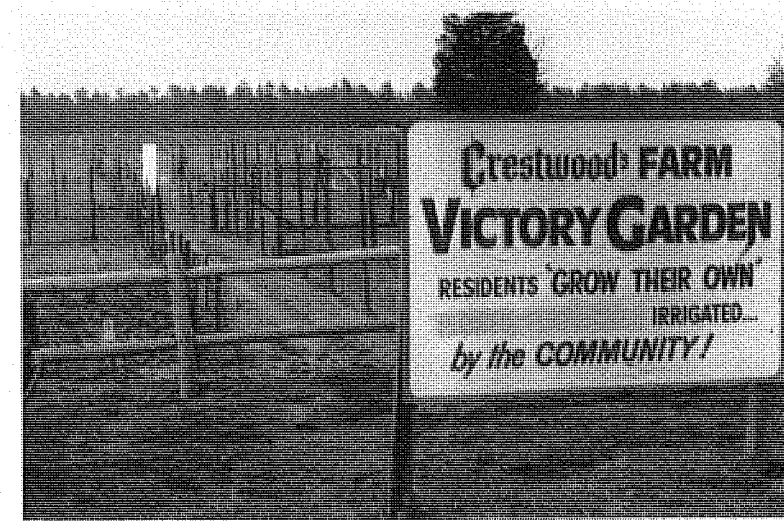
Drawing Inferences Why did Americans support rationing?

Enlisting Public Support The government understood the need to maintain morale. It encouraged citizens to participate in the war effort while persuading them to accept rationing and conserve precious resources. Roosevelt established the Office of War Information in June 1942 to work with magazine publishers, advertising agencies, and radio stations. It hired writers and artists to create posters and ads that stirred Americans’ patriotic feelings.

One popular idea was the **victory garden**, a home vegetable garden planted to add to the home food supply and replace farm produce sent to feed the soldiers. Soon people in cities and suburbs were planting tomatoes, peas, and radishes in backyards, empty parking lots, and playgrounds. By 1943, victory gardens produced about one third of the country’s fresh vegetables.

The war became a part of everyday life in many ways. People drew their shades for nighttime “blackouts,” which tested their readiness for possible bombing raids. Men too old for the army joined the Civilian Defense effort, wearing their CD armbands as they tested air raid sirens. Women knit scarves and socks or rolled bandages for the Red Cross.

The government encouraged efforts to recycle scrap metal, paper, and other materials for war production. In one drive, people collected tin cans, pots and pans, razor blades, old shovels, and even old lipstick tubes. The collection drives kept adults and children actively involved in the war effort. “Play your part.” “Conserve and collect.” “Use it up, wear it out, make it do or do without.” These slogans echoed throughout the United States and reminded people on the home front of their important contributions to the war effort.



Victory gardens gave people a chance to help the war effort and to add fresh vegetables to their food rations.

Section

Assessment

READING COMPREHENSION

1. Describe three ways that individual Americans contributed to the war effort.
2. How did the government pay for the war effort?
3. What was the purpose of the **Office of War Mobilization**?
4. What effect did shortages have on the economy?

CRITICAL THINKING AND WRITING

5. **Making Comparisons** (a) How were African Americans in the military treated differently from white soldiers? (b) How were women in the military treated differently from men? (c) Why do you think the military insisted on these differences at the start of the war?
6. **Writing to Describe** Write a paragraph detailing daily life from the point of view of an American in the early 1940s. Include the effects of the mobilization for war.

Take It to the NET

Activity: Analyzing Primary Sources Select a primary source from the American home front during World War II (for example, a letter, a poster, or an oral history). Describe the source you selected in a brief report. What did the source reveal about the home front? Use the links provided in the *America: Pathways to the Present* area at the following Web site for help in completing this activity.
www.phschool.com

Retaking Europe

READING FOCUS

- Where did Americans join the struggle against the Axis?
- How did the war in the Soviet Union change from 1941 to 1943?
- What role did air power play in the war in Europe?
- Why did the invasion of Western Europe succeed?
- What events marked the end of the war in Europe?

KEY TERMS

- Atlantic Charter
- carpet bombing
- D-Day
- Battle of the Bulge

TAKING NOTES

As you read, complete the following chart by listing wartime events in different regions of Europe and North Africa.

Region	Events
Western Europe	<ul style="list-style-type: none"> • Allied navies battle Germany for control of the Atlantic Ocean. •
Eastern Europe	
North Africa and Italy	

MAIN IDEA

To secure victory in Europe, the Allies waged war in the Atlantic Ocean, North Africa, the Soviet Union, and Western Europe between 1941 and 1945.

Setting the Scene In August 1941, unknown to the rest of the world, two warships quietly lay at anchor off the coast of Newfoundland. Aboard were Prime Minister Winston Churchill and President Franklin D. Roosevelt. Both men believed that the United States would soon join Great Britain militarily as an ally in war. The two leaders met in secret to discuss the war's aims and to agree on a set of principles to guide them in the years ahead. After several days of talks, they issued a joint declaration of those principles, which included the following:

“First, their countries seek no aggrandizement [enlargement], territorial or other.

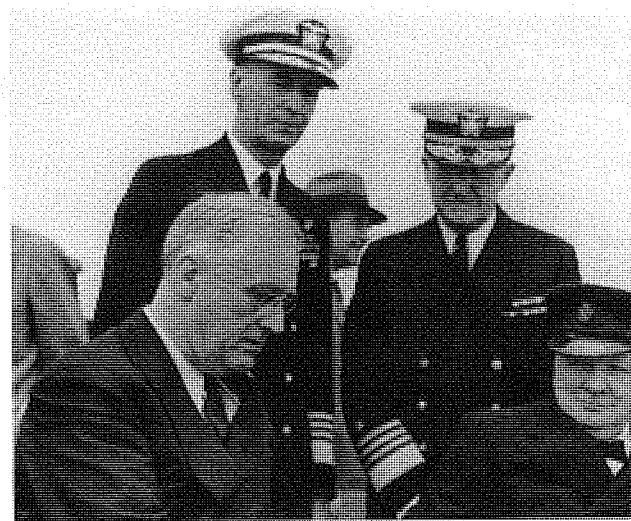
Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned.

Third, they respect the right of all peoples to choose the form of government under which they will live; . . .

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, . . .

Eighth, they believe that all of the nations of the world . . . must come to the abandonment of the use of force. . . .”

—Franklin D. Roosevelt and Winston S. Churchill, August 14, 1941



Churchill and Roosevelt met secretly to negotiate the Atlantic Charter while the United States was still neutral.

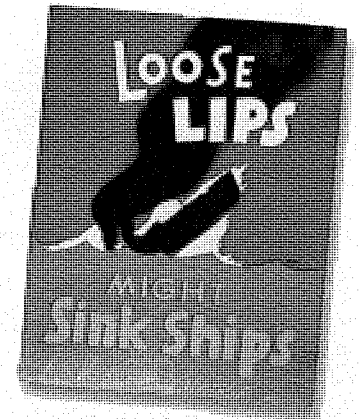
The declaration of principles became known as the **Atlantic Charter**. After the war, this charter would form the basis for the United Nations.

Americans Join the Struggle

The United States entered the war in December 1941, at a critical time for the Allies. London and other major British cities had suffered heavy damage during the Battle of Britain. The Germans' *blitzkrieg* had extended Nazi control across most of Europe. In North Africa, a mixed German and Italian army was bearing down on British forces. Many people feared that Germany could not be stopped.

The Battle of the Atlantic At sea, Britain and the United States desperately struggled to control the Atlantic trade routes vital to British survival. Britain relied on shipments of food and supplies from the United States and from its territories overseas. As allied merchant ships crossed the Atlantic, German U-boats, or submarines, sailed out from ports in France to attack them. To protect themselves better, Allied ships formed convoys led by American and British warships. The Germans countered with groups of as many as 20 U-boats, called wolf packs, that carried out coordinated nighttime attacks on the convoys.

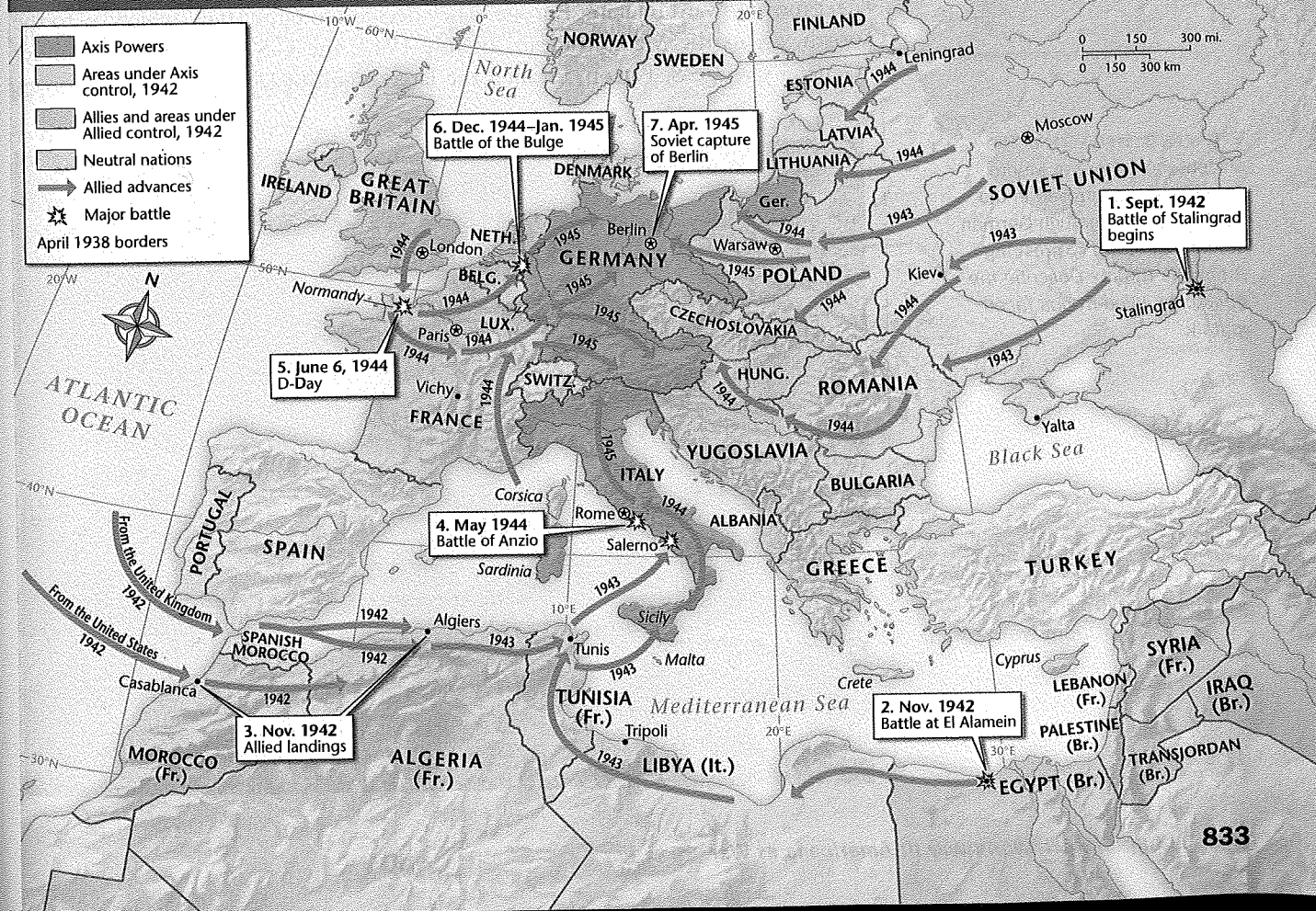
After the United States entered the war, U-boats began attacking merchant ships within sight of the American coast. Although Allied warships used underwater sound equipment called sonar to locate and attack U-boats, the wolf packs experienced great success. In the Atlantic, they sank nearly 175 ships in June 1942 alone. Allied convoys later developed better defensive strategies, including the use of long-range sub-hunting aircraft, and the U-boat success rate plummeted.

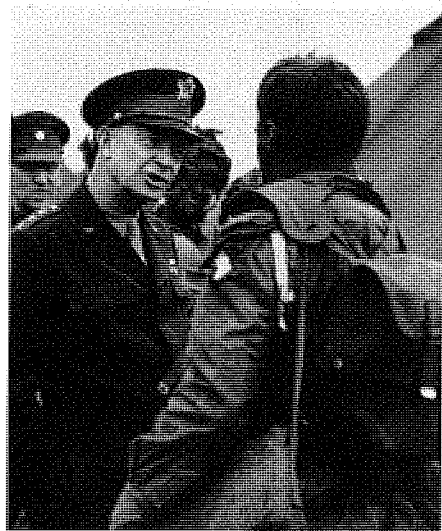


Posters warned people not to discuss what they knew about military movements for fear of espionage.

MAP SKILLS After stopping the German offensive, the Allies were able to reconquer Europe from the south, east, and west. **Place** Which regions saw fighting in 1943?

Allied Advances in Europe and North Africa, 1942–1945





General Dwight D. Eisenhower (left) was named commander of U.S. troops in Europe in June 1942.

The North Africa Campaign Starting in August 1940, a British army had successfully battled Italian troops in the Egyptian and Libyan deserts of North Africa. Then, in February 1941, Hitler sent General Erwin Rommel and a German division to reinforce the Italians. Rommel, who earned the nickname “Desert Fox” for his shrewd tactics, won several battles. The Germans pushed deep into British-controlled Egypt and threatened the Middle East. Rommel’s offensive failed, however, in November 1942, when the British under General Bernard Montgomery won a decisive victory at El Alamein. The German army retreated west.

A few days later, Allied troops landed in the French territories of Morocco and Algeria on the northwest coast of North Africa. This largely American force, under the command of American General Dwight D. Eisenhower, quickly pushed eastward. Meanwhile, British troops chased Rommel westward from Egypt. In response, Hitler sent some 20,000 combat troops across the Mediterranean Sea from Italy to reinforce Rommel’s army in Tunisia. There, in February 1943, the inexperienced

Americans suffered a major defeat of the war while trying to defend the Kasserine Pass. They learned from their defeat, however, and by early May 1943, the Allied armies had the Axis forces in North Africa trapped. Despite Hitler’s instructions to fight to the death, about 240,000 Germans and Italians surrendered.

Churchill and Roosevelt met again in January 1943 at Casablanca, Morocco. At this Casablanca Conference, they mapped out their strategy for the rest of the war. They decided to maintain the approach of dealing with Europe first. They would continue to concentrate Allied resources on Europe before trying to win the war in the Pacific. Churchill and Roosevelt also agreed to accept nothing less than the unconditional surrender of Italy, Germany, and Japan.

The Invasion of Italy Control of North Africa freed the Allies to make the next move toward retaking Europe. They decided to target Italy, which lay to the north, across the Mediterranean. In July 1943, the U.S. Seventh Army, under General George S. Patton, invaded the large island of Sicily with British forces.

VIEWING HISTORY The ancient monastery at Monte Cassino was destroyed in the battle to break through German defenses in Italy. **Expressing Problems Clearly** Describe the obstacles Allied troops faced in Italy.



With the Italian mainland in jeopardy, Italians lost faith in Mussolini’s leadership. An official Fascist council voted to remove him from office, and King Victor Emmanuel III had him arrested. The Fascist Party was promptly disbanded, but the Germans freed Mussolini and evacuated him to northern Italy.

In September 1943, as Allied troops threatened to overrun the south and take Rome, Italy’s new government surrendered. On October 13, the government declared war on Germany. The German army in Italy, however, continued to resist, blocking roads and destroying bridges as it retreated northward through the mountainous Italian peninsula. The Germans set up Mussolini as the puppet ruler of a fascist Italian state in northern Italy.

By November, the Allied advance had stalled in the face of a stiffened German defense. The town of Cassino, the key to the German defensive line, stood between the Allies and Rome. In January 1944, the Allies made a surprise move. They landed Allied soldiers behind German lines on the beach at Anzio, just 35 miles south of Rome. However, the American commander took too long to organize his forces. A German force blocked off the beach in time to trap the Allied troops. For the next four months, the Germans fiercely attacked the trapped soldiers. Before the Americans finally broke through German defenses in May 1944, tens of thousands of Allied soldiers had been killed or wounded.

Meanwhile, the Allies attacked Cassino and succeeded in breaking through the German line. Joining with the forces from Anzio, the Allied army quickly captured Rome. They faced more months of heavy fighting, however, before the Germans in northern Italy finally surrendered in April 1945. That same month, Mussolini was shot and killed by Italians as he tried to flee across the northern Italian border.

War in the Soviet Union

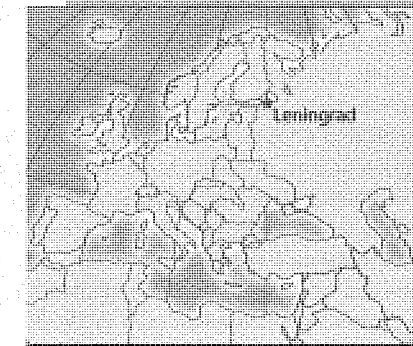
As the Allies battled their way across North Africa and into Italy, an epic struggle unfolded in eastern Europe. In *Mein Kampf*, Hitler had called for the conquest of the Soviet Union, to give the German people “living space.” Hitler believed that Germany had to be self-sufficient, which meant that it needed its own sources of oil and food. By 1941, Hitler had taken control of huge oil fields in Romania. Now he planned to seize the farmlands of the Ukraine. After losing the Battle of Britain, Hitler decided to turn his war machine to the east. He broke his pact with Stalin and launched an attack against the Soviet Union.

The Germans Advance, 1941–1942 The attack began in the early morning hours of June 22, 1941. Nearly 3.6 million German and other Axis troops poured across the length of the Soviet border, from Finland in the north to Romania in the south. Nearly 3 million Red Army soldiers, poorly trained and badly equipped, mobilized to oppose the *blitzkrieg*.

The intensity and the brutality of the German attack took the Soviet defenders by surprise. The *Luftwaffe* quickly gained control of the air, and German ground troops drove deep into Soviet territory. Germany captured hundreds of thousands of Soviet soldiers who were trapped by the German army’s quick advances. Soviet citizens who suffered badly under Stalin, including Ukrainians and Lithuanians, welcomed the Germans as liberators. Their enthusiasm ended quickly as German troops introduced forced labor and began executing civilians.

Focus on WORLD EVENTS

The Siege of Leningrad At the northern reaches of the Eastern Front, Hitler’s armies began a nearly three-year siege of Leningrad in September 1941. Despite German artillery attacks, the Soviets sustained a heroic effort to transport food and supplies to the city’s three million inhabitants across the frozen surface of Lake Ladoga. Leningrad’s only link to the Soviet Union. About 680,000 residents died of starvation and disease before the Germans retreated in January 1944. Leningrad was awarded the Order of Lenin and the title “Hero City of the Soviet Union” in gratitude for its stand against Hitler.



READING CHECK

How successful was the invasion of the Soviet Union in its first few months?

Fast Forward to Today

The Reichstag

In the final days of World War II, a Soviet soldier celebrated the conquest of Berlin by raising a Soviet flag over the ruined *Reichstag* building. His act was only one of many turning points in German history that occurred at the *Reichstag* (left).



On February 27, 1933, four weeks after Hitler became chancellor, the main chamber of the *Reichstag* burned in a suspicious fire attributed to the Communists. Hitler used the fire as a pretext to win dictatorial

powers and end the legislature's independence. The *Reichstag* building housed Nazi exhibitions in the late 1930s and suffered from Allied bombing during World War II.

After 1945, the heavily damaged *Reichstag* was located within West Berlin, but the new east-west boundary divided it from nearby buildings. The West German government, uncomfortable with Berlin's isolated location and its Nazi associations, chose the university town of Bonn as its capital instead. Partially restored as a museum, the *Reichstag* occasionally served as a backdrop for speeches and concerts protesting Communist acts in the east.

Today When Germany reunited in 1990, Chancellor Helmut Kohl opted to move the national capital back to unified Berlin. Germany chose to replace part of the old building so as to create a new *Reichstag* unburdened by its past history. To replace the destroyed roof, British architect Norman Foster designed a futuristic glass dome that reflected light into the building and opened the parliamentary chamber up to the outside. Visitors may climb to the very top of the dome for views of Berlin. In 1999, 60 years after World War II began, the German Parliament returned to the *Reichstag* building.

? How did the history of the *Reichstag* building parallel the history of democracy in Germany?

Ten days after the invasion began, Stalin broadcast a message to his people: "In case of a forced retreat of the Red Army," he said, "all rolling stock [trains] must be evacuated; to the enemy must not be left a single engine, a single railway car, not a single pound of grain or gallon of fuel." Now, as the army began to retreat, it carried out this policy, destroying everything that might be useful to the enemy. In the meantime, Stalin asked Roosevelt for help through the Lend-Lease program. American aid began to flow and lasted until the end of the war.

By that autumn, German armies had advanced several hundred miles into the Soviet Union. German troops threatened the capital, Moscow, and nearly surrounded the historic city of Leningrad, now known as St. Petersburg. Stalin desperately urged his allies to launch an attack on Western Europe. This action would take pressure off the Soviet Union's Red Army by forcing Hitler to fight on two fronts at once. Churchill did not feel ready to commit to a risky invasion. Later, at Casablanca, he would persuade Roosevelt instead to invade Italy, which he called the "soft underbelly" of Europe. The Soviet people would have to confront the bulk of the German army on their own.

The Battle of Stalingrad The cold Russian winter stopped Germany's advance in October, and the Soviets regained some of their lost territory. The next summer brought a new German offensive aimed at oil fields to the southeast. The Red Army decided to make its stand at Stalingrad, a major rail and industrial center on the Volga River. In mid-September 1942, the Germans began a campaign of firebombing and shelling that lasted more than two months. Soviet fighters took up positions in the charred rubble that remained of Stalingrad. There they engaged the advancing German troops in bitter house-to-house combat, but lost most of the city.

In mid-November, taking advantage of harsh winter weather, Soviet forces launched a fierce counterattack. As Hitler had ruled out a retreat, the German army was soon surrounded in the ruined city with few supplies and no hope of escape. In late January, the Red Army launched a final assault on the freezing enemy. A German soldier later described the experience:

"Completely cut off, the men in field grey just slouched on, invariably filthy and invariably louse-ridden, their weary shoulders sagging, from one defence position to another. The icy winds of those great white wastes which stretched for ever beyond us to the east lashed a million crystals of razor-like snow into their unshaven faces, skin now loose-stretched over bone, so utter was the exhaustion, so utter the starvation."

—A German infantryman at Stalingrad, December 1942

On January 31, 1943, more than 90,000 surviving Germans surrendered. In all, Germany lost some 330,000 troops at Stalingrad. Soviet losses are unknown, but estimates range as high as 1,100,000.

The Battle of Stalingrad proved to be the turning point of the war in the east. Germany's seemingly unstoppable offensive was over. After their victory, Soviet forces began a long struggle to regain the territory lost to the Germans. As the Red Army slowly forced the German invaders back, Stalin continued to push for the long-promised Soviet invasion of Western Europe.

The Allied Air War

To be successful, a major invasion of Western Europe by land forces needed the support of air power. By 1943, Allied pilots had gained plenty of battle experience. Aside from fighting off German attacks, Britain's Royal Air Force (RAF) had carried out long-range bombing of Germany, as well as Germany's oil facilities in Romania.

As you read earlier, German warplanes started to target cities during the Battle of Britain and British warplanes followed suit. After abandoning attempts to pinpoint targets, the RAF developed a technique called **carpet bombing**, in which planes scattered large numbers of bombs over a wide area. German cities suffered heavy damage as a result.

Allied bombing of Germany intensified after the United States entered the war. In a typical American raid, hundreds of B-17 Flying Fortresses took off from Britain, escorted by fighters. They rained bombs on German aircraft factories, railway lines, ball-bearing plants, bridges, and cities. With these massive raids, the Allies aimed to destroy Germany's ability to fight the war.

In the spring of 1943, the Allies stepped up their bombing campaign yet again in preparation for an eventual Allied invasion. Like British civilians during the Blitz, Germans came to spend nights in underground air raid shelters while enemy planes flew above. On the night of July 28, 1943, firebombing turned Hamburg into one huge blaze. A survivor recalled that "a storm started, a shrill howling in the street. It grew into a hurricane so that we had to abandon all hope of fighting the fire." The Hamburg fire department coined the term "firestorm" to describe this combination of flames driven by fierce heat-generated winds. More than 40,000 civilians died in four attacks on Hamburg.

By 1944, British and American commanders were conducting coordinated air raids—American planes bombing by day and RAF planes bombing by night. At its height, some 3,000 planes took part in this campaign.

The Invasion of Western Europe

Stalin was not the only leader calling for an invasion of Western Europe. George Marshall, the top American general and FDR's Chief of Staff, voiced the same opinion. At every Allied strategy conference after the United States entered the war, he pushed for an attack on the German forces occupying France. In late 1943, the British finally agreed to go along with Marshall's proposal. The invasion, code-named Operation Overlord, would be launched from Great Britain. Marshall chose General Eisenhower to be the supreme commander of the invasion forces.

The Allies began a massive military buildup in southern England. Polish, Dutch, Belgian, and French troops joined the American, British, and Canadian forces already in place. In response, the Germans strengthened their defenses

BIOGRAPHY

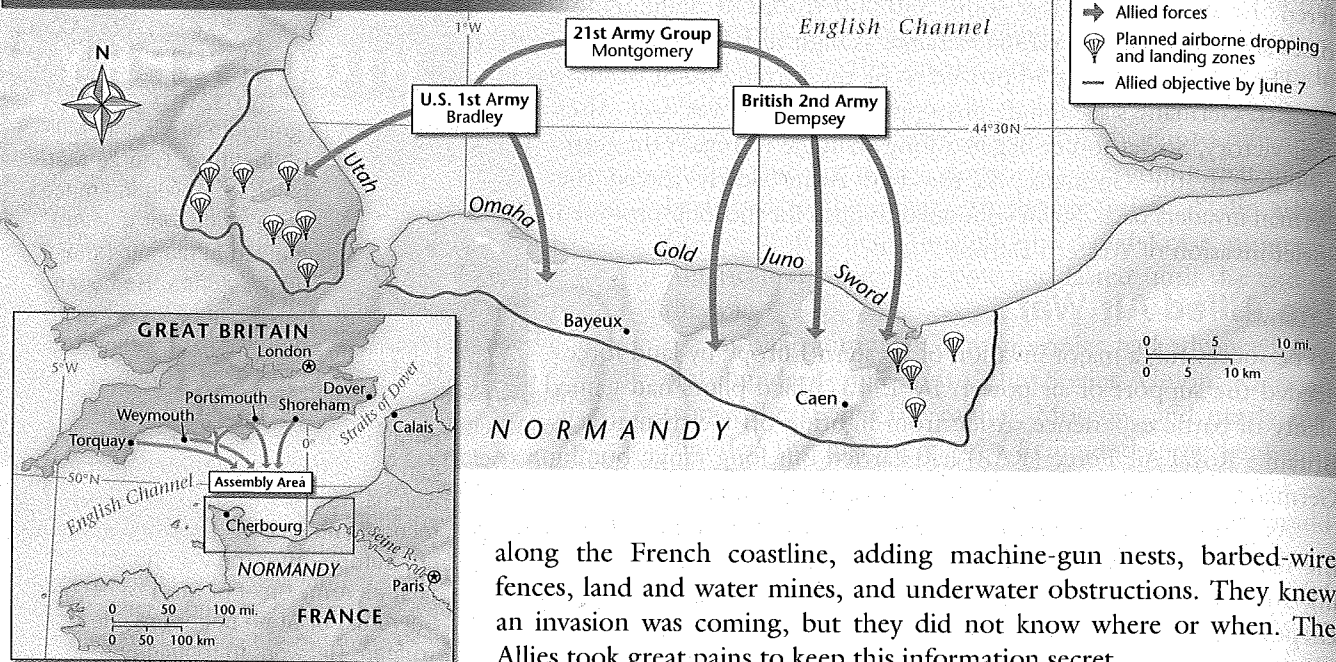


George Marshall
1880-1959

A graduate of Virginia Military Institute, George Marshall had served in France during World War I, where he aided in planning major Allied victories. He became Army Chief of Staff in 1939 and used his position to

urge President Roosevelt to strengthen the army in preparation for war. As the highest-ranking general in the United States during the war, he was among the first leaders to recommend an early invasion of Western Europe. After the war, he left his post as Army Chief of Staff to become Secretary of State under President Truman. His work to rebuild Europe with American aid gained him the Nobel peace prize in 1953.

D-Day Invasion, June 6, 1944



MAP SKILLS Allied troops began the liberation of Western Europe on the beaches of Normandy on June 6, 1944.

Movement Cite evidence to show that the Allies carefully planned most aspects of the invasion.

D-Day Shortly after midnight on June 6, 1944, some 4,600 invasion craft and warships slipped out of their harbors in southern England. As the ships crossed the English Channel, about 1,000 RAF bombers pounded German defenses at Normandy. Meanwhile, some 23,000 airborne British and American soldiers, in a daring nighttime maneuver, parachuted behind enemy lines.

At dawn on **D-Day**, the day the invasion of Western Europe began, Allied warships in the channel began a massive shelling of the coast. Some 1,000 American planes continued the RAF's air bombardment. Then, around 150,000 Allied troops and their equipment began to come ashore along 60 miles of the Normandy coast in the largest landing by sea in history.

Despite the advice of his generals to launch a quick counterattack, Hitler hesitated. Thanks to a complex Allied deception, he feared a second, larger invasion at the narrowest part of the English Channel near Calais. Nevertheless, the limited German force at Normandy resisted fiercely. At Omaha Beach, the code name for one landing site, the Allies suffered some 2,000 casualties. One Allied soldier later explained his experience of landing at Omaha Beach:

“It seemed like the whole world exploded. There was gunfire from battleships, destroyers, and cruisers. The bombers were still hitting the beaches. . . . As we went in, we could see small craft from the 116th Infantry that had gone in ahead, sunk. There were bodies bobbing in the water, even out three or four miles.”

—Lieutenant Robert Edlin

In spite of the heavy casualties of D-Day, within a week a half million men had come ashore. By late July, the Allied force in France numbered some 2 million troops.

Liberating France Air power helped the Allies establish a beachhead at Normandy and also held off German reinforcements by blowing up bridges throughout the region. Allied troops engaged in intense fighting on the ground. In early August, General Patton used a *blitzkrieg* to open a hole in the German

lines and burst out of Normandy. Armored units of his U.S. Third Army drove deep into enemy territory and then encircled and destroyed the opposing forces. After breaking German defenses, Patton led his army on a successful sweep across northern France.

In Paris, an uprising started by the French Resistance freed the city from German control. On August 25, 1944, a French division of the U.S. First Army officially liberated Paris. That same day, General Charles de Gaulle arrived in the city, prepared to take charge of the French government.

British and Canadian forces freed Brussels and Antwerp in Belgium a few days later. In mid-September, a combined Allied force attacked the Germans occupying the Netherlands. At about the same time, American soldiers crossed the western border of Germany.

The Battle of the Bulge The Nazis fought desperately to defend their conquests. To the north, the Allied attack on the Netherlands faltered at the Rhine River. Meanwhile, Hitler reinforced the army with thousands of additional draftees, some as young as 15. Then, in mid-December 1944, Germany launched a counterattack in Belgium and Luxembourg. The German attack smashed into the U.S. First Army and pushed it back, forming a bulge in the Allied line. The resulting clash came to be known as the **Battle of the Bulge**.

Many small units, cut off from the rest of the American army, fought gallantly against overwhelming odds. From his headquarters near Paris, Eisenhower ordered more troops to the scene. General Patton rapidly moved his U.S. Third Army north to help stop the German advance. In just a few weeks, the First and Third armies, under the overall direction of General Omar N. Bradley, knocked the Germans back and restarted the Allied drive into Germany.

The Battle of the Bulge was the largest battle in Western Europe during World War II, and the largest battle ever fought by the United States Army. It involved some 600,000 GIs, of whom about 80,000 were killed, wounded, or captured. German losses totaled about 100,000. After this battle, most Nazi leaders recognized that the war was lost.

The War in Europe Ends

In March 1945, as Allied bombers continued to strike German cities, American ground forces under General Bradley crossed the Rhine River and moved toward Berlin from the west. Meanwhile, Soviet troops pushed into Germany from the east.

Soviet Forces Advance The struggle between German and Soviet forces from 1941 to 1945 dwarfed the fighting in France. At any given time, more than 9 million soldiers were fighting on the eastern front. The costs of this struggle were horrific. Some 11 million Soviet and 3 million German soldiers died, accounting for more than two thirds of the soldiers killed in all of World War II. Current estimates place the total of Soviet civilian and military deaths at about 18 million.

After the hardships their nation had endured, Soviet leaders considered the capture of Berlin, Germany's capital, a matter of honor. In late April 1945, Soviet troops fought their way into Berlin. As they had in Stalingrad, they fought German soldiers for each ruined house and street in the destroyed city.

Allied soldiers parachute into France during the D-Day invasion.



Sounds of an Era

Listen to a live description of the D-Day invasion and other sounds from World War II.



VIEWING HISTORY A United States soldier (left) and a Soviet soldier (right) share a moment of camaraderie after meeting at the Elbe River in April 1945.
Recognizing Cause and Effect
How did Soviet assaults in 1945 help end the war?

While some Soviet troops attacked Berlin, other elements of the Red Army continued to drive west. On April 25, at the Elbe River, they connected with American troops pushing east.

Germany Surrenders As the Soviet army surrounded Berlin, Hitler refused to take his generals' advice to flee the city. Instead, he chose to commit suicide in his underground bunker in Berlin on April 30, 1945. A few days later, on May 8, 1945, Germany's remaining troops surrendered.

When the fighting in Europe came to an end, American soldiers rejoiced, and civilians on the home front celebrated V-E Day (Victory in Europe Day). They knew, however, that the war would not be over until the Allies had defeated Japan.

The Yalta Conference In February 1945, months before the fall of Berlin, Roosevelt, Churchill, and Stalin met at Yalta, a city in the Soviet Union near the Black Sea. Building on discussions at Teheran, in Iran, at the end of 1943, they gathered to plan the final defeat of Germany and to decide the shape of the postwar world. The leaders agreed to split Germany into four zones, each under the control of one of the major Allies, including France. They planned a similar division of the city of Berlin, which would lie deep inside the Soviet zone. Stalin promised to allow elections in the nations of Eastern Europe that his army had liberated from the Germans. He also promised to enter the war against Japan within three months of Germany's surrender.

Stalin did not fulfill his promises at Yalta. He refused, for example, to honor his pledge of free elections in Eastern Europe. Critics of Yalta accused Roosevelt and Churchill of not doing enough to prevent Soviet domination of half of Europe. The issue of Eastern Europe would be at the heart of the conflict that later arose between the Soviet Union and the Western Allies.

Section

3

The Holocaust

READING FOCUS

- In what ways did Germany persecute Jews in the 1930s?
- How did Germany's policies toward Jews develop from murder into genocide?

MAIN IDEA

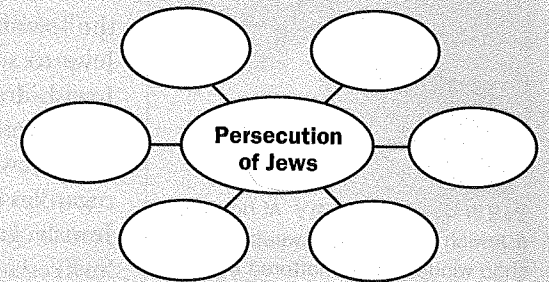
During World War II, the Nazis carried out a brutal plan that resulted in the deaths of 6 million Jews and millions of other victims.

KEY TERMS

- anti-Semitism
- Holocaust
- concentration camp
- Kristallnacht*
- Warsaw ghetto
- Wannsee Conference
- genocide
- death camp
- War Refugee Board (WRB)
- Nuremberg Trials

TAKING NOTES

Copy the web diagram below and fill in the circles with examples of German persecution of Jews.



Setting the Scene Jews in Europe faced persecution for their religious beliefs for centuries. In the mid-1800s, a new form of anti-Jewish prejudice arose based on racial theories. Some thinkers claimed that Germanic peoples whom they called "Aryans" were superior to Middle Eastern peoples called Semites. Semitic peoples included Arabs and Jews, but the term often applied only to Jews.

Although most scholars rejected those theories, others used them to justify the continued persecution of "non-Aryans." By the 1880s, the term **anti-Semitism** was used to describe discrimination or hostility, often violent, directed at Jews. Despite the rise of anti-Semitism, most European countries repealed old anti-Jewish laws between the mid-1800s and World War I.

The suffering caused by World War I and the hardships of the Great Depression led many to look for someone to blame for their problems. Using old theories of anti-Semitism to pin blame on the Jews helped many Germans to regain national pride and a sense of purpose. In *Mein Kampf*, Adolf Hitler revived the idea of Aryan superiority and expressed an especially hateful view of Jews. In particular, he despised the mixing of the two "races":

“Let the desolation which Jewish hybridization daily visits on our nation be clearly seen, this blood-poisoning that can be removed from our body national only after centuries or nevermore; let it be pondered, further, how racial decay drags down, indeed often annuls, the final Aryan values of our German nation. . . .”

—Adolf Hitler, from *Mein Kampf*, 1925

Persecution in Germany

When Hitler became Germany's leader in 1933, he made anti-Semitism the official policy of the nation. No other persecution of Jews in modern history equals the extent and brutality of the **Holocaust**, Nazi Germany's systematic murder of European Jews. In all, some six million Jews, about two thirds of Europe's



Building upon historic anti-Semitism, the Nazis planned to exclude Jews from all areas of German life. A sign turns away shoppers from a Jewish-owned store during the April 1, 1933, boycott.

Section

2

Assessment

READING COMPREHENSION

1. Why was the **Atlantic Charter** significant?
2. (a) Why did the German invasion of the Soviet Union succeed at first? (b) What factors helped the Soviet army defeat the Germans?
3. (a) What was the goal of **carpet bombing**? (b) What advantage did carpet bombing have over a conventional attack on Germany?
4. Explain the significance of the **D-Day** invasion.

CRITICAL THINKING AND WRITING

5. **Identifying Alternatives** How did the Allied decision to delay an invasion of Western Europe and fight instead in North Africa and Italy affect the Soviet Union?
6. **Making Comparisons** Explain why Stalingrad and the Battle of the Bulge marked two different turning points for Germany during the war.
7. **Writing a Time Line** Create a time line that lists important events in the war in Europe and in North Africa between 1941 and 1945.



Take It to the NET

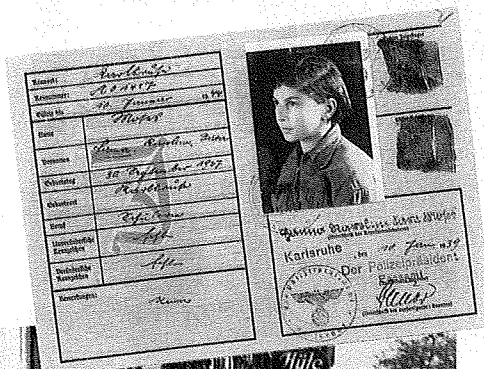
Activity: Virtual Field Trip D-Day is one of the most memorable events of World War II. Take a virtual field trip examining different aspects of the Normandy invasion. Then, write a summary of your field trip. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com

READING CHECK

What was the goal of Nazi persecution of Jews in the mid-1930s?

VIEWING HISTORY At bottom, a Jewish shopkeeper sweeps up shop windows left shattered by *Kristallnacht*. Below, the “J” stamp on this girl’s identification paper identifies her as Jewish.

Synthesizing Information In what other ways did the Nazis organize the persecution of the Jews?



Jewish population, would lose their lives. Some 5 to 6 million other people would also die in Nazi captivity.

Nazi Policies Early Nazi persecution aimed to exclude Germany’s Jews from all aspects of the country’s political, social, and economic life. On April 1, 1933, the Nazis ordered a one-day boycott of businesses owned by Jews. In 1935, the Nuremberg laws stripped Jews of their German citizenship, and outlawed marriage between Jews and non-Jews. Nazi-controlled newspapers and radio constantly attacked and caricatured Jews as enemies of Germany.

In 1938, the Nazis enacted new policies to make life even more difficult for the Jewish people. Most Jews had already lost their jobs. The Nazis now forced Jews to surrender their own businesses to Aryans for a fraction of their value. Jewish doctors and lawyers were forbidden to serve non-Jews, and Jewish students were expelled from public schools.

A Jew was defined as any person who had three or four Jewish grandparents, regardless of his or her current religion, as well as any person who had two Jewish grandparents and practiced the Jewish religion. At the request of Switzerland, the destination of many refugees, the Nazis marked Jews’ identity cards with a red letter “J.” The Nazis also gave Jews new middle names—“Sarah” for women and “Israel” for men—which appeared on all documents. Eventually, Jews in Germany and German-occupied countries were forced to sew yellow stars marked “Jew” on their clothing. These practices exposed Jews to public attacks and police harassment.

Hitler’s Police When Hitler first came to power, the Gestapo, Germany’s new secret state police, was formed to identify and pursue enemies of the Nazi regime. Hitler also formed the SS, or *Schutzstaffel*, an elite guard that developed into the private army of the Nazi party. By 1939, the Gestapo had become part of the SS.

The duties of the SS included guarding the **concentration camps**, or places where political prisoners are confined, usually under harsh conditions. In addition to Communists, the Nazi camps soon held many other classes of people whom they considered “undesirable”—mainly Jews, but also homosexuals, Jehovah’s Witnesses, Gypsies, and the homeless.

Kristallnacht Despite the ever-increasing restrictions on their lives, many Jews believed they could endure persecution until Hitler lost power. Older people believed staying in Germany was safer than starting a new life with no money in a foreign country. Their illusions were destroyed on the night of November 9, 1938, when Nazi thugs throughout Germany and Austria looted and destroyed Jewish stores, houses, and synagogues.

This incident became known as **Kristallnacht**, or “Night of the Broken Glass,” a reference to the broken windows of the Jewish shops. Nearly every synagogue was destroyed. The Nazis arrested thousands of Jews that night and shipped them off to concentration camps. These actions were followed by an enormous fine to make Jews pay for the damage of *Kristallnacht*. After that night, Germany’s remaining Jews sought any means possible to leave the country.

Refugees Seek an Escape From 1933 through 1937, about 130,000 Jews, or one in four, fled Germany with Nazi encouragement. At first, most refugees moved to neighboring European nations. As the numbers grew, however, Jews began to seek protection in the United States, Latin America,

and British-ruled Palestine. Few countries, however, welcomed Jewish refugees as long as the Depression prevented their own citizens from finding work.

Responding to criticism, President Roosevelt called for an international conference to discuss the growing numbers of Jewish refugees. The Evian Conference, held in France in July 1938, failed to deal with the situation. With the exception of the Dominican Republic, each of the 32 nations represented, including the United States, refused to open its doors to more immigrants.

From Murder to Genocide

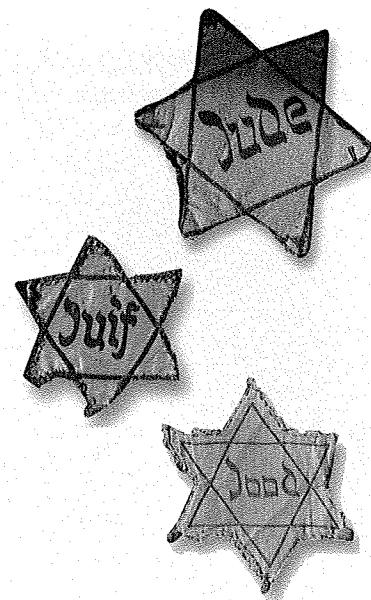
As German armies overran most of Europe, more and more Jews, including many who had fled Germany, came under their control. In 1939, for example, the invasion of Poland brought some 2 million additional Jews under German control. Nazi plans for dealing with these Jews included the establishment of ghettos, self-contained areas, usually surrounded by a fence, wall, or armed guards, where Jews were forced to live. In Warsaw, the Nazis rounded up more than 400,000 Jews, about 30 percent of the Polish capital’s population, and confined them in an area that was less than 3 percent of the entire city. They sealed off the **Warsaw ghetto** with a wall topped with barbed wire and guarded by Germans. Jews received little food, and hunger, overcrowding, and a lack of sanitation brought on disease. Each month, thousands of Jews died in the ghetto. The Nazis, however, sought more efficient ways of killing Jews.

The Einsatzgruppen During the invasion of the Soviet Union, Hitler ordered *Einsatzgruppen*, or mobile killing squads, to shoot Communist political leaders as well as all Jews in German-occupied territory. Typically, they rounded up their victims, drove them to gullies or freshly dug pits, and shot them. In a ravine called Babi Yar outside Kiev, the Nazis killed more than 33,000 Jews in two days.

Although Hitler considered mass murder by firing squad acceptable in a war zone, he found the method unsuitable for the conquered nations of western and central Europe. In January 1942, Nazi officials met at the **Wannsee Conference** outside Berlin to agree on a new approach. They developed a plan to achieve what one Nazi leader called the “final solution to the Jewish question.” Ultimately, the plan would lead to the construction of special camps in Poland where **genocide**, or the deliberate destruction of an entire ethnic or cultural group, was to be carried out against Europe’s Jewish population.

The Death Camps The Nazis chose poison gas as the most effective way to kill people. A pesticide called Zyklon B proved to be the most efficient killer. In January 1942, the Nazis opened a specially designed gas chamber disguised as a shower room at the Auschwitz camp in western Poland. The Nazis outfitted six such camps in Poland. Unlike concentration camps, which functioned as prisons and centers of forced labor, these **death camps** existed primarily for mass murder.

Jews in Poland, the Netherlands, Germany, and other lands were crowded into train cars built for cattle and transported to these extermination centers. Most of them were told they were going to “the East” to work. At four of the six death camps, nearly all were murdered soon after they arrived. On arrival at the two largest camps, Auschwitz and Majdanek, prisoners were organized into a line and quickly inspected. The elderly, women with children, and those who looked too weak to work were herded into gas chambers and killed. Jewish

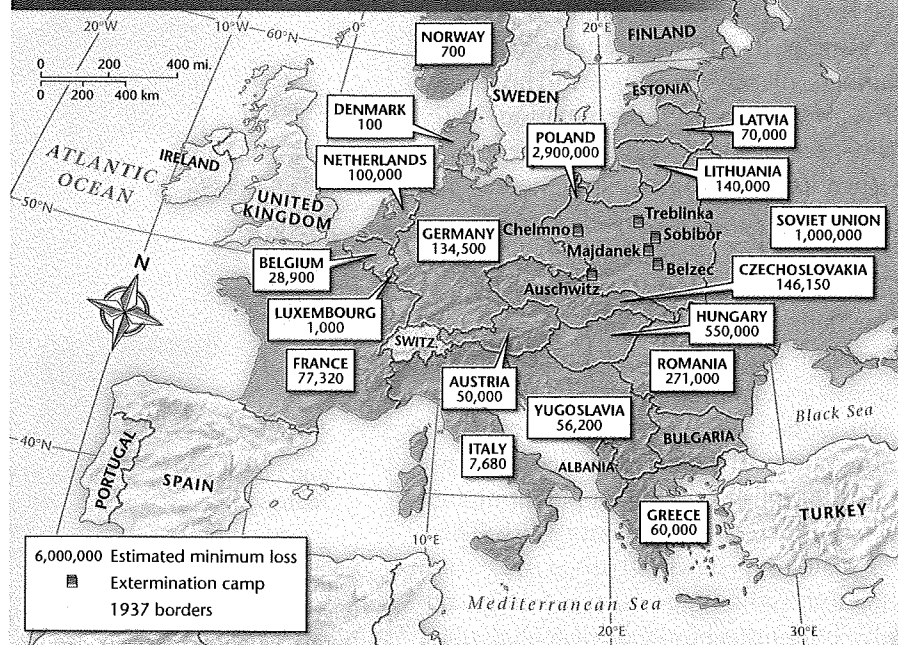


VIEWING HISTORY The Nazis forced Jews to wear armbands or bright yellow stars marked “Jew” in Germany (top), in occupied lands, including France (center), and in the Netherlands (bottom). Jews caught without a star were deported or killed. **Predicting Consequences** Why did the stars make life more difficult for Jews?

Focus on WORLD EVENTS

Rescue in Denmark One country managed to save almost its entire Jewish community from destruction during the war. In October 1943, Danish fishermen secretly ferried nearly all of Denmark’s 8,000 Jews across the water to neutral Sweden. A German official had alerted the Danish resistance that the Jews were about to be deported. Denmark’s success was as rare as it was remarkable. Rescue was much more difficult in countries where the Jewish population was much greater than in Denmark, where the non-Jewish population was unwilling to help, or where there was no safe haven nearby.

Estimated Jewish Losses in the Holocaust



MAP SKILLS The horror of the Holocaust touched many nations in Europe. **Place** Which country do you think was most altered by the Holocaust?

Jews in the Lodz ghetto in Poland board a train for deportation to the Chelmno death camp. The Germans seized the Jews' belongings and did not tell the deportees where they were going.



prisoners carried the dead to the crematoria, or huge ovens where the bodies were burned.

Those who were selected for work endured almost unbearable conditions. The life expectancy of a Jewish prisoner at Auschwitz was a few months. Men and women alike had their heads shaved and a registration number tattooed on their arms. They were given one set of clothes and slept in crowded, unheated barracks on hard wooden pallets. Their daily food was usually a cup of imitation coffee, a small piece of bread, and thin, foul-tasting soup made with rotten vegetables. Diseases swept through the camps and claimed many who were weakened by harsh labor and starvation. Others died from torture or from

cruel medical experiments. At periodic "selections," German overseers sent weak prisoners to the gas chambers.

The number of people killed in the labor and death camps is staggering. At Auschwitz, the main Nazi killing center, 12,000 victims could be gassed and cremated in a single day. There the Nazis killed as many as 1.5 million people, some 90 percent of them Jews.

Fighting Back Some Jews resisted the Nazis. In Poland, France, and elsewhere, Jews joined underground resistance groups. Jews in several ghettos and camps took part in violent uprisings. In August 1943, rioting Jews damaged the Treblinka death camp so badly that it had to be closed. However, uprisings often came too late to save many people, and they were quickly crushed by the Germans.

Escape was the most common form of resistance. Most attempts failed, and most of those who escaped were later caught, but a few people managed to bring word of the death camps to the outside world. After several prisoners escaped from Treblinka, word got back to the Warsaw ghetto about the fate of nearly 300,000 Jews from Warsaw who had been sent there in 1942. As a result, in April 1943, the approximately 50,000 Jews still in the Warsaw ghetto rose up against a final deportation to Treblinka. For some 27 days, Jews armed with little more than pistols and homemade bombs held out against more than 2,000 Germans with tanks and artillery. Although the Germans defeated the rebellion, Warsaw's Jews had brought the deportation drive to a standstill, if only for a time.

Rescue and Liberation The United States government knew about the mass murder of Jews by the Nazis as early as November 1942. The press showed little interest in reporting the story. Congress did not raise immigration quotas, and even the existing quotas for Jews went unfilled.

Finally, in January 1944, over the objection of the State Department, Roosevelt created the **War Refugee Board (WRB)** to try to help people threatened by the Nazis. Despite

its late start, the WRB's programs helped save some 200,000 lives. With WRB funding, for example, Swedish diplomat Raoul Wallenberg rescued thousands of Hungarian Jews by issuing them special Swedish passports. A WRB effort to bring Jews to the United States met with less success. Some 1,000 refugees were rescued and brought to an army camp in Oswego, New York, but Roosevelt would not expand the program.

As Allied armies advanced in late 1944, the Nazis abandoned the camps outside Germany and moved their prisoners to camps on German soil. On the eve of liberation, thousands of Jews died on death marches from camp to camp as their German guards moved them ahead of advancing armies. In 1945, American troops were able to witness the horrors of the Holocaust for the first time. A young soldier described the conditions he discovered as he entered the barracks at Buchenwald:

"The odor was so bad I backed up, but I looked at a bottom bunk and there I saw one man. He was too weak to get up; he could just barely turn his head. . . . He looked like a skeleton; and his eyes were deep set. He didn't utter a sound; he just looked at me with those eyes, and they still haunt me today."

—Leon Bass, American soldier

Horrified by the death camps and by Germany's conduct during the war, the Allies placed a number of former Nazi leaders on trial. They charged them with crimes against peace, crimes against humanity, and war crimes. An International Military Tribunal composed of members selected by the United States, Great Britain, the Soviet Union, and France conducted the **Nuremberg Trials** in November 1945. Of the 24 Nazi defendants, 12 received the death sentence. More significant than the number of convictions, the trials established the important principle that individuals must be responsible for their own actions. The tribunal firmly rejected the Nazis' argument that they were only "following orders."



VIEWING HISTORY The faces of these newly liberated prisoners reflect the starvation and horrors they experienced in a concentration camp in Ebensee, Austria. **Recognizing Cause and Effect** How did the liberation of the camps lead to the Nuremberg trials?

Section

3

Assessment

READING COMPREHENSION

1. Why was **Kristallnacht** a critical event for Jews living under Nazi control?
2. (a) What was the purpose of a **concentration camp**? (b) What was the purpose of a **death camp**?
3. How did the United States respond to news of the **Holocaust** during the war?

CRITICAL THINKING AND WRITING

4. **Identifying Central Issues** How did the Nazis implement their plans for genocide?
5. **Writing to Inform** Write a short paragraph from the point of view of a Jewish teenager living in the Warsaw Ghetto in 1942.



Take It to the NET

Activity: Virtual Field Trip Visit the United States Holocaust Memorial Museum online. Select one of the several online exhibits available and write an essay describing the exhibit's effectiveness. Use the links provided in the *America Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com

The War in the Pacific

READING FOCUS

- What advances did Japan make in Asia and the Pacific in late 1941 and 1942?
- Which Allied victories turned the tide of war in the Pacific?
- What was the strategy of the United States in the struggle to reconquer the Pacific islands?
- Why were the battles of Iwo Jima and Okinawa important?
- How did the Manhattan Project bring the war to an end?

KEY TERMS

Bataan Death March
 Geneva Convention
 Battle of the Coral Sea
 Battle of Midway
 Battle of Guadalcanal
 island-hopping
 Battle of Leyte Gulf
kamikaze
 Battle of Iwo Jima
 Battle of Okinawa
 Manhattan Project

TAKING NOTES

As you read, prepare an outline of this section. The sample below will help you get started.

- I. Japan attacks American and British bases across the Western Pacific.**
- A. American troops at Bataan and Corregidor surrender.**
- B. POWs are forced on Bataan Death March.**
- C. Allies defend India and extend aid to China.**
- D. Battle of the Coral Sea ends threat to Australia.**
- II. _____**

MAIN IDEA

Fierce fighting and heavy casualties characterized the war in the Pacific Ocean as the Allied forces struggled to turn back Japanese advances.



VIEWING HISTORY A Japanese soldier patrols the ruins of Bataan in the Philippines. **Drawing Inferences** Why was the United States unable to defend the Philippines successfully?

Setting the Scene The bombing of Pearl Harbor was only the first of several sudden attacks across the Pacific. Japanese forces attacked American bases on Wake Island on December 8 and on Guam on December 10. Just hours after striking Pearl Harbor, Japanese warplanes bombed Clark Field, the main American air base in the Philippines. Although news of Pearl Harbor had reached Douglas MacArthur, the commanding general, the Americans at Clark Field failed to prepare for an attack. The Japanese destroyed about half of MacArthur's airplanes, which were lined up in rows on the ground.

Within days, a large Japanese force landed on the main Philippine island of Luzon. MacArthur withdrew most of his troops southward to the Bataan Peninsula. There he set up defenses, hoping the navy would be able to evacuate his army to safety.

American and Filipino troops held out on the Bataan Peninsula under Japanese fire for several months as hopes of rescue dimmed. Realizing that the situation was hopeless, President Roosevelt ordered MacArthur to escape to Australia. In March 1942, the general reluctantly boarded a torpedo boat and set off through Japanese-controlled waters to the safety of the southern Philippines. There, he boarded an airplane for Australia.

When he landed, MacArthur made a promise to the people of the Philippines and to his army: "I shall return."

The Japanese Advance, 1941–1942

The Japanese struck Pearl Harbor and Clark Field to try to gain military control of the Western Pacific. By shattering American forces everywhere in the region, they hoped that the United States would withdraw, leaving them easy access to the natural resources of Southeast Asia. Oil from the Dutch East Indies and rubber from British Malaya would give Japan the economic independence it

needed. With this goal in mind, the Japanese attacked a number of other Allied colonies in December 1941. By early March 1942, they had overrun the British strongholds of Hong Kong and Singapore, seized the Dutch East Indies and Malaya, and invaded Burma. Japan's southern offensive swept aside British, American, and Dutch naval power in Southeast Asia and brought a wide band of colonies into the Japanese empire. Japan then turned its attention to securing the Philippines.

The Philippines Fall Facing starvation and renewed Japanese attacks, most of Bataan's defenders surrendered in early April 1942. About 2,000 soldiers and nurses escaped to the fortified island of Corregidor, just off the tip of the peninsula, to join the fort's defenders. American troops on Corregidor survived another month of continual Japanese bombardment by living in the rock tunnels of the fortress. Finally, running low on ammunition and food, more than 11,000 Americans and Filipinos surrendered to invading Japanese forces on May 6.

With the fall of the Bataan Peninsula in early April and Corregidor in May, the Japanese captured about 76,000 Filipinos and Americans as prisoners of war. Already weakened by disease and lack of food, these prisoners faced a grueling test in the tropical heat. Their Japanese captors split them into groups of 500 to 1,000 and force-marched them some 60 miles to a railroad junction. There, the prisoners were boarded on a train that took them to within eight miles of an army camp and then walked the rest of the way.

During the march, many prisoners were treated brutally. They were denied water and rest and many were beaten and tortured. At least 10,000 prisoners died during the 6- to 12-day journey. Many were executed by the guards when they grew too weak to keep up. Their ordeal became known as the **Bataan Death March**. Those who survived were sent to primitive prison camps, where an additional 15,000 or more died.

The brutality of Japanese soldiers in Bataan defied accepted international standards of conduct toward prisoners of war. Those standards had been spelled out in 1929 in the third **Geneva Convention**. "Prisoners of war," the convention stated, "shall at all times be humanely treated and protected, particularly against acts of violence. . . ."

Defending China and Burma China joined the Allies on December 9, 1941, by officially declaring war on Germany, Italy, and its longtime foe, Japan. The United States had already sent military advisors and Lend-Lease arms and equipment to China. They hoped to strengthen China and thus divert Japan from the drive to conquer Southeast Asia.

Shortly after the war began, China's Nationalist leader Jiang Jieshi asked an American general, Joseph Stilwell, to serve as his chief of staff. Stilwell led the Chinese armies defending Burma, an important link between the Allies and Jiang's base in southwestern China. Despite the support of volunteer American aviators called the "Flying Tigers," China's ragtag forces fared poorly against the well-trained Japanese. They lost control of China's lifeline, the Burma Road, and retreated back into China. British and Indian troops in Burma fled west into India, which now also faced the threat of Japanese invasion.

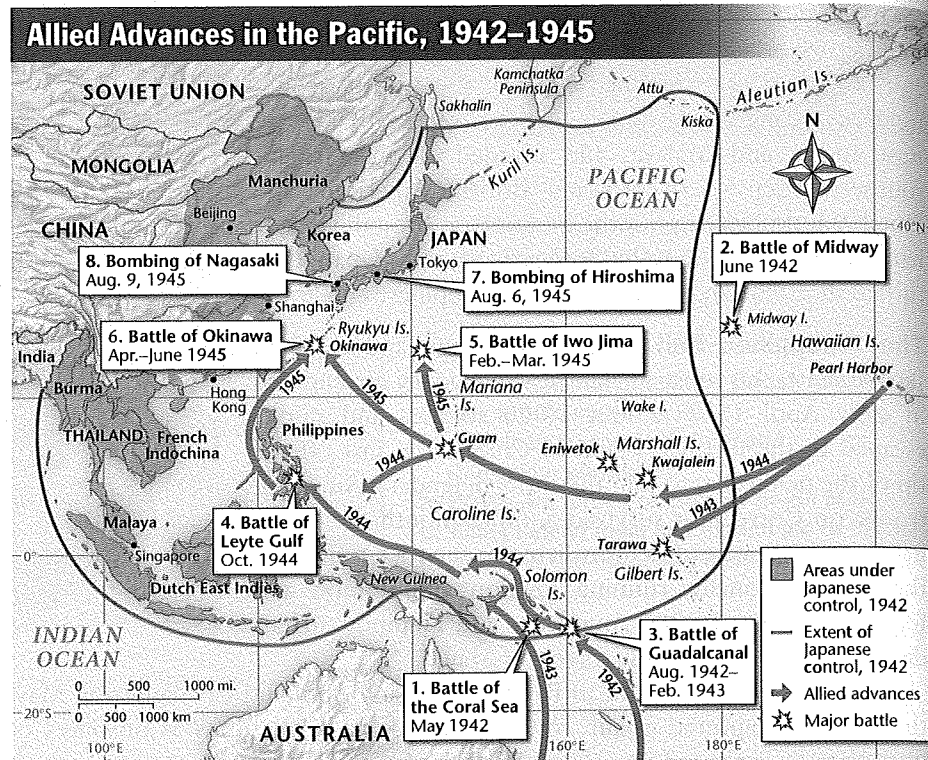


American and Filipino prisoners captured by the Japanese in the Philippines

Focus on GOVERNMENT

War Crimes in the Pacific Word of the Bataan Death March did not reach the American public until a few years later when three soldiers escaped from their prison camp. As at Nuremberg, Japanese leaders accused of crimes against humanity faced a trial after the war. A United States military commission tried and convicted the general blamed for organizing the march. He was one of seven Japanese executed for war crimes.

MAP SKILLS United States forces advanced from island to island across the Pacific toward Japan. **Location** Why was the Battle of the Coral Sea important to the Allied cause?



The War at Sea At Pearl Harbor, Japan had not achieved one of its main goals: to destroy the three aircraft carriers that formed the heart of the Pacific Fleet. Two of the carriers, the *Lexington* and the *Enterprise*, had been away at sea during the attack, accompanied by the fleet's heavy cruisers. The third, the *Saratoga*, was undergoing repairs in California. These carriers would prove to be important American weapons in the war at sea.

Since World War I, the design of carriers and the aircraft that relied on them had improved tremendously. Carriers had become floating airfields, greatly extending the area in which warplanes could fly. These planes now included dive bombers and torpedo bombers capable of destroying enemy ships. Japan had used aircraft carriers as a base for the attack on Pearl Harbor.

In April 1942, a group of American B-25 medium bombers took off from the aircraft carrier *Hornet* on their own secret mission. Led by Lieutenant Colonel James Doolittle, the planes flew 650 miles to Japan to carry out a daring American counterattack. Doolittle's squadron dropped bombs on Tokyo and other cities before crash landing in China. Most of the pilots survived. The Doolittle raid caused little physical damage, but it shocked Japan's leadership and boosted Allied morale at a crucial time.

Japanese forces continued to advance across the Pacific, and the battered American navy fought desperately to stop them. The fall of the Dutch East Indies opened the way to Australia. In May 1942, a largely American naval group engaged a superior Japanese fleet in the Coral Sea, northeast of Australia. In the **Battle of the Coral Sea**, aircraft launched from aircraft carriers bombed and strafed enemy ships more than 70 miles away. The five-day battle cost both sides more than half their planes. The Japanese destroyed the *Lexington* and badly damaged the *Yorktown*, another carrier. One Japanese carrier sank, another lost most of its planes, and a third was put out of action. The battle was a draw, but it prevented the Japanese from invading Australia.

The Battle of the Coral Sea also opened a new chapter in naval warfare. It was the first naval combat carried out entirely by aircraft. The enemy ships never came within sight of one another. From now on, aircraft and aircraft carriers would play the central role in naval battles.

Allied Victories Turn the Tide

In the summer of 1942, while the Soviet Union resisted German attacks and the Allies prepared to invade North Africa, two critical battles took place in the Pacific. The fight for Midway Island, near Hawaii, and for Guadalcanal, near the Coral Sea, changed the course of the war in the Pacific.

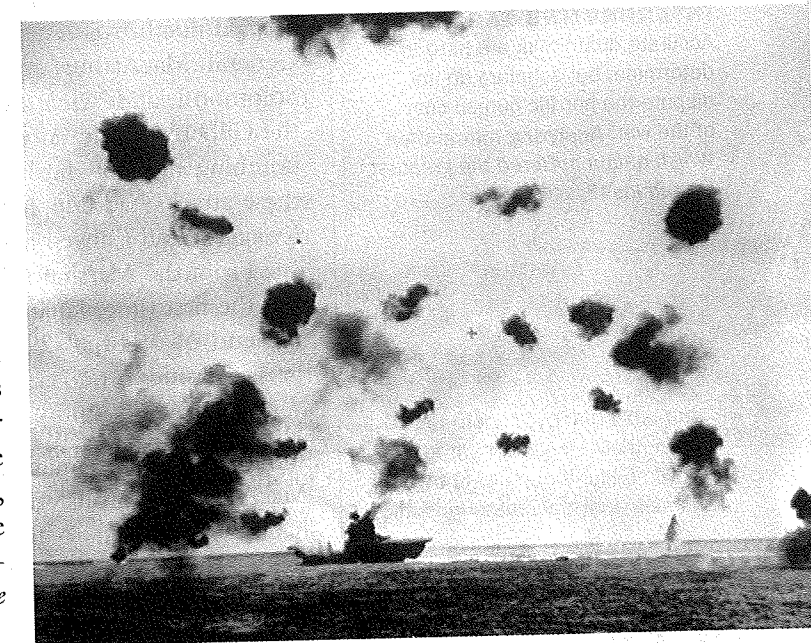
The Battle of Midway Japanese Admiral Yamamoto Isoroku, architect of the Pearl Harbor attack, hoped to destroy what remained of the United States Pacific Fleet by luring it into battle near Midway Island, some 1,100 miles northwest of Hawaii. Yamamoto committed a large part of Japan's navy to his planned invasion of Midway. He believed, correctly, that American Admiral Chester Nimitz would use all his resources to protect the island so vital to the defense of Hawaii.

The **Battle of Midway** opened on June 4, 1942, with a wave of Japanese bomber attacks on the island and a simultaneous, unsuccessful American strike on the Japanese fleet. As in the Battle of the Coral Sea, the Battle of Midway was fought entirely from the air. At first, American planes based on Midway's airfields tried to fend off the Japanese carrier-based bombers. Then the American carriers intervened. Their warplanes surprised Japan's carriers at a vulnerable time as the Japanese were refueling planes and loading them with bombs. Aboard the targeted Japanese ships, fuel hoses caught fire and bombs stacked on the decks exploded. The Americans swiftly sank three of the four heavy Japanese carriers and finished off the fourth, the *Hiryu*, the next day. Before the *Hiryu's* destruction, planes from that carrier had managed to disable the *Yorktown*, which was later sunk by a Japanese submarine. The other two American carriers, the *Enterprise* and the *Hornet*, emerged undamaged.

The sinking of four Japanese carriers, combined with the loss of some 250 planes and most of Japan's skilled naval pilots, was a devastating blow to the Japanese navy. The American victory owed much to Commander Joseph Rochefort, who broke the Japanese code JN-25 in time to learn crucial information before the attack began. After the Battle of Midway, Japan was unable to launch any more offensive operations in the Pacific.

The Battle of Guadalcanal The victory at Midway allowed the Allies to take the offensive in the Pacific. Their first goal was to capture Guadalcanal in the Solomon Islands, where the Japanese were building an airfield to threaten nearby Allied bases and lines of communication with Australia.

When more than 11,000 marines landed on the island in August 1942, the 2,200 Japanese who were defending the island fled into the jungle. The **Battle of Guadalcanal** provided the marines with their first taste of jungle warfare. They slogged through swamps, crossed rivers, and hacked through tangles of vines in search of the enemy. The marines made easy targets for Japanese snipers hidden in the thick underbrush or in the tops of palm trees.



Japanese planes attack an American aircraft carrier during the Battle of Midway. The black clouds of smoke come from antiaircraft fire.

Deaths	
Civilian Deaths	Total Deaths
2,350,000	5,600,000
60,000	286,900
363,400	2,133,400
470,000	592,000
60,600	366,400
—	405,400
6,700,000	17,700,000
8,000,000	9,400,000

Both sides landed thousands of reinforcements in five months of fighting. After several fierce naval battles, the American navy took control of the waters around the island in November, limiting Japanese troop landings. Japan's outnumbered forces finally slipped off the island in February 1943. The Allies had conquered their first piece of Japanese-held territory. Now they made plans for rolling back Japan's other conquests.

Struggle for the Islands

From Guadalcanal, American forces began **island-hopping**, a military strategy of selectively attacking specific enemy-held islands and bypassing others. By capturing only a few crucial islands, the United States effectively cut off the bypassed islands from supplies and reinforcements and rendered those islands useless to the Japanese. This strategy also allowed the Americans to move more quickly toward their ultimate goal—Japan itself.

Island-Hopping in the Pacific In 1943 and 1944, the Allies pushed north from Australia and west across the Central Pacific. Forces under General MacArthur and Admiral William Halsey leapfrogged through the Solomon Islands while Admiral Nimitz led a similar island-hopping campaign in the Gilbert Islands. After seizing the island of Tarawa, Nimitz used it to launch bombing raids on Japanese bases in the Marshall Islands. By February 1944, these attacks had crippled Japanese air power, allowing Nimitz's forces to seize Kwajalein and Eniwetok at the northwest end of the island group.

From the Marshalls, Nimitz captured parts of the Mariana Islands in June. For the first time, Japan was within reach of long-range American bombers. By the end of 1944, B-29 Superfortresses were dropping tons of explosives on Japanese cities.

The Philippines Campaign As American forces pushed toward Japan in the summer of 1944, military planners decided to bypass the Philippine Islands. MacArthur vigorously opposed this strategy, claiming that the United States had an obligation to free the Filipino people. The general's arguments persuaded Roosevelt, who reversed the decision.

In mid-October, some 160,000 American troops invaded the Philippine island of Leyte. After the beach was secure, General MacArthur dramatically waded ashore from a landing craft. News cameras recorded the historic event as MacArthur proclaimed, "People of the Philippines, I have returned."

While American troops fought their way inland, the greatest naval battle in world history developed off the coast. More than 280 warships took part in the three-day **Battle of Leyte Gulf**. The Japanese high command directed nearly every warship still afloat to attack the United States Navy. This was the first battle in which Japanese **kamikazes**, or suicide planes, were used. *Kamikaze* pilots loaded their aircraft with bombs and then deliberately crashed them into

Iwo Jima and Okinawa

The fighting grew deadlier as American troops moved closer to Japan. One of the bloodiest battles of the war took place on the tiny volcanic island of Iwo Jima, less than 700 miles from Japan. The island's steep, rocky slopes were honeycombed with caves and tunnels. The natural terrain protected more than 600 Japanese guns, many encased in concrete bunkers. In November 1944, American bombers, based in the recently conquered Marianas, began to pound Iwo Jima from the air. For 74 days, American planes and warships poured nearly 7,000 tons of bombs and more than 20,000 shells onto Iwo Jima's defenders.

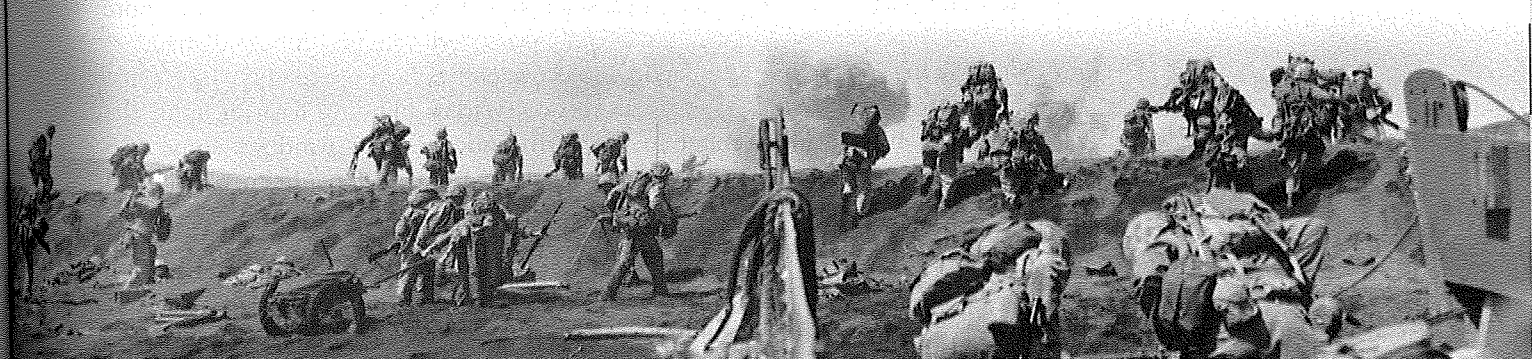
In mid-February 1945, marines stormed the beaches. They encountered furious resistance from the Japanese. After three days of combat, the marines had advanced only about 700 yards inland. Eventually nearly 110,000 American troops took part in the campaign. Although opposed by fewer than 25,000 Japanese, the marines needed almost a month to secure the island. The enemy fought almost to the last defender. Only 216 Japanese were taken prisoner.

In the **Battle of Iwo Jima**, American forces suffered an estimated 25,000 casualties. The United States awarded 27 Medals of Honor for actions on Iwo Jima, more than in any other single operation of the war. Admiral Nimitz described the island as a place in which "uncommon valor was a common virtue." A photo of servicemen raising the United States flag on Mt. Surabachi came to symbolize the struggles and sacrifices of American troops during World War II.

The **Battle of Okinawa**, fought from April to June 1945, was equally bloody. The small island of Okinawa, little more than 350 miles from Japan itself, was historically Japanese soil. It was the last obstacle to an Allied invasion of the Japanese home islands. With this in mind, many of the island's nearly 100,000 defenders had pledged to fight to the death.

The Allies gathered some 1,300 warships and more than 180,000 combat troops to drive the enemy from Okinawa in an effort second only to the Normandy invasion in size. Japanese pilots flew nearly 2,000 *kamikaze* attacks against this fleet. As American soldiers stormed ashore, defenders made equally desperate *banzai* charges—attacks in which the soldiers tried to kill as many of the enemy as possible until they themselves were killed.

On February 19, 1945—the first day of the invasion—Marines fought to win a foothold on Iwo Jima under intense Japanese fire.





Kamikaze attacks took a toll on the United States Navy in the final year of the war.

One soldier described the long, hard-fought campaign to take Okinawa:

“Our attack pattern was: barrage a hill with bombs and shells, move up the foot soldiers, hold it against counterattacks, fight down the reverse slope, then start on the next one. We would attack during the day, dig in for the night—not for sleep, but for safety. A hole was never deep enough when the Japanese started their barrage. And then, at night, they would come, a screaming banzai or a single shadow.”

—An American GI at Okinawa

In June, when the Japanese resistance finally ended after almost three months, only 7,200 defenders remained to surrender. For American forces, the nearly 50,000 casualties made the Battle of Okinawa the costliest engagement of the Pacific war. At long last, however, the Allies had a clear path to Japan.

The Manhattan Project

The next challenge for American soldiers was to prepare themselves for the invasion of Japan. After the grueling battles at Iwo Jima and Okinawa, they knew how costly such an invasion would be. Unknown to them, however, work was nearly complete on a bomb that would make the invasion unnecessary.

In August 1939, Roosevelt had received a letter from Albert Einstein, a brilliant Jewish physicist who had fled from Europe. In his letter, Einstein suggested that an incredibly powerful new type of bomb could be built by the Germans. Determined to build the bomb before Germany did, Roosevelt organized the top secret **Manhattan Project** to develop an atomic bomb.

Scientists had already succeeded in splitting the nucleus of the uranium atom. To make an atomic bomb, however, they had to discover how to create a chain reaction. In such a reaction, particles released from the splitting of one atom would cause another atom to break apart, and so on. In theory, the energy released by the splitting of so many atoms would produce a massive explosion. In 1942, Enrico Fermi produced the first controlled chain reaction in a laboratory at the University of Chicago. Scientists worked to design a bomb that could store the raw materials and trigger a much more powerful chain reaction on demand.

On July 16, 1945, Manhattan Project scientists field-tested the world's first atomic bomb in the desert of New Mexico. With a blinding flash of light, the explosion blew a huge crater in the earth and shattered windows some 125 miles away. As he watched, J. Robert Oppenheimer, who had supervised the building of the bomb, remembered the words of the *Bhagavad Gita*, the Hindu holy book: “Now I am become Death, the destroyer of worlds.”

The Decision to Drop the Bomb Once the bomb was ready, the question became whether or not to use it against Japan. There were a number of alternative possibilities for ending the war:

1. a massive invasion of Japan, expected to cost millions of Allied casualties
2. a naval blockade to starve Japan, along with continued conventional bombing
3. a demonstration of the new weapon on a deserted island to pressure Japan to surrender



VIEWING HISTORY A single atomic bomb leveled the city of Hiroshima. **Making Comparisons** How was the atomic bomb different from other war technology?

4. a softening of Allied demands for an unconditional surrender

An advisory group of scientists, military leaders, and government officials, called the Interim Committee, met in the spring of 1945 to debate these ideas. It could not recommend any of the alternatives. Heavy American casualties at Iwo Jima and Okinawa were a factor in the committee's support for using the bomb.

The final decision, however, rested with President Harry S Truman, who had taken office barely three months earlier, after Roosevelt's sudden death in April 1945. Truman had no difficulty making up his mind. He considered the bomb to be a military weapon and had no doubt that it should be used. Truman never regretted his decision. “You should do your weeping at Pearl Harbor,” he said to his critics in 1963.

Japan Surrenders On August 6, 1945, an American plane, the *Enola Gay*, dropped a single atomic bomb on Hiroshima, a city in southern Japan and the site of a large army base. A blast of intense heat annihilated the city's center and its residents in an instant. Many buildings that survived the initial blast were destroyed by fires spread by powerful winds. Perhaps 80,000 died and at least as many were injured by fire, radiation sickness, and the force of the explosion. At least 90 percent of the city's buildings were damaged or totally destroyed. A Hiroshima resident described the scene after the bombing:

“Wherever you went, you didn't bother to take the roads. Everything was flat, nothing was standing, no gates, pillars, walls, or fences. You walked in a straight line to where you wanted to go. Practically everywhere you came across small bones that had been left behind.”

—Hiroshima survivor

Three days later, a second bomb was dropped on Nagasaki. On August 14, the government of Japan accepted the American terms for surrender. The next day, Americans celebrated V-J Day (Victory in Japan Day). The formal surrender agreement was signed on September 2, 1945, aboard the USS *Missouri* in Tokyo Bay. The long and destructive war had finally come to an end.



Japanese officials signed documents of surrender aboard the USS *Missouri*.

Section 4

Assessment

READING COMPREHENSION

1. What was Japan's military strategy immediately after the attack on Pearl Harbor?
2. How did the **Battle of Midway** and the **Battle of Guadalcanal** change the course of the war in the Pacific?
3. How did the **Battle of Okinawa** influence the decision to use the atomic bomb against Japan?

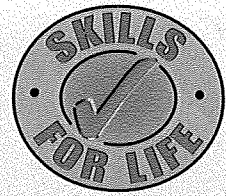
CRITICAL THINKING AND WRITING

4. **Making Comparisons** (a) In what ways did naval power play a different role in the Pacific war than it did in the war in Europe? (b) Why were aircraft carriers crucial to the Japanese and American war efforts?
5. **Writing to Explain** Write a brief essay that explains why the Japanese were able to advance so easily in 1941 and early 1942.



Take It to the NET

Activity: Writing a Magazine Article Select a battle, issue, or military unit from the War in the Pacific. Research your subject online, and then write a magazine article on that theme. Be sure to incorporate primary sources. Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity.
www.phschool.com



Making Decisions

Some decisions are more difficult to make than others. A good way to learn decision-making skills is to look at the choices others have made and how they made them.

One of the most famous—and most analyzed—decisions in history was President Harry S Truman’s decision to drop the atomic bomb on Japan during World War II. The decision was made after Germany had surrendered. Truman feared that defeating Japan might be more difficult because “the Japanese were self-proclaimed fanatic warriors who made it all too clear that they preferred death to defeat in battle.” He describes his decision at right.

LEARN THE SKILL

Use the following steps to make decisions:

- 1. Identify the problem and express it clearly.** First determine *whether* a decision is needed; then clarify *what* needs to be decided. What is the issue you want to resolve or the goal you want to achieve?
- 2. Gather information.** Find out facts about the issue. Be sure that your sources are reliable.
- 3. Identify options.** Be sure to consider all the ways an issue might be handled. Stating the options clearly will help you decide.
- 4. Predict consequences.** Identify the pros and cons of each choice.
- 5. Make a decision.** Evaluate your options; choose the one with the most acceptable consequences.

PRACTICE THE SKILL

Answer the following questions:

- 1. (a)** What issue did President Truman need to resolve? What was his goal? **(b)** Was a decision necessary? Explain your answer.
- 2. (a)** What information was Truman given about Japan’s military strength? **(b)** What information was he given on the projected casualties should the United States invade Japan?
- 3.** What options did Truman identify?
- 4. (a)** What did Truman think would be the consequences of each of these options? **(b)** What pros and cons did he consider?
- 5. (a)** What did President Truman decide? **(b)** What was his reasoning?

APPLY THE SKILL

See the Chapter Review and Assessment for another opportunity to apply this skill.

“[O]n June 18, I met with the Joint Chiefs of Staff to discuss what I hoped would be our final push against the Japanese. We still hadn’t decided whether or not to use the atomic bomb, and the chiefs of staff suggested that we plan an attack on Kyushu, the Japanese island on their extreme west, around the beginning of November, and follow up with an attack on the more important island of Honshu. But the statistics that the generals gave me were as frightening as the news of the big bomb. The chiefs of staff estimated that the Japanese still had five thousand attack planes, seventeen garrisons on the island of Kyushu alone, and a total of more than two million men on all of the islands of Japan. General Marshall then estimated that, since the Japanese would unquestionably fight even more fiercely than ever on their own homeland, we would probably lose a quarter of a million men and possibly as many as a half million in taking the two islands. I could not bear this thought, and it led to the decision to use the atomic bomb.

We talked first about blockading Japan and trying to blast them into surrender with conventional weaponry; but Marshall and others made it clear that this would never work, pointing out that we’d hit Germany in this way and they hadn’t surrendered until we got troops into Germany itself. Another general also pointed out that Germany’s munitions industries were more or less centralized and that our constant bombings of these facilities never made them quit, and Japan’s industries were much more spread apart and harder to hit. Then, when we finally talked about the atomic bomb, on July 21, coming to the awful conclusion that it would probably be the only way the Japanese might be made to surrender quickly, we talked first about hitting some isolated area, some low-population area where there would not be too many casualties but where the Japanese could see the power of the new weapon. Reluctantly, we decided against that as well, feeling that that just wouldn’t be enough to convince the fanatic Japanese. And we finally selected four possible target areas, all heavy military-manufacturing areas: Hiroshima, Kokura, Nagasaki, and Niigata.”

—Where the Buck Stops: The Personal and Private Writings of Harry S Truman, Margaret Truman (ed.)

The Social Impact of the War

READING FOCUS

- How did African Americans, Mexican Americans, and Native Americans experience the war at home?
- What difficulties did Japanese Americans face?
- In what ways did the war change conditions for working women?

KEY TERMS

Congress of Racial Equality (CORE)
bracero
barrio
interned
Nisei

TAKING NOTES

As you read, complete this chart listing the experiences of women and minorities during the war.

Women	• Women fill jobs at factories and shipyards.
African Americans	
Mexican Americans	
Japanese Americans	

MAIN IDEA

While the war brought new opportunities for women and some racial and ethnic minorities, Japanese Americans were the victims of widespread intolerance.

Setting the Scene To win the war, the United States needed to draw upon all its resources, including its people. For several groups in American society, this need opened up opportunities that had not existed before the war. Taking advantage of those opportunities proved difficult, however, especially for racial and ethnic minorities. Prejudice still blocked many people from advancing freely.

Early in the war, most defense industries refused to accept African Americans. A. Philip Randolph, a powerful union leader, thought that mass protest might force the government to end this discrimination. He called for a march on Washington, D.C., under the slogan “We loyal Negro American citizens demand the right to work and fight for our country.” Critics, including President Roosevelt, feared that a protest march by African Americans might hurt national unity and lead to violence. Randolph replied:

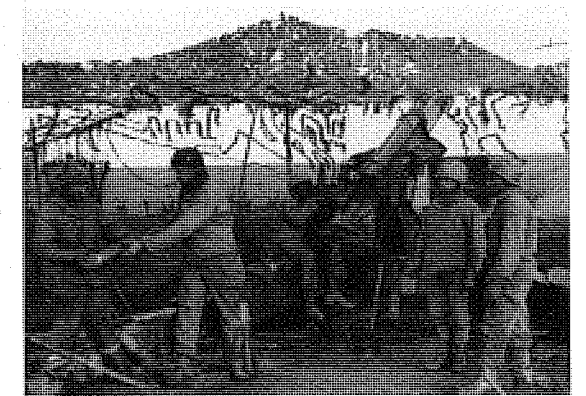
“We seek the right to play our part in advancing the cause of national defense and national unity. But certainly there can be no national unity where one tenth of the population are denied their basic rights as American citizens. . . . One thing is certain and that is if Negroes are going to get anything out of this national defense, which will cost the nation 30 or 40 billions of dollars that we Negroes must help pay in taxes as property owners and workers and consumers, we must fight for it and fight for it with gloves off.”

—A. Philip Randolph, press release, January 15, 1941

African Americans

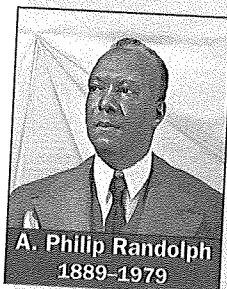
African Americans had struggled for decades to end discrimination. Yet the Jim Crow system still endured in the South, and African Americans in the North faced unofficial discrimination in employment, education, and housing.

Economic Discrimination In 1941, industries searched for millions of new workers to meet the demands of the Lend-Lease program. Still, one out of five potential African American workers remained jobless. Government



Segregation in the military mirrored conditions at home. Members of an African American field artillery unit (above) fire shells in Germany.

AMERICAN BIOGRAPHY



A. Philip Randolph
1889-1979

While working his way through college in New York and later as a ship's waiter, A. Philip Randolph began work as a union organizer. Starting in 1925, Randolph gradually won recognition for

the Brotherhood of Sleeping Car Porters, a railway union composed largely of African Americans. The union won higher wages and cuts in working hours and travel requirements in 1937.

After World War II, Randolph continued as a labor leader, and became a vice president of the combined AFL and CIO labor union in 1955. When the civil rights movement got under way, the march that Randolph had wanted to hold years before finally took place. In August 1963, he directed the March on Washington, D.C., and stood beside Martin Luther King, Jr., as King gave his famous "I Have a Dream" speech.

agencies set up to help the unemployed during the Depression honored employers' requests for "whites only." Randolph hoped that his March on Washington would persuade the President to end this discrimination. He told Roosevelt to expect thousands of marchers in the capital on July 4. Roosevelt tried to talk Randolph out of the march, but Randolph refused.

Finally, on June 25, 1941, the President signed Executive Order 8802, opening jobs and job training programs in defense plants to all Americans "without discrimination because of race, creed, color, or national origin." The order also created the Fair Employment Practices Committee (FEPC) to hear complaints about job discrimination in defense industries and government. The committee had no real power, and many defense employers ignored its recommendations. Still, it was a beginning. For the first time in American history, the government acted against discrimination in employment. Randolph called off his march.

As a result, African Americans shared in some of the wartime prosperity. During the 1940s, more than 2 million African Americans migrated from the South to cities in the North. They found new job opportunities but also encountered new problems. Segregation forced most African Americans to live in poor housing in overcrowded urban ghettos. A 1941 survey showed that 50 percent of all African American homes were substandard, compared to only 14 percent of white homes.

To make matters worse, white workers and homeowners often feared and resented the newcomers. Resentments escalated into violence in some cities. In June 1943, a race riot in Detroit killed 34 people and caused millions of dollars worth of damage. Later that summer, a riot also broke out in New York City.

Soldiers and Segregation African American and white soldiers risked their lives equally in the war. Yet the American military strictly segregated white and African American troops. When they came home on leave, African Americans in army uniform still faced prejudice. Alexander J. Allen, who worked for the Baltimore Urban League during the war, remarked, "It made a mockery of wartime goals to fight overseas against fascism only to come back to the same kind of discrimination and racism here in this country." In Kansas, for instance, the owner of a lunch counter refused to serve a group of African American GIs. One GI recalled:

"You know we don't serve coloreds here," the man repeated. . . . We ignored him, and just stood there inside the door, staring at what we had come to see—the German prisoners of war who were having lunch at the counter. . . . We continued to stare. This was really happening. It was no jive talk. The people of Salina would serve these enemy soldiers and turn away black American GIs."

—Lloyd Brown

Divided Opinions In a 1942 poll, six out of ten whites believed that black Americans were satisfied with existing conditions and needed no new opportunities. Government attitudes mirrored this lack of concern. Roosevelt declined to disrupt the war effort to promote social equality. "I don't think, quite frankly," he said in late 1943, "that we can bring about the millennium [a period of human perfection] at this time."

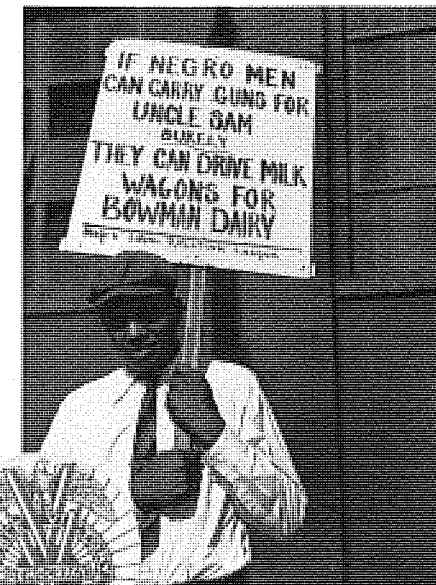
These attitudes forced African Americans to work for change on their own. The *Pittsburgh Courier*, an African American newspaper, launched a "Double V" campaign. The first V stood for victory against the Axis powers, the second for victory in winning equality at home.

Another step was the founding of the **Congress of Racial Equality (CORE)** in Chicago in 1942. CORE believed in using nonviolent techniques to end racism. In May 1943, it organized its first sit-in at a restaurant called the Jack Spratt Coffee House. Groups of CORE members, including at least one African American, filled the restaurant's counter and booths. They refused to leave until everyone was served. The sit-in technique ended Jack Spratt's discriminatory policies and quickly spread to CORE groups in other cities. These efforts paved the way for the civil rights movement that would begin in the next decade.

Mexican Americans

Like African Americans, both Mexican American citizens and Mexicans working in the United States faced discrimination during the war. Mexican Americans joined the armed forces, and the wartime economy brought new job opportunities in defense industries. By 1944, about 17,000 Mexican American citizens and Mexicans working in the United States held jobs in the Los Angeles shipyards, where none had worked three years before. Mexican Americans also found jobs in shipyards and aircraft factories in California and in Washington, Texas, and New Mexico. Some headed for other war production centers such as Detroit, Chicago, Kansas City, and New York.

The Bracero Program In agriculture, a shortage of farm laborers led the United States to seek help from Mexico. In 1942, an agreement between the two nations provided for transportation, food, shelter, and medical care for thousands of *braceros*, Mexican farm laborers brought to work in the United States. Between 1942 and 1947, more than 200,000 *braceros* worked on American farms and, occasionally, in other industries. The program brought a rise in the Latino population of Los Angeles and other cities in southern California. Many lived in Spanish-speaking neighborhoods called *barrios*. Crowded conditions and discrimination often created tensions, however.



The "Double V" campaign urged victory over enemies overseas and over racial discrimination at home. This man (above) protested outside a Chicago milk company in 1941.

COMPARING PRIMARY SOURCES

Integration of the Armed Forces

Discussion about desegregating the armed forces during World War II aroused strong feelings on both sides.

Analyzing Viewpoints What arguments does each side use to support its viewpoint?

In Favor of Integration

"Though I have found no Negroes who want to see the United Nations lose this war, I have found many who, before the war ends, want to see the stuffing knocked out of white supremacy. . . . If freedom and equality are not vouchsafed [granted] the peoples of color, the war for democracy will not be won. . . . We demand the abolition of segregation and discrimination in. . . [all] branches of national defense."

—A. Philip Randolph, African American labor and civil rights leader, November 1942

Opposed to Integration

"In this hour of national crisis, it is much more important that we have the full-hearted co-operation of the thirty million white southern Americans than that we satisfy the National Association for the Advancement of Colored People. . . . If they be forced to serve with Negroes, they will cease to volunteer; and when drafted, they will not serve with that enthusiasm and high morale that has always characterized the soldiers and sailors of the United States."

—W. R. Poage, Texas state representative, 1941

Zoot Suit Riots In the 1940s, some young Mexican Americans in Los Angeles began to wear an outfit known as the “zoot suit,” featuring a long draped jacket and baggy pants with tight cuffs. “Zoot-suiters” often wore a slicked-back “ducktail” haircut. This look offended many people, especially sailors who came to Los Angeles on leave from nearby military bases. Groups of sailors roamed the streets in search of zoot-suiters, whom they beat up and humiliated for looking “un-American.” One Spanish newspaper, *La Opinión*, urged Mexican American youths not to respond with more violence, but some took revenge on the sailors when they could.

Early in June 1943, the street fighting grew into full-scale riots. Local newspapers usually blamed Mexican Americans for the violence. Police often arrested the victims rather than the sailors who had begun the attacks. Army and navy officials finally intervened by restricting GIs’ off-duty access to Los Angeles.

Native Americans

The war also changed the lives of Native Americans. In addition to the 25,000 Native Americans who joined in the armed forces, many others migrated to urban centers to work in defense plants. Roughly 23,000 Native Americans worked in war industries around the country.

Life in the military or in the cities was a new experience for many Native Americans who had lived only on reservations. They had to adapt quickly to white culture. At the end of the war, those who had moved away often did not return to reservation life. For some, the cultural transition brought a sense of having lost their roots.

Japanese Americans

Japanese Americans suffered official discrimination during the war. In late 1941, they were a tiny minority in the United States, numbering only 127,000 (about 0.1 percent of the entire population).

Most lived on the West Coast, where racial prejudice against them was strong. About two thirds of Japanese Americans had been born in the United States. Although they were native-born citizens, they still often met hostility from their white neighbors.

Hostility grew into hatred and hysteria after Japan attacked Pearl Harbor. Rumors flew about sabotage on the West Coast. The press increased people’s fears with inaccurate reports carrying headlines such as “Jap Boat Flashes Message Ashore” and “Japanese Here Sent Vital Data to Tokyo.” Such reports left Americans feeling that Japanese spies were everywhere.

Japanese Internment As a result of these prejudices and fears, the government decided to remove all “aliens” from the West Coast. On February 19, 1942, President Roosevelt signed Executive Order 9066. It authorized the Secretary of War to establish military zones on the West Coast and remove “any or all persons” from such zones. Officials told foreign-born Italians and Germans to move away from the coast, but within a few months they canceled those orders. The government set up the War Relocation Authority to move out everyone of Japanese ancestry—about 110,000 people, both citizens and non-citizens. They would be **interned**, or confined, in camps in remote areas far from the coast.

Relocation took place so fast that Japanese Americans had little time to secure their property before they left. Many lost their businesses, farms, homes, and other valuable assets. Henry Murakami, a resident of California,

remembers losing the \$55,000 worth of fishing nets that had been his livelihood:

“When we were sent to Fort Lincoln [in Bismarck, North Dakota] I asked the FBI men about my nets. They said, ‘Don’t worry. Everything is going to be taken care of.’ But I never saw the nets again, nor my brand-new 1941 Plymouth, nor our furniture. It all just disappeared. I lost everything.”

—Henry Murakami

Japanese Americans had no idea where they were going when they boarded buses and trains for the camps. Monica Sone, who lived in Seattle, imagined her camp would be “out somewhere deep in a snow-bound forest, an American Siberia. I saw myself plunging chest deep in the snow, hunting for small game to keep us alive.” She and her family packed their winter clothes, only to end up in Camp Minidoka, on the sun-baked prairie of central Idaho, where the normal July temperature is about 90 degrees Fahrenheit.

All the camps were located in desolate areas. Families lived in wooden barracks covered with tar paper, in rooms equipped only with cots, blankets, and a light bulb. People had to share toilet, bathing, and dining facilities. Barbed wire surrounded the camps, and armed guards patrolled the grounds. Although the government referred to these as relocation camps, one journalist pointed out that they seemed “uncomfortably close to concentration camps.”

Legal Challenges A few Japanese Americans challenged the internment policy in the courts. Four cases eventually reached the Supreme Court, which ruled that the wartime relocation was constitutional. In one case, California resident Fred Toyosaburo Korematsu, a defense-plant worker, was arrested for refusing to report to a relocation center. Korematsu appealed, saying that his civil rights had been violated.

The Supreme Court, in *Korematsu v. United States* (1944), ruled that the relocation policy was not based on race. The majority opinion said that “the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily.” The dissenting opinion, however, labeled the policy “an obvious racial discrimination.”

Early in 1945, the government allowed Japanese Americans to leave the camps. Some returned home and resumed their lives, but others found that they had lost nearly everything. As time passed, many Americans came to believe that the internment had been a great injustice. In 1988, Congress passed a law awarding each surviving Japanese American internee a tax-free payment of \$20,000. More than 40 years after the event, the United States government also officially apologized.

Japanese Americans in the Military During the war, the military refused to accept Japanese Americans into the armed forces until early 1943. Despite the government’s harsh treatment of Japanese civilians, thousands volunteered and eventually more than 17,000 fought in the United States armed services. Most were **Nisei**, or citizens born in the United States to Japanese immigrant parents, and some volunteered while in internment camps. Many all-Nisei units won recognition for their courage in Europe. In fact, the soldiers of the



VIEWING HISTORY Five months after the attack on Pearl Harbor, the Mochida family waits for a bus to take them from Hayward, California, to a camp. **Recognizing Bias** Why did the United States intern Japanese Americans like the Mochidas?

READING CHECK What was the record of Japanese American soldiers in World War II?



VIEWING HISTORY To defeat the Japanese in the Pacific, United States Marines had to keep their strategies from the enemy. Navajo code talkers, using a Native American language, allowed the Allies to stay one step ahead of the Japanese. **Synthesizing Information** How else did the armed forces benefit from diversity?

all-Japanese 442nd Regimental Combat Team won more medals for bravery than any other unit in United States history.

Working Women

Women of all ages and ethnic and economic backgrounds went to work in the wartime economy. Many of them joined the work force out of a sense of patriotism. They wanted to support their husbands, boyfriends, sons, and brothers who had marched off to war. Others realized that the war gave them an opportunity to work at jobs that would otherwise be closed to them.

New Kinds of Jobs Before the war, most women who worked for wages were single and young. They worked mainly as secretaries, sales clerks, household servants, and in other low-paying jobs traditionally held by women. Except for teaching and nursing, few women entered professional careers. Women with factory jobs usually worked in industries that produced clothing, textiles, and shoes, while men dominated the higher-paying machinery, steel, and automobile industries. Almost everywhere, women earned less than men.

Like World War I, World War II brought women into different parts of the work force. As men were drafted into the armed forces, many factory jobs fell vacant. These higher-paying positions lured many women away from traditional women's jobs. They moved eagerly into manufacturing, particularly in the defense industries. Many women who had never worked outside the home also took jobs in the aircraft factories, shipyards, and other industrial sites that directly supported the war effort. The number of working women rose by almost one third, from 14.6 million in 1941 to about 19.4 million in 1944. Women at one point made up about 35 percent of the total civilian labor force.

A popular song in 1942 told the story of a fictional young woman called Rosie the Riveter. Rosie was a home front hero.

She worked in a defense plant, driving rivets into the metal plates of aircraft, while her boyfriend Charlie served in the marines. The government used images of Rosie in posters and recruitment films of the 1940s to attract new women workers. In time, Rosie the Riveter became the popular name for all women who worked in war-production jobs, including riveters, steelworkers, and welders.

Benefits and Problems of Employment On the whole, women enjoyed working in war-related industries. Employment outside the home made a big difference in their lives, giving them self-confidence as well as economic independence. For example, Josephine McKee, a Seattle mother of nine who worked at the Boeing Aircraft Company, used her earnings to pay off debts from the Depression. Other women found the work more interesting and challenging than what they had done before. Evelyn Knight left a job as a cook to work in a navy yard. She explained, "After all, I've got to keep body and soul together, and I'd rather earn a living this way than to cook over a hot stove." Many women took jobs for patriotic reasons. One rubber plant worker declared, "Every time I test a batch of rubber, I know it's going to help bring my three sons home quicker."

African American women had long worked in greater proportion than white women. Generally, though, only cooking, cleaning, child care, and other domestic jobs were open to them. When they applied for defense jobs, African American women often faced prejudice based on both their gender and race. Some women fought back. Through lawsuits and other forms of protest,

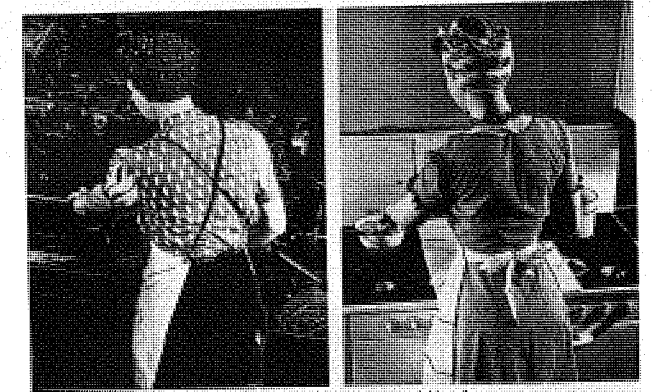
African American women improved their chances in the work force. From 1940 to 1944, the percentage of African American women in industrial jobs increased from 6.8 percent to 18 percent. The number working in domestic service dropped from 59.9 percent to 44.6 percent.

In spite of the benefits of working, women faced a number of problems both inside and outside the workplace. They often encountered hostile reactions from other workers, particularly in jobs previously filled only by men. They also earned much less pay than men doing the same jobs. The National War Labor Board declared in the fall of 1942 that women who performed "work of the same quality and quantity" as men should receive equal pay. Employers widely ignored this policy.

Working women had to figure out what to do with their children while they were on the job. More than half a million women with children under the age of 10 worked during the war, and day-care centers were scarce. They were forced to rely on family members and friends to care for their children. Furthermore, a typical woman's workday did not end after eight hours at the plant. Most working women also shouldered the burden of cooking, cleaning, and otherwise maintaining the household.

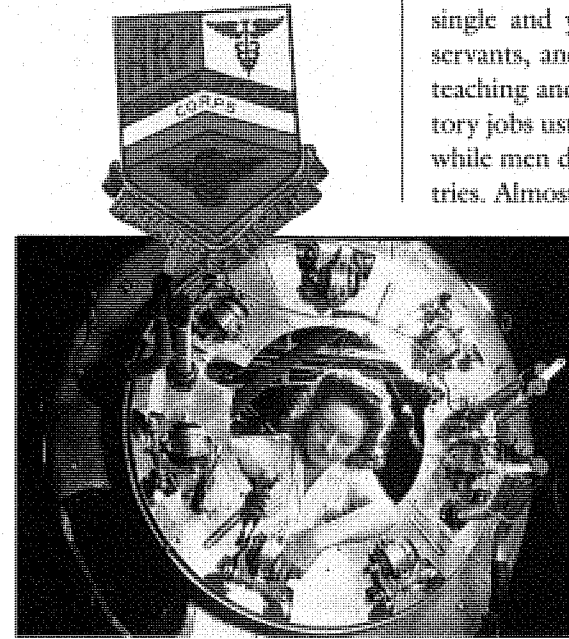
After the War The government drive to bring women to defense plants assumed that when the war was over, women would leave their jobs and return home. War work was just "for the duration." While many women wanted to continue working at the war's end, the pressures to return home were intense. Returning servicemen expected to get their jobs back.

As the economy returned to peacetime, twice as many women as men lost factory jobs. Some women were content to leave once the wartime sense of urgency ended. Others, however, had discovered new satisfactions in the workplace that made them want to keep on working. Some women also continued to work part time to bring in additional income.



What's Become of Rosie the Riveter?

VIEWING HISTORY Government campaigns aimed at women changed their message once the war was over. Posters such as this one tried to persuade women to give up their factory jobs and return to full-time homemaking. **Drawing Inferences** Why were women being urged out of the work force?



The motto of the women's Auxiliary Reserve Pool (top) during World War II was "Prepared and Faithful." The worker (bottom) is assembling an aircraft.



Sounds of an Era

Listen to "Rosie the Riveter" and other sounds from World War II.

Section

5

Assessment

READING COMPREHENSION

- (a) What was the goal of A. Philip Randolph's march? (b) What was the significance of **CORE**?
- How did Mexican Americans contribute to the war effort through the **bracero** program and in other ways?
- (a) What challenges did women confront when taking jobs outside the home? (b) What were some benefits of wartime jobs for women?

CRITICAL THINKING AND WRITING

- Recognizing Bias** Although women workers were recruited during the war, they were pressured to leave their jobs and return to domestic work once it ended. What underlying beliefs does this series of events suggest?
- Writing an Opinion** Write a short paragraph explaining why you think the government acted more harshly against Japanese Americans than against people of Italian and German ancestry.

Take It to the NET

Activity: Writing an Encyclopedia Entry Investigate key roles women played during World War II. Take detailed notes. Then using your findings, write an encyclopedia entry for "Women's Roles During World War II." Use the links provided in the *America: Pathways to the Present* area of the following Web site for help in completing this activity. www.phschool.com