

MI OPEN BOOK PROJECT

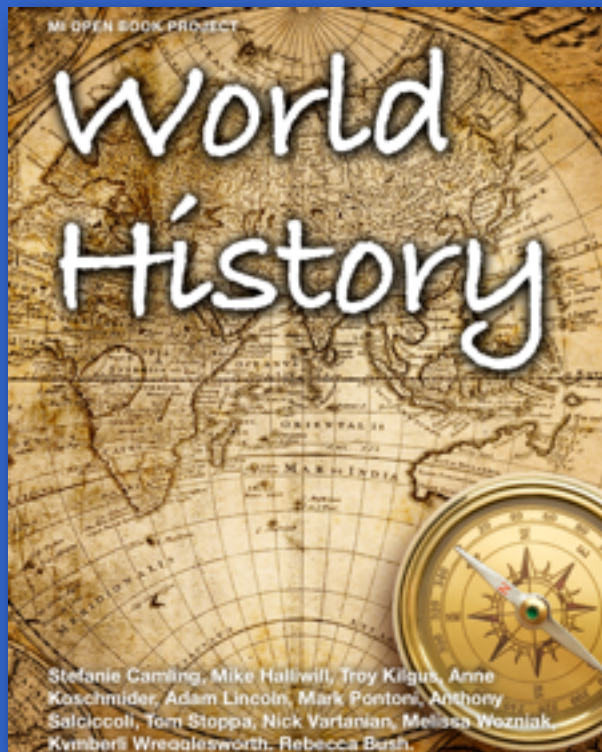
World History

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.

About the Authors



MICHIGAN
OPEN BOOK PROJECT



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

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The Michigan Open Book Project

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**MICHIGAN
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Coopersville High School

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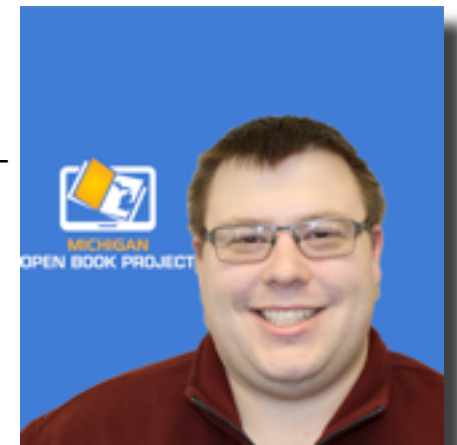
Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

Mike Halliwill

Shepherd High School

Shepherd Public Schools

Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



Troy Kilgus

Standish-Sterling Central High School

Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

Cadillac High School

Cadillac Area Public Schools

Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

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.



Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

Clarenceville Public Schools

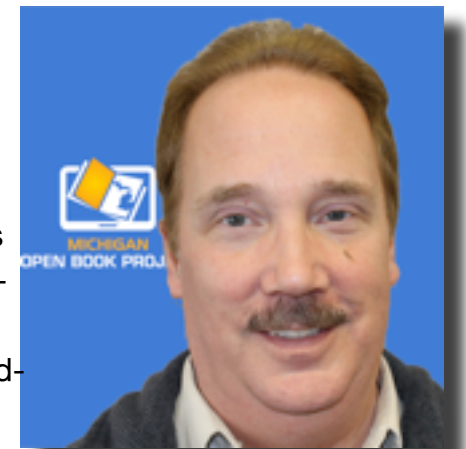
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



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

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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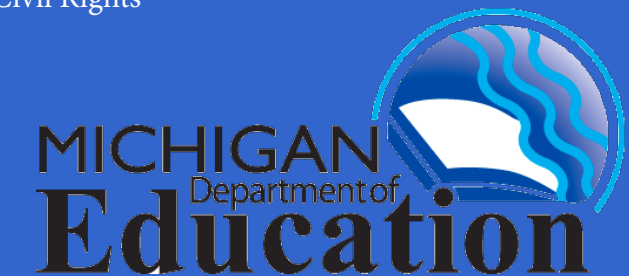
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

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



Was World War II Justified by its Results?

1. Why did fascist dictators see expansion from a territorial standpoint as a must in meeting their goals?
2. How did the policy of appeasement by Western democratic governments contribute to the beginning of World War II?
3. What policies, alliances, and actions contributed to the start of World War II?
4. Why was the Jewish population viewed as such a threat to the Nazi Party?
5. How did the results of the Holocaust play a major factor in how the map of the world would change?
6. How did the positions of armed forces at the end of the war lead to zones of occupation and competition for political influence amongst the former Allies?
7. How did the multitude of damages (social, political, economic, cultural) caused by WWII impact the geopolitical landscape throughout the world?



Causes of World War II

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

Hossbach Conference	Loyalists
Appeasement	Munich Pact
Contextualization	Nazi-Soviet Pact
Pacifism	
Neutrality Acts	
Nationalists	

The Hossbach Conference: A Plan for War?

The **Hossbach Conference** (named for Hitler's military adjutant Friedrich Hossbach, who took copious notes during the meeting) met on November 5, 1937, at the Reich Chancellery in Berlin. During this four hour long secret meeting with a few of his top military and government advisors, Hitler outlined his future vision for Germany. Held at the height of Germany's rearmament, Hitler laid out plans for territorial expansion through warfare. As Hossbach would later write, "Germany's problem could only be saved by means of force." Hitler argued that Germany would need to soon seize the region of Eastern Europe and then prepare for conflict with Great Britain and France.

Many might assume that a historical document such as the Hossbach Memorandum wouldn't conjure up controversy; however, some of its contents did just that. The memorandum was used at the Nuremberg Trials as evidence of Hitler's conspiratorial plan to create a world war. Several historians have argued over whether its contents were specific enough to determine that a conspiracy had been developed and would soon be put into action. For a succinct and interesting summary of the arguments over the significance of the memorandum, [check out this page](#).

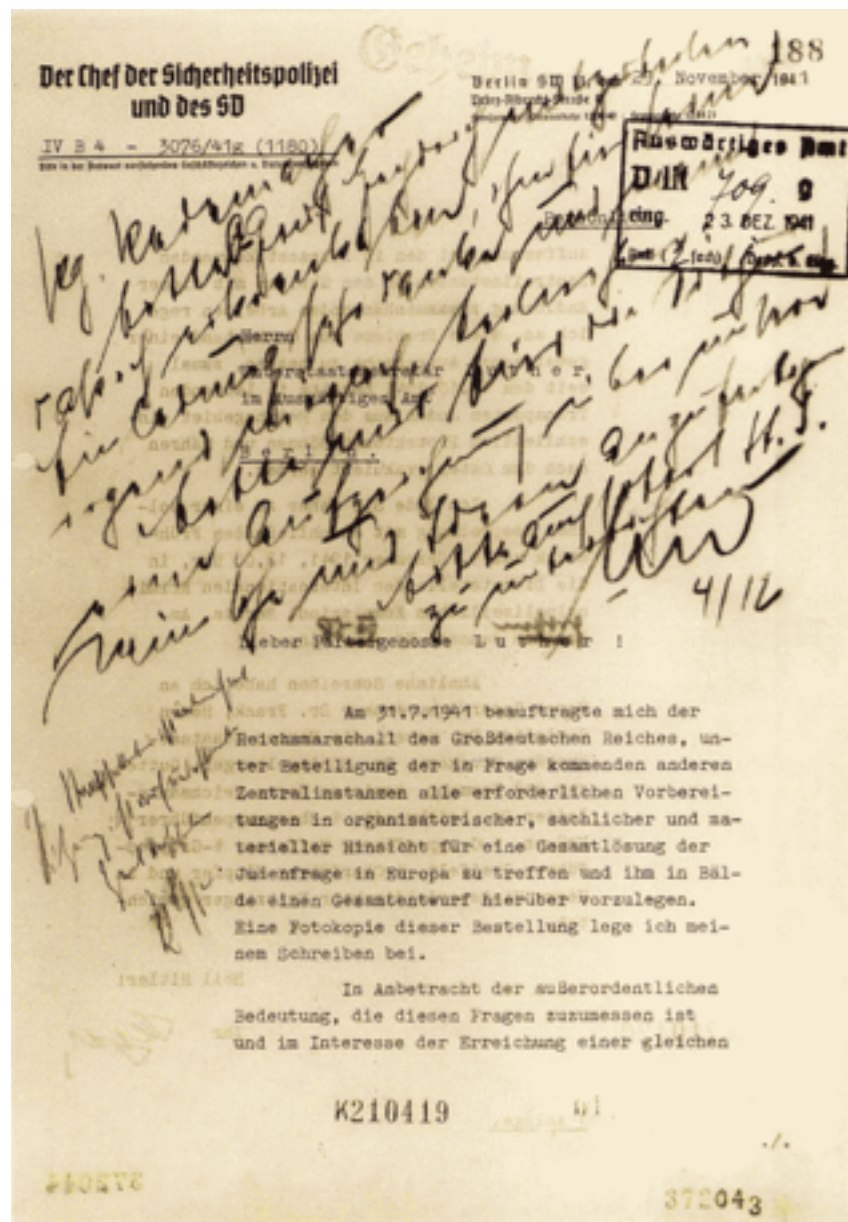


Image source: <http://vho.org/D/Wannsee/Gutachten/abb21c.png>

Aggressive Acts go Unchecked

Throughout the decade of the 1930s, peace throughout the world had been challenged multiple times and often followed a similar pattern. Aggressive dictators took action but because the fear of another world war was so high, they only met with verbal protests and pleas for peace. It was the belief by most democratic leaders

that their carefully developed plans for peace would work. Unfortunately, the leaders of the Axis powers (Hitler, Mussolini, and Japan's leaders) viewed the desire for world peace as weakness and continued to wage new acts of aggression. The vicious cycle of aggression would continue for years to come as the policy of **appeasement** or giving in to the demands of an aggressor in order to keep the peace, failed time and time again.

Hitler's Aggressive Acts

The combined actions of the Axis powers were bringing the world close to war. Singularly, Hitler was continuing the war aims that he had penned in Mein Kampf: breaking some of the conditions of the Treaty of Versailles, uniting all German speaking people as one nation and providing lebensraum of "living space" for Germany and its citizens. From the beginning, Hitler detested the terms of the Treaty of Versailles and promptly broke some of those terms by first building up the German military and then using it in 1936 by sending troops into the "demilitarized" Rhineland which bordered France. Western democracies censured Hitler's actions but took no action.

Mussolini's Aggressive Acts

While Hitler was engaging in aggressive military tactics with the German military, Mussolini and his newly modernized military was pursuing his own aggressive ambitions. By 1935, Mussolini invaded Ethiopia and although the resistance of Ethiopian

soldiers was strong, its army was no match for Italy's modernized warfare. The King of Ethiopia appealed to the League of Nations for assistance and although the League voted for sanctions to be imposed against Italy for violating international law, the League did not have the power to enforce the sanctions; by 1936 Ethiopia had been conquered by Italy.

Japan's Aggressive Acts

One of the earliest acts of aggression by one of the Axis powers countries was the invasion of Manchuria by the country of Japan. While the League of Nations condemned the act of aggression, Japan responded by simply withdrawing from the organization. The ease at which the invasion of Manchuria took place strengthened Japan's military and by 1937, Japanese armies took over much of Eastern China thus launching the Second Sino-Japanese War. Again, protests by Western democracies had no effect.

Attempts at Keeping the Peace

Understanding what motivates people to behave as they did is the heart of **contextualization**. When studying history, it is important to consider contextualization, especially during instances when a response to a dramatic event or a series of events seems quite obvious. In this instance, one might think that aggression by each of the countries comprising the Axis powers would undoubtedly prompt other European countries to

engage in military action to send the message that acquisition of foreign lands through military force would not be tolerated. That was not the case, however, in Europe in the mid 1930s. France had been demoralized and was suffering from significant political divisions realizing that without the aid of the British, Hitler could not be stopped. The British had no desire to confront Hitler and some British felt that the terms of the Treaty of Versailles had been too harsh on Germany and Hitler was justified in his aggressive actions. Together, many in both France and Britain saw Hitler's fascism as a defense against an even greater evil--the spread of communism. Combined with a common belief throughout Europe that **pacifism**--opposition to all war must be practiced to promote peace, war was to be avoided at all costs. And in the United States, Congress passed the **Neutrality Acts** with the fundamental goal of keeping the U.S. out of any foreign conflicts.



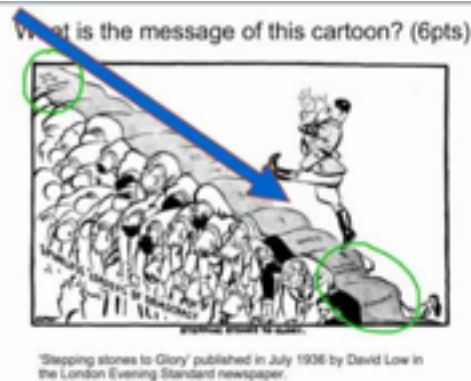


Image source: <https://southbromsgrovehistory.files.wordpress.com/2017/03/appeasement-cartoon.jpg?w=668>

Civil War in Spain

By 1936, Spain was engulfed in a bloody civil war. Trouble had started in Spain in 1931, when the king was forced out and a republic was established. By 1936, the government had passed a series of reforms seen as controversial by some because they were liberal and took land and privileges away from the old ruling class as well as the Church. Conservatives rejected these changes and supported a revolt led by Francisco Franco, a conservative general.

Interactive 13.1



For a video explanation and lesson of Stepping Stones to Glory, see the link



image source: https://libcom.org/files/imagecache/article/images/spanish_civil_war.jpg

Fascists and supporters of right-wing, conservative policies known as **Nationalists** backed Franco; **Loyalists**, or supporters of the republic (including socialists and communists) opposed the revolt. Soon, people from other nations surged in to support both sides. The Soviets sent soldiers to fight alongside the loyalists while both Hitler and Mussolini sent forces to back Franco. Heinousness on both sides ensued with casualties reaching almost a million. One of the worst atrocities was the raid on Guernica, a small market town, in April of 1937, where an estimated 1,600 civilians were killed when German planes dropped bombs and then swooped low to utilize the planes'

machine guns. Nazi leaders saw the attack with their planes as a successful experiment, testing the capabilities of one version of their modern warfare. It is with assistance from Germany and Italy that helped Franco triumph by 1939, ruling Spain as a fascist dictator.



image source: https://upload.wikimedia.org/wikipedia/commons/thumb/9/92/Francisco_Franco_1930.jpg/220px-Francisco_Franco_1930.jpg

Continued Aggression by Germany in Austria and Czechoslovakia

Back in Europe, Hitler continued to pursue his goal of uniting all German-speaking people into the Third Reich. A firm believer in the superiority of the German people or the “Aryan race,” Hitler justified the right of the German people to eliminate those who were deemed inferior. Because Nazi propaganda had found a favorable response in Austria, by 1938, Hitler felt ready to orchestrate the union of Austria and Germany, also known as the Anschluss. His first step had been to infiltrate the Austrian cabinet by forcing the chancellor to appoint Nazis to key posts. When the Austrian leader balked at Hitler’s demands that came next, Hitler sent the German army to ensure that order was preserved. While some Austrians favored annexation, Hitler used that as justification to silence those who opposed it. Western democracies took no action and Austrian annexation was complete.

Hitler’s next target was Czechoslovakia. Back when the Treaty of Versailles had been signed, the country of Czechoslovakia had been created including ethnic groups of Czech, Slovak, Hungarian, and Germans. By 1938, some of the German minorities sided with the German Sudeten German party -- a political group leaning towards Nazi Germany support. The Czech government refused and instituted martial law. By September, Hitler demanded that Germans of the Sudetenland be allowed to

vote to join Germany. Tensions rose. To prevent the outbreak of war, British Prime Minister Neville Chamberlain asked for a meeting with Hitler. France and Italy were asked to join in, too.

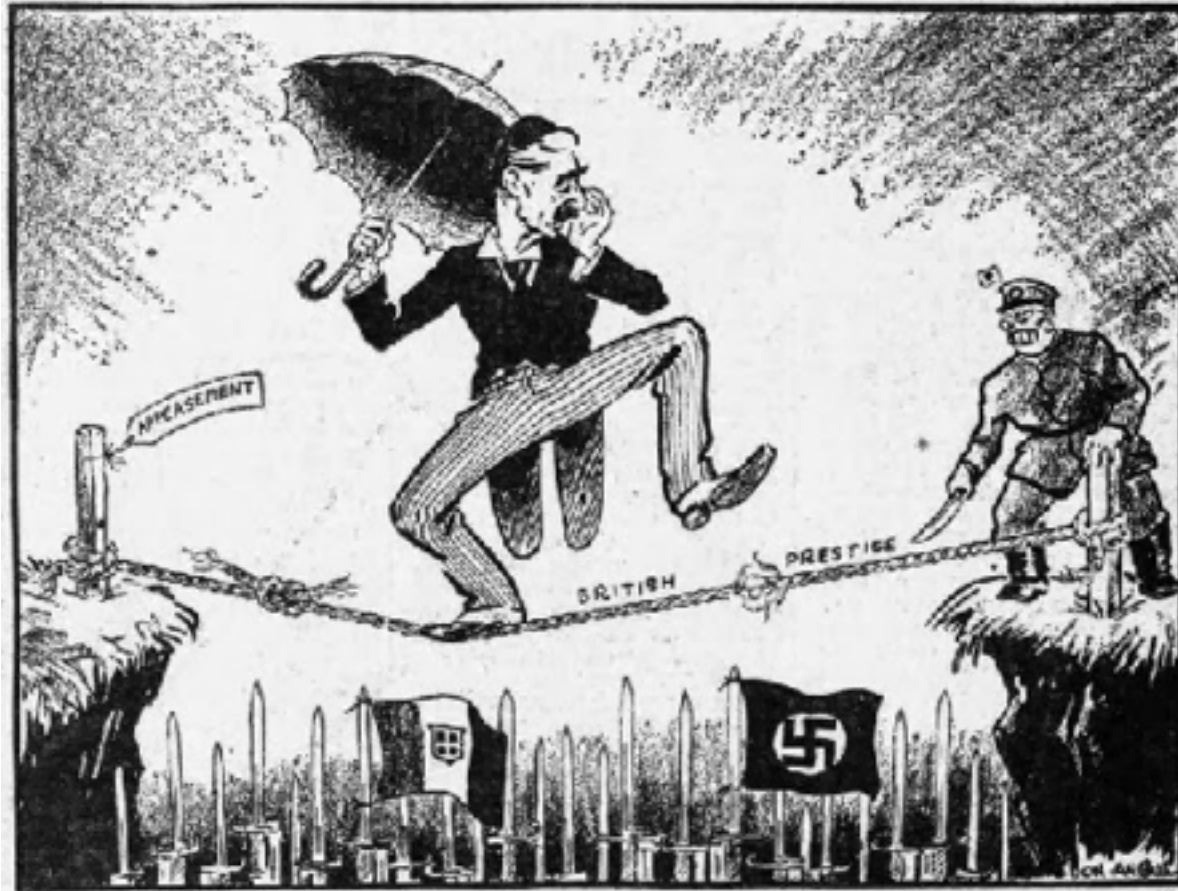


image source: <http://4.bp.blogspot.com/-Pet8OCPIkbw/Uo9whc9PmTI/AAAAAAAAAIA/4UMQuIQFi6Q/s1600/jfk100chamberlain-angus.jpg>

Appeasement is Formalized in Munich

At a four-power conference held in Munich on September 28-29, Chamberlain (Britain), Daladier (French), and Mussolini (Italy) agreed to allow Germany to annex certain areas of Czechoslovakia after much negotiation. Czechoslovakia was not invited to the conference and was informed by Britain and France after the **Munich Pact** had been signed that they could either resist Germany alone or submit to the prescribed annexations. Czechoslovakia chose not to resist. Appeasement as a policy had been solidified and in exchange, Hitler agreed that he would not make any more demands. With the signing of the pact the Western powers believed they stopped an upcoming war. Upon his return to London, Prime Minister Chamberlain proclaimed “peace in our time.” British politician Winston Churchill disagreed with the course of action taken at the conference by the diplomats, warning, “They had to choose between war and dishonor. They chose dishonor; they will have war.”

Interactive 13.2 Peace in Our Time



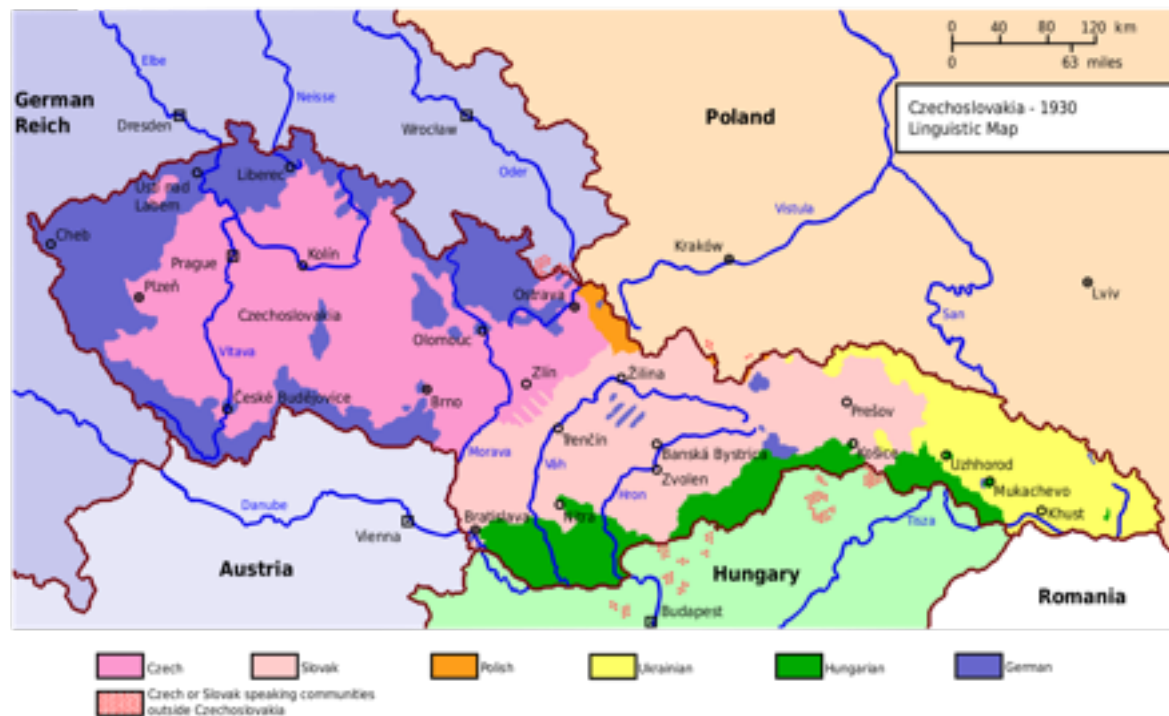


Image source: [https://en.wikipedia.org/wiki/Germans_in_Czechoslovakia_\(1918%E2%80%931938\)](https://en.wikipedia.org/wiki/Germans_in_Czechoslovakia_(1918%E2%80%931938))

But peace was not going to last for long. Hitler was not yet satisfied, he wanted more of Czechoslovakia. On March 15, 1939, German troops marched into Czech seizing control of the western half of the country. Poland and Hungary divided the remaining portion between themselves. Later, the city of Memel was annexed from Lithuania and Italy took Albania. By now, the western powers knew their appeasement policy was in shambles.

A Nazi-Soviet Pact is Signed

Hitler knew an attack on Poland would result in a two-front war -- Britain and France from the west and the Soviet Union from the east. To avoid this problem, he stunned the world and secretly negotiated with his communist enemy, Joseph Stalin, dictator of the Soviet Union. The Nazi-Soviet Pact, also called the Non-aggression Pact, could allow for a German invasion of Poland from the west and a Soviet invasion of Poland from the east. Additionally, both sides agreed to never attack one another and to remain neutral in the advent of war. The Soviets also received Hitler's support of their occupation of Finland and the Baltic States of Estonia, Latvia and Lithuania.



http://4.bp.blogspot.com/_ezaUKpkJ4Tc/RgPL3irMoGI/AAAAAAAAABNw/QNYA_9GU8kY/s320/PactoGermanoSovietico.jpg

Publicly, the world witnessed Hitler and Stalin commit to peaceful relations. What most didn't realize was that the pact had been based on mutual need. Hitler feared communism; Stalin feared Hitler's fascist regime. Hitler wanted a free hand in Poland without having to worry about fighting a two-front war. Stalin wanted to protect the Soviet Union from Hitler's aggressive tendencies and felt that the only way to do that was to befriend him while also leaving his options open to attain additional land in Eastern Europe to extend the Soviet empire.



<https://s-media-cache-ak0.pinimg.com/originals/f6/96/3a/f6963ac3bbf690f94357be547acaae64.jpg>

The Invasion of Poland ignites WWII

In 1919, one condition of the Treaty of Versailles was the creation of Poland and its water access to the Baltic Sea, better known as the Polish Corridor. Poles were joyous; Germans were angry and disillusioned. To the Germans, the treaty and the corridor had carved out illegal access for the Poles, divided their lands, and put some of their citizens under the leadership of foreign governmental control. Furthermore, the treaty established the independent town of Danzig administered by the League of Nations.



<https://www2.bc.edu/john-heineman/maps/Danzig.jpg>

Hitler wanted this corridor back under German control. Yet, by the end of March of 1939 Chamberlain proclaimed: “ . . . in the event of any action which clearly threatened Polish independence, and which the Polish Government accordingly considered it vital to resist with their national forces, His Majesty's Government would feel themselves bound at once to lend the Polish Government all support in their power.” Furthermore, talks ensued between the French and Poles and in late May, an agreement was reached stating "on the outbreak of war between Germany and Poland, the French would immediately undertake air action against Germany.” Appeasement had ended. Hitler pressured the Poles for control. But for now, the corridor remained under Polish control. On September 1, 1939, just one week after Hitler and Stalin had formed the Nazi-Soviet Pact, German forces invaded Poland. It took only two days for Britain and France to declare war on Germany. World War II had begun.



Section 2

Advances by the Axis

QUESTIONS TO GUIDE INQUIRY

1. Why did fascist dictators see expansion from a territorial standpoint as a must in meeting their goals?
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TERMS, PLACES, PEOPLE

Blitzkrieg	Blackouts
Luftwaffe	Island Hopping
Panzers	
Royal Air Force (RAF)	
Blitz	

Blitzkrieg Begins

On the evening of August 30, a band of Nazi's dressed as Polish soldiers invaded the town of Gleiwitz and began an attack. Local radio stations reported that Germany was under attack from Poland. The following morning, Nazi forces stormed into Poland, demonstrating the power of Hitler's blitzkrieg or "lightning war." The combination of substantial tank and airpower proved no match for Poland. The German air force, known as the **Luftwaffe** often launched the first wave of an attack bombing airfields, factories, towns, and cities and screaming dive bombers would fire upon troops as well as civilians. Fast-moving Panzer tanks and troop transports then pushed their way into Poland, encircling the Polish army and forcing surrender. For Poland, this meant that over 1.7 million Germany invaded the country by air and land. There were heroic Poles But, in a matter of four short weeks, over 66,000 Poles were killed. Poland fell to Hitler on September 27, 1939.

Primary Source: 1st person Account – Poland

Blitzkrieg Unleashed. The German Invasion of Poland

"People, animals, everything is running around in confusion! Horses fall as if they have been struck by a blade, and dragged along, others crash into overturned wagons. There, an entire convoy is ablaze. And while we make our second, third attack against this enemy, who is laid low until he can no longer fight, groups of Stukas [military airplanes] dive down upon these disintegrating divisions and spread hell, death and ruin with their bombs."

Stuka Pilot, Invasion of Poland, 1939 from Blitzkrieg Unleashed.



German Panzer I tanks near the city of Bydgoszcz, during the Invasion of Poland.

<https://s-media-cache-ak0.pinimg.com/originals/6b/76/8f/6b768fe2c8c26b8f61f0365feadf1167.jpg>

As Hitler's forces invaded Poland from the west, Stalin's forces invaded from the east, grabbing lands that had been promised under the **Nazi-Soviet Pact**. In less than a month, the country of Poland ceased to exist. Because of the rapid rate at which the aggression from both directions occurred, France and Britain could do nothing to help.

The "Phony War"

After the invasion of Poland, France and Great Britain declared war on Germany on September 3, 1939. Both nations prepared for war while both French and British soldiers hunkered down behind the Maginot Line, anticipating another of Hitler's blitzkriegs. But no direct conflict between these countries initially occurred. Some labeled this time period as the "phony war" – war had been declared, but no military conflicts took place.

Interactive 13.3 Hitler Unleashes The Blitz



A short but accurate video that depicts "the blitz" can be found [here](#)



<https://www.histclo.com/essay/war/ww2/camp/eur/phoney/pw-cd.html>

The “phony war” ended in April of 1940 with the German invasion of Norway. Hitler wanted control of Norway to regulate the trade of iron ore from Sweden which had declared their neutrality. The iron ore would aid Germany with weapons’ manufacturing. On the same day, Hitler invaded Denmark. Control of both of these countries would control the shipping lanes into and out of the Baltic Sea. By June, both countries had fallen to Nazi Germany.

With the war getting worse, the British parliament replaced Neville Chamberlain with Winston Churchill in May. Churchill is quoted as saying upon his selection as the new Prime Minister, "If you ask what is our policy, it is to wage war by sea, land and air with all our might, I have nothing to offer but blood, toil, tears and sweat."



<http://time.com/3848735/churchill-best-speeches-blood-toil-tears-sweat/>

On May 9 of 1940, Hitler assured the low countries of the Netherlands and Belgium after he professed to have no designs on them. In fact, the Netherlands like Sweden declared their neutrality at the beginning of the war. Nevertheless, the German Luftwaffe bombings began on Rotterdam. The royal family fled to London and the Netherlands surrendered on May 15, 1940.

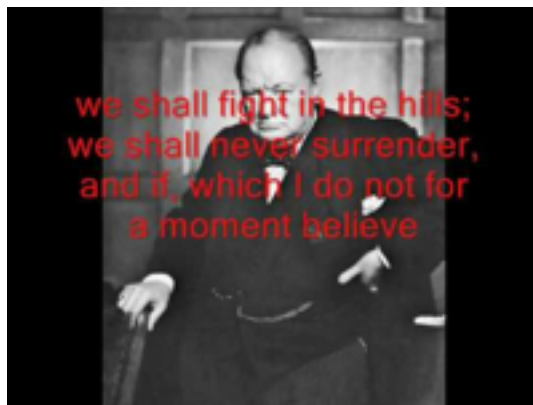
The Fall of France

After the three-week battle in the Netherlands and Belgium, Germany moved onto France. Just like the Great War, Germany’s invasion came from the north. Their forces easily swept into the northern territory forcing the French and British armies to retreat to the coastal town of Dunkirk. Here, over 400,000 men were trapped against the sea – the English Channel to the north and the German forces to the south. For over a week in late May and early June, a rescue mission of British ships, boats, and other sailing vessels crossing the channel occurred to save the men on the shores of Dunkirk. Almost 340,000 soldiers were ferried to safety. Known as the “Miracle of Dunkirk,” the improvised armada’s heroic rescue greatly raised British morale. The rescue continued until June 4th when Dunkirk fell to the Axis powers.

Primary Source:

Of the successful rescue at Dunkirk, Prime Minister Churchill said: “We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender . . .”

Interactive 13.4 We Shall Fight Speech



From Dunkirk, the Germans moved on to Paris. On June 9, a Nazi offensive was launched on Paris. The French gave up with Premier Raynaud resigning and Field Marshal Petain receiving control of the government. German troops marched into the capitol on June 14, 1941. To humiliate the French, Hitler ordered the official surrender to be signed in the same railway car used when Germany signed the armistice ending WWI in November of 1918. The ceasefire was signed on June 22, giving the northwestern

part of France to the Nazi occupiers. In the south, the Germans established a “puppet state” with its capital at Vichy.



Adolf Hitler after the armistice on June 23, 1940.

<http://foret-compiegne.solexmilenium.fr/foret/armistice-4.jpg>

The Battle of Britain

With the fall of France, Britain stood alone. Believing the British would not fight, Hitler offered peace. Instead, the British prepared for war. Although Britain had started to prepare for war at least a year before it actually started with the building of warships and armaments. On the home front, the government expected the war to disrupt and threaten the lives of civilians left at home, so preparation happened in a variety of different ways, from cutting down railings to be melted down and used in munitions factories, to rationing and evacuation plans. People were needed on the home front to help with all sorts of things. They were encouraged to plant vegetables on any spare land they had to supplement the rationing, but people were also recruited into a variety of essential positions such as Air Raid Wardens and the Home Guard. People were also encouraged to think about their safety, and the government spent a great deal of time educating people on what to do in situations such as an air raid, or a gas attack, as well as providing information on how to make rations stretch further. In Germany, Hitler's generals prepared too, for "Operation Sea Lion" – the code name for the invasion of Britain.

The initial focus of Operation Sea Lion was the Luftwaffe bombing of Britain. Hitler thought he could break the island nation, destroy the **Royal Air Force** (RAF), and ensure an easier land attack. In July, the German air force began their missions over Britain – bombing ships, airfields, and the RAF. By August,

Hitler had called off the land assault and changed tactics. In September, the Luftwaffe began aerial raids on cities and civilian sites. The blitz had begun, forcing many of London's citizens to utilize the Tube (subway) tunnels as airway shelters.



<https://imgix.bustle.com/mic/6d9e7902c1e77297e1331228cdad2b9bdd39e7229e5265e3b394943f6c93e185.jpg?w=1020&h=576&fit=crop&crop=faces&auto=format&q=70>

Other Brits living out of the capitol, constructed their own shelters. "**Blackouts**" were ordered where all evening lights – lamps, street lights, automobile lamp, etc. were banned. The morale of the British could not be broken. Each morning they came out of their shelters and started the clean-up from the night prior. The blitz went on for months, but the RAF kept control over the skies. The island nation was not invaded. By June of 1941, the Battle of Britain and the blitz came to an end.

Africa and the Balkans

While Germany was invading Western Europe, the Italians began invading Africa and the Balkans. But Mussolini would struggle in both areas. In September of 1940, Mussolini ordered his 300,000 troops from the North African colony of Libya into Egypt. When the British army, comprised of troops from Australia, New Zealand, India, and Great Britain rebuffed Italian advances, Hitler dispatched one of his most brilliant generals, Erwin Rommel and his Afrikan Korps to North Africa. Nicknamed the “Desert Fox,” Rommel racked up a string of successes in 1941 and 1942, pushing British forces back toward Cairo.

In October of 1940, Italian forces set their sights on Greece. When they encountered substantial resistance, German troops served as reinforcements. Greece as well as Yugoslavia became a part of the Axis empire even though Greek and Yugoslav guerrillas (soldiers who work outside the confines of a country’s official army using harassing tactics such as surprise raids and sabotage to try and defeat enemy forces) continued to plague the occupying forces.

Germany Invades the Soviet Union

Hitler and Stalin had signed the non-aggression pact, also known as the Nazi-Soviet Pact, in August of 1939. They agreed not to attack one another and to agree to divide Poland between the two nations. After Hitler’s assault in September, the USSR



occupied the eastern half of Poland and continued to invade lands from Finland, Estonia, Latvia, and Lithuania. The pact was working. Hitler however, despised Stalin as well as communist ideology and desired to rid the continent of Europe from communist leadership in any country. By June of 1941, Hitler nullified the pact and invaded the Soviet Union.



<https://miepvonsydow.files.wordpress.com/2014/02/hg.jpg>

“Operation Barbarossa” was the codename for the invasion of the USSR. Using the same blitzkrieg strategy of the past, the German forces began a three-prong attack. German divisions were sent northward to Leningrad (formerly known as Petrograd and St. Petersburg), to the central part of the country to its capital, Moscow, and southward into the rich oilfields of the Caucasus to Stalingrad. Stalin was shocked. By late fall over 3.2 million German troops had created a 2,000 mile front. The Soviet Union was on the verge of defeat.

Interactive 13.5 Operation Barbarosa



To view a short but excellent video about Operation Barbarossa, visit [this link](#).

The Siege of Leningrad

The Soviets suffered unbelievable hardships during German occupation of the Soviet Union. In September of 1941, the two-and-a-half-year siege of Leningrad began.

Although more than a million Leningraders died during the siege, Germany was not able to take the city. Stalin appealed to Churchill for help asking him to open a second front in Western Europe and although Churchill felt like he couldn't do much to help, the two leaders agreed to work together from that point forward.

Japan's Brutality

In Asia, Japanese forces continued to take control across Asia and the Pacific in pursuit of a Japanese empire throughout Asia. Japanese invaders imposed brutality on the Chinese, Filipinos, Malaysians, and other conquered peoples throughout East and Southeast Asia. Crops were seized, cities were destroyed, and many were forced into slavery.

When the war began in 1939, the Japanese sought to capitalize on the acquisition of resources in Southeast Asia that were under European possession. Oil, rubber, and tin would be of immense value to the Japanese in fighting war against the Chinese. By 1940, Japan had advanced into French Indochina and the Dutch East Indies. The U.S. wanted to stop Japanese aggression so they banned the sale of war materials such as oil, steel, and iron to Japan. Additionally, President Roosevelt had moved the U.S. Navy's Pacific Fleet from California to Pearl Harbor which Japanese leaders saw as a threat to Japan's physical expansion. These U.S. actions were viewed as an attempt to interfere with Japan's growing sphere of influence and despite attempts to reach an agreement between leaders in Tokyo and leaders in D.C., the relationship between the two nations did not improve. It seemed as if war was inevitable.

With talks at a standstill, General Tojo ordered a surprise attack on the U.S. Navy's Pacific Fleet at Pearl Harbor on December 7th, 1941. Over 300 torpedo planes and bombers took part in

the attack in the harbor. The result was extensive: four battleships had been destroyed and four severely damaged; 340 U.S. aircraft had been destroyed, and 3,581 military personnel were killed. In a little over two hours time, the U.S. Naval Pacific Fleet was decimated.



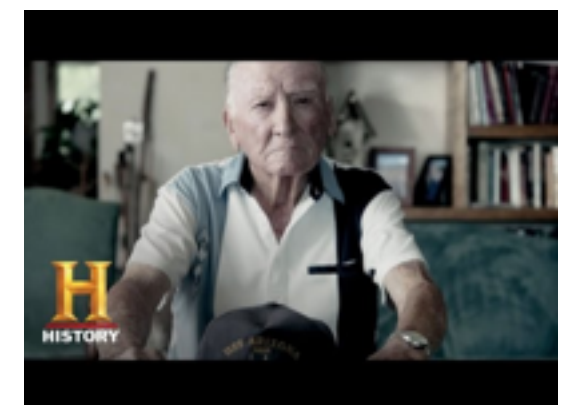
<https://cdn.britannica.com/s:300x300/81/71381-004-534732C4.jpg>

Interactive 13.6 Pearl Harbor



To look at video footage from the attack on Pearl Harbor, check out this video:

Interactive 13.7 Pearl Harbor Survivors



To listen to survivors' accounts of the attack on Pearl Harbor, listen to their stories above

The next day (Dec. 8, 1941), as President Roosevelt addressed the nation about the attack and described the day as “a date which will live in infamy,” he urged Congress to declare war on Japan. In a nearly unanimous decision, the U.S. Congress declared war on Japan. Three days later on December 11, 1941, the U.S. declared war on Germany. For the United States, neutrality had ended; the nation was at war.

Section 3

The “Final Solution”

QUESTIONS TO GUIDE INQUIRY

1. Why did fascist dictators see expansion from a territorial standpoint as a must in meeting their goals?
2. How did the policy of appeasement by Western democratic governments contribute to the beginning of World War II?
3. What policies, alliances, and actions contributed to the start of World War II?
4. Why was the Jewish population viewed as such a threat to the Nazi Party?
5. How did the results of the Holocaust play a major factor in how the map of the world would change?
6. How did the positions of armed forces at the end of the war lead to zones of occupation and competition for political influence amongst the former Allies?
7. How did the multitude of damages (social, political, economic, cultural) caused by WWII impact the geopolitical landscape throughout the world?

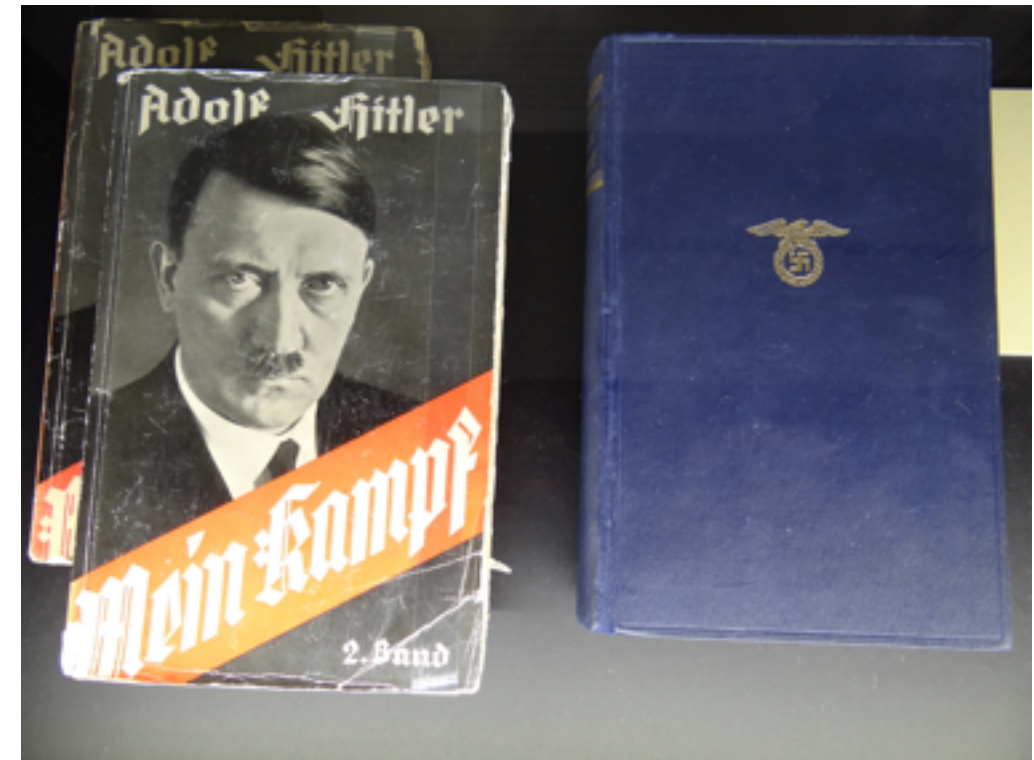
TERMS, PLACES, PEOPLE

Anti-Semitism
Concentration Camp
Final Solution
Ghetto
Holocaust

Kristallnacht
Shoah
Nuremberg Laws

Nazi Racial Ideology

Almost from the beginning, the beliefs of the Nazi Party reflected the strong anti-Semitic ideas Adolf Hitler outlined in his 1925 book, *Mein Kampf*. He further developed his ideas of racial purity and a “master race” that had been included in early speeches. This Aryan, or superior Germanic race would become government policy once Hitler came to power and would guide treatment of Jews and other ethnic minorities, such as the Roma (Gypsies), and those with mental and physical handicaps. Hitler also outlined his idea of lebensraum, or “living space,” in *Mein Kampf*. He justified the eventual war of conquest to the east to gain room for the Germans to live, and to find those considered as undesirable or “untermenschen” to enslave for their interests.



Original copies of Hitler's *Mein Kampf*

(Image source: https://upload.wikimedia.org/wikipedia/commons/8/8d/Display_of_Copies_of_Hitlers_Mein_Kampf_-_Documentation_Center_in_Congress_Hall_-_Nuremberg-Nurnberg_-_Germany.jpg)

When Ernst-Eberhard Hell, one of Hitler's war generals asked Hitler what he intended doing if he ever had full freedom of action against the Jews, his response was: "If I am ever really in power, the destruction of the Jews will be my first and most important job. As soon as I have power, I shall have gallows after gallows erected, for example, in Munich on the Marienplatz-as many of them as traffic allows. Then the Jews will be hanged one after another, and they will stay hanging until they stink. They will stay hanging as long as hygienically possible. As soon as they are untied, then the next group will follow and that will continue until the last Jew in Munich is exterminated. Exactly the same procedure will be followed in other cities until Germany is cleansed of the last Jew!" (quoted in John Toland, Adolf Hitler. London: Book Club Associates, 1977, p.116)

Once Hitler took power in 1933, the German government began to act on Hitler's beliefs and passed the **Nuremberg Laws** in 1935. By the terms of this and later laws, Jews had their German citizenship revoked, they were not allowed to marry or have extramarital relationships



Fabric Star of David with the German word for Jew (Jude)

(Image source: https://upload.wikimedia.org/wikipedia/commons/c/c9/Judenstern_JMW.jpg)



Two Jewish women in occupied Paris wearing the Star of David

(Image source: https://upload.wikimedia.org/wikipedia/commons/8/8d/Bundesarchiv_Bild_183-N0619-506_Paris_J%C3%BCdische_Frauen_mit_Stern.jpg)

with Germans, and could not employ German women under the age of 45 to work as maids or cooks in their homes. The laws defined a Jew as being a person with at least three Jewish grandparents, and those with two or one Jewish grandparents were labeled *mischlinge*. Other laws required Jews to wear a Star

of David on their clothing, carry identification papers, and eventually banned them from property ownership and expelled them from professional occupations.

In response to the assassination of a German diplomat in Paris by a Polish Jew, German Propaganda Minister Joseph Goebbels made a speech in Munich filled with **anti-Semitism**, blaming Jews for a conspiracy against Germany. Although staged to look like it was spontaneous, Nazi officials carefully planned the **Kristallnacht** violence against Jewish people across Germany that took place on November 9-10, 1938. Mobs throughout Germany and the newly annexed areas of Austria and the Sudetenland attacked Jews in the streets, killing 96 and injuring hundreds more. Over 1,000 synagogues and several thousand Jewish-owned businesses were burned and looted and 30,000 Jewish men were rounded up and sent to **concentration camps** for “protective custody,” according to the Nazis.

Following the destruction, the German Jewish community was fined one billion Reichsmarks by the Nazis and were forced to clean up the streets and other areas damaged or destroyed during Kristallnacht. Business owners and homeowners were barred from collecting insurance payments on their property and the money instead went to the German government. Jews were also banned from using public transportation, public buildings, and attending German public schools. They were prohibited from owning, managing, or working in stores, and encouraged to leave

Germany. Additionally, other measures forced Jews to turn over precious metals, suspended their driver’s licenses, confiscated their radios, and established a curfew that kept them off the streets during nighttime hours.



The interior of Fasanenstrasse Synagogue, Berlin after Kristallnacht

(Image source: https://upload.wikimedia.org/wikipedia/commons/a/a1/Interior_view_of_the_destroyed_Fasanenstrasse_Synagogue,_Berlin.jpg)



Jewish storefronts in Magdeburg, Germany after Kristallnacht

(Image source: https://commons.wikimedia.org/wiki/File:Bundesarchiv_Bild_146-1970-083-42,_Magdeburg,_zerst%C3%B6rtes_j%C3%BCdisches_Gesch%C3%A4ft.jpg)

Kindertransport

Following Kristallnacht, the British government eased their restrictions on immigration of Jewish children aged 17 and younger from Germany and German-occupied territories in Europe. Private organizations or individuals had to guarantee payment for the care of the children once they arrived in Great Britain, and it was expected that the children would return to their families after the “crisis.” This came to be known as the Kindertransport and children traveled through Europe by train and

then took ships across to Britain. Homeless children, orphans, and children whose parents were in concentration camps were given priority. The last transport from Germany left on September 1, 1939, as the war began and the final transport left the Netherlands in May of 1940, as the Dutch surrendered to the Germans.

View the video below and consider what happened to Harry Bibring, whose experience mirrored that of many of the Kindertransport children.

1. How do you think Harry felt about being separated from his parents at age 13?
2. How did he prepare for his journey?
3. What would you pack in your suitcase if you were going to leave your parents and know you might never see them again?

Interactive 13.8 Harry Bibring's Story



Excellent clips for answering these questions begin at: 39:03-46:46, 49:57-54:54, 1:09:28-1:14:07, 1:24:03-1:27:09

The Voyage of the S.S. St. Louis

On May 13, 1939, 937 people boarded the S.S. St. Louis, bound for Cuba, where each passenger had paid \$150 for an entry visa. As the ship approached Cuba, many Cuban citizens began to pressure their government to revoke the visas; when the ship finally docked in the harbor in Havana, only 29 passengers were allowed to disembark. Two passengers attempted suicide, and one was successful, which led to demands by American citizens to the U.S. government to accept the passengers. The U.S. government refused to allow them entry, as did all Latin American nations. The ship then sailed toward Canada, but that nation's



Passengers aboard the S.S. St. Louis, seeking refuge from Nazi-occupied Europe, wait to find out if they will be allowed entry into Cuba in June 1939.

(Image source: [https://www.facinghistory.org/resource-library/image/refugees-aboard-st-louis?](https://www.facinghistory.org/resource-library/image/refugees-aboard-st-louis?backlink=https://www.facinghistory.org/holocaust-and-human-behavior/chapter-7/voyage-st-louis)
[backlink=https://www.facinghistory.org/holocaust-and-human-behavior/chapter-7/voyage-st-louis](https://www.facinghistory.org/holocaust-and-human-behavior/chapter-7/voyage-st-louis))

government also refused to take the passengers. By early June, the ship had no choice but to return to Germany with the remaining passengers. The Nazis used the refusal of the American nations as propaganda to show that no one wanted Jews in their country. Belgium, the Netherlands, Britain, and France took in the 907 passengers who returned, but 254 of them would eventually die during the events of the **Holocaust**.

Life in the Ghettos

With the German invasion and occupation of Poland in late 1939, millions of Jews came under Nazi control. Jewish and Polish males were made to perform unpaid manual labor for government agencies and in factories established for that purpose. Jews from the countryside were ordered into the cities, where they were forced to live in crowded ghettos alongside urban Jews. The ghettos were often sealed, so that the residents could not go out and the only supplies, such as food and medicine, were provided by the Nazis. Starvation, disease, and despair filled their lives until the ghettos were liquidated and the residents sent to concentration camps.

Interactive 13.9 I'm Still Here



This video is long, but the authors of this chapter would at least like students to look at minutes: 34:04-38:18

Diary of an Anonymous Girl, Łódź Ghetto, Poland

Tuesday, 10 March 1942

“In the morning I want my father to leave as soon as possible. Then I jump from the bed and consume all the bread my mom has left for me the entire day. My God, what has happened to me? I [don’t] know how to restrain myself. Then I starve all day.”

Wednesday, 11 March 1942

“Today I had a fight with my father. . . . It happened because yesterday I weighed 20 decagrams of noodles and then sneaked a spoonful. When my father came back he immediately noticed that some noodles were missing. My father started yelling at me and he was right. . . . I became very upset and cursed my father. What have I done? I regret it so much, but it can’t be undone. My father is not going to forgive me. . . . We would be a happy family, if I didn’t fight with everybody. All the fights are started by me, I would like to be different but I don’t have a strong enough will. There is nobody I can talk to. . . . God, show me what is right.”

In the diary entry above, highlight a place where the author faced a moral struggle. Then, explain whether or not you think the author faced a “choice-less” choice, where the author was in a situation she did not choose, so her decision represented one of several abnormal responses to a unbelievable circumstances. 8



Walling-off of Świętokrzyska Street in the Warsaw Ghetto

(Image source: https://upload.wikimedia.org/wikipedia/commons/4/4e/The_Wall_of_ghetto_in_Warsaw_-_Building_on_Nazi-German_order_August_1940.jpg)

Warsaw Ghetto Uprising

The Jews forced into the ghettos did not always follow orders and passively accept their fate. The first and most symbolic example of active resistance happened in the Warsaw Ghetto during the months of April and May of 1943. In mid-to late 1942, the majority of the Jews remaining in the Warsaw Ghetto were deported, most to an execution camp in Treblinka and others to various forced-labor camps. Approximately 35,000 were given special passes to

remain in the ghetto and work in the few industries still running, while another 20,000 or more were in hiding in bunkers and basements.

Realizing that deportation was inevitable, several groups created underground resistance organizations to defend against the Nazis, the best-known being the Jewish Combat Organization (ZOB) and the Jewish Military Union (ZZW). In January 1943, the SS attempted to resume deportations only to be met with armed resistance. Most Jewish fighters died in this attack, but the Germans were disoriented enough that the Jews being assembled were able to escape and the SS temporarily suspended further deportation. At this point of encouragement, the remaining ghetto residents began constructing additional bunkers and collecting any weapons they could find. On 19 April 1943 - the eve of Passover - the Germans intended to liquidate the ghetto, but entered to find empty streets and deserted buildings. The residents had gone into hiding, intending to begin the resistance upon the resumption of deportations. The fighters forced the Germans outside of the ghetto walls, where they stayed until the third day when they began burning down the buildings one by one in order to force the resistance out of hiding. The organized resistance broke when the Germans captured the leader of the ZOB on May 8th, but small groups held out until mid-May. The destruction of the synagogue on May 16th, signified the end of the organized resistance, but some individuals continued guerrilla attacks well after that date. Approximately

7,000 members of the resistance who were captured were sent immediately to Treblinka's gas chambers and over 42,000 others were sent to Majdanek and other forced-labor camps.



A housing block burns during the suppression of the Warsaw Ghetto Uprising

(Image source: https://commons.wikimedia.org/wiki/File:Stroop_Report_-_Warsaw_Ghetto_Uprising_-_26552.jpg)

The Final Solution

The Final Solution was implemented slowly in stages, but the best-known and most terrible actions of the Nazis involved the attempted, systematic extermination of the Jewish people called the Holocaust by many and referred to as **Shoah** by Jews themselves. Holocaust is a word originally used in the Bible to refer to “burnt offerings,” and Shoah is a biblical Hebrew word meaning calamity. Where Final Solution and Shoah always refer to the Jews, Holocaust can mean the entire Nazi genocide and can also refer to other genocides throughout history.

As the German army invaded the Soviet Union in 1941, they were closely followed by the Einsatzgruppen, mobile killing units that began with killing all male Jews they found, and later all Jews regardless of gender or age. These special groups of Schutzstaffel (SS) soldiers began in Germany killing political enemies of the Nazi government (socialists and communists), the Roma (gypsies), and those living in institutions for the mentally and physically disabled. During the invasion of the USSR, they went into individual Jewish communities, rounded up entire villages of residents, marched them to secluded areas where the Jews were forced to turn over their valuables and often dig their own graves, and then soldiers shot and buried the Jews. When soldiers began to show psychological problems due to the mass shootings, the Nazis developed gas vans that re-routed a truck’s exhaust into the sealed storage area to act as a mobile gas

chamber. By the time the invasion was over, the Einsatzgruppen had killed over a million Soviet Jews, and tens of thousands of others, such as Communist party officials, Roma, and disabled persons.

Because of the continued psychological toll on soldiers who shot and gassed victims using the gas vans, Nazis worked to come up with an alternative plan to kill large numbers of people in a “hands-off” method. Concentration camps had been used even before the war to detain Jewish men and use them as forced labor. The Chelmno killing center was the first camp established for the sole purpose of mass murder. This and five other extermination camps (Belzec, Sobibor, Treblinka, Auschwitz-Birkenau, and Majdanek) built in occupied Poland would eventually play a major role in killing millions of Jews as well as others the Nazis deemed “unsuitable for life.”

Turning Points

QUESTIONS TO GUIDE INQUIRY

1. Why did fascist dictators see expansion from a territorial standpoint as a must in meeting their goals?
2. How did the policy of appeasement by Western democratic governments contribute to the beginning of World War II?
3. What policies, alliances, and actions contributed to the start of World War II?
4. Why was the Jewish population viewed as such a threat to the Nazi Party?
5. How did the results of the Holocaust play a major factor in how the map of the world would change?
6. How did the positions of armed forces at the end of the war lead to zones of occupation and competition for political influence amongst the former Allies?
7. How did the multitude of damages (social, political, economic, cultural) caused by WWII impact the geopolitical landscape throughout the world?

TERMS, PLACES, PEOPLE

Perspective
Historiography
Island hopping
Manhattan Project

Perspective. It is important for all historians, because objective history does not exist. This means that all historians have different ways to interpret events in the past. In other words, all events are known and told from a historian's bias. This is known as **historiography**. It is important to keep the concepts of perspective and historiography in mind, especially when studying historical topics that at first glance appear to be straightforward, such as the turning points of WWII. However, you might be surprised to learn that when historians have been asked the question of the most decisive event or turning point of the war, answers vary widely. And, if you consider the perspectives of experts in the other social studies disciplines such as geography and sociology, even more viewpoints will emerge. A geographer might assert that a major turning point occurred at the Battle of El Alamein as the Allied victory ensured that the Axis powers would not be able to secure any additional oil--an incredibly critical natural resource. A sociologist might argue that the month of December in 1941 when Hitler verbalized that the Jewish population needed to be disposed of would be considered a major turning point. Therefore, perspective is an essential consideration when studying significant historical events.

For example, Adam Tooze, a professor of history at Yale believes that Germany's victory in France in May of 1940 was a decisive moment of the war whereas Conrad C. Crane, Director of the U.S. Army Military History Institute believes it was

the Japanese attack on Pearl Harbor. And while Geoffrey Wawro, a military historian at the University of North Texas agrees with Crane, Robert Dallek, a presidential historian believes it to be the Battle of Stalingrad; Max Hastings, a British historian, agrees with Dallek. As you read this section, ask yourself what you believe to be one of the major turning points of the war. Most importantly, ask yourself “why” as you determine the perspective that comes into play.

Japan’s First Serious Setback occurs in the Pacific

In the Pacific theatre, the Japanese continued to extend their South East Asian Co-Prosperity sphere in late 1941 and 1942. This process was to extend Japanese influence in SE Asia and into the Pacific islands via a web-like structure. After the surprise attack on Pearl Harbor, the Japanese invaded Malay, Singapore, Guam, and the Philippines to name a few. In May of 1942, at the Battle of the Coral Sea, Japan suffered a serious setback as Allied forces kept the Japanese from seizing several important islands in the Pacific. In a battle that lasted five days, American forces sank several Japanese ships including an aircraft carrier, several cruisers and destroyers. Even more impressive was the Allied victory at the Battle of Midway the following month.

In the same year, American forces under the leadership of General Douglas MacArthur, began a technique called “**island hopping**” where a specific, strategic island of Japanese control would be taken over. A military base would then be established

and then used as a launching point for the takeover of the next island. Because of the vast territory, the local topography, and the Japanese will to fight to the death, the task of island hopping was daunting.

Sitting between Japan and Hawaii was Midway Island -- a military and refueling base for the United States. The Japanese had planned an attack to seize control of the island, but the United States had broken the Japanese military code and were alerted to the impending attack. The aircraft carriers that had survived the surprise attack at Pearl Harbor moved toward Midway. Admiral Nimitz, the commander of the Pacific fleet, planned to surprise the Japanese forces as they readied their assault. The battle took place in June, 1942, and lasted for four days. Ships and carriers from either side never came into direct contact with one another as aircraft (bombers) was the key to success. The American forces surprised Japanese carriers sinking four--the Akagi, Hiryu, Kaga, and Soryu. The Japanese counter-attacked and sank the U.S.S. Yorktown. With three more carriers and over 2,000 more casualties, American forces prevailed. The Battle of Midway halted the Japanese advances and changed the course of the war in the Pacific.



The U.S.S. Yorktown after being hit during the battle of Midway island.

North African Victories for the Allies

In November of 1942, British General Bernard Montgomery was victorious over Germany's "Desert Fox" General Erwin Rommel at the Battle of El Alamein, halting his advance into Northern Africa, driving the Axis powers back across Libya into Tunisia. Later in 1942, Allied General Dwight D. Eisenhower was able to take command of a joint force of American and British soldiers in Morocco. Under Eisenhower's command, soldiers advanced from the west and trapped Gen. Rommel's army which surrendered by May of 1943.

Next Stop: Italy

As Africa was being liberated, the Allies moved their attention to mainland Europe. At their 1943, wartime meeting in Casablanca, Morocco, Churchill and Roosevelt decided to invade the "soft underbelly of Europe" and invade Italy. The amphibious assault of Italy began on the southern shores of Sicily. By August 17, the allies had reached Messina. The Axis armies fled to the Italian mainland. Now, the long, difficult battle moving up the peninsula began. From the southern coast near Salerno up the western side near the Tyrrhenian Sea to the mountain town of Cassino, the Allies lumbered northward. The German-Italian "Gustave Line" proved harsh, but was eventually broken as the Allies continue their march towards Rome.

On June 5, 1944, Rome was liberated, but it would take until May of 1945, until the unconditional surrender would occur.

Once the Italians were defeated there, the Italians themselves overthrew Mussolini and signed an armistice. Hitler sent troops into the north to try to rescue Mussolini. For the next year and a half, Allied forces slowly pushed north up the Italian peninsula suffering heavy losses while doing so. The Italian invasion was

Interactive 13.10 Entry Into Rome



To view actual war footage of the liberation of Rome, visit this site:

seen as a decisive event because Hitler was forced to fight on yet another front, thus weakening his army.

German Forces are Eventually Stalled at Stalingrad

By the late fall of 1941, the future had seemed grim for the Soviets. After the German army's lightening advance in 1941, troops were halted outside of both Leningrad and Moscow.

Beyond Horror: Starvation in Leningrad

Laying siege to Leningrad enabled Hitler to move his troops to the other main battles sites -- Moscow and Stalingrad.

Near Moscow in September of 1941, Operation Typhoon, the military code name for the German invasion, was advancing. The capture of Moscow seemed inevitable. **Panzers** from Leningrad had been moved. Less than half a million Russian men were left to defend the Soviet capital. But the outskirts of Moscow had been fortified with miles of anti-tank trenches, barbed wire fences, and manned firing points. The German troops moved forward but were stopped about 16 miles from the city. German momentum stopped. The bitter Russian Winter set in. Moscow was saved. But the battle was not over.

By 1942, Hitler decided to shift his focus on seizing the rich oil resources to the south; however, that did not happen as his forces were stopped at Stalingrad. Hitler was resolute to capture Stalin's namesake city and Stalin was just as resolute to protect



Image source: <http://www.dailymail.co.uk/home/books/article-2032706/BEYOND-HORROR-They-ate-cats-sawdust-wallpaper-paste--babies-Leningrads-agony-Nazis-tried-starve-submission-LENINGRAD-TRAGEDY-OF-A-CITY-UNDER-SIEGE-1941-44-BY-ANNA-REID.html>

it. German forces closed in, surrounding the city as winter was settling in. As a harsh winter ensued, the Soviets trapped German soldiers. With no food or ammunition, it was a matter of time. By January of 1943, the Germans had surrendered the city. The Red Army then took the offensive completely drove the German army out of the Soviet Union. Hitler's army had suffered

a huge setback as the number of casualties and massive loss of equipment was beyond repair. By 1944, the Soviet army was advancing into Eastern Europe.



Image source: The “Night Witches”

https://www.history.com/news/meet-the-night-witches-the-daring-female-pilots-who-bombed-nazis-by-night?fbclid=IwAR2Oqf8wbxBot-5-eC3VYo4WPWyWDUc93qLwg2_8HWrtTxZEikbQx9M8xRU

NORMANDY

The next move for the Allies was the planned invasion of Europe. At the Tehran conference in 1943, the Big Three (Great Britain’s Churchill, The Soviet Union’s Stalin, and U.S. President Roosevelt), decided that the next front to be opened in the war would be in the German occupied territory of France. Churchill preferred lands on the Mediterranean coast such as Yugoslavia but Stalin and Roosevelt moved for the new opening in the

western front to be in Normandy, France. Planning began for Operation Overlord (its military code name), to occur in May of 1944. General Dwight D. Eisenhower of the United States was named the Supreme Allied Commander to lead the invasion.

The Allies planned five beachheads or fronts along the 50 mile Normandy coast for invasion -- Gold, Sword, Juno, Omaha, Utah that were assigned to Great Britain, Canada, and the U.S.. After the Nazi occupation began in 1940, the area was fortified as Hitler's “Atlantic Wall.” The 2,400 mile stretch of coastline had beach obstacles, bunkers, and landmines.

On the morning of June 6, 1944, Eisenhower gave the command. The greatest amphibious assault in the history of the world began with 6,000 ships and landing craft and 176,000 personnel. On the first day, fighting was fierce with Allied casualties over 10,000.

Juno and Gold beach were the only two that were joined. But Hitler’s “Atlantic Wall” did not stop

the invasion. By the end of July, the coast was secured and many towns such as St. Laurent and Caen and Bayeux were liberated. The Allied forces moved onward.

Interactive 13.11 General Eisenhower’s Letter



The End of the Axis in Europe

With the Axis powers in retreat and the belief that Hitler would not surrender and instead destroy Germany, a group of German officials led an attempt on Hitler's life. On July 20, 1944, Colonel von Stauffenberg placed a briefcase with a bomb near Hitler. The bomb went off. Hitler was injured but did not die. In return, almost 5,000 were eventually killed for the plot against his life.

The Axis continued to lose. After more than four years of the Nazi occupation of France, General Charles De Gaulle returned from Great Britain and marched down the Champs Elysees leading the celebration of the liberation of Paris. The Allies were on the move.

As France was being liberated, so too were the Soviets driving out the German forces in Eastern Europe. By June of 1944, the Soviets pushed the Nazi's out of Warsaw. In October Greece was liberated. By late December, the Soviet army had captured much of Hungary.

They were ready to enter Germany in January of 1945.

On the western front an advancing "bulge" had occurred in the front lines of the Allied forces. This provided Hitler with one last opportunity.

Interactive 13.12 Battle of the Bulge



In the Ardennes forest in Belgium, the Axis launched a winter campaign in December of 1944. For six weeks the Germans halted the Allies. But, by the end of January, with over 120,000 Axis troops lost and over 100,000 US men killed, the German offensive failed. The Allies were briefly stalled. But General Patton's leadership led to a victory at the "Battle of the Bulge." The Allied powers moved on.

With the Soviets closing in from the East and the British, French, and US forces moving towards Germany from the West, the two sides met at the River Elbe on April 25th.

On April 27th, Benito Mussolini and his mistress were captured. They were shot and killed and a day later hung upside down in



VE Day in London

the Milan town square. On April 30th, Hitler & his wife of two days, Eva Braun, committed suicide in their underground bunker in Berlin. On May 7th, General Alfred Jodl signed the unconditional surrender. Victory in Europe (V-E) Day was announced the following morning. The European theater of the war was over.

After the victory at Midway, American forces continued their attacks in the Coral Sea, Guadalcanal, and Tarawa. In the fall of 1944, the Japanese began the use of kamikaze -- pilots who would commit to a suicide mission by crashing their planes into U.S. ships and bases. Even with Allied victories, the Japanese continued their fierce resistance in the Philippines and Iwo Jima. In Okinawa, the deadliest battle of the war in the Pacific, the Japanese lost over 100,000 soldiers and the allies 50,000 men. The Allies were winning but the Japanese would not back down.

In July of 1945, the U.S. again pushed for peace. Under the Potsdam Declaration, the Allies stated: "We call upon the government of Japan to proclaim now the unconditional surrender of all Japanese armed forces, and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is prompt and utter destruction."

The Japanese were silent..

When Harry S Truman became president upon the sudden death of Franklin Roosevelt in April, he had not known of the secret military plan known as the Manhattan Project. During the Potsdam Conference, this new weapon, an atomic bomb, had been tested. Later that month, Truman approved its use. On August 6th, the first atomic bomb named "Little Boy" was dropped on Hiroshima. Three days later, the second bomb, "Fat Man" was dropped on Nagasaki. The Japanese agreed to the terms of surrender and VJ Day, Victory over Japan, was celebrated on August 15th. The official agreement was signed aboard the U.S.S. Missouri in Tokyo Bay on September 2nd. The second world war was over.

Primary Source / Debate:

Was Truman's decision to drop the bomb justified?

What are the arguments for the bombs' use? Against its use?

What do you think?

See some of the links below to craft your answers:

1st: <http://www.historyextra.com/feature/second-world-war/was-us-justified-dropping-atomic-bombs-hiroshima-and-nagasaki-during-second>

2nd: <http://www.historyextra.com/article/premium/should-america-have-dropped-atomic-bombs-hiroshima-nagasaki-justified-debate>

Videos:

Atomic Bombs: https://www.youtube.com/watch?v=TI3_0D2h8BY 1:14 min

VJ Day: <https://www.youtube.com/watch?v=p0aGcoDGgKE>
Start at 0.36 min.

Crash Course: World War II

<https://www.youtube.com/watch?v=Q78COTwT7nE&list=PLBDA2E52FB1EF80C9&index=38>

To view a Power Point on the battles of the war, see the link:

POWER POINT Palooza: AP Euro Hst. Column; Begin with slide #56 - #75 AND # 81 - 83 AND # 104 - #125

<http://www.pptpalooza.net/>

Alliances, Opportunities, and Changes After the War

QUESTIONS TO GUIDE INQUIRY

1. Why did fascist dictators see expansion from a territorial standpoint as a must in meeting their goals?
2. How did the policy of appeasement by Western democratic governments contribute to the beginning of World War II?
3. What policies, alliances, and actions contributed to the start of World War II?
4. Why was the Jewish population viewed as such a threat to the Nazi Party?
5. How did the results of the Holocaust play a major factor in how the map of the world would change?
6. How did the positions of armed forces at the end of the war lead to zones of occupation and competition for political influence amongst the former Allies?
7. How did the multitude of damages (social, political, economic, cultural) caused by WWII impact the geopolitical landscape throughout the world?

The Big Three

In November 1943, following the Allied invasion of Iran, the leaders of the “Big Three” nations Premier Josef Stalin, Prime Minister Winston Churchill, and President Franklin D. Roosevelt had met in the Soviet embassy in Tehran to discuss several issues facing the Allied efforts to win the war. Most importantly was the agreement to open a second front in western Europe against the Nazis. Of secondary importance was Stalin’s agreement to assist in the war against Japan once the Germans were defeated. The post-war borders of Poland, economic support for Iran and encouraging Turkey to join the Allies were also topics of discussion.

During a week in early February of 1945, leaders from the Big three met again, this time just outside of Yalta on the Crimean Peninsula in the Soviet Union. The three leaders discussed how they



Stalin, Roosevelt, and Churchill at the Tehran Conference, 1943

(Image source: https://en.wikipedia.org/wiki/File:Tehran_Conference,_1943.jpg)

would shepherd war-torn European nations and peoples back to peace following the defeat of the Nazis.

The unconditional surrender of Germany was the paramount goal of the Allies. Because the Soviet army was only 40 miles from Berlin, Stalin felt particularly empowered to dictate terms to the other leaders regarding the status of Europe following the war. Regarding Poland, Stalin wanted to retain the portions of Poland that the Soviet Union had annexed in 1939, but also wanted to allow Poland to make up that lost territory through its annexation of former German territory on Poland's western border. The leaders agreed that Germany would be divided into three occupation zones, and then agreed that a fourth zone would be created from parts of the British and American zones.



<https://i.pinimg.com/originals/36/3f/bf/363fbf4db4dcd54599100c717f88b390.jpg>

An Important Meeting in Potsdam

The Big Three met for the final time from July 17th until August 2nd of 1945, at Potsdam, just southwest of the city of Berlin. President Truman attended, having ascended to the presidency

upon the death of Roosevelt in April. Churchill and Clement Attlee both attended the beginning of the conference, until election results announced on July 26th showed Attlee's Labour party had gained the majority making Attlee the new Prime Minister. Stalin continued to represent the Soviet Union.



Attlee, Truman, and Stalin at the Potsdam Conference, 1945

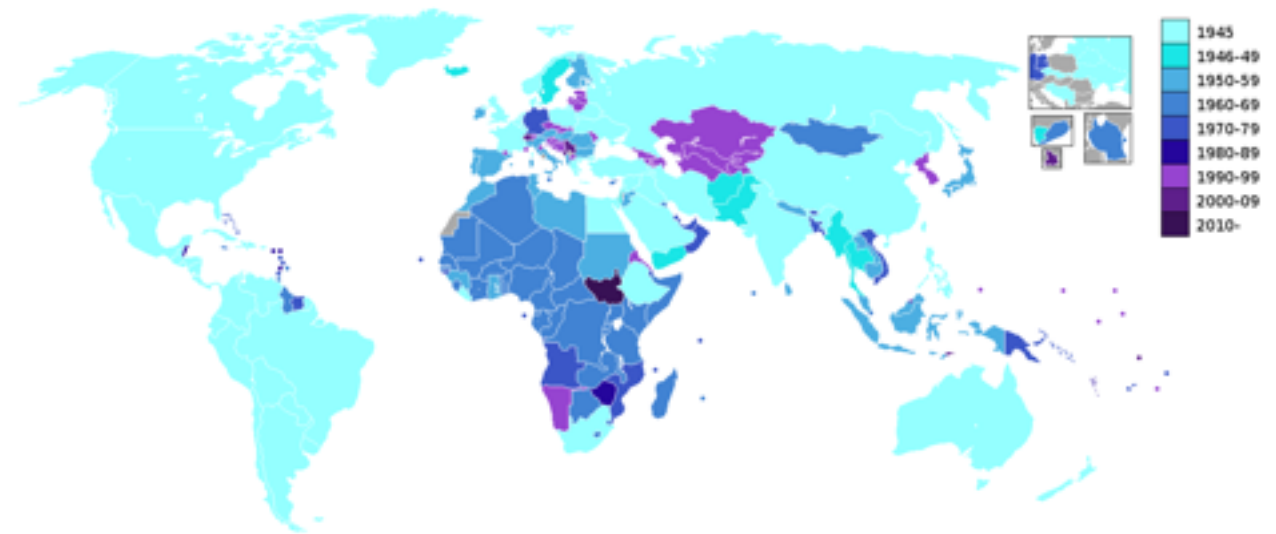
(Image Source: https://upload.wikimedia.org/wikipedia/commons/f/f6/Enjoying_a_brief_respite_during_the_last_day_of_the_Potsdam_Conference_in_Potsdam%2C_Germany_are%2C_L_to_R%2C_British_Prime..._-_NARA_-_198952.jpg)

The leaders again agreed to the division of Germany, and also decided to divide Austria, and the capitals of Berlin and Vienna. The German war machine was to be dismantled, and much of their industry was to be utilized by the Soviet Union and European nations as reparations for the war. Areas Germany had annexed were to be returned to their original nations, and plans made to relocate German people who had settled in those annexed locations. Regarding Poland, the Allies agreed to recognize the Soviet-supported provisional government and the provisional eastern border, but the border with Germany was left for later negotiation.

The U.N. is Formed

Meanwhile, in April of 1945, delegates from 50 nations gathered in San Francisco to charter the United Nations--an international body that would play a substantial role in world affairs--much more so than the organization's predecessor, the League of Nations. Although each member of the U.N. has one vote in the general assembly of the organization, the Security Council (one smaller body of the U.N.) has greater power. For example, there are five permanent members of the council (the U.S., Russia, Britain, France, and China): each permanent member has the power to veto council decisions. While based on the original idea of an international body with the primary goal of maintaining world peace, the United Nations was established with greater power to achieve that goal.

The following year, Stalin agreed that the Soviet Union would join the United Nations, due in part to the inclusion of an unconditional veto by permanent members of the Security Council. The three leaders agreed that democratic elections would be held in all liberated European nations so the people of those nations could create the governments they believed were best suited to their interests.



https://upload.wikimedia.org/wikipedia/commons/d/d8/United_Nations_member_countries_world_map.PNG

The United Nations Charter set forth the principles and goals of the organization. According to the Charter's preamble, the goals include:

- Preventing another world war,
- Protecting human rights and individual rights of all people, regardless of their nation,
- Enforcing international justice and treaties,

- Promoting social progress and improving the standards of living for all people,
- Encouraging tolerance and peace in interactions among people,
- Maintaining international peace and security,
- Using armed force only as a last resort, and
- Promoting the economic and social advancement of all people.

Since 1945, the United Nations has worked to maintain peace and security across the globe, provide humanitarian aid following natural and man-made disasters, protect human rights through enforcement of international law, and promote sustainable development around the world.

Nuremberg Trials

The International Military Tribunal (IMT) was composed of judges and prosecutors from the United States, Britain, France, and the Soviet Union and charged with trying those responsible for committing crimes related to the Holocaust. A total of twelve Nazis, including Hermann Göring, Joachim von Ribbentrop, Wilhelm Keitel, and Julius Streicher were sentenced to death, and others received life prison sentences. The executions were carried out via hanging on October 16, 1946, and prisoners were

incarcerated in Spandau Prison in Berlin. Three other defendants were acquitted: Economics Minister Hjalmar Schacht, politician Franz von Papen, and Head of Press and Radio Hans Fritzsche.

Tokyo Trials

Similar to the war crimes trials held in Nuremberg, the Allies also set up the International Military Tribunal for the Far East (IMTFE) to try 28 Japanese leaders for their crimes. Judges and prosecutors from ten nations, including the United States, Soviet Union, and the Philippines, were appointed. All 28 defendants were found guilty, with sentences ranging from death by hanging (including former Prime Minister Koki Hirota and General Hideki Tojo) to various prison sentences from seven years to life. Emperor Hirohito, as well as the entire imperial family, were not indicted, a decision made by occupying American Gen. Douglas MacArthur, with the understanding that the



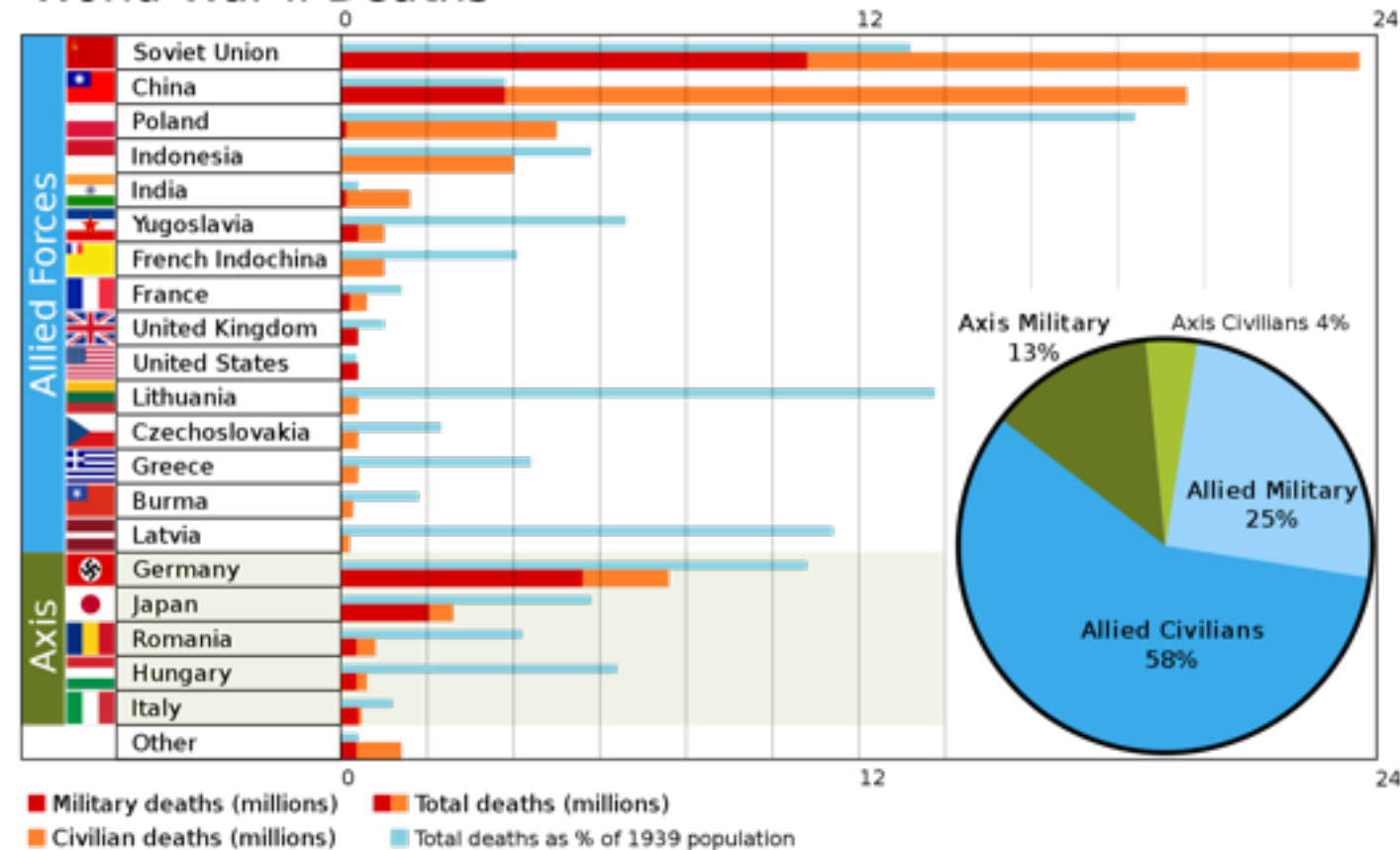
Former Prime Minister Koki Hirota listening to Sir William Webb of Australia sentencing him to death at the IMTFE in Tokyo, 12 November 1948 (Image source: https://www2db.com/image.php?image_id=6967)

Japanese people needed to see the Emperor surrender and accept foreign occupation for it to be successful.

Casualties and Displacement of People

Between seventy and eighty-five million people were killed related to World War II (including those who died due to war-related famine and disease), which was approximately three-and-a-half percent of the total world population in 1939. Another sixty million were displaced across the globe, including around twelve million Germans, between eleven and twenty million inmates of camps freed by the Allies which included over a quarter of a million Jews. Germans were forcefully expelled from eastern European countries they had occupied during the war, and a number of camps in Germany and Austria were established for Jewish and other displaced persons (DPs). Resettlement of these people created a number of problems, as many were minorities who feared persecution in their home countries, or groups who feared living under Communist control. Additionally, many of the displaced persons suffered from disease and the effects of major psychological and emotional trauma. There was insufficient sanitary conditions and medical care following the war in Europe, further exacerbating the problems faced by the DPs

World War II Deaths



(Image Source: https://commons.wikimedia.org/wiki/File:World_War_II_Casualties2.svg)