

MI OPEN BOOK PROJECT

United

Reconstruction to Today

States

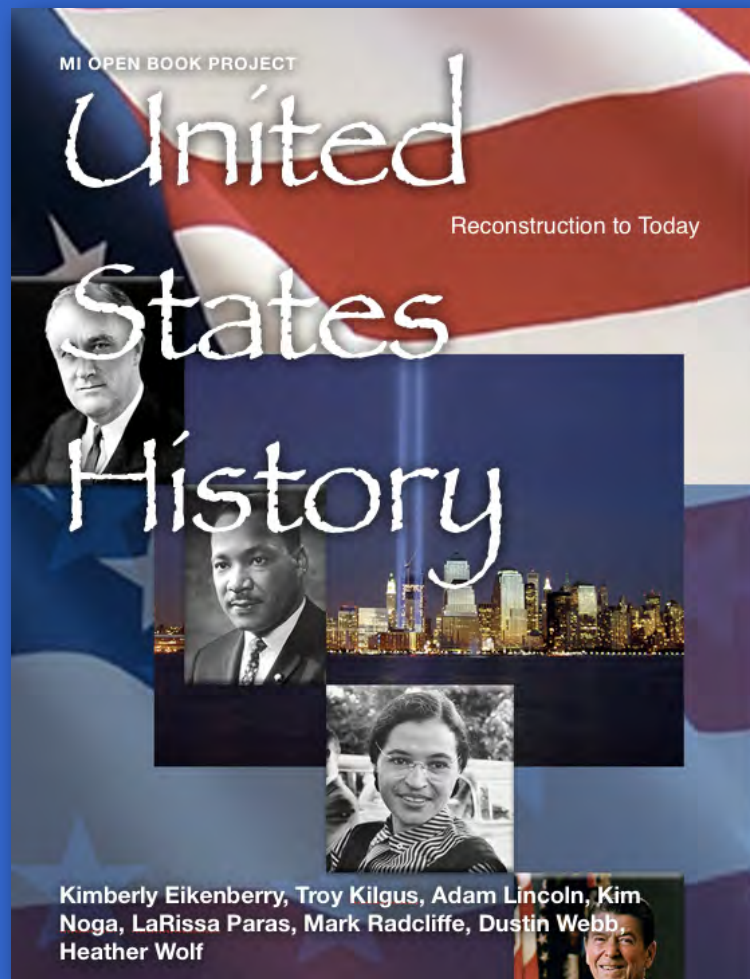
History



Kimberly Eikenberry, Troy Kilgus, Adam Lincoln,
Kim Noga, LaRissa Paras, Mike Radcliffe, Dustin
Webb, Heather Wolf



MICHIGAN **OPEN BOOK PROJECT**



This is version 1.4 of this resource, released August 2018

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MICHIGAN OPEN BOOK PROJECT

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Kim has a B.A. in History and Social Studies and a M.A. in Educational Leadership, both from Western Michigan University. She has served in many roles during her thirteen years as an educator, including department chair, curriculum director, and administrator. Kim currently teaches World History and Economics at Grand Haven High School.

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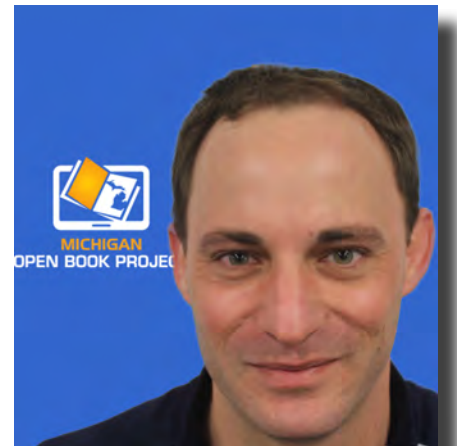


Adam Lincoln

Ithaca Jr/Sr High School

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Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.





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Kim has a B.A. in History/ Social Studies and an M.A. in Curriculum and Teaching, both from Michigan State University. For the past 14 years she has been employed at Ionia High School where she teaches Economics, U.S. History, and Humanitarian Studies. Her hobbies include reading and traveling the world.

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LaRissa is an alumni of Central Michigan University and the State University of New York. She is a tenured teacher in New York and now in Michigan where she works and resides with her husband and two rambunctious boys. Currently she is teaching World History and Current Issues at Greenville High School. She and her husband founded LP Inspire, LLC to encourage young people to grow into their best selves. She is also the proud creator of The Lotus Project, a successful mentoring program to help young women become empowered and rise above adversity in a positive way. In her spare time she enjoys reading, yoga, and being outdoors.



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Mike Radcliffe is a native of South Lyon, Michigan. He received his Bachelor of Arts degree in history from Colorado State University, followed by a Masters of Arts degree in American Studies from the University of Colorado. Over his 23 years of teaching students in Colorado and Michigan, he has taught Advanced Placement United States History, American Popular Culture, World History, World Geography, Sociology, and Economics. He currently serves as the department chair for the social studies department at Greenville High School, where he has taught the past 15 years. His previous textbook projects include serving as a teacher consultant for textbooks in US History and World Geography for Teachers Curriculum Institute. His interests include his wife of twenty-five years, three amazing children, mountain biking, and really bad puns.

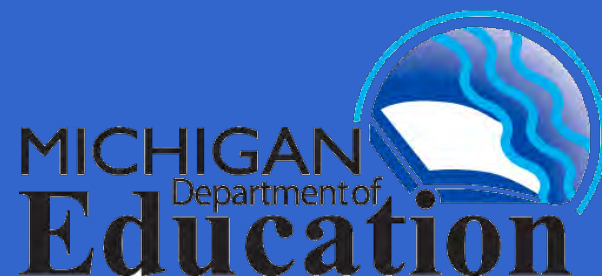


The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

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Dustin graduated from the University of Michigan in 2009 with degrees in history and English. Since then, he has been teaching US History and directing the school play and forensics program at Lake City High School in Lake City, Michigan.

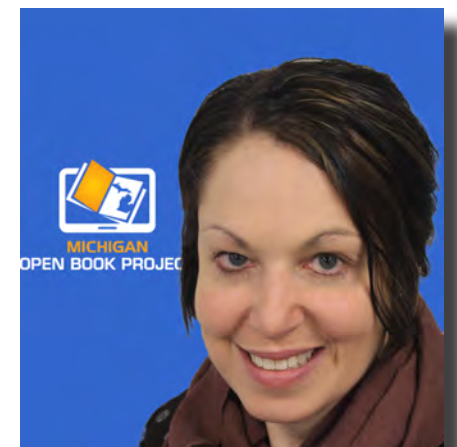
Outside of teaching, Dustin is an avid cyclist and competes in amateur mountain bike races. He is also an avid sailor and enjoys spending his summers in Northport, MI where he teaches sailing to young sailors. Dustin lives in Lake City with his wife and fur child (dog) Otis.

Heather Wolf

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Heather has taught Social Studies at Shepherd High School for 16 years. She currently teaches American History and Law, but has also taught Modern American History, Civics, Current Events, and History of American Wars in the past. Heather is a graduate of Central Michigan University, where she earned both her undergraduate degree, as well as a Master of Arts in History. She also teaches Social Studies Methods and Pre-Student Teaching courses at CMU. Heather also is the chair of the Social Studies Department at Shepherd High School and is involved in many other facets of the school and community. Heather was named 2009 High School Educator of the Year by the Michigan Council for the Social Studies. She enjoys reading, traveling and spending time with her family.



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Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social





Chapter 7

Was the Conduct of the U.S. During WWII Consistent With Its Core Democratic Values?

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

Roots of the Second World War

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Totalitarianism

Fascism

National Socialist German Workers' Party (Nazi)

Lebensraum

Collective Security

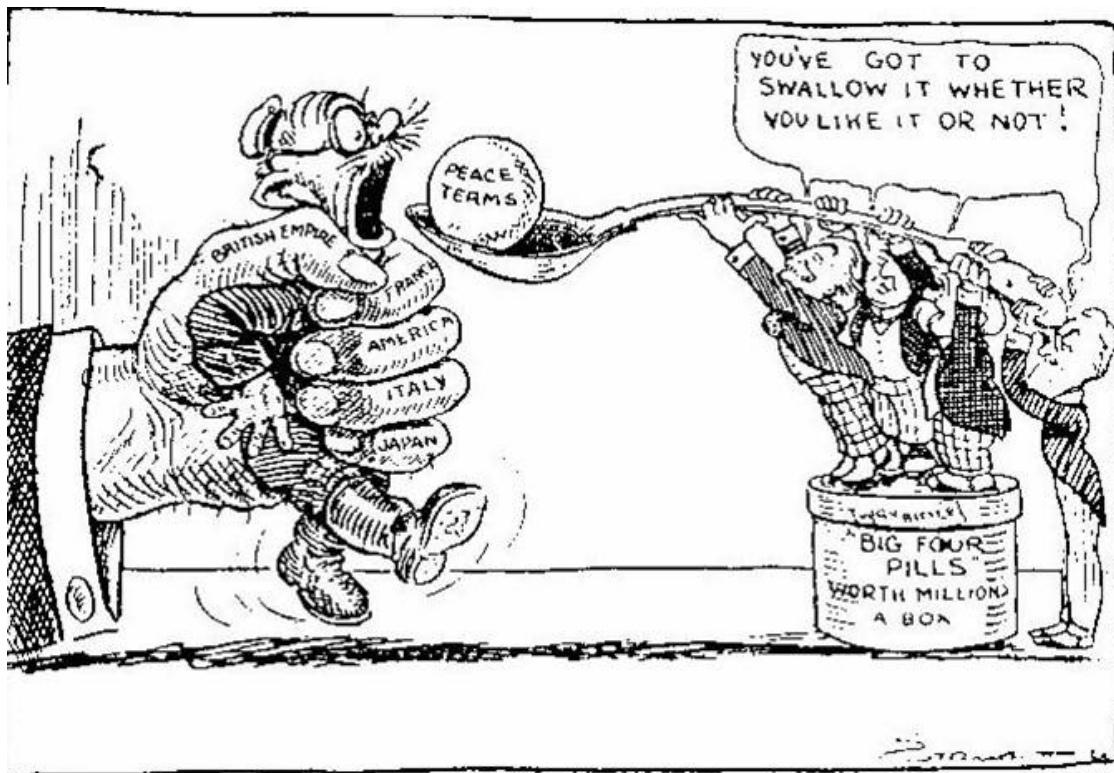
Roots of the Second World War

After four long and bitter years of a disastrous conflict that claimed the lives of over 620,000 soldiers, a haggard and worn president looked over the crowd and uttered the immortal words:

“With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”



U.S. Marines of the 28th Regiment, 5th Division, raise the American flag atop Mt. Suribachi, Iwo Jima, on Feb. 23, 1945. (Joe Rosenthal AP Photo)



"The Day" (Der Tag): Allied leaders at Versailles force Germany to take a bitter pill. Source: Daily Express [London] 7 May 1919

Just a month before his assassination, President Abraham Lincoln spoke those words with the intent to heal the nation's wounds and unite friends and foes alike after four years of the American Civil War. Lincoln seemed to understand that bitterness and hatred, revenge and strife, have the capacity to inflict severe damage long after the last artillery shell is launched on a battlefield.

Failure of the Versailles Treaty

Just over fifty years later, Woodrow Wilson headed to the Versailles Conference following the Great War, hoping to bring reconciliation and peace to Europe after four years of a different

tragic, senseless war--World War I, the "war to end all wars." His goal: "a just and lasting peace." Wilson also understood the destructive nature of revenge, and his hope for the world was one that could cut right to the causes of war and surgically eliminate them, replacing them instead with democratic ideals and self-determination. However, European leaders wanted to make Germany pay, and pay it did. The "just and lasting peace" sought by Wilson ended with a treaty that one Versailles representative called "a peace built on quicksand." David Lloyd George, Britain's prime minister, lamented that the terms were "so harsh that we shall have to fight another war again in 25 years' time at three times the cost." The end result was a Second World War that picked up where the last one left off.

Look at the maps in the interactive.

1. What changes do you see on the 1923 map?
2. What countries seemed to have lost the most territory?
3. How might the changes on the map as a result of the Treaty of Versailles contribute to political, social tensions and geographic

Interactive 7.1 Map Analysis



Study the maps located here. Use them to answer the questions that follow.

tensions?

Interactive 7.2 Two World Wars but One Global Conflict



Click here for a video from the History Channel.

Interactive 7.3 How did the Versailles Treaty Change the World?



Click here for a narrated timeline of events.

Aggressive Dictatorships Promote National Interests

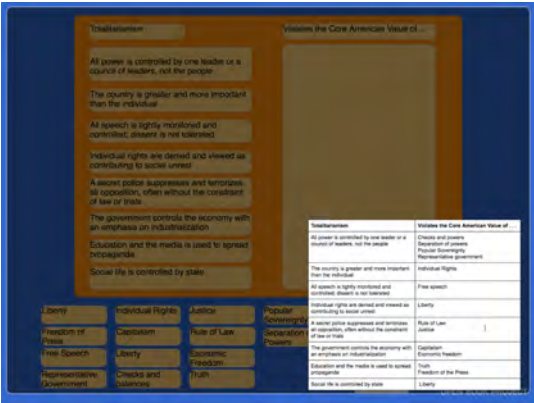
President Wilson had hoped that “making the world safe for democracy” through self-determination, young democracies would be born that would assist in promoting world peace and security. But, in the years following the Great War, democracy after democracy struggled. Leader after leader arose and made promises to provide food and jobs for people while the social order continued to break down around them. Instead of democracy flourishing in the post-war world, democracies gave way to powerful leaders who secured their power through brutal means and controlled every aspect of society. The 1920s and 1930s were the decades characterized by the rise of totalitarian dictatorships. **Totalitarianism** is a form of government whereby a

leader or small council of leaders have total and complete authority, controlling all aspects of a country’s political, economic, and social life.

Stalin and the Communist State

The rise of totalitarian dictatorships in the interwar period began in Russia following its early departure from World War I. The war had greatly highlighted Russia’s weak and ineffective leadership, both politically and militarily, in addition to its relative lack of industrialization compared to the Western powers. Furthermore, Russia was

Interactive 7.4 Totalitarianism



In this widget are several key traits of totalitarianism. For each trait of totalitarianism below, identify a major core American value that the trait conflicts with.

Rise of the Dictatorships				
 1922	 1933	 1924	 1926	 1936
BENITO MUSSOLINI	ADOLF HITLER	JOSEPH STALIN	EMPEROR HIROHITO HIDEKI TOJO	FRANCISCO FRANCO
Italy	Germany	Soviet Union	Japan	Spain
FASCISM	NAZISM	COMMUNISM	MILITARISTIC IMPERIALISM	FASCISM



https://upload.wikimedia.org/wikipedia/commons/thumb/6/65/Stalin_Joseph.jpg/180px-Stalin_Joseph.jpg

forced to make tremendous land concessions when it surrendered to the Germans in 1917, only to watch that land further divided up by the Allies at Versailles.

In the ensuing years of the Russian Revolution, the move towards communism brought about a complete reordering of Russian society and the creation of the world's first socialist state. The country's name was changed to the Union of Soviet Socialist Republics

(USSR), or Soviet Union. The country's leader, Joseph Stalin was able to ultimately seize power and gain total control of all aspects of Soviet power, the economy and life. The process began with the creation of a powerful police state that heavily monitored all aspects of Soviet life. Instead of serving and protecting, the Soviet secret police used terror, murder and intimidation to carry out the policies of Stalin's government. Education was used to promote the virtues of communism with Stalin at the head.

Propaganda was used extensively to control the information received by citizens. Anyone perceived to be a threat to Stalin's authority were systematically destroyed through the use of a secret police that ruthlessly arrested and/or executed any opposition. Millions were sent to Soviet work camps in Siberia,

known as **gulags**, where life expectancy was typically one winter. While many of these aspects of Soviet life under Stalin's rule were hidden from international view, Stalin's impact on the Soviet economy got the attention of the world. For the Soviet Union to overcome the humiliating defeat to Germany in World War I and to become a global power to be reckoned with, the Soviets needed to increase the availability of essential industrial products like oil, steel, and electricity, in addition to significantly improving agricultural production. Stalin took control of all aspects of the Soviet economy by instituting a series of economic plans that sought to modernize the country. After some initial setbacks industrially, Stalin's plans significantly enhanced the Soviet Union's position as a modern industrial power.

Stalin's economic plans succeeded in providing full employment and economic growth in the Soviet economy during the early 1930s at a time when western democracies were struggling heavily with the global depression. Even as early as the 1920s, as young democratic countries arising out of the ruins of World War I struggled economically to provide jobs for workers, Russia's initial transition to communism began to seem like a better solution than capitalism. As unemployed workers took to the streets in protest of ineffective governments and poor economic conditions, violence often resulted, and many perceived communism to be a significant threat to stability and social order. They responded by supporting individuals and political parties who promised to counter communism, bring about social order,

and restore a perceived path to destiny that had somehow been lost due to the outcome of World War I. For Italians and Germans, those individuals were Benito Mussolini and Adolf Hitler, and their emergence as totalitarian dictators took similar paths.

Mussolini and the Fascist State



[https://commons.wikimedia.org/wiki/
File:Benito_Mussolini_Duce.jpg](https://commons.wikimedia.org/wiki/File:Benito_Mussolini_Duce.jpg)

Benito Mussolini's rise to power in Italy eleven years before Hitler was fueled mainly by troubling economic conditions and frustration that Italy's territorial gains from the Versailles Treaty had not been more significant. Italy had been severely weakened by the war and suffered from inflation, unemployment, and a series of ineffective governments that could not handle the postwar economic challenges. This only gave birth to further instability and popular discontent. Further plaguing the country was the spread of the ideals of the

Russian Revolution, whose communist philosophy promoted

wave after wave of labor strikes and even led Italy's peasant farmers to seize private land.

Mussolini gained a following after creating a political party called the Fascist Party and using his followers (known as "Black Shirts" due to the uniforms they wore) to violently confront communists and socialists in the streets. **Fascism** is a totalitarian political movement characterized by extreme nationalism, militarism, anti-communism, and denial of individual rights. [Mussolini coined the term after the fasces, a symbol from Ancient Rome of an ax head projecting from a tight bundle of sticks, which came to represent power (ax) and collective strength (the bundle of sticks)].

For Mussolini, fascism was summed up by the idea, "All within the state, none outside the state, none against the state." In addition to promising order and stability, Mussolini further promised through fiery, rousing speeches that he would lead Italy "back to her ways of ancient greatness." The ensuing social order brought about by the fascist troops earned him the support of the lower middle class, in addition to the wealthy industrial and agricultural land-owning classes. Mussolini secured his power in October of 1922 when he marched on Rome with 30,000 fascists and demanded that Italy's king put him in power. To avoid violence, the king appointed him as prime minister and, from that point forward, Mussolini worked to consolidate total power.

Calling himself "Il Duce" (the leader), he moved quickly to eliminate democracy, outlaw political parties, and eliminate any

opposition through the secret police. Italy soon became the world's first fascist government.

Hitler and Nazi State



image source: Shutterstock

Mussolini's march on Rome was inspiring to a German World War I veteran named Adolf Hitler. A few years after the war, Hitler got involved in a political organization that was also able to capitalize on the instability of the postwar years and the bitter legacy of the Versailles Treaty. While Italians were struggling with Versailles because of what they did not get, Germans were stunned by what they did get—blame for the loss and a \$33 billion reparations bill for the entire cost of the

war, all while having a significant means of national income stripped away from them in the form of lost colonies and productive capacity. In the minds of many Germans, being saddled with the loss of the war was inconceivable, especially in light of the fact that the German army had forced the Russians

from the war in 1917, and the German army still maintained troops in France and Belgium when the armistice was signed.

The bitter defeat, the harsh conditions imposed by the Versailles Treaty, and the ensuing economic collapse of the German economy led German citizens to seek blame for the postwar settlement that had deprived Germany of her greatness on the world stage. For Hitler, the answer was found in socialists, communists, Jews, and anybody else who had “stabbed Germany in the back,” including members of Germany's own Weimar Republic who seemed a little too quick to sign the Treaty of Versailles. Hitler found his ideas were collectively shared by a German political party that ultimately came to be known as the **National Socialist German Workers' Party**, or Nazi Party.

Interactive 7.5 Nazism and Fascism: A Comparison Pt 1



To see the 25 core beliefs of the Nazi Party (the Nazi Party Platform) under Hitler, click here to visit this website from The History Place

Interactive 7.6 Nazism and Fascism: A Comparison Pt 2



Hear Mussolini's own Definition here.

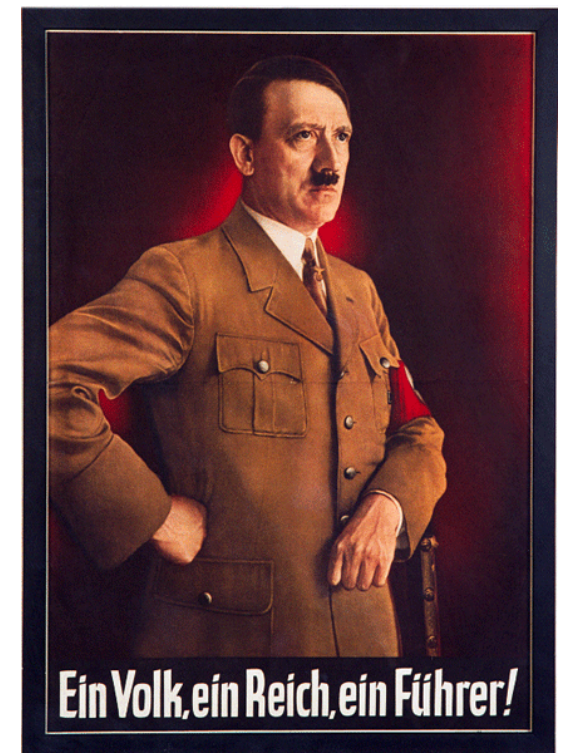


Read the two documents on the previous page.
Compare and contrast the Nazi Party platform with
Mussolini's definition of fascism.



A German woman in Berlin uses German currency to fire her stove. Because of the economic challenges that plagued Germany after the Treaty of Versailles, German currency was more valuable as fuel for the stove. Image source: Shutterstock

Much like the Italian fascist Black Shirts, the Nazis distinguished themselves with their private uniforms and army (known as Brown Shirts, or storm troopers), their willingness to use violence, and the use of symbols (the swastika) for identification. Their intensely nationalistic beliefs and racist views, their desire to stomp communism from their midst, and the belief that Germany needed to be liberated from the bondage of the Treaty of Versailles led Hitler and the Nazis to overthrow the German government in Munich in 1923, the year after Mussolini marched on Rome. While the “Beer Hall Putsch” was a failure and resulted in his arrest for treason, Hitler served only nine months of a five year jail term. While in prison, he wrote his autobiography, *Mein Kampf* (My Struggle), which outlined several key beliefs that would serve as a blueprint for the rise of a new Germany: Germans were a “master race”, and races such as Jews and Slavs were inferior; German losses at the hands of the Versailles Treaty needed to be rolled back; German-speaking peoples needed to be reunited



“One People, One Empire, One Leader”

Hitler relied upon emotional and captivating speeches, the continuous use of propaganda, and Germany's democratic system in order to rise to power in Germany,

in one land; and the vastly-underutilized expanses of eastern Europe and Russia were destined to provide **lebensraum**, or “living space,” for Germany’s master race. All members of the master race who wanted employment would find it, and Germany’s prosperity and greatness would be restored.

Hitler and the Nazi party remained relatively powerless until the impact of the Great Depression reached Germany and Europe.

As the German economy worsened and fear and uncertainty increased, more Germans began to vote extremist political parties like the Nazi and communist parties into the Reichstag, Germany’s national parliament. Hitler found easy targets for Germany’s economic woes—capitalists, the Weimar Republic, the Versailles Treaty, communists, and especially Jews. Political battles for public support often found violent expression in the streets, where clashes between communists, Nazis and other groups became commonplace.

Through the clever application of propaganda and Hitler’s ability to captivate audiences with a dramatic flair for public speaking, the Nazi party was able to democratically win more seats in the German Reichstag than any other political party by 1932. Hitler used the results of

Interactive 7.7 How did Hitler Rise to Power?



For a short video on how a democracy like Germany could give rise to a dictator like Hitler, click here

the popular vote and his rising political influence to demand that he be installed as chancellor of Germany.

After the Reichstag fire was blamed on communists, he persuaded the German president, the German people, and the Nazi Party-controlled Reichstag to grant him “emergency powers” necessary to protect the country. He suspended civil liberties and began the process of purging Germany of anyone who might oppose him.

The communist party was banned, while freedom of the press and of assembly were denied. A month later, another act was passed which gave Hitler powers to bypass both the Reichstag and the country’s constitution. With his power expanding, Hitler had his enemies, rivals, and even former friends murdered in 1934 in what became known as “Night of the Long Knives.” When the German president died later that summer, Hitler assumed full dictatorial



When a suspicious fire burned down the German Reichstag building a month later and was blamed on a communist plot to take over the government, it conveniently gave Hitler the opportunity he needed to secure his power. Image source: <https://upload.wikimedia.org/wikipedia/commons/thumb/2/20/Reichstagsbrand.jpg/374px-Reichstagsbrand.jpg>

powers and began pursuing the goals he laid out in Mein Kampf.

But before he could regain lands taken from Germany after World War I, he needed to equip Germany with a powerful military that had been denied by the Treaty of Versailles. In violation of the peace agreement, Hitler began a dramatic expansion of the military, including the creation of a dominant air force known as the Luftwaffe. Withdrawal from the League of Nations soon followed.

Japanese Emperor Hirohito



https://upload.wikimedia.org/wikipedia/commons/thumb/4/44/Hirohito_in_dress_uniform.jpg/344px-Hirohito_in_dress_uniform.jpg

Meanwhile, halfway across the globe while Hitler and the Nazi Party were rising to power in the Reichstag, the imperial-minded and highly nationalistic Japanese military had taken dictatorial control of Japan, while Emperor Hirohito ruled as the symbolic power of Japan.

Throughout the early 1900s, Japan had sought to take its place among the most prestigious and modernized countries of the world, but it struggled economically due to its overpopulation and lack of important raw materials necessary for industry, like oil, rubber, and metals. Furthermore, the country had felt that

European powers were a little too slow to recognize its emergence as a world power, and its national resentment began to build. Its first solution to the problem was to invade the resource-rich region of China, known as Manchuria, in 1931. This would be the aggressive first step for the Japanese in creating an empire that would provide living space for the country, in addition to the raw materials necessary for Japan to prosper. China, in little position to act while in the midst of a civil war, appealed to the League of Nations for assistance. The League condemned Japan's actions in the region, but was unable to encourage League members to collectively impose sanctions. Japan simply withdrew from the League in 1933 and soon began a massive naval build up in the Pacific. This would give the Japanese the military power needed to expel Western imperial powers from Asia and increase the magnitude of the Japanese empire.



THE GAP IN THE BRIDGE.

viewed as an attack on all members. Unfortunately, the League of Nations was weak from the start.

- Several powerful countries were initially left out of the formation of the League following World War I, including Germany and Russia.
- The United States itself failed to join, for fear that the country would be under obligation to enter into yet another horrendous foreign conflict.
- Without a military or even the full cooperation of member nations, the League lacked the power to effectively carry out its rulings.

As a result of the League's weaknesses, it was often ineffective in halting acts of aggression committed by larger countries seeking to expand their territory, restore their national honor, and to overcome the humiliations handed out at Versailles following World War I.

With little to stop the ambitious totalitarian agenda, the result would be the single biggest catastrophe in the history of mankind, a second global war that would view civilian populations as legitimate targets of military action.

The League of Nations Fails to Halt Aggression

The League of Nations was created in direct response to Woodrow Wilson's desire to avoid future wars through a "general association of nations", both big and small, that could gather and peacefully resolve international disputes. By pursuing policies related to disarmament and the principle of collective security, war (at least in theory) could be rendered obsolete. **Collective security** is the idea that countries can maintain peace by entering into agreements whereby an attack against one member is

Axis Expansion, Allied Response

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
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8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

Axis Powers
Nye Committee
Neutrality Acts
Rape of Nanking
Appeasement
Munich Agreement
Cash and Carry
German-Soviet Nonaggression Pact

Italy Invades Ethiopia By 1935, Italy began pursuit of its plans to dominate the Mediterranean and to incorporate more of Africa into its empire, in pursuit of the dream of reestablishing for Italy the glory of the old Roman Empire. Fighting soon broke out between Italian and Abyssinian troops in Africa's only remaining independent nation, Abyssinia (now Ethiopia). Despite pleas for assistance to the League of Nations by Abyssinian emperor Haile Selassie, the best the League could do was impose limited economic sanctions (coal and oil were not included) against Italy. With European democracies weakened by depression, Mussolini sent in tanks and planes, and Abyssinia fell, eliciting little response other than sympathy from the West. With the world watching, the door was now opened for



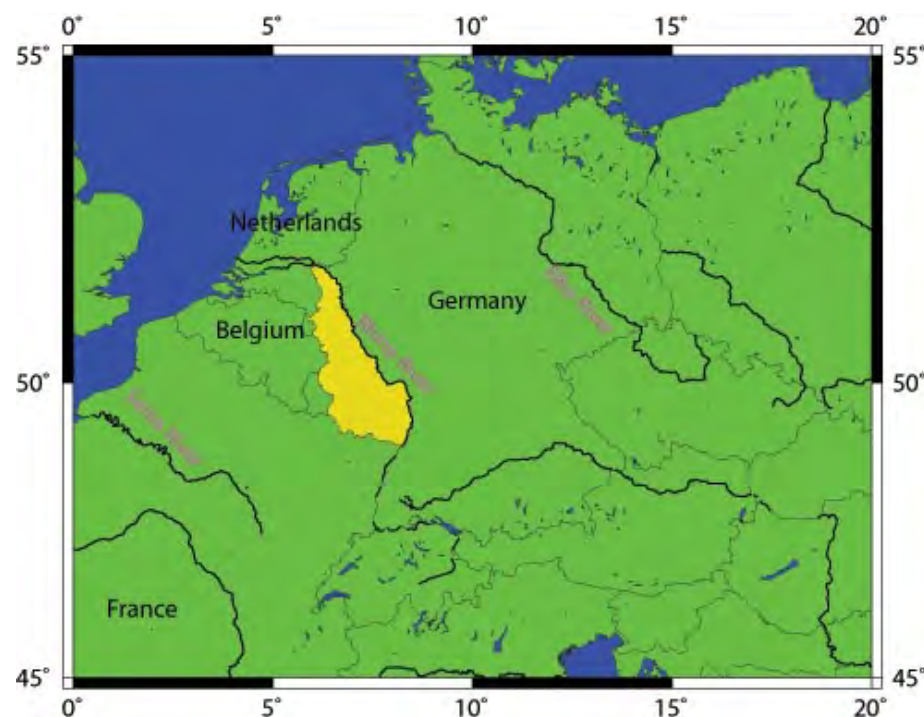
<http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/top-hs-6-624i-e13947929522761.jpg>

Germany, Italy and Japan to further expansion of their empires without much resistance from the Western powers, who were growing increasingly isolationist and pacifistic in their desires to overcome the effects of the Great Depression and to avoid being drawn into the affairs of other countries.

Hitler Enters the Rhineland

By 1936, Hitler was ready to make his move. With the world's eyes focused on events in Abyssinia, German troops moved unchallenged into the Rhineland in violation of the Versailles Treaty. France and Britain, unwilling and unable to challenge the rising Nazi war machine, declined to intervene. It would not be the last fascist challenge of the year.

Under the conditions of the Treaty of Versailles, the territory around the Rhineland was not to be militarized.



https://en.wikipedia.org/wiki/Remilitarization_of_the_Rhineland#/media/File:Rhineland.jpg

The bombing of the Spanish city of Guernica by the German air force was a forerunning of how aerial attacks on civilian populations would characterize the Second World War.



https://upload.wikimedia.org/wikipedia/commons/c/ca/Bundesarchiv_Bild_183-H25224,_Guernica,_Ruinen.jpg

Spanish Civil War

Spanish General Francisco Franco led a rebellion against his country's republican government, seeking to replace it instead with a fascist government. Both Mussolini and Hitler supported the move with troops and weapons, including the use of the

German Luftwaffe to bomb civilians in the Spanish city of Guernica. After three years of fighting, Franco's fascist troops prevailed, and another European country fell to fascism. Once again, France, Great Britain and the United States stood by, alarmed by the direction events were headed, but unwilling to be dragged into another potential war. The Spanish Civil War, along with the economic sanctions imposed on Italy after the invasion of Abyssinia, cemented the relationship between Italy and Germany. After signing a treaty of friendship with Hitler, Mussolini announced the creation of "a Rome-Berlin axis around which all European states that desire peace can revolve." By 1937, the alliance of Italy, Germany and Japan (the **Axis Powers**) was complete.



Hitler and Mussolini in Munich, Germany in 1940. Image source: Shutterstock

America Moves Toward Isolationism

With events heating up overseas, the United States was being swept by a wave of isolationism. Mired in depression and haunted by the memories of the senseless loss of lives during World War I, the United States was further moved toward isolation by the findings of the **Nye Committee**, a Senate committee charged with investigating a popular conspiracy theory that the United States had entered World War I so that munitions makers could earn a profit. Although the investigation had found that so-called "merchants of death" had indeed made a profit (and were a little resistant to international disarmament throughout the 1920s), there was little evidence that bankers and armaments manufacturers had overly influenced Wilson's decision to enter the war. Despite the reports' findings, the aggressive actions of the totalitarian governments overseas combined with rising anti-war sentiment of the American public encouraged Congress to pass an initial series of **Neutrality Acts** in 1935, 1936, and 1937. The acts essentially prohibited Americans from selling arms, providing loans, or travelling on ships of any foreign nation at war with another. The acts additionally banned American

Interactive 7.8 Merchant of Death



To learn more about the Nye Committee's investigation, [click here](#)

involvement in the Spanish Civil War, although 3,000 Americans (the Abraham Lincoln Brigade) did voluntarily fight on behalf of the Loyalists. At the discretion of the President, belligerent nations could purchase items unrelated to arms, but only a “**cash and carry**” basis-- They had to pay upfront and then transport the goods using their own ships.

Japan Invades China

While the solution seemed reasonable to keep America out of Europe’s growing crisis, events across the Pacific cast a rather long shadow on those hoping to keep America out of conflict. In the summer of 1937, Chinese troops clashed with Japanese troops outside of the city of Peking, not far from the border of Manchuria, which the Japanese had renamed Manchukuo. The Japanese used it as a pretext for all-out war to capture Chinese markets, a move that the Open Door policy and the presence of the Western imperial powers had prevented. Japanese troops poured across the border and, in the ensuing months, advanced towards the Chinese city of Nanking. Hoping to issue a wakeup call to the American public regarding the inevitability of involvement in war, President Roosevelt called for an economic “quarantine” of the aggressor nations, warning that peace-loving nations had a responsibility to oppose the “reign of terror and international lawlessness” that was spreading like a disease across the globe. Isolationists criticized Roosevelt, fearing that Roosevelt was steering the United States away from neutrality.



An orphaned baby cries among the remains of the Shanghai train station after it had been bombed by Japanese planes in August of 1937. Image source: https://commons.wikimedia.org/wiki/File:This_terrified_baby_was_almost_the_only_human_being_left_alive_in_Shanghai%27s_South_Station_after_brutal_Japanese..._-_NARA_-_535557.tif

Roosevelt's Quarantine Speech



[Source](#)

"It seems to be unfortunately true that the epidemic of world lawlessness is spreading. When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease."

...

"War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement. We are adopting such measures as will minimize our risk of involvement, but we cannot have complete protection in a world of disorder in which confidence and security have broken down."

Roosevelt's "[Quarantine Speech](#)"
Chicago, October 5, 1937, following the invasion of China by Japan



[Source](#)

"[Roosevelt's] actions against the German Reich...have been particularly blunt. Starting in 1937, he began a series of speeches, including a particularly contemptible one on October 5, 1937, in Chicago, with which this man systematically incited the American public against Germany. He threatened to establish a kind of quarantine against the so-called authoritarian countries."

...

"...I simply cannot feel insulted by Mr. Roosevelt because I regard him, like his predecessor Woodrow Wilson, as mentally unsound."

Adolf Hitler, beginning a list of the reasons for his [Declaration of War against the United States](#), December 11, 1941

Panay Incident

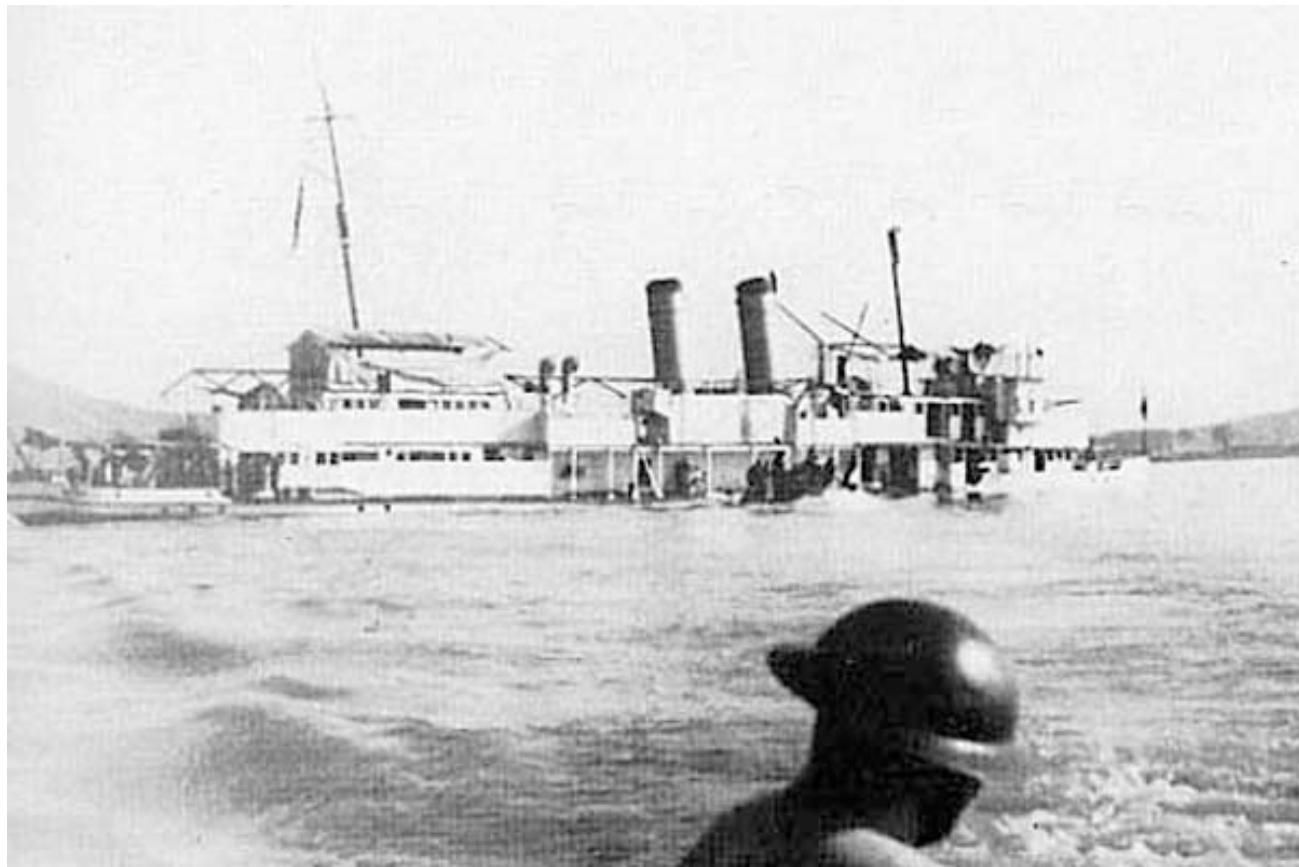
In less than two months, Roosevelt's warnings were driven home after Japanese planes attacked several American and British ships on the Yangtze River in China. Three tankers and the U.S.S. Panay, a gunboat which had been charged with evacuating American citizens from China, were sunk, killing two Americans and wounding 30 more. Roosevelt and the American public were outraged. Roosevelt suggested that Britain and United States should collectively impose a naval blockade of Japan to cut off imports of raw materials but, fearing war, Britain declined. The threat of action, however, lead the Japanese to issue an apology, in addition to payment for damages and a promise to avoid future attacks.

The American public was temporarily satisfied. Two days after the Panay incident, Japanese troops marched into the city of Nanking. It would become a precursor to the enormous cost civilians would pay in a global war where civilians would be specifically targeted by militaries across Europe, Asia, and the Pacific.

Interactive 7.9 Bombing of USS Panay



For a newsreel on the invasion of Nanking and the attack on the Panay, [click here](#)



The USS Panay sinks after being hit by Japanese planes on the Yangtze in December, 1937. Image source: https://commons.wikimedia.org/wiki/File:USS_Panay_sinking_after_Japanese_air_attack.jpg

Over the next six weeks, Japanese troops committed mass atrocities against the Chinese civilians in Nanking, involving systematic murder, rape, mutilation, beheadings and torture.

Between 260,000 and 350,000 Chinese were slaughtered in what became known as the **Rape of Nanking**. While limited by the Neutrality Acts, the United States made efforts to support the Chinese indirectly with supplies through neighboring countries, while putting diplomatic pressure on the Japanese to withdraw from China. Japan refused, instead beginning an extensive push to eliminate Western influence from the region, thereby creating an “Asia for Asians,” or what the Japanese would refer to as the “Greater East Asia Co-Prosperity Sphere.” With a strong U.S.

presence in the Philippines, Japan and the United States were on a collision course.

Interactive 7.10 The Rape of Nanking



To read of an account of a witness in Nanking, click here



"My good friends, for the second time in our history, a British Prime Minister has returned from Germany bringing peace with honour. I believe it is peace for our time. Go home and get a nice quiet sleep."

British Prime Minister Neville Chamberlain, announcing the results of the Munich Agreement after returning from Berlin on September 30, 1938.

The Allies Seek to Appease Hitler

In Europe, Hitler had been carefully monitoring the reactions of Great Britain, France, the United States, and the League of Nations to Axis territorial aggressions unfolding in Africa, Spain, and China. With both the Western powers and the League of Nations refusing to take a stand, Hitler began his pursuit of reuniting German-speaking peoples by regaining German lands held before World War I. In March of 1938, Hitler marched troops into Austria and announced that his native land had formed an Anschluss, or “union”, with Germany. Britain and France protested, but failed to act. In September, Hitler zeroed in on annexing the German-speaking population that occupied the Sudetenland in western Czechoslovakia. In the hopes of avoiding the tragedy of another bloody war, French and British officials met with Hitler in Munich (with Italy’s Mussolini acting as a mediator).

In exchange for Hitler’s promise not to seek any further territory, the British and French agreed to allow Hitler to take the Sudetenland. British Prime Minister Neville Chamberlain returned to London and declared there would be “peace for our time.” The policy of giving up territory in exchange for promises to avoid war became known as **appeasement**. In March of 1939, a mere six months after the **Munich Agreement**, Hitler seized the rest of Czechoslovakia. Italy took advantage of the situation and invaded Albania. For many, appeasement was viewed as cowardly and destined to fail. Winston Churchill commented,

“Britain and France had to choose between war and dishonor. They chose dishonor. They will have war.”



Image source: <http://www.bbc.co.uk/bitesize/higher/history/roadwar/rhine/revision/1/>



A women weeps while others salute Hitler and German troops as they enter the Sudetenland in 1938.

Stalin and Hitler Sign a Nonaggression Pact While appeasement did not ultimately prevent war, what appeasement did do was buy Great Britain and France time to prepare for war. They did not have to wait much longer. For Hitler, the time was ripe for entering the next phase of his master plan, living space in Eastern Europe for his “master race”. To eliminate the threat of a two-front war involving the Soviet Union during Germany’s invasion of Eastern Europe, Hitler signed a **nonaggression pact** with Joseph Stalin in August, which included promises to avoid war with each other for ten years, in addition to a plan to secretly divide Poland

between the two powers. The pact was a shock to the world, since fascism’s primary goal had been the elimination of communism. However, Stalin was also attempting to buy time before an inevitable confrontation with Hitler.

Section 3

War Erupts in Europe

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

Blitzkrieg
Vichy France
Battle of Britain
Cash and Carry
Tripartite Pact
Lend-Lease Act
Operation Barbarossa
Atlantic Charter
Pearl Harbor



German troops enter Poland. <https://www.ushmm.org/lcmedia/photo/lc/image/80/80487.jpg>

Germany Invades Poland

On September 1, 1939, German troops launched a massive invasion of Poland, demonstrating the damage that a rapid-strike, industrialized-warfare using tanks, planes, and troops could inflict on those who were in the way. While Britain and

France declared war two days after the start of the invasion, President Roosevelt affirmed the neutrality of the United States.

Poland fell in less than five weeks, victims of the lethal Nazi strategy known as **Blitzkrieg**, or “lightning war.” In November, the Neutrality Acts were modified by the U.S. Congress to allow Great Britain and France to purchase weapons on a “cash and carry basis.”

They would need them: Within the next six months, the fascist war machines rolled over the European continent until only Britain remained. In fact, between 1939 and 1942, it appeared as if the successful military campaigns of the totalitarian dictatorships would indeed swallow up the world.

Europe Falls to the Nazis

The start of the intense Nazi push into Western Europe appeared deceptively uneventful: From the invasion of Poland until April of 1940, the continent saw little conflict on the Western Front. The period was dubbed the “Sitzkrieg”, or “sitting war”, while others called it the “Phony War”. Expected Nazi attacks on British cities and the French countryside were non-existent. However, the relatively quiet winter ended with a surprise invasion in April of Denmark and

Interactive 7.11 The Invasion of Poland



For more on the invasion of Poland, including pictures and film, [click here](#)



Adolf Hitler in Paris front of the Eiffel Tower, 1940

Norway, the next two countries to fall to the Nazis. An invasion of the Lowland countries of the Netherlands, Belgium, and Luxembourg followed, despite efforts by French and British

troops to resist. In June, France surrendered when German troops marched into Paris while Italian troops invaded from the south of France. After forcing the French to sign surrender terms in the same railroad car that saw the Germans sign the armistice to end World War I, Hitler had France divided into two: Northern France was occupied by the Germans, while a puppet government controlled by Germany was established in southern France (**Vichy France**). In London, a Free French government was established by Charles de Gaulle. Over the same time frame, protected by the nonaggression pact with Hitler, the Soviets invaded Eastern Poland and Finland, then took over the Baltic Republics of Estonia, Latvia, and Lithuania, seeking to expand Soviet influence in Eastern Europe and to regain much of the land that Russia had lost as a result of World War I.

Interactive 7.12 The Fall of France



Click here for an interactive media timeline that includes radio news, speeches and broadcasts for significant events from World War II (Requires Flash - May not work on an iPad)

The Battle of Britain

With the French defeated, Hitler was now able to turn his attention across the English Channel, attempting to accomplish what no other army had been able to do since 1066--successfully invade Britain. German troops began to amass in France, but first Hitler had to gain military dominance in the skies over Britain by defeating the Royal Air Force. In what became known as the Battle of Britain, the German Luftwaffe began attacking the island in earnest throughout the summer and fall of 1940, bombing British airfields and cities. British pilots, spurred on by Britain's Prime Minister Winston Churchill and assisted by Britain's development of radar, fought valiantly in defense of the country, ultimately defeating the German Luftwaffe and forcing Hitler to abandon his plans for invading Great Britain.

Roosevelt Moves America Towards War

Britain's resistance against the Nazi war machine soon began to take a toll on its finances. The shortage of cash in the treasury made it difficult for the country to continue to gain war materials under the United States' policy of "cash and carry." In September, Roosevelt responded by trading 50 World War I destroyers to Great Britain in return for leases of British military bases in the Caribbean and the Atlantic. By the end of the month, though, the situation changed further: News broke that Germany, Italy and Japan signed a mutual defense agreement, the **Tripartite Pact**, designed to keep the United States out of the

war. Not only did it agree to respect the “new order” created by the Axis powers on their respective continents, but it also guaranteed assistance if any of the Rome-Berlin-Tokyo Axis were attacked by the United States. The pact guaranteed America would find herself in a two-ocean war if she declared war. Further compounding the situation in Europe, Italy had entered the war and had invaded Greece. For Roosevelt, the intent of the Axis powers was clear and, coming off a fresh election victory in 1940 for an unprecedented third term, it was time to take a decisive stand, declaring in December of 1940 that America “must be the great arsenal of democracy.”

He took advantage of his annual address to Congress a week later, the first week of January, 1941, to lay out America’s policy toward the

Interactive 7.13 The Arsenal of Democracy



For audio and text of Roosevelt’s Arsenal of Democracy Speech, [click here](#)

Interactive 7.14 Detroit



Detroit played a major role in providing many of the weapons that won the war. To learn more of Detroit’s role as an “Arsenal of Democracy,” [click here](#)

events unfolding in Europe, including the request for funds necessary to supply cash-strapped European countries with the weapons and supplies necessary to carry on the fight against the fascist countries. In what became known as the “Four Freedoms” speech, Roosevelt also laid out his vision of the post-war world:

Roosevelt’s Four Freedoms Speech

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression -- everywhere in the world.

The second is freedom of every person to worship God in his own way -- everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants -- everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor -- anywhere in the world.

Interactive 7.15 The Lend Lease Act



To View the Act Click here.

Despite opposition to intervention from groups like the America First Committee, Roosevelt was able to promote the passage through Congress of the **Lend-Lease Act**, which loaned war supplies to Britain and other countries considered vital to U.S. security, in exchange for future repayment. With Britain fighting to fend off the Nazis, the act passed Congress in March of 1941. While

Roosevelt Explains the Lend-Lease Act

"Well, let me give you an illustration: Suppose my neighbor's home catches fire, and I have a length of garden hose four or five hundred feet away. If he can take my garden hose and connect it up with his hydrant, I may help him to put out his fire. Now, what do I do? I don't say to him before that operation, "Neighbor, my garden hose cost me \$15; you have to pay me \$15 for it." What is the transaction that goes on? I don't want \$15--I want my garden hose back after the fire is over. All right. If it goes through the fire all right, intact, without any damage to it, he gives it back to me and thanks me very much for the use of it. But suppose it gets smashed up--holes in it--during the fire; we don't have to have too much formality about it, but I say to him, "I was glad to lend you that hose; I see I can't use it any more, it's all smashed up." He says, "How many feet of it were there?" I tell him, "There were 150 feet of it." He says, "All right, I will replace it." Now, if I get a nice garden hose back, I am in pretty good shape."

--FDR's Fire Hose Lend-Lease Press Conference

officially remaining neutral, the United States was preparing for war.

Political Cartoon Analysis

Ho Hum! No chance of contagion. (appeared in May 1941)

1. What is the subject of the political cartoon?
2. What are the circumstances that would have led to the creation of the cartoon?
3. For whom would the cartoon have been created?
4. What is the message that Dr. Seuss is attempting to get across to the audience?



<http://library.ucsd.edu/speccoll/dswenttowar/index.html#ark:bb38916372>

Hitler Invades the Soviet Union

As Britain's pilots began to defeat wave after wave of German planes over Britain, Hitler abandoned his plan to conquer Britain and turned his attention instead to Eastern Europe. Driven by his pursuit of raw materials, lebensraum, and a desire to eliminate Europe of Jews and communists, Hitler broke his nonaggression pact with Stalin. After Axis powers took over Greece and Yugoslavia, Hitler launched **Operation Barbarossa**, the German invasion of the Soviet Union, in June of 1941. The massive assault into Soviet territory was composed of the largest military force ever assembled: 3 million troops, 625,000 horses, 3350 tanks, and 2,270 aircraft. Despite Allied warnings, the Soviets were caught unprepared. The seemingly unstoppable German troops blitzkreiged their way into heart of the Soviet Union throughout the summer of 1941.

Churchill and Roosevelt Establish Allied War Goals

Meanwhile, in preparation for war, President Roosevelt and Prime Minister Winston Churchill gathered for a secret meeting aboard the USS Augusta off the coast of Newfoundland. There, the two leaders forged the **Atlantic Charter**, a document that contained the major goals that would govern Allied aims throughout the war. The document, which echoed many of Woodrow Wilson's Fourteen Points from World War I, proclaimed that the Allies would seek no territorial gains and would promote principles that would reflect their "hopes for a better world." The Atlantic

Charter would serve as the foundation upon which the United Nations would be constructed at the end of the war, replacing the broken and ineffective League of Nations.

Primary Source Analysis: The Atlantic Charter

1. Do a close reading of the Atlantic Charter.
2. What are the principles of the Charter that Churchill and Wilson thought would bring about "a better world"?
3. What principals are similar to Wilson's Fourteen Points?
4. As you read the rest of the chapter, rate the British and the United States in terms of how well they achieved their goals throughout the war and during the postwar settlement.

Interactive 7.16 The Atlantic Charter



Click here to read the Atlantic Charter



[https://en.wikipedia.org/wiki/USS_Reuben_James_\(DD-245\)#/media/](https://en.wikipedia.org/wiki/USS_Reuben_James_(DD-245)#/media/)

File:USS_Reuben_James_(DD-245)_on_29_April_1939.jpg

Six weeks before the Japanese attack on the American fleet at Pearl Harbor, the U.S.S. Reuben James was sunk by a German U-boat in the North Atlantic on October 31, 1941, claiming the lives of 115 sailors. The destroyer, which was on convoy duty protecting lend-lease shipments at the time, was forever immortalized by the Woody Guthrie song, The Sinking of the Reuben James.

America's Undeclared Naval War with Germany

With the Nazi invasion of the Soviet Union, Roosevelt began widening the Lend-Lease program to include shipments of supplies to the Soviets. However, as American shipments of supplies increased across the Atlantic, the expanded traffic and lengthy supply lines attracted the attention of German submarines (U-boats). In order to cut Britain and Russia's Lend-Lease lifelines to the United States, hundreds of German U-boats relentlessly preyed upon Allied shipping. As Allied losses mounted throughout the spring and fall of 1941, confrontations between the Germany and the United States increased. In September, a German U-boat fired on a U.S. destroyer in the Atlantic. Despite neutrality with Germany, Roosevelt ordered the Navy to shoot U-boats "on sight." In October, U-boats torpedoed two American destroyers on convoy duty within a week of each other, including the U.S.S. Reuben James, which sank with 115 lives lost. This undeclared naval war in the Atlantic led Congress to pass legislation allowing the arming of merchant ships, in addition to permitting U.S. vessels to sail into belligerent ports. Hitler had initially hoped to avoid war with the United States, which would create a two-front war for Germany. Yet, Germany and the United States remained on a collision course. Events in December of 1941 changed everything.



Ammunition aboard the USS Shaw explodes during the Japanese attack on Pearl Harbor on December 7, 1941. Image source: Shutterstock

The United States Enters the War

Shortly before 8 am Hawaiian time on Sunday morning, December 7, the Japanese navy launched a surprise air attack on America's main naval base in the Pacific, Pearl Harbor. Using waves of over 350 planes from six aircraft carriers located north of the Hawaiian island of Oahu, the Japanese assault killed 2,403 Americans and wounded another 1,178.[2] In just under two hours, the attack damaged or sunk 21 ships, including eight battleships, and destroyed 188 U.S. planes. Another 150 planes received damage. Fortunately, the U.S. fleet's three main aircraft

carriers in the Pacific were out at sea. Also, the Japanese attack missed submarine pens, oil storage facilities, and the dockyard, allowing the United States to sufficiently recover from the initial shock within a relatively short period of time.

Interactive 7.17 Eyewitness Pearl Harbor



To read an eyewitness account of Pearl Harbor, click here

Interactive 7.18 Eyewitness Pearl Harbor 2



Japanese Account of Pearl Harbor

The Japanese had sought to deal a surprise death blow to the United States Navy in the hopes of keeping the United States from interfering with the expansion of their empire in Asia. When Hitler had rolled over France and the Netherlands in 1940, it left those colonial empires in Southeast Asia defenseless. Japan's conquest of French Indochina and the Dutch East Indies would add much-needed deposits of rubber, oil and tin to the Greater East Asia Co-Prosperity Sphere. By crippling the U.S. fleet in Hawaii while simultaneously attacking the Philippines, Guam, Wake Island, Midway Island, and British bases in Singapore and Hong Kong, the Japanese hoped to buy

time and create an impenetrable line of defenses around their newly acquired territories. The Japanese military leaders assumed Americans lacked the will to fight back, believing the United States to be too decadent and materialistic. However, the only thing Americans lost was their desire for maintaining the policy of isolationism.

Congress Declares War



https://upload.wikimedia.org/wikipedia/commons/thumb/c/c7/Attack_on_Pearl_Harbor_Japanese_planes_view.jpg/800px-Attack_on_Pearl_Harbor_Japanese_planes_view.jpg

On December 8, President Roosevelt sought a declaration of war from Congress, calling December 7 “a date which will live in infamy.” Congress obliged, passing declarations in both the House and Senate by a margin of 388-1. Only pacifist Jeanette Rankin, the first woman elected to the House, voted against going to war. With America’s proclamation of war against Japan, Germany and Italy followed three days later with declarations of

war against the United States. The decision would ultimately be a foolish one for Hitler and Germany. Two weeks after the U.S. entered the war, Churchill and Roosevelt met at the White House to discuss how the war would be fought. The meeting would be the beginning of tight-knit cooperation between the two countries. It was decided among the two leaders that Hitler posed the largest threat in Europe, so resources would be directed toward the European theatre of war until the defeat of Hitler. Then, resources would be directed toward the war in the Pacific.

Interactive 7.19 Declaration of War



To hear and see President Roosevelt’s speech to Congress on December 8, 1941, [click here](#)



Hitler declares war on the United States in the German Reichstag on December 11, 1941.

Interactive 7.20

Declaration of War Against the US



To read Hitler's speech declaring war on the United States, click [here](#).

Germany Gains Ground in Russia, North Africa

For America and her Allies, the early years of the war through the first half of 1942 proved to be difficult ones characterized by continuous setbacks. There appeared to be no stopping the battle-hardened German and Japanese militaries, as they advanced through Europe and the Pacific. The times, indeed, seemed dark. After conquering Western Europe, the German Army continued to make significant inroads into Eastern Europe and Russia, having reached the front door of Moscow and Leningrad. In the southeast region of the Soviet Union known as Ukraine, the Germans had begun an offensive to capture the rich oil reserves in the Caucasus region. General Erwin Rommel's Afrika Korps of tanks had made a significant push across the desert sands of North Africa, trapping British forces in Egypt and threatening the Suez Canal, Britain's major supply line.

Japanese Control the Western Pacific

After Pearl Harbor, Japan continued to expand its empire. With complete dominance of air and sea, by mid-1942, the Japanese had invaded Southeast Asia and taken control of Singapore, the oil-rich Dutch East

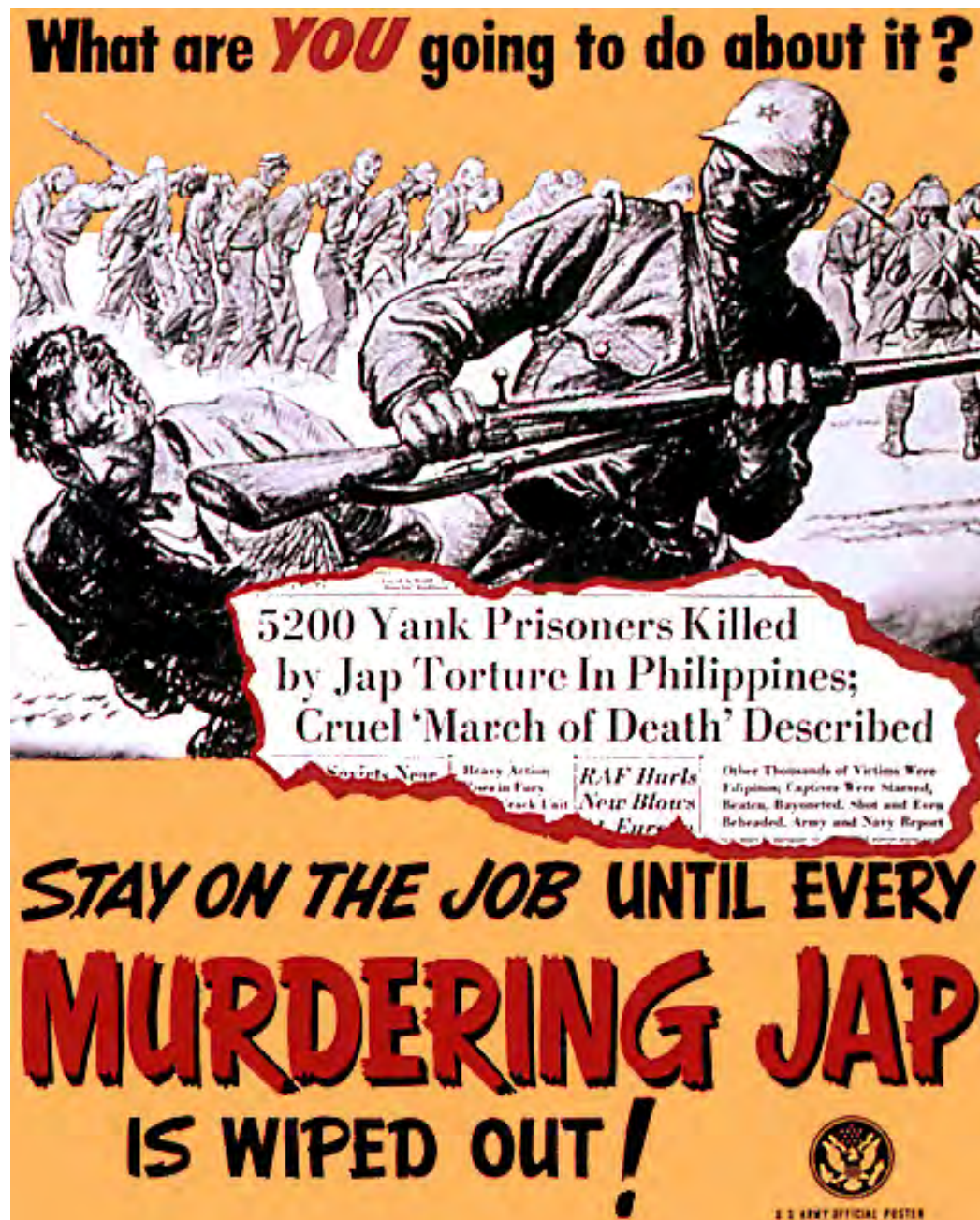
Interactive 7.21 State of the World Pre-WW2



How powerful were the military powers of the US, Nazi Germany, and Japan prior to Pearl Harbor?

Indies, and the Philippines. There, American and Filipino forces, led by General Douglas MacArthur, put up stiff resistance, but were unable to halt the Japanese advance. MacArthur was ordered to evacuate to Australia, where he would assume command of all Allied forces in the Pacific. Vowing “I shall return,” he left the Philippines a month before the last holdout of

78,000 U.S. and Filipino troops were forced to surrender on the Bataan Peninsula. It was the largest surrender in U.S. Army history. Tragically, over 10,000 prisoners would die on the grueling, sixty-five mile-long Bataan Death March, the victims of Japanese guards who bayoneted, beheaded, starved, beat, and tortured their captives.



Primary Source Analysis-Propaganda

1. What is the subject of the poster?
2. How is the subject of the poster being used to promote the war effort?
3. What techniques are being used in the poster to create a response in the reader?
4. Does the poster appeal more to reason or to emotions? Why do you believe this is so?
5. How are the techniques used in this poster similar to techniques used today? Explain.

With the capture of the Philippines, Japan gained control of the Western Pacific and began fortifying its holdings.

in just the first four months of American involvement in the war against Germany.



The American tanker "Dixie Arrow" burns off the coast of North Carolina after being hit by a German U-boat in 1942.

German U-Boats Dominate the Atlantic

In the shipping lanes of the North Atlantic, groups of German U-boats known as wolf packs were devastating Allied shipping and threatening to choke off food and supplies to Britain and the Soviet Union. In the first seven months of 1942 alone, the wolf packs had sunk close to 700 Allied ships in the Atlantic. Off the east coast of the United States, wolf packs sunk close to 90 ships

The War At Home

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

Rationing

Propaganda

Homefront

Black-Out Drills

War bonds

Internment camps

Work-Labor-Business

During World War II, 16 million American men and women served in the armed forces. This number made up 10% of the total population in the country. Giving their lives for a cause they believed in, 400,000 did not return home from the war. Aware of the dangers their family members, friends and neighbors faced fighting overseas, the civilians that remained at home were deeply affected in all realms of their lives. They became “citizen soldiers” in a variety of ways. Day to day activities resulting in what to purchase, what to make and what to eat became part of the war effort. People boosted production in the workplace and at home. The war influenced American government, economics and society.

To coordinate the war effort, at home and abroad, the US government created new government agencies such as the National Defense Research Committee, Office of Censorship, Office of Civil Defense, Aircraft Warning Corps and the National War Labor Board. The government also set prices on many products and capped wages in many sectors to help control spending to help with the war effort.



How would setting prices and capping wages help with government spending?

As you have already read, prior to the attack on Pearl Harbor, President Roosevelt vowed that the US would become the world's "arsenal of democracy." The United States was true to FDR's word and became the hub of weapons and military manufacturing. The dramatic increase in sales of US production towards the war lifts America out of the Great Depression.

Factories that once made goods for consumers (like cars and household appliances) converted to factories that made goods for the war (like planes, Jeeps and tanks). At the height of production, Ford Motor Company was producing a B-25 bomber every hour. By the end of the war the United States was manufacturing 50% of all manufactured goods globally, and made up only 5% of the world's population.



How would US manufacturing influence people around the world? What is different about this compared to today?

The government encouraged and trained people to work towards the war effort. People who were working in other fields of service were encouraged to leave their jobs to take jobs that would help in the war effort. The US Office of War Information put together the following "newsreel" (video) to encourage people to become better "citizen soldiers."

Interactive 7.22 Manpower



US Government Office of War Information - World War II

Propaganda

To encourage a voluntary spirit amongst its citizens, the US government launched the biggest advertising and public relations campaign in history. Many forms of media were used to encourage people to become "citizen soldiers".

Technology had changed significantly since the first world war and so had war propaganda. Radios were popular in American homes and movies were no longer silent! 80% of American households had a radio and families were listening to newscasts, messages from the president, broadcasts

Interactive 7.23 Why We Fight



Click here for US Government reels "Why we fight"

from the front, and patriotic music. It was a common occurrence to learn about the war before watching a movie in a theatre during this time in history. Even in kids' films, cartoons were created depicting the enemy in caricature. (Imagine sitting in a movie theatre and watching the news instead of promotional movie trailers before your show!)

Newspapers, of course, still remained popular and were an important means of getting information out to the masses. The media acted as an outlet to escape the worries of war and demonize the enemy.

Posters were incredibly popular.

They encouraged production, investment, and civilian responsibility. Inside factories, posters reminded workers that every error or tardy was helping the enemy. For the young woman, posters reminded her of the sacrifice being made for her safety. For the homemaker, posters

Interactive 7.24 Disney Propaganda



Even in kids' films, cartoons were created depicting the enemy in caricature.

Interactive 7.25 World War II Propaganda Posters



See some of the WW2 Propaganda Posters.

reminded her of her duties - both financially and in homemade production.

In the Home

During World War II people boosted production not only in the workplace but at home as well. People conserved whenever possible and participated in mandatory rationing programs. When products were **rationed**, people were only allowed to buy a fixed amount of particular products. The government controlled the purchasing of certain products like gasoline, food items and clothing. The military needed the gasoline to keep the ships, planes and tanks moving and certain food items were packaged as MREs (Meals Ready to Eat) for the soldiers on the front. Manufactured fabric was needed for military uniforms, not the latest ball gown or other trendy item. There was a nylon shortage for civilians as well, so women went without nylon hosiery, drawing seams on their legs with dark pencils to keep up appearances. Americans also took it upon themselves to host collection drives to acquire used items like cans, scrap metal, and rubber which were then recycled into different types of munitions for the war.

People were also encouraged to grow their own “Victory Gardens” instead of buying their produce from the market. By

Interactive 7.26 How to Use Rationing Books



After viewing the video, create a pamphlet to explain how rationing books were used and why they were important.

1945 there were roughly 20 million gardens that produced 40% of the vegetables consumed in America.

Blackout Drills

The Office of Civilian Defense helped people at the state and local levels establish emergency protocol in the event of an invasion on US soil.

People all over the country, especially on the coastal regions, were required to “blackout” any light that might be seen by the enemy at night. This included covering windows with paint, wood or heavy draperies as well as turning off street lights at night and not permitting cars to drive at night during a blackout drill. These drills, also called air raid drills, were scheduled and supervised by a local air raid warden. (By 1943 there were about 6 million volunteers in roles like that of an air raid warden.) During a drill, one would first hear the warning siren (see below) and an air raid warden would patrol the streets



<https://upload.wikimedia.org/wikipedia/commons/7/72/Victory-garden.jpg>

Interactive 7.27 What to do during a gas attack



Click here for a US Government reel entitled “What to do in a gas attack” (national archives)

making sure that the people were safely hiding and covering up any light that might help an enemy aircraft target civilian populations.

Buying War Bonds

War is an expensive endeavor for a country to undertake and World War II was no exception. The United States spent roughly \$300 billion on World War II, which is roughly \$4 trillion in today’s money. Another way for civilians to contribute to the war effort was to buy War Bonds. A War bond allowed people to invest financially in the war while investing in their own futures.

Interactive 7.28 Buying War Bonds



Learn more about war bonds here!

POW Camps in America

When we think of Prisoner of War (POW) Camps we often think of American soldiers overseas, but the US also had POW Camps for the captured enemy and most of these camps were located on American soil, near civilians. Approximately 425,000 prisoners were housed in the United States, most of which were in the South. However, there were about 6,000 POWs in Michigan camps.

Most of these prisoners were captured out of North Africa and were part of “Rommel’s Army” before they came to America as prisoners of war. These camps gave the prisoners food, clothing and a place to sleep. And according to the Geneva Conventions guidelines prisoners were not allowed to be forced into labor, so many men were hired to do tasks that were in demand, like farming and forestry work. They were paid a small sum of money and worked alongside civilian laborers.

“I kind of questioned going up and guarding these guys. I wasn’t too happy about that. But after I was there for a while, I kind of enjoyed it. I didn’t hold anything against them. I mean they were doing their job, we were doing ours. War is kind of a senseless thing. You’re both in it.” - Gilbert Hart, US Army, guard who was stationed in AuTrain, Michigan

Most camps were minimum security camps and the prisoners at many of these camps even developed relationships with the locals in the area. It has even been reported that some of the prisoners wanted to stay in the US after the war was over; however, rules established at the Geneva Convention required all foreign POWs to be returned to their own country.



Some prisoners took to studying, while others had agricultural jobs - photo, National Archives

Entertainment

During the war, entertainment changed for people as well.

Baseball was known as “America’s Pastime” and was full of able bodied men that wanted to fight for their country. During the war, 95% of professional baseball players enlisted in the armed services and while they were serving, a women’s league was formed. Famous actors like Clark Gable and Jimmy Stewart also joined the war effort and joined the military. Hollywood was still producing films, but footage updating people on the war was almost always shown first.

A Changing Role for Women

Women were vital to the war effort. Factory orders for war materials continued to grow and the jobs that were only available to men prior to the war were now open to women. Over 6 million women took on factory jobs during World War II. Women found employment as electricians, welders and as riveters in defense plants. The most famous face of female patriotism during the war was Rosie the Riveter. (A “**riveter**” was someone who rivets and a rivet is a metal object that fastens

Interactive 7.29 Alice the Riveter



Click here to learn about Alice, a Michigan “riveter” from WWII. Video provided by author Heather Wolf.

two pieces of metal together.) Rosie wasn’t really about one woman but represented a group of millions.

Contributions of Minorities in the Armed Services

Many minority groups faced new dilemmas once the U.S. entered the war. Restricted to racially segregated sections of society such as neighborhoods, schools, and places of work and business, African Americans, Native Americans, Mexican Americans, and Asian Americans similarly questioned whether this was their war to fight. Still, many minorities set aside those sentiments because they ultimately believed that their situation would be much worse under the control of Axis powers if the victors of the war were Germany, Italy, and Japan.

African American contributions

In the beginning of the war, fewer than 4,000 African Americans were serving in the military--many had been frequently passed over for service from all-white draft boards. After receiving pressure from the NAACP, President Roosevelt pledged to enlist more African Americans into the armed services. By 1945 over 1.2 million African American men and women were serving. In the beginning, these soldiers were assigned to non-combat service units like supply, maintenance and transportation. As the war raged on, more were assigned to positions like infantryman, pilots, tankers and medics.



Philip Randolph (Biography.com) was a labor leader and social activist. During World War I he tried to unionize African American shipyard workers and elevator operators. During World War II he was instrumental in desegregating the US military and ending discrimination in government defense factories.

One of the most influential groups of African Americans during this time was the Tuskegee Airmen. These pilots began training with the Army's PT-17 Stearman bi-plane in Tuskegee, Alabama as an Army Air Corps "experiment" to see if African Americans could be trained as combat pilots. These men did not disappoint. They proved that they had the mental and physical abilities to be successful leaders and pilots....and radio operators, technicians, supply personnel, medical personnel, meteorologists and much more. There were 996 pilots and over 150,000 ground personnel that made up the Tuskegee group. These groundbreaking soldiers paved the way for other African Americans to experience opportunities that had once been closed. In 1948, President Truman officially integrated the armed forces.

"The world's greatest democracy fought the world's greatest racist with a segregated army."

Stephen Ambrose, *Citizen Soldier*

During the war, the "Double V" campaign was established by African American leaders. This campaign called for victory against our enemies overseas and victory against racism at home. It was this defiant rejection of unjustified racism and the push for desegregation that planted the important seeds for the Civil Rights Movement.



Thinking Like A Historian:

In a racially divided America, what did the Tuskegee airmen prove? In what ways would this event give hope to minority groups?

Native American Contributions

Similar to African Americans, Native Americans answered the call for war service with some 25,000 enlistments, 800 of which were women. For many, this was their first opportunity to meet non-Indians as they left their reservations for the first time. In 1941, the Marine Corps began actively recruiting Native Americans,

specifically Navajo code talkers. Based on the recollection of some WWI soldiers who experienced firsthand, the effectiveness of secretly transmitted battle messages by American Indians of the Choctaw tribe and combined with demonstrations by the Navajo, over 400 Navajo Indians were recruited and trained as code talkers.



<http://navajominist.powweb.com/WordPressSite/wp-content/uploads/2015/02/CodeTalkers-1024x786.jpg>

Often lying about their age in order to be recruited (some were as young as 15), the Navajo code talkers endured intense training under physical harsh conditions to simulate battlefield training.

The American Indian tradition of handing down stories, songs and prayers through memory served these soldiers well when having to memorize, interpret and pass on accurate messages without writing anything down. Required to memorize up to 17 pages of codes at times as part of their training, the intelligence, dedication, and bravery of the Navajo code talkers paid off significantly. Throughout the Pacific campaign the Navajo code talkers were considered indispensable to the war effort. Other Native American tribes also contributed greatly to the war effort.

The Comanches fought against German forces in Europe; the Meskwakis fought against German forces in N. Africa.

Contributions of Latinos to the war effort

It is estimated that over 500,000 Latinos (including 350,000 Mexican Americans and 53,000 Puerto Ricans) served in WWII.

Exact numbers are difficult to obtain because Latinos were not segregated in the war effort in the way that African Americans originally had been. Latinos served in various regiments throughout Europe as well as in the Pacific Theater, North Africa, the Aleutian Islands, and in the Mediterranean. Of particular note, was the service of the 158th Regimental Combat Team (comprised of a large percentage of Latinos) who fought in New Guinea and the Philippines. General MacArthur was so

impressed he referred to them as, “the greatest fighting combat team ever deployed in battle.” In the European Theater, Latino soldiers from Texas as part of the 36th Infantry team were some of the first to land on Italian soil at Cassino. And the 88th Infantry Division (comprised of a large percentage of Latino soldiers) was ranked in the top 10 for combat effectiveness.

Asian Americans also contribute

Similar to the contributions of African Americans, Native Americans, and Mexican Americans, contributions by Asian Americans were also impressive and significant. The 100th Infantry Battalion and the 442nd Regimental Combat Team were segregated Army units who fought in both Germany and Italy. Known as the most decorated unit in US military history for their size and length of service, these teams were among some of the best infantrymen in the U.S. Army. Also of noteworthy importance were contributions of Japanese Americans who served in the Pacific Theater against Japan. Their knowledge of Japanese language and culture were put to use in the Military Intelligence Service, earning praise from General Douglas MacArthur when he claimed that never, in the history of U.S. combat, has one side known so much about an enemy prior to actual combat. Their “eyes and ears of the Allies” proved critical in many U.S. and Allied Forces victories in the Pacific Theater.

Japanese Internment Camps

Historically, there had been tension between Asian immigrants and Americans starting the 19th century. At the turn of the last century laws were passed making it difficult for Asians to migrate, become citizens and to own land. After the bombing of Pearl Harbor in 1941, the tension between mainstream America and citizens of Japanese descent skyrocketed, especially on the west coast. Many Americans were concerned that Japan was going to attack the US via the west coast and that Japanese Americans were loyal to Japan and would be willing to aid them in their quest. In 1942, President Roosevelt signed Executive Order 9066 which gave military leaders the authority to create areas where certain groups could be contained and excluded from daily American life. The War Relocation Authority was created to see this order out and over 110,000 people of Japanese descent were removed from their homes and relocated to internment camps.

Half of these people were children and two-thirds were American citizens. None of these citizens had ever shown disloyalty to America. Internment camps were sprinkled throughout the western interior of the US in areas of Arizona, California, Utah, Idaho, Colorado, and Wyoming.

In most cases, families were given a week to evacuate their homes, close up businesses and say goodbye to friends and neighbors. In other cases they had only 48 hours. Internees could only take with them what they could carry and before

leaving many tried to sell off their goods, only to be swindled by people who offered far less than market value of their possessions. While in these internment camps, families were housed in small barracks and had community areas for bathing, laundry, and eating.

Internment camps were guarded by US military personnel. There was inadequate medical care, increasing emotional stress and coping with extreme temperatures for those placed in desert areas.

During the war only ten people were convicted of spying for Japan. All of the ten were white. The camps were eventually closed down in January of 1945 and allowed internees to return to their homes. Some of them did but others were unforgiving of the US government and returned to Japan. Some people saw these internment camps as a necessary evil after Pearl Harbor, but many others looked at these internment camps like concentration camps and a violation of Habeas Corpus (unlawful imprisonment). What do you think? Was this a necessary evil or a violation of human rights?

Interactive 7.30 A Japanese Internment Story



Local San Diego born and raised, Japanese Internment survivor Ruth Voorhies tells her experience during World War 2 when her family was placed in the Poston Arizona Japanese Internment camp. The experience was a tragic event that never should have happened and was a violation of American rights.



Was the conduct of the United States during WWII consistent with its values?

Section 5

Turning Points Favor the Allies

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

Battle of Stalingrad
George C. Marshall
Dwight Eisenhower
Casablanca Conference
Doolittle Raid
Chester Nimitz
Battle of the Coral Sea
Battle of Midway
Island-Hopping

Despite the early Axis military victories and territorial advancements that occurred in the early war period, several critical developments turned the tide of victory away from the Axis Powers and in favor of the Allied forces throughout 1942 and 1943.

Technology Gives Allies the Upper Hand in the Battle of the Atlantic

In the North Atlantic, technological advancements helped to counter the German U-Boat threat to Allied supply lines. Radar, which had been used so effectively to intercept German planes over Great Britain in 1940, was now used in planes to detect German U-Boats on the surface of the Atlantic. For U-Boats patrolling below



https://commons.wikimedia.org/wiki/File:Sinking_of_U-175.JPG

the icy waters of the North Atlantic, naval destroyers equipped with sonar proved to be devastating to the German wolf packs. While the Battle of the Atlantic would continue until the end of the war, the Allies used the combination of technology and industrial might to gain a significant advantage by the end of 1943. By that time, the Allies were building more ships than the Germans could sink and were destroying more U-Boats than the Germans could build.



https://commons.wikimedia.org/wiki/File:RIAN_archive_44732_Soviet_soldiers_attack_house.jpg

German Army Defeated at Stalingrad Arguably the greatest turning point of the entire war occurred at the **Battle of Stalingrad** in the fall of 1942. After a particularly nasty Russian winter and ferocious Soviet resistance had prevented Hitler's armies from capturing the Russian cities of Moscow and Leningrad in late 1941, Hitler had turned his armies towards southern Russia in the hopes of capturing oilfields and the

industrial city of Stalingrad. The decision would prove to be disastrous for Germany, as another Russian winter and the persistence of the Soviets would once again slow down German troops. After a bitter 199-day battle involving the complete devastation of Stalingrad and intense block-to-block fighting amidst its ruins, the German army was forced to surrender 108,000 troops to the Soviets. Only 5,000 of those troops would see the end of the war. At a cost of 2 million casualties on both sides, the Battle for Stalingrad was the first significant loss for the German army and would be the beginning of the Soviet drive on the Eastern Front to push the Germans all the way back to Berlin. Hitler's decision to invade the Soviet Union ultimately led to his downfall.

Allied Tanks Push Germany Out of North Africa

Allied forces also made significant gains in North Africa. While German and Soviet armies were locked up over Stalingrad, Roosevelt and Churchill made the decision to invade North Africa, in preparation for an invasion of Southern Europe. The decision was not an easy one, revealing divisions among the Allies. Stalin, whose army and civilians were being decimated by the full force of the Nazi war machine, sought an immediate second front in Western Europe to reduce the pressure on the Eastern Front.

Army chief of staff George C. Marshall had proposed opening a two-front war for Germany by invading France by spring of 1943, but Churchill and Roosevelt feared more troops were needed to

guarantee Allied success. If they were going to invade northern France, they needed to do so with overwhelming force. A build-up of American and Allied troops in Britain would take time.

Instead, Britain advocated attacking the “soft underbelly” of Europe while the buildup continued. Roosevelt agreed.

Throughout late October and early November of 1942, British General Bernard Montgomery kicked the Germans out of Egypt after a victory at El Alamein and began pushing Rommel’s Afrika Korps westward across North Africa’s vast deserts.

Meanwhile, Operation Torch, headed by General **Dwight Eisenhower**, landed American and Allied tanks and troops at points in Morocco and Algeria, which then fought east across North Africa, eventually meeting up with Montgomery’s British forces in Tunisia. There, Rommel’s forces surrendered to the Allies in May of 1943.

Casablanca Conference

During the North African campaign, President Roosevelt met with Churchill in the city of Casablanca to begin hammering out the next step towards peace. Stalin had been invited, but declined

Interactive 7.31 North African Front in Photos



To see the North Africa front in photos, [click here](#)



Roosevelt and Churchill meet at Casablanca, 1943

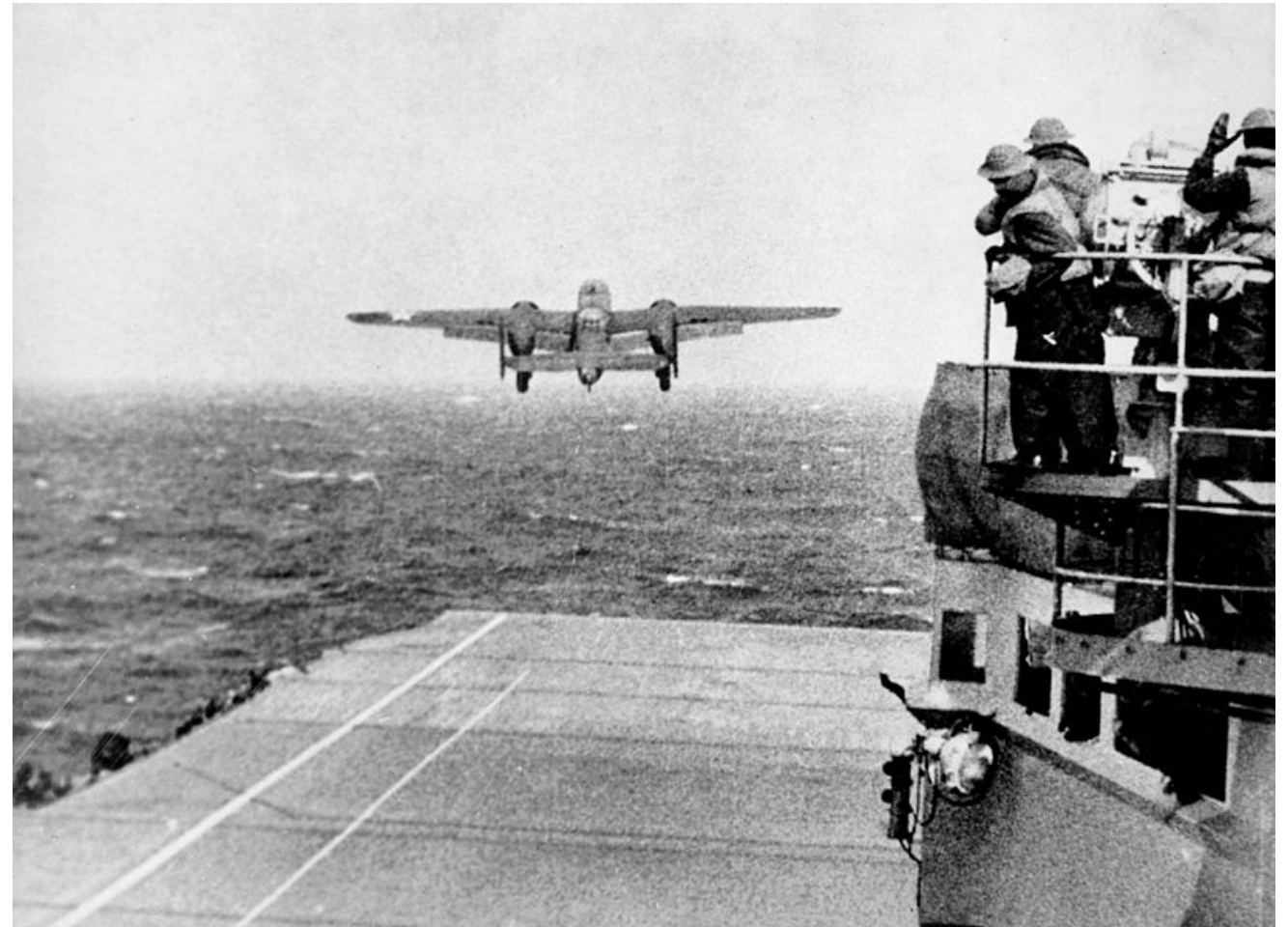
while the Russians were desperately defending Stalingrad. To Stalin’s dismay, Churchill convinced Roosevelt to postpone the opening of a western front until 1944, while announcing that only the unconditional surrender of the Axis Powers would bring an end to the war. The Allies also agreed that they would begin bombing German cities from the air.

Allies Invade Southern Europe Following the German defeat in North Africa, Allied forces began their invasion of Italy to knock the Italians out of the war and to encourage Germany to shift troops from France to southern Europe. Despite initial successes in Sicily, which fell after 38 days, the Allied attempt to advance up

the Italian peninsula stalled south of Rome and bogged down significantly. The intended consequence of knocking Italy out of the war somewhat succeeded when Mussolini's government collapsed and he attempted to flee to Germany. Italy's replacement government then joined the Allied side, only to see German troops pour into Italy and effectively halt American advance south of Rome throughout the rest of 1943 and into 1944. Rome finally fell on June 4, 1944, two days before Allied forces opened up a western front in Europe by invading the beaches of France, . Unfortunately, some historians argue that the invasion of Italy postponed the opening of a western front by as much as a year, a delay which Stalin and the Soviets would bitterly remember at the peace table at the war's end.

Pacific Aircraft Carriers Turn the Tide at Midway

The Allied gains against Axis powers in 1942 and 1943 were not limited to Southern and Eastern Europe. The Pacific Theatre had its fair share of turning points in those years, as well, which highlighted the importance of aircraft carriers and airplanes to the war's conduct in the Pacific. On April 18, 1942, 16 bombers under the command of Colonel James Doolittle left the carrier USS Hornet and flew a bombing mission over Tokyo and several other Japanese cities in retaliation for the bombing of Pearl Harbor. The Hornet had been stationed in the Pacific, north of Midway Island, about 650 miles from Japan. While all sixteen



A B-25 launches from the aircraft carrier USS Hornet in order to participate in the Doolittle Raid over Tokyo.

bombers ran out of fuel after dropping their bombs and were forced to crash land in China (with one making it to the Soviet Union), **the Doolittle Raid** was the first successful bombing raid over the islands of Japan and served as a significant morale boost for the United States. However, it also revealed a critical security hole in Japanese defenses around the Pacific, namely around Midway Island. To fix the flaw the Japanese would have to destroy the remnants of the US fleet in the Pacific and capture Midway Island. Since Australia was a major United States ally, the Japanese Navy also sought to cut off the Australians and

isolate them by taking over their northern neighbors, the Solomon Islands and New Guinea. The plan failed when US Pacific Forces led by Admiral **Chester Nimitz** clashed with the Japanese Navy in the **Battle of the Coral Sea** in May of 1942, despite the fact that no surface ships exchanged any shots. Instead, all of the fighting was conducted 200 miles apart from the fleets by carrier-launched planes. The United States successfully turned back the Japanese assault on New Guinea, then scored a major victory in June when US planes from three aircraft carriers near Midway Island sank four of Japan's ten aircraft carriers at the **Battle of Midway**, while the United States lost only one. The battle turned out to be the turning point in the Pacific campaign, as the Japanese navy lost its offensive power and was unable to recover the devastating loss of carriers, planes, and pilots. Now, the United States launched its program to take the war back to Japan.

The Allied Offensive in the Pacific Begins

The plan for defeating Japan involved a two-fold offensive: General MacArthur would lead a campaign from Australia towards the Philippines. Admiral Nimitz would lead another campaign from Hawaii to capture strategic islands for air and military bases in the Central Pacific, a process called "island-hopping." The two forces would then meet up for a final offensive against Japan's home islands. The American offensive in the Pacific towards Japan began in August of 1942 at Guadalcanal,

and the fighting was savage and intense, revealing a glimpse of what was to come throughout the Pacific campaign--the painfully tragic sacrifices that would be necessary throughout the island-hopping campaign to close out the war in victory. By the end of 1943, the Japanese advance had been halted, as had the Axis advance across all fronts of the war. After initial setbacks, the Allies now had experienced a series of turning points that significantly altered the direction of the war and pointed the Allies down the road towards victory. That road would be a tough one to travel.

Report to the President: Course of the War, 1942-43

You are responsible for advising President Roosevelt on military matters related to the course of the war across all theaters of the war (Europe and the Atlantic, North Africa, and Asia and the Pacific) between 1942 and 1943. Write a briefing for the President that summarizes the overall direction of the war for the Allies during this period in each of the theaters, providing specific campaigns and their results to support your assessment of the time period. Again, consider the geographical problems that each theater poses for the Allies in your assessment.

Section 6

The Road to Victory

QUESTIONS TO GUIDE INQUIRY

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2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
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7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

D-Day
Battle of the Bulge
Harry S Truman
V-E Day
Kamikaze
Battle of Okinawa
Battle of Iwo Jima
Albert Einstein
Manhattan Project
J. Robert Oppenheimer
Incendiary bombs
Hiroshima and Nagasaki
V-J Day

The wave of successes experienced by the Allies on all fronts of the war by the end of 1943 reversed the course of the war decisively in favor of the Allies. In the Pacific, the US Navy's victory at Midway had put the Japanese Empire on the defensive and, despite the "Germany First" approach by the Allies, had overcome a shortage of resources to begin the arduous campaign of island-hopping towards the Japanese mainland. In Europe, the Russians had the German army retreating on the Eastern Front, while the Allies had kicked Germany out of North Africa and were pushing up the Italian Peninsula. Mussolini's government had fallen, and a new government had sided with the Allies and declared war on Germany. German



A German aircraft factory lies burning in the background after being bombed by 100 American B-17s.

U-boats had been significantly withdrawn from the North Atlantic due to tremendous losses at the hands of Allied planes and ships equipped with radar and sonar, and preparations were being made to open up a western front in France.

Allies Target German Cities

As part of the preparation for invasion, Churchill and Roosevelt had agreed at Casablanca to begin the strategic bombing of German cities from the air, hitting Germany's ability to make war through the targeting of factories and transportation lines. By June of 1943, the two countries had agreed that the United States would precision bomb industrial and military targets during the day, and British bombers would area bomb cities by night.

The British had hoped that targeting cities would destroy the morale of the citizens of Germany.

Interactive 7.32 DDay Soldiers Account



To read a soldier's account of landing on Omaha Beach on D-Day, click here



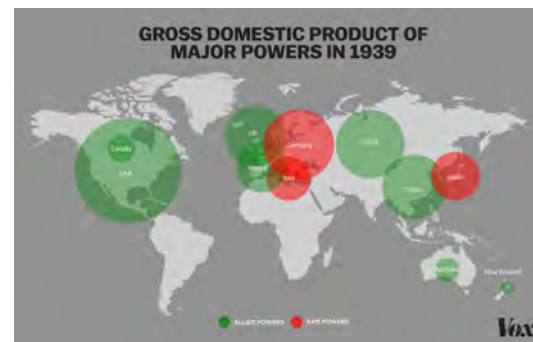
D-Day: June 6, 1944--U.S. troops arrive on Omaha Beach

D-Day Opens Up a Second European Front

Meanwhile, Allied troop buildup in Britain continued until early June of 1944. On the night of June 5, 1944, British radio stations began broadcasting coded messages to the French resistance that the invasion was on. This was their cue to sabotage German railway and transportation routes in France. Allied planes dropped tinfoil from the air to confuse German radar stations as to where the location of the invasion would actually be. Shortly after midnight, two American airborne divisions landed behind

enemy lines to protect the flanks of the troops who would hit the beaches just before dawn. On the morning of June 6, 1944, D-Day, the invasion of France began. Under the direction of General Eisenhower, who was promoted to the Supreme Allied Commander in Europe, 156,000 American, British and Canadian troops landed amidst stiff German resistance across five beaches in Normandy, codenamed Sword, Juno, Gold, Omaha, and Utah. The landings would become the largest amphibious invasion the world had ever seen, as another 5,000 ships, 11,000 aircraft, and 50,000 vehicles assisted the invasion force. Because the weather had been poor, the Germans were caught off guard, especially since they were expecting the invasion to occur at the shortest point across the English Channel. Following five days of intense fighting, Allied troops were able to unite all five beachheads and begin the advance across northern France. By the end of August, Paris had been liberated; by the end of September, France and Belgium. In October, American troops captured their first German town. Progress, however, was much slower than originally planned. By winter, the Allied offensive ground to a halt. Bad weather, overstretched supply lines, and strong German defenses hampered Allied efforts to force a German surrender by the end of 1944.

Interactive 7.33 42 Maps



For 42 maps that explain World War II, click here

Allied Armies March towards Berlin

In December, the Germans began one last counteroffensive to offset Allied gains in Western Europe by capturing the port city of Antwerp, Belgium, thereby effectively splitting Allied lines in two. It would be their last offensive in the West. Sensing a weakness in Allied lines, the Germans launched a blitzkrieg attack and pushed the Allies back towards the Ardennes Forest, creating a 60 mile bulge in the center of Allied lines. During the so-named, month-long “**Battle of the Bulge**,” U.S. troops resisted a strong German tank attack despite bitter cold, a lack of winter clothing, and a serious shortage of supplies and ammunition. With the arrival of General George Patton’s Third Army, Allied troops held their lines and forced enough losses on Hitler’s army in the West to eliminate its ability to launch further offensives. On the Eastern front, the Soviets had also launched major offensives throughout the summer of 1944 and, by the end of the year, had made their way through Poland, Eastern Europe, and the Balkan Peninsula.

Interactive 7.34 DDay By the Numbers



For an infographic of D-Day: By the Numbers, click here

The War in Europe Ends

The arrival of April in 1945 saw events unfold dramatically. In the United States, the country went into mourning as it was announced that President Roosevelt had died of a stroke on April 12 while sitting for the presidential portrait in Warm Springs, Georgia. Vice President **Harry S Truman** inherited the presidency just as the Allies were moving toward the final defeat of the Third Reich: While U.S. and British forces raced forward to Berlin from the West, the Soviets rolled towards Berlin on the East. On April 25, the Soviet army reached Berlin. Within the next five days, with the city above him under constant bombardment, Adolf Hitler would marry his mistress Eva Braun in an underground bunker, write his final “Political Testament” to the German people, and commit suicide alongside his new wife. Nazi officials took the bodies outside, doused them with gasoline, and burned them before the Soviets could recover them. Mussolini and other Italian fascist leaders would be executed by their fellow countrymen in Italy during the same span of time.

Finally, on May 8, 1945, the remaining German armies surrendered unconditionally, and the day became known as **V-E Day**—Victory in Europe Day. The war in Europe had been won.

Interactive 7.35 WW2 in Pictures



For more photos on the fall of Germany, [click here](#)

All eyes now turned toward the grueling, savage battles being fought in the Pacific as the U.S. Navy and U.S. Marine Corps battled its way toward the Japanese mainland, with the full industrial might of the American home front behind them.

The Soldier's Life

Few people captured the difficult life of an American soldier quite like Bill Mauldin. Mauldin served in the 45th Infantry Division of the U.S. Army, drawing cartoons from the front of “Willie and Joe”, two American soldiers who came to symbolize the combat experience of American soldiers in Europe.

Here, he discusses the life of a soldier on the front lines.

The life of the World War 2 soldier was often captured in the letters they wrote to loved ones during the war.

How the War Impacted High School Life

For a glimpse of how the war impacted high schools back home, visit the yearbook of [Grand Rapids Union High School here](#)

Island Hopping Towards Tokyo

Shortly after the D-Day invasion in Europe, the US Navy was continuing its strategy of island-hopping by attacking the heavily-fortified Mariana Islands. The battles were fierce and bloody, as the Japanese demonstrated their willingness to fight to the death rather than surrender. The battles resulted in the capture of Tinian, Guam and Saipan, all of which were used for airfields. At Tinian, US Forces captured the island that would serve as the air



The USS Bunker Hill is hit by two Japanese kamikaze planes within a short period of time at the Battle of Okinawa.

base from which long-range bombing missions to the Japanese mainland would be conducted, including the atomic bombs dropped on Hiroshima and Nagasaki. The victory at Saipan provided an airbase, but it also revealed the commitment of Japanese soldiers and civilians alike to face death at the hands of suicide rather than surrender: 30,000 Japanese troops fought to the bitter end and, as horrified Marines looked on, another estimated 1000 Japanese civilians leapt to their deaths off Saipan's "suicide cliffs". Many were entire families consisting men, women and children.

Japanese Begin Using Kamikazes in the Philippines

The willingness of the Japanese to sacrifice everything continued at the Battle of the Leyte Gulf in the Philippines in October of 1944, where the Japanese fleet threw everything it had against the United States in what became the largest naval battle in history, as well as the last fleet-versus-fleet engagement in the Pacific. During the battle, American forces sunk the last four major Japanese aircraft carriers. During the battle, the Japanese began employing the use of the **kamikaze**, a suicide plane loaded with explosives that would fly into a ship in order to destroy it. Japanese kamikaze pilots flew over 400 suicide missions against U.S. ships in the Leyte Gulf, sinking or damaging close to 100 ships. Despite the attacks, the United States scored a decisive victory in the encounter, and the Japanese fleet would not pose a serious threat to the United

States for the duration of the war. Japanese resistance to U.S. island landings, however, remained fierce. After the Battle of the Leyte Gulf, General MacArthur landed in the Philippines and began the long process of retaking the island chain. It would take another year before the city of Manila fell to American forces.

Interactive 7.36

Eyewitness Kamikaze



For an eyewitness account of kamikaze attacks, [click here](#)



U.S. Marines destroy a cave during the Battle of Okinawa, which began on April 1, 1945

Allies Experience High Casualties at Iwo Jima and Okinawa

Meanwhile, in February of 1945, American marines landed on the small volcanic island of **Iwo Jima**, which was located about 750 miles from Tokyo. US commanders believed the island could be captured in four days, but the Japanese on the island had created tunnels and strongholds deep beneath the black sands and underlying rock of the island. Marines had to go tunnel by tunnel using grenades and flamethrowers to flush out the Japanese strongholds. The island finally fell at the end of March. In the end, one in every three U.S. marines fighting on the island were either killed (5,885) or wounded (23,573), making it the costliest single battle in Marine Corps history. Over 23,000 Japanese fought to the death or committed suicide by the time the battle was over a month after the initial invasion. Less than 220 Japanese surrendered.

The fierce Japanese resistance intensified on the island of Okinawa less than a week after the fall of Iwo Jima. Located less than 350 miles from the Japanese islands, the strategic location of Okinawa made it an ideal base for the Allied invasion of Japan.

In the largest amphibious assault in the Pacific, over 180,000 U.S. Army soldiers and Marines battled a well-entrenched Japanese army for a span of two and a half months. The intense combat and heavy losses on the American side were further compounded by week after week of kamikaze attacks on

American support ships off the coast. Caught in the middle were the citizens of Okinawa, many of whom were forced to assist the Japanese in the fighting. Often, American troops faced the terrible challenge of being unable to distinguish soldier from civilian as fighting raged across the island's maze of caves. By the time the island was secured in June, the United States had experienced another 50,000 casualties, including the deaths of 12,500 sailors and soldiers. [Box of battle casualties in the Pacific] Over 110,000 Japanese were killed, in addition to another 100,000 civilians, many of whom committed suicide. The tenacious Japanese defense at the **Battle of Okinawa**, combined with the tremendous loss of troops, materials, ships, and tanks by American and Allied forces assisting in the invasion, convinced many high ranking commanders that a full-scale invasion of the Japanese homeland would yield an extremely high number of casualties on all sides. For this reason, many began to embrace an alternative that would bring a quick end to the war by forcing a Japanese surrender. That alternative was the atomic bomb.

Interactive 7.37 WW2 in Pictures



For more photos of fighting in the Pacific, click here



Workers prepare for the first test of an atomic bomb, codenamed Trinity, which was successfully denoted on July 16, 1945.

Development of the Atomic Bomb

The roots of America's development of the atomic bomb began with a letter from a Jewish refugee who left Hitler's Germany in 1933 for the United States. **Albert Einstein**, a prominent physicist, wrote a letter to President Roosevelt informing him that scientists in Europe and America had recently come to believe

that nuclear chain reactions could be set up inside uranium to unleash “vast amounts of power.” Furthermore, he warned, “extremely powerful bombs of this type” had the potential “if carried by boat and exploded in a port” to “very well destroy the whole port together with some of the surrounding territory.”

German scientists, noted Einstein, were already working to develop such a weapon, and he believed that it would be in the best interests of the United States to lend its weight to atomic weapon research and development.

Interactive 7.39 Einstein Letter



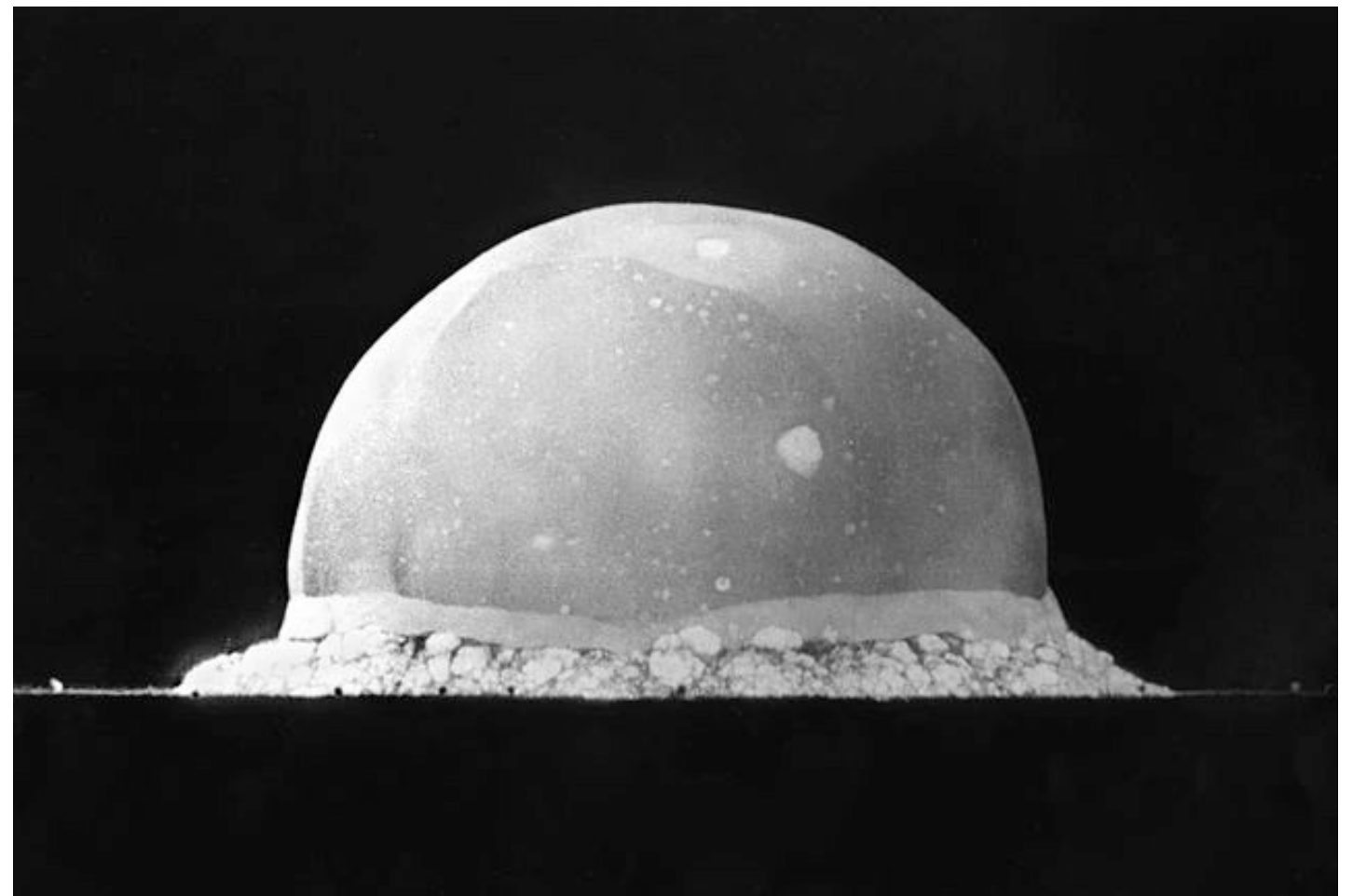
To see Einstein's letter to Roosevelt, click here

Interactive 7.38 Atomic Heritage



For an extensive timeline on the research and development of atomic weapons technologies, click here

Over the next several years, the United States worked in partnership with Great Britain to begin to research and develop atomic weapons in a top secret program known as the **Manhattan Project**. Led by **J. Robert Oppenheimer**, the \$2 billion program would ultimately produce three working atomic bombs by July of 1945 and usher the world into the atomic age. Scientists, many of whom were refugees from Europe, worked in a variety of sites spread out across the United States, places as diverse as laboratories underneath the football stadium of the University of Chicago, in the deserts of Los Alamos, New Mexico,



The first 16/1000 of a second of the Trinity Test produced a mushroom cloud that was already 660 feet high when this picture was taken. https://upload.wikimedia.org/wikipedia/commons/thumb/7/78/Trinity_Test_Fireball_16ms.jpg/640px-Trinity_Test_Fireball_16ms.jpg

nestled within the ridges and valleys of Oak Ridge, Tennessee, and along the river and streams of Hanford, Washington.

Components for the bomb ultimately made their way to Los Alamos, where they were assembled for the first test, code-named Trinity. On July 16, 1945, the first atomic explosion illuminated the Alamogordo Bombing Range with a brilliant flash, followed by the full impact of the blast. President Truman, who was meeting with Stalin and Churchill in the Berlin suburb of Potsdam, was immediately notified of the results. Stalin, who had spies at Los Alamos, had already been informed of the bomb's existence when Truman passed on the information "of a new weapon of unusual destructive force" to him a week later.

According to Truman, Stalin showed relatively little interest in the development, replying that he hoped the Americans would make "good use of it against the Japanese."

Debate Over the Morality of Bombing Civilians

The decision to use the bomb against Japanese cities raised the question of the morality of bombing cities not just for their military targets, but with the intent purpose of destroying civilian morale.

In the minds of the British, civilians were producing the weapons and materials being used against troops on the battlefield.

Therefore, cities were reasonable targets for area bombing, or bombing with the intended purpose of demoralizing the enemy.

Throughout the early stages of the war, it had been the policy of the United States Army Air Force not to bomb civilian targets, but

instead to use precision-bombing to destroy specific military and industrial targets. However, due to the weather of northern Europe, this was not always possible, and civilians often perished at the hands of errant bombs. However, by 1945, the British had encouraged Americans to begin carpet-bombing cities. In February of 1945, British and American commanders made the controversial decision to target the German cultural center of Dresden as part of their bombing campaign to devastate German



American B-29s firebomb Tokyo on May 26, 1945 https://upload.wikimedia.org/wikipedia/commons/thumb/9/90/Firebombing_of_Tokyo.jpg/968px-Firebombing_of_Tokyo.jpg

morale. In the attack, waves of British and American bombers dropped **incendiary bombs** on the population, causing a firestorm that killed anywhere from 25,000 to 100,000 people.

Incendiary bombs are those that use fire and the spread of fire to inflict heavy damage. In March, the United States began the regular fire-bombing of Japanese cities, beginning with Tokyo, which had a large number of wooden buildings. In two days of bombing, over 100,000 Japanese perished in the attacks. A quarter of the city had disappeared in ashes. More Japanese cities suffered the same fate.

Debating the Real World Implications of Science and Technology

The National World War II Museum recently asked some very challenging questions for people to consider regarding the application and use of science and technology during wartime:

1. What kinds of technological weapons are morally acceptable and what kinds are not?
2. Under what circumstances is it morally acceptable to bomb civilians during a war?
3. Was it the right decision for the U.S. Government to bring Nazi rocket scientists to the U.S. to help develop the American space program?

4. If the Nazi medical experiments produced medical data that would be useful for today's researchers, would it be ethical to use that data?

5. Should a doctor use his or her medical knowledge to assist the military or government design physical or mental techniques for interrogating prisoners of war?

6. Is it heroic to use new weapons technologies that allow people to kill from a distance, without ever seeing their enemies?



How would you answer these?

The Debate over the Use of Atomic Weapons



The atomic bomb, codenamed Little Boy, lies near the cargo bay of the B-29 the Enola Gay in preparation for its use against Hiroshima

You are an advisor to President Truman who must brief the president on whether or not to use atomic weapons.

Review the various arguments [here](#).

Arguments in Favor of Dropping the Atomic Bomb

Arguments Against Dropping the Atomic Bomb

For official documents relating to the dropping of the bomb, [click here](#)

For select portions of International Law, [you may wish to consider these](#)



How would you advise the President?

Truman's Decision to Use the Bomb

For Truman, the decision to use atomic weapons was clear. The atomic bomb clearly would be an instrument of war that could bring an immediate end to the tragedy, as opposed to a full-scale invasion of Japan that would cost even more Allied lives would take at least another year to conclude. Others were not so sure.

Some military leaders argued that the Japanese, who were already underneath a significant naval blockade that had stopped supplies from

reaching the islands, were on the verge of surrender, especially in light of the regularity in which U.S. air forces were able to fire-bomb Japanese cities unopposed. Using such a powerful weapon would not be necessary, especially if the United States accepted surrender terms that allowed the Japanese to



[https://en.wikipedia.org/wiki/](https://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki#/media/File:Atomic_bomb_1945_mission_map.svg)

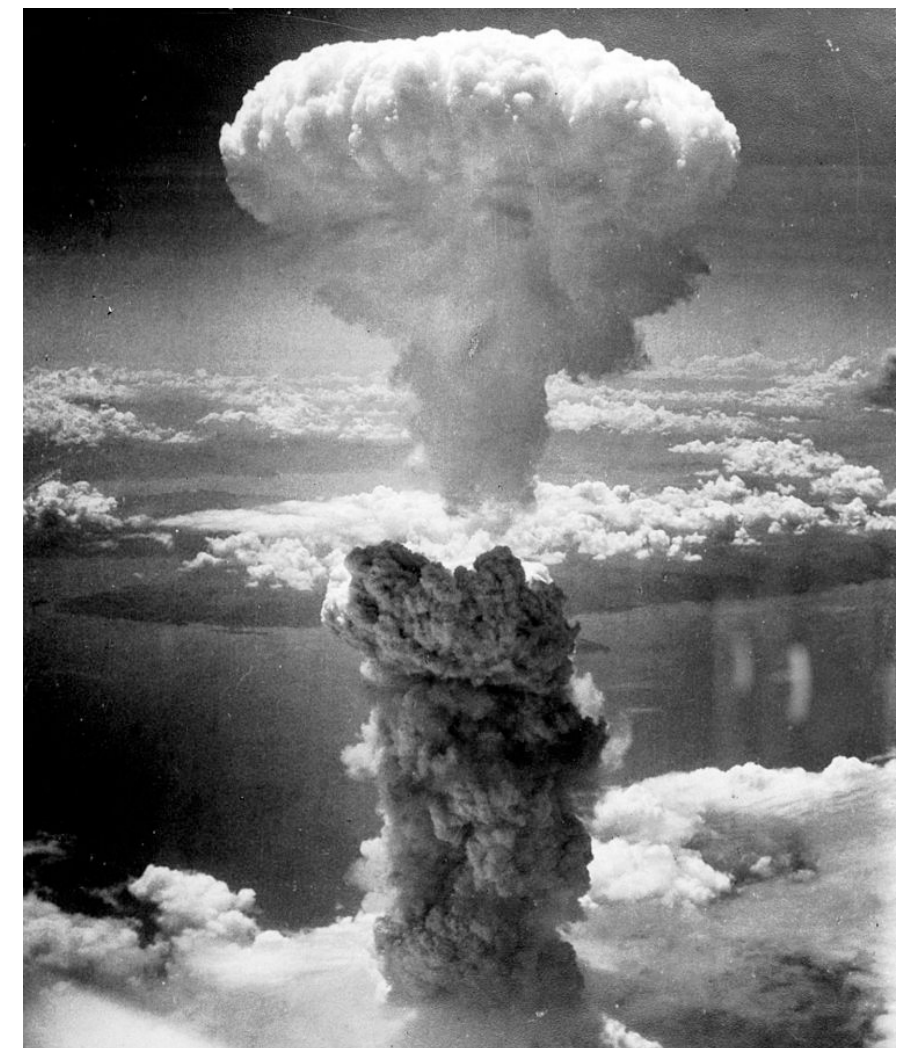
[Atomic bombings of Hiroshima and Nagasaki#/media/](https://en.wikipedia.org/wiki/Atomic_bombings_of_Hiroshima_and_Nagasaki#/media/File:Atomic_bomb_1945_mission_map.svg)

File:Atomic_bomb_1945_mission_map.svg

keep their emperor, as opposed to unconditional surrender.

Others, however, felt that the intensity of the Japanese spirit in defending the islands closest to the mainland had proved that they were willing to fight to the last man, woman and child in defense of their homeland. Furthermore, it was the Japanese who had started the war at Pearl Harbor, and the atrocities in Nanjing and at Bataan only reinforced their belief that the Japanese had it coming. Because of concerns of the morality of bombing civilian populations, some scientists promoted the idea of conducting a

demonstration of the power of the atomic bomb on an uninhabited area first, which might then encourage the Japanese to end the war. Truman decided to go ahead with the weapon with the blessings of Churchill, who had been replaced by Britain's new



The mushroom cloud over Nagasaki on August 9, 1945

prime minister (Clement Attlee) before the conference ended. At Potsdam, the three Allied leaders issued an ultimatum to the Japanese to surrender or “face complete and utter destruction.” Japan refused.

Hiroshima and Nagasaki

On August 6, the B-29 Enola Gay left from the airbase on Tinian Island in the Pacific carrying an atomic bomb known as Little Boy.

The target was Hiroshima, a city that had experienced very little wartime damage from U.S. bombing missions. Two days before the bombings, American planes dropped hundreds of thousands of leaflets in Hiroshima, warning citizens to evacuate immediately. At 8:16 am local time, a brilliant flash appeared 1,850 feet above Hiroshima. Survivors would later call it “pika-don,” literally “flash-boom”. In that instant, an estimated 80,000 Japanese were killed, and the death toll would later rise to around 140,000 from radiation poisoning, burns and other bomb-related injuries.

Despite the devastation, there was no response to U.S. calls for surrender. On August 9, three days after the attack on Hiroshima, a second atomic bomb was dropped on the city of Nagasaki.

The rolling hills and topography of the city limited the extent of

Interactive 7.40 Hiroshima



One year after the bombing of Hiroshima, writer John Hersey published the accounts of six people who were in Hiroshima when the atomic bomb was dropped. To read his powerful account, [click here](#).

damage caused by the blast in comparison to the bomb over Hiroshima, but another 70,000 people perished. Meanwhile, the Soviets declared war on Japan and invaded Manchuria on the same day.



The ruins of Nagasaki

V-J Day

Finally, August 14, 1945, became known as **V-J Day** (Victory over Japan Day), as Emperor Hirohito announced the Japanese surrender. On September 2, aboard the USS Missouri in Tokyo Bay, the formal surrender was presided over by General Douglas MacArthur. While the global fight against fascism was finally over, the bloodiest war the world had ever known would soon launch another, this time between the totalitarian state of the Soviet Union and the democracies of the West, using weapons capable of unimagined destruction harnessed from the power of the atom.

Interactive 7.41

Infographic



Infographics are very popular and quite eye-catching. However, not all infographics are created equal.

Analyzing Graphics: Not All is What It Appears

Infographics are very popular and quite eye-catching.

However, not all infographics are created equal.

Study the infographic here and answer the following questions:

1. What is the subject of the infographic?
2. Who created it and why?
3. What are the strengths of the infographic?
4. What are its weaknesses?
5. What are the sources for the infographic? Do they seem reliable?
6. Are there any errors in the infographic?

Report to the President: The Road to Victory, 1944-45

You are responsible for advising President Truman on military matters related to the end of World War II across all theaters of the war (Europe and the Atlantic, North Africa, and Asia and the Pacific) between 1944 and 1945. Write a briefing for the President that summarizes the winding up of the war for the Allies during this period in each of the theaters, providing specific campaigns and their results to support your assessment of the time period. In your assessment, consider the role that technology played for the Allies in each of the war's theaters.

Finally, assess how well the United States lived up to its democratic principles and its war aims as set forth in the Atlantic Charter.

Section 7

The Holocaust

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

Holocaust

Genocide

Scapegoat

Stereotype

Anti-semitism

reparations

Nuremberg Laws

The **Holocaust** was a systematic, government organized persecution and murder of 6 million Jews and other targeted groups by Nazi Germany and her collaborators. After the Holocaust was brought out into the open for the world to see, the world said, “Never again.” Yet, here we are. Again. Genocides did not start with the Holocaust and there have been more since... Armenia, Bosnia, Rwanda, Cambodia and as recently as 2016 between IS and their targeted groups in Syria. So, the question to be asked, as global citizens is, “How do genocides start--specifically the Holocaust?”

The Holocaust was not an idea that materialized instantaneously. The **stereotypes** that were accepted and mainstreamed into the culture at the time assisted with the normalization of this behavior. It began with the elimination of individual rights of select groups--mainly because certain groups were feared due to differences in religious and political beliefs. By the end of World War II, negative stereotypes that had turned into fear and hatred by those in power led to the extermination of over 6 million men, women and children in Europe.

The largest group targeted in Europe were those of the Jewish faith. Others that were targeted were homosexuals, gypsies, people with physical and mental disabilities and other political and religious dissidents. Jews had been made to be scapegoats many times in history, dating back hundreds of years.

Over the last several centuries, **anti-semitism** has occurred in the form of political, economic, social, religious and racial prejudices. All of these forms of anti-semitic hatred played a key role in creating the Holocaust, particularly in the form of racism.

Without the practice of anti-semitic behaviors, many historians argue the Holocaust would not have happened.

After World War I ended (1918) and the Treaty of Versailles was in place, Germany found itself saddled with the blame for the war as war **reparations** to the Allies were being paid. Germany's territories were smaller and its military was nothing more than a glorified police force. The democratic Weimar government struggled with unemployment, and inflation was so bad that the currency in Germany was worthless. Additionally, a huge national debt loomed over Germany's government and a depressed population was growing restless.

In 1921, Adolf Hitler was in charge of the Nationalist Socialist People's Party. Hitler promised full employment and to make Germany great once again. He spoke of a superior race and was outspoken at blaming the Jews for Germany's then current state.

Interactive 7.42 Holocaust Timeline



Learn more in this gallery.

German citizens responded positively to his promises. By 1933, Hitler had manipulated the democratic process through bully-like tactics to become chancellor. Within a year his chancellorship become an absolute dictatorship and he had complete control over all aspects of the German government.

Timeline of Loss of Liberties

Between 1933-1936 over 1400 anti-Jewish laws were passed in Germany. Using the information on the timeline below, organize the events into the following categories: Economic, Social, Political or Religious. Once you have done this, choose the three events that would have had the most impact on your life and describe why.

3/22/33 The first concentration camps, Dachau, is established.
By 1945 the Nazis will have built over 1000 camps.

4/1/33 German government creates an official boycott and Jewish lawyers, doctors and merchants

4/4/33 Jews are required to wear a yellow Star of David to display their identification in public

4/7/33 Jews are banned from practicing law and from civil service jobs. Jewish government workers are forced to retire.

4/11/33 Racially biased employment and economic sanctions are instituted

4/25/33 Jewish students are not allowed to attend German public schools

4/27/33 The German government prohibits the kosher (ritual) slaughter of animals for meat.

5/10/33 Books that were seen as “un-German” were burned. Over 20,000 books were destroyed including books by John DosPassos, Thomas Mann, Karl Marx, Ernest Hemingway, HG Wells, Helen Keller, Erich Maria Remarque and others.

6/28/33 Hitler begins to regulate the German press and publishing

7/14/33 German citizenship rights were stripped away from Eastern European Jews living in Germany. The Law for the Prevention of Offspring with Hereditary Diseases is enacted and provides sterilization of “unfit” parents and potential parents as well as euthanasia of handicapped people who were seen by the government as defective.

9/22/33 Jews are banned from cultural activities like journalism, music, broadcasting and theatre

9/29/33 Jews were forbidden to farm

4/30/35 Jews were no longer allowed to display the German flag

5/31/35 Jews were banned from the armed forces

9/15/35 **The Nuremberg Laws** are established. All remaining rights are taken away. Jews are no longer considered citizens. Jews and non-Jews are not allowed to marry. The black swastika in a white circle on a red background became the official flag of Germany.

1935-1936 Jews were banned from parks, restaurants, and swimming pools. Jews were forbidden to use the German greeting “Heil Hitler.” Jews were no longer allowed to use electrical equipment, bikes, typewriters or records. Passports to travel abroad for Jews was restricted. Many Jewish students were removed from German universities.

Of these bans, which three would be the most impactful on YOUR life? Why?

Which three do you think were the most important towards Hitler’s Final Solution?

Click on each event and label it as political, social, economic or religious.

The Final Solution and Events of the Holocaust

Hitler and the Nazi party coined the phrase “Final Solution” to describe the calculated plan to wipe out the Jewish population, starting in Europe. This plan would lead to the death of millions by shooting, gas chamber, and other methods. During this horrific period in history two thirds of the Jewish population in Europe was killed.



Gate as you enter in to Auschwitz. “Work Shall Set You Free” photo courtesy of Kim Noga

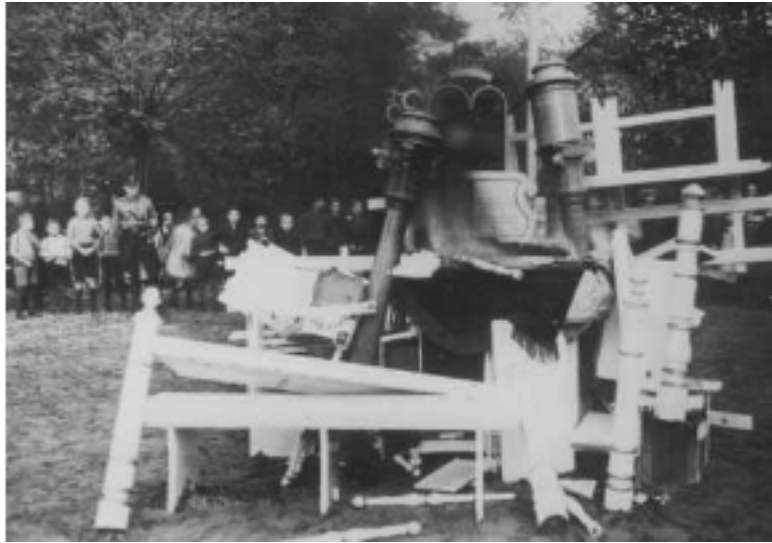
Major events of the Holocaust:

Kristallnacht

Translated Kristallnacht means “Crystal Night” but has become known as the “Night of Broken Glass” because of the piles of shattered glass from Jewish homes, businesses and synagogues after a night of plundering and destruction. This night of anti-Jewish violence took place on November 9-10, 1938 in Germany, Austria and occupied Czechoslovakia. Instigated by Nazi Party officials and Hitler Youth, they were instructed to remove synagogue archives and deliver them to the government before vandalizing. They were also ordered to jail as many Jews as local jails could hold, targeting young, healthy men first.



A private Jewish home vandalized during Kristallnacht, Austria, November 10, 1938.(USHMM)



German children, behind an SS man, watch as religious objects from the Zeven synagogue are set on fire during Kristallnacht. Zeven, Germany, November 10, 1938. (Leo Baeck Institute, USHMM)

to live in ghettos died of disease, starvation or were shot by the SS. Others were eventually deported to killing centers.



“The Little Boy with His Hands in the Air”
- Tsvi Nussbaum, age 7, 1943, Warsaw, Poland



Local residents watch the burning of the ceremonial hall at the Jewish cemetery in Graz during Kristallnacht, Graz, Austria, November 9-10, 1938 (USHMM)

Ghettos

Ghettos were set up in cities to segregate Jews from the rest of the population. These were often enclosed and guarded. They were designed to be temporary and some lived there for only days, while others stayed for years. The majority of people sent



Pedestrians in the Warsaw Ghetto walk past corpses lying on the street.
(Holocaust Research Project)

Interactive 7.43 Ghettos in Poland



Video clip of Warsaw Ghetto from USHMM <https://www.ushmm.org/wlc/en/media fi.php?ModuleId=10005059&MediaId=253>

SS Troops & Einsatzgruppen

The SS (Schutzstaffel) was an instrument of Nazi Terror. This group was responsible for the Final Solution. Membership was selective and based on racial purity. It started as a small group of bodyguards for Hitler and grew into a group that controlled all other policing agencies.

The Einsatzgruppen were mobile killing squads that specialized in the mass murder of Jews. They would round up the Jewish populations (in many cases, entire families) in a particular place, take them to a secluded areas, force them to give up valuables and take off all of their clothes. They would then shoot them at the edges of a ravine or of a mass grave that was often dug by the victims first.



A German police officer shoots Jewish women still alive after a mass execution of Jews from the Mizocz ghetto (Holocaust Research Project)

Concentration Camps

A concentration camp is a place where a person or group is detained or confined. Under Nazi Germany these were unsanitary and inadequate and controlled by the SS. Sometimes the prisoners were made to provide forced labor or to wait for mass execution. Nazi Germany established several hundred of these between 1933-1945. Some camps were near factories or places where raw materials were extracted and the prisoners were used as forced labor. Prisoners were used ruthlessly and without regard to safety at forced labor camps, resulting in high mortality rates. Gas chambers were used as the SS began to use the camps to kill their targeted groups.

In Poland a concentration camp complex was developed called Auschwitz. Created by the Nazi leaders, Auschwitz became the largest camp of its kind. It was equipped with multiple gas chambers, a crematorium and places for medical experiments.

Zyklon B, the chemical used to kill people in the gas chambers was first tested and used here. It is estimated that 1.3 million people were deported to Auschwitz and 1.1 million were murdered there.



Auschwitz, today



Zyklon B canisters



Auschwitz, crematorium



Auschwitz, empty barracks



Memorial at
Auschwitz

(Auschwitz photos,
courtesy of Kim
Noga)

Interactive 7.44 Animated Map



*Link to animated map from
USHMM*

[https://www.ushmm.org/wlc/en/
media_nm.php?MediaId=3372](https://www.ushmm.org/wlc/en/media_nm.php?MediaId=3372)

Medical Experiments

At least 70 research projects were conducted between 1939-1945 on human subjects. These projects fell into three general categories: research to improve survival and rescue of military personnel, testing medical procedures and pharmaceutical drugs, and experiments attempting to confirm Nazi racial ideology.

Many of these experiments were barbaric and performed on sick people as well as healthy. Some had surgeries performed on them. Some were exposed to various diseases like typhus, malaria, and tuberculosis. Some were subjected to chemicals.

Others were robbed of their sexual organs. Humans had replaced animals in research for Nazi Germany.



A victim of a Nazi medical experiment is immersed in icy water at the Dachau concentration camp. SS doctor Sigmund Rascher oversees the experiment. Germany, 1942. (USHMM)



A war crimes investigation photo of the disfigured leg of a survivor from Ravensbrueck, Polish political prisoner Helena Hegier (Rafalska), who was subjected to medical experiments in 1942. This photograph was entered as evidence for the prosecution at the Medical Trial in Nuremberg. The disfiguring scars resulted from incisions made by medical personnel

that were purposely infected with bacteria, dirt, and slivers of glass. (USHMM)

Resistance Movements

Despite the horrors being inflicted upon them, many Jews resisted Germany and her collaborators. Underground resistance movements grew in over 100 ghettos. Concentration camp prisoners led uprisings against their captors. And small militant groups operated against the Nazis in France, Belgium, Ukraine, Belarussia, Lithuania and Poland. Resistance included escaping, hiding, cultural activities and acts of spiritual preservation.

("Spiritual resistance refers to attempts by individuals to maintain their humanity, personal integrity, dignity, and sense of civilization in the face of Nazi attempts to dehumanize and degrade them. Most generally, spiritual resistance may refer to the refusal to have one's spirit broken in the midst of the most horrible degradation. Cultural and educational activities, maintenance of community documentation, and clandestine religious observances are three examples of spiritual resistance.")

Liberation

In the summer of 1944 as Allied troops started offensives against Nazi Germany across Europe, concentration camps and mass graves were discovered and camps were liberated to the shock and horror of people around the world. And although liberation was not a priority to fighting troops, prisoners were freed, given food, and medical care. The liberators also collected evidence to be used at trials later.



Interactive 7.45 Murrow on Buchenwald



Click the image above to hear Edward R. Murrow's first hand account of the liberation of Buchenwald, death camp. Edward R. Murrow was an American journalist.

Nuremberg Trials

In October of 1945, 22 Nazi leaders were brought to trial for crimes against peace, war crimes, crimes against humanity and conspiracy to commit these crimes. This was the first international trial of its time. The International Military Tribunal delivered its verdicts almost a year later. Twelve defendants were sentenced to death, 3 were imprisoned for life, 4 received 10-20 years in prison, and 3 were acquitted.

International and American response to the Holocaust

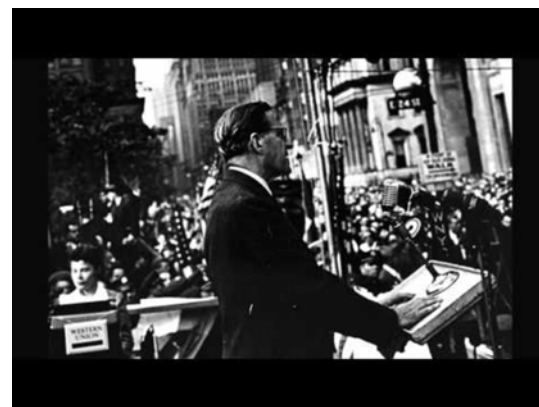
During World War II the rescue of Jews and other targeted groups was not a priority for the United States government. It was also unclear how a large scale rescue mission in Europe could happen while the war was being fought. During the 1930s, the US State Department made it difficult for refugees to obtain entry visas into the United States. The government was influenced by the Great Depression's economic hardships which encouraged some citizens to be swayed by anti semitism, isolation, and xenophobia making it easier to discourage immigration into the US. Aside from the immigration decline of the 1930s, slightly more than half of refugees were of Jewish descent. In 1941, 45% were Jewish.

But, when the US entered the war in December of that year immigration into the US was virtually non-existent. As immigration into the US came to a halt, Nazi Germany began to systematically murder the Jews and other "undesirables" of Europe. In 1942 the mainstream American press reported on the

Holocaust but it failed to have extensive coverage or prominent display in the media. People were more focused on the war itself and not the plight of the men, women and children in the grips of the Holocaust.

In 1944 the War Refugee Board was established by President Roosevelt for the “immediate rescue and relief of the Jews and other victims of enemy persecution.” The War Refugee Board was an independent government agency. John Pehle was the first director of this agency and has said that the agency was established “too little, too late” and is only credited with saving 200,000 lives during the Holocaust. The War Refugee Board was dissolved under President Truman in 1945.

Interactive 7.46 Confronting the Holocaust



What can we learn today from American action and inaction in the face of the refugee crisis in spring 1939 and the deportation of Hungarian Jews five years later?

Primary Source Analysis:

Using the Photo Analysis chart from the National Archives (https://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf) observe some of the photos from this period in history. You can find many sources online, but one of the most comprehensive is from the United States Holocaust Memorial Museum (www.ushmm.org.)

Documenting the number of lives lost during the Holocaust is challenging because there is no one document with these numbers. It is estimated that around 11 million people were killed, including the 6 million Jews.

Section 8

Post War

QUESTIONS TO GUIDE INQUIRY

1. What were the causes of World War II?
2. How did the civic values of the Axis powers differ from the core democratic values of the United States?
3. Would the alliance of Axis powers have happened if the U.S. had not adopted a policy of Isolationism?
4. How did American civic values contribute to the role the U.S. home front played during WWII?
5. Could steps have been taken by the Allies that would have prevented or greatly reduced the impact of the Holocaust?
6. What were the major turning points of the war in each theater of war?
7. How did the role of technology affect the outcome of World War II?
8. How did World War II change the foreign policy of the United States?

TERMS, PLACES, PEOPLE

“The Big Three”

Refugee

Displaced person

On May 7, 1945 it was announced that Germany had unconditionally surrendered to the Allies.

Interactive 7.47 Germany Surrender's NewsReel



Use this video to answer the questions below.

After watching this video, answer the following questions:

1. What does the newscaster explain to calm the public's fears?
2. What was Eisenhower's role?

What was to become of Germany?

In February of 1945, the “Big Three” (leaders of the United Kingdom-Churchill, United States-Roosevelt and the Soviet Union-Stalin) met in Yalta to demand Germany’s unconditional surrender and create plans for a post war world. During the Yalta Conference Stalin agreed to allow free elections in Eastern European nations (which he later retracted, thus contributing to the increased tensions between several of the Allied countries and Russia during the Cold War) and to help fight the Japanese in the Pacific in return for lands lost during the Russo-Japanese war (1904-1905). The group also decided to divide Germany into 4 sections with each section being supervised by a leader of the largest countries of the Allied Powers--Great Britain, Russia, France, and the U.S.

At the time Germany had surrendered, the country was in a humanitarian and economic crisis. Plagued with a rapidly sinking economy, a lack of public services, and widespread hunger and homelessness, the Allied Forces knew that the restoration of order and establishment of new economic and public services would be critical. The Allies took steps to remove the elements of Nazism from all aspects of life and collaboratively worked to persecute the men responsible for the horrors of Hitler’s Third Reich.

On June 5, 1945 the Berlin Declaration split Germany into four occupation zones. Eventually, the democratic nations of France, Great Britain and the United States were at odds with communist Soviet Union. There were disagreements over the type of governments in the occupied territories and how to best encourage economic growth in Germany. Eventually these arguments lead to the establishment of two German nations.



Berlin, 1945, American Sector (photo, Walter Elkins <http://www.unmultimedia.org/avlibrary/asset/C106/C1065/>)



Tokyo, 1945.

Refugee Crisis in Europe

After Germany's surrender the Allies sent (repatriate) over 6 million displaced persons back to their home countries. As people were liberated by the Allies many were housed in displaced person camps and centers until arrangements could be made to get them home. Despite the large numbers of refugees making their way back to their homelands some 1.5-2 million would not or could not return home. Destruction of homes and entire communities made it impossible for some to return home and in other places pogroms were initiated to keep Jews from resettling in Eastern Europe. Because of this many Jewish refugees moved from Poland to the Western European countries. There were also committees established at this time that were

promoting the idea of creating a Jewish homeland in Palestine.

Read page of one the document below written in 1950.

Answer the following:

1. How many people were displaced? Where have most displaced persons resettled?
2. Create a chart comparing the differences and similarities of the post World War II refugee crisis to the current Syrian refugee crisis. Some independent research may be needed.

Interactive 7.48 The Refugee Problem of Germany

THE REFUGEE PROBLEM OF GERMANY

Chauncy D. Harris and Gabriele Wülker

Dr. Harris is Professor of Geography at the University of Chicago. During the year 1950-51 he was Visiting Professor of Geography at the Johann Wolfgang Goethe Universität, Frankfurt am Main, Germany. Dr. Wülker is research associate of Deutscher Wissenschaftsrat der Internationalen Konferenz für Sozialarbeit, Cologne. She has also been associated with the Institut zur Förderung öffentlicher Angelegenheiten, Frankfurt am Main, and with U. S. Military Government and the U. S. High Commissioner's Office for Germany.

VAST waves of population displacement engulfed the peoples of Europe as a consequence of World War II. According to Malcolm J. Pomfret about 60 million Europeans were involuntarily moved from their homes either during the war or in the postwar period. Germany was the center of movement in both periods and the continued presence of more than 14 million refugees in Germany today constitutes a critical contemporary national and international problem.

from other countries during the war; the eight million DP's formed the largest and best-known group of persons removed during the war. Most such refugees were returned to their homes immediately after the end of the war but about one million persons within western Germany either could not or did not wish to return to their former home areas; mostly west of the Iron Curtain in Poland, the Baltic states, and the Ukraine. This remnant received aid originally from Military Government, then from UNRRA, and later from IRO (International Refugee

TYPES OF REFUGEES IN GERMANY

Read page of one this above document written in 1950.

Answer the following:

The Creation of the United Nations

In 1945 fifty countries met in San Francisco, California to draw up the United Nations (UN) charter which was ratified on October 24, 1945. The United Nations also created the Universal Declaration of Human Rights (UDHR). Today, the UN has goals of maintaining international peace and security, promoting sustainable development, protecting human rights, upholding international law and delivering humanitarian aid.

Interactive 7.49 The UN Charter Preamble



Click on the image to hear actor Laurence Olivier read the preamble of the UN Charter.



United Nations www.un.org Eleanor Roosevelt was a driving force behind human rights. He is pictured here holding a copy of the UDHR.

US occupation and Demilitarization of Japan

George MacArthur led the American military in occupying Japan and supervising the creation of a new Japanese constitution. America's theory of establishing democracy in all areas of Japanese society in order to create a stable country to head into the future with. The US feared that oppressing Japan would backfire on the world as the Versailles treaty had backfired on the world after World War I. The Japanese military was limited to defensive purposes, women were given the right to vote and other democratic reforms were established in order for Japan to reach a full economic recovery. The US occupation of Japan lasted seven years and as Japan succeeds in the world today and acts as an ally to the US, it is obvious that this plan was a success.

Interactive 7.50 The Demilitarization Of Japan

The American Occupation of Japan, 1945-1952

- Political and Economic Changes during the American Occupation of Japan
- Discussion Questions
- Supplementary Reading for Students Reports
- Additional Student Activities

Political and Economic Changes during the American Occupation of Japan

When the war ended, it was the common intent of all the Allied Powers to render Japan incapable of ever returning to the field of battle. "Demilitarization" was thus the first policy of the Occupation authorities and was accompanied by abolishing Japan's armed forces, dismantling its military industry, and eliminating the expression of patriotism from its schools and public life.

But the American government, which had led the Allied war effort and whose representative, General Douglas MacArthur, was named the Supreme Commander of the Occupation forces, felt that only a democratic Japan would be truly peace-loving. It was assumed that democratic countries like the United States and Great Britain were more peaceful than nondemocratic countries such as Hitler's Germany and prewar Japan under the emperor. But what makes a country "democratic"? Is a country democratic simply because of certain political institutions, like free elections and free speech? Can these political institutions survive if economic power is concentrated in just a few hands, and social structures like the educational system and the family preach unlimited obedience to authority?

The American government believed that establishing democracy in Japan involved change in all areas of Japanese life. Under MacArthur and with the cooperation of the Japanese, Japan undertook tremendous changes in just seven short years — the Occupation lasted from 1945 to 1952. The success of the Occupation can be judged by the fact that forty years later, Japan has not fought a war, is a close ally of the United States, and has not changed most of the important reforms made by the Occupation.

Political Changes

The most obvious changes were political. During the Occupation, Japan adopted a new constitution (sometimes called the MacArthur Constitution because of the major role Americans played in its drafting). This constitution was completely different from the Meiji Constitution of 1889.

- The biggest change was that it declared that sovereignty rested with the people, not the emperor. This is the political basis of democracy.
- The emperor was to continue as a symbol of Japanese unity and culture, somewhat like the Queen of England in Britain's

Learn more and answer the questions on this website.

Celebrating Victory

As the Axis Powers surrendered countries and peoples around the world rebuilt, restructured and celebrated. How are celebrations the same and different based on the pictures below?



VE Celebration, Times Square, NYC (Time magazine)



VE Parade, United Kingdom, Photo from the Imperial War Museums (IWM HU 49414)

“The nation could feel proud of itself for the way it acted when the big news came on Monday, May 7. There was a little cheering, a little drinking and a few prayers. There was a great sense of relief and of a dedication to the job ahead. Only in New York was there a real hullabaloo. There wild street celebrations were whitened by snowstorms of paper cascading from buildings in Times Square, Wall Street and Rockefeller Center. Ships on the rivers let go with their sirens. Workers in the garment center threw bales of rayons, silks and woolens into the streets to drape passing cars with bright-colored cloth. Then the workers swarmed out of their shops, singing and dancing, drinking whisky out of bottles, wading in their own weird confetti.” (TIME article, <http://time.com/3839303/v-e-day-celebrations/>)



VE Parade, Red Square, Moscow (Photo from the Moscow Central Museum of the Great Patriotic War <http://www.poklonnayagora.ru/>)

Interactive 7.51 The Costs of War



Review the cost of the war in this interactive.

Based on your knowledge of World War II, create an editorial or a political cartoon to describe the pros and cons of this conflict. Be sure to include factual information, images and description.