



PRESENTATION



# The American Republic

Since 1877

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## Chapter 20

America and World War II



EXIT



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CHAPTER 20 America and World War II, 1941–1945 Section 1 Lecture Notes

## Guide to Reading

### Main Idea

The United States quickly mobilized its economy and armed forces to fight World War II. ↓

### Key Terms and Names

- cost-plus ↓
- Reconstruction Finance Corporation ↓
- Liberty Ship ↓
- War Production Board ↓
- Selective Service and Training Act ↓
- disfranchise

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## Chapter Introduction

Section 1      Mobilizing for War

Section 2      The Early Battles

Section 3      Life on the Home Front

Section 4      Pushing the Axis Back

Section 5      The War Ends

## Chapter Summary

## Chapter Assessment

Click on a hyperlink to view the corresponding slides.





Click the Speaker button  
to listen to the audio again.





# Chapter Objectives

## Section 1: Mobilizing for War

- Explain how the United States mobilized its economy. ↓
- Describe the issues involved in raising an American army.

Click the mouse button or press the Space Bar to display the information.





# Chapter Objectives

## Section 2: The Early Battles

- Analyze how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic. ↓
- Explain why Stalingrad is considered a major turning point of World War II.

Click the mouse button or press the Space Bar to display the information.





# Chapter Objectives

## Section 3: Life on the Home Front

- Describe how the wartime economy created opportunities for women and minorities. ↓
- Discuss how Americans coped with shortages and rapidly rising prices.

Click the mouse button or press the Space Bar to display the information.





# Chapter Objectives

## Section 4: Pushing the Axis Back

- Describe the goals of the two major offensives the Allies launched in Europe in 1943. ↓
- Explain the American strategy for pushing the Japanese back in the Pacific.

Click the mouse button or press the Space Bar to display the information.





# Chapter Objectives

## Section 5: The War Ends

- Explain the tactics the Allies used to invade Germany and to defeat Japan. ↓
- Outline the reasons the Allies created the United Nations and help war crimes trials.

Click the mouse button or press the Space Bar to display the information.



## Why It Matters

The United States entered World War II unwillingly and largely unprepared. The American people, however, quickly banded together to transform the American economy into the most productive and efficient war-making machine in the world. American forces turned the tide in Europe and the Pacific, and they played a crucial role in the defeat of Germany, Italy, and Japan.

Reference  
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# The Impact Today

Many changes that began in World War II are still shaping our lives today. ↓

- The United Nations was founded. ↓
- Nuclear weapons were invented. ↓
- The United States became the most powerful nation in the world.

Click the mouse button or press the  
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# Timeline



continued  
on next slide

# Timeline (cont.)

**1944**

- Supreme Court rules in *Korematsu v. the United States* that Japanese American relocation is constitutional



**1944**

- Eisenhower leads D-Day invasion
- Battle of Leyte Gulf



**1945**

- Franklin Roosevelt dies in office; Harry S Truman becomes president

**1945**

- United States drops atomic bomb on Japan
- World War II ends

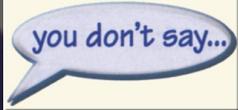


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# CHAPTER INTRODUCTION

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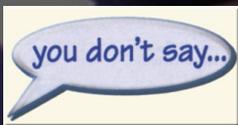
# Guide to Reading

## Main Idea

The United States quickly mobilized its economy and armed forces to fight World War II. ↓

## Key Terms and Names

- cost-plus ↓
- Reconstruction Finance Corporation ↓
- Liberty ship ↓
- War Production Board ↓
- Selective Service and Training Act ↓
- disfranchise



# Guide to Reading (cont.)

## Reading Strategy

**Organizing** As you read about American mobilization for World War II, complete a graphic organizer like the one on page 612 of your textbook by filling in the agencies the U.S. government created to mobilize the nation's economy for war. ↓

## Reading Objectives

- **Explain** how the United States mobilized its economy. ↓
- **Describe** the issues involved in raising an American army.



# Guide to Reading (cont.)

## Section Theme

**Individual Action** The success of the United States in mobilizing for war was due largely to the cooperation of individual American citizens.

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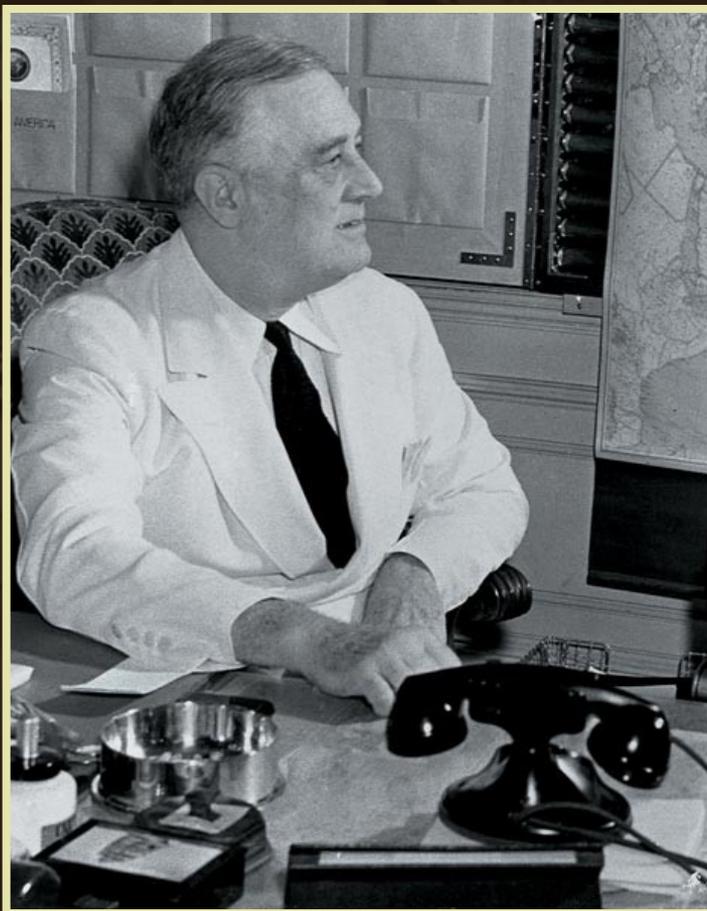
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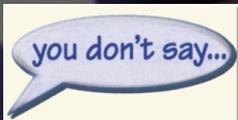
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# ★ *An American Story* ★



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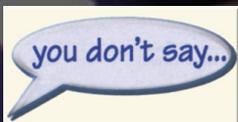
## Converting the Economy

- The United States's industrial output during World War II was twice as productive as Germany and five times that of Japan. ↓
- This turned the tide in favor of an Allied victory. ↓
- Part of the success of the United States was the result of the government mobilizing the economy before the U.S. entered the war.

(pages 612–613)

Click the mouse button or press the Space Bar to display the information.





## Converting the Economy (cont.)

- Roosevelt and his advisers believed the best way to rapidly mobilize the economy was to give industry an incentive to move quickly. ↓
- The government signed **cost-plus** contracts agreeing to pay a company whatever the manufacturing cost, plus a guaranteed percentage of the costs as profit.

(pages 612–613)

Click the mouse button or press the Space Bar to display the information.





## Converting the Economy (cont.)

- The **Reconstruction Finance Corporation** (RFC), the government agency which had been set up during the Depression, made loans to companies to help them with the cost of converting to war production.

(pages 612–613)



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## Converting the Economy (cont.)

### ★ Discussion Question

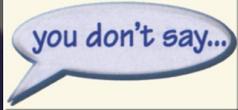
Why was the United States able to expand its war production so quickly after the attack on Pearl Harbor?

The United States could expand its production in part because the government had begun to mobilize the economy before it entered the war. The government signed cost-plus contracts, and the RFC made loans to help companies with the cost of converting to war production.

(pages 612–613)

Click the mouse button or press the  
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# American Industry Gets the Job Done

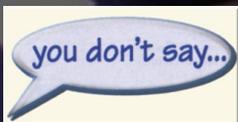


- After the Japanese attack on Pearl Harbor, almost all major American industries and 200,000 companies converted to war production. ↓
- The automobile factories turned to the production of trucks, jeeps, and tanks.

(pages 613–615)

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# American Industry Gets the Job Done (cont.)

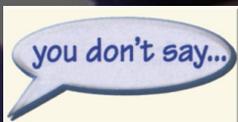


- They also built artillery, rifles, mines, helmets, pontoon bridges, cooking pots, and other military supplies, producing nearly one-third of the military equipment that was manufactured during the war. ↓
- Henry Ford created an assembly line for B-24 bombers.

(pages 613–615)

Click the mouse button or press the Space Bar to display the information.





# American Industry Gets the Job Done (cont.)

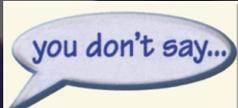


- Henry Kaiser's shipyards built many ships but were best known for the **Liberty ship**, a basic cargo ship used during the war. ↓
- These ships were welded instead of riveted, making them cheaper and easier to build and difficult to fall apart and sink.

(pages 613–615)

Click the mouse button or press the Space Bar to display the information.





# American Industry Gets the Job Done (cont.)

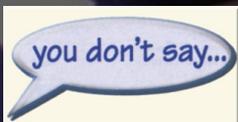


- Roosevelt created the **War Production Board** (WPB) to set priorities and production goals and to control the distribution of raw materials and supplies. ↓
- He set up the **Office of War Mobilization** (OWM) to settle arguments between the different agencies.

(pages 613–615)

Click the mouse button or press the Space Bar to display the information.





# American Industry Gets the Job Done (cont.)



## ★ Discussion Question

Why was the production of trucks, jeeps, and tanks so critical to the war?

This was critical because the country that could move its troops and supplies the quickest usually won the battle.

(pages 613–615)

Click the mouse button or press the Space Bar to display the answer.

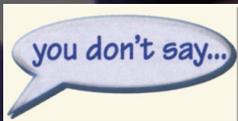


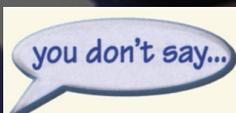
## Building an Army

- In order to win the war, it was vital that the United States build up its armed forces. ↓
- After the defeat of France by the Germans, Congress was no longer opposed to the idea of a peacetime draft. ↓
- The **Selective Service and Training Act** was a plan for the first peacetime draft in American history.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





## Building an Army (cont.)

- At first, the numbers of draftees was overwhelming. ↓
- The GIs, named after the initials on their uniforms meaning “Government Issue,” went through basic training for eight weeks. ↓
- Although some complained after the war that the training was too short to be of any good, most soldiers gained a sense of camaraderie that made them a more effective unit.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





## Building an Army (cont.)

- At the beginning of the war, the United States military was completely segregated. ↓
- African Americans were organized into their own military units with white officers in command. ↓
- African Americans were **disfranchised**, meaning they were often denied the right to vote.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.

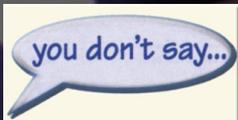


## Building an Army (cont.)

- An African American newspaper, the Pittsburgh Courier, launched the “**Double V**” **campaign** stating that African Americans should join the war because a win would be a double victory over racism abroad and at home. ↓
- Roosevelt, knowing that the African American vote had helped him win, ordered the U.S. military to recruit and send African Americans into combat.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





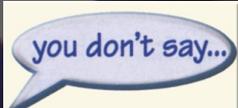
## Building an Army (cont.)

- The army air force created the 99th Pursuit Squadron, an African American unit. ↓
- The African American pilots became known as the **Tuskegee Airmen**. ↓
- They played an important role in the Battle of Anzio in Italy.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





## Building an Army (cont.)

- In the army, African Americans also performed well, receiving various awards for distinguished service. ↓
- Segregation did not end during the war, but led to full military integration in 1948.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





## Building an Army (cont.)

- Congress established the **Women's Army Auxiliary Corps (WAAC)** in May 1942. ↓
- This was the first time women were allowed in the military. ↓
- By 1943 women became a part of regular war operations. ↓
- The army, Coast Guard, the navy, and the marines all set up their own women's organizations.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.





## Building an Army (cont.)

- In 1941 the American troops were untrained and had little military experience. ↓
- They did, however, get the job done and suffered the fewest casualties in combat of all the major powers in the war.

(pages 615–617)

Click the mouse button or press the Space Bar to display the information.



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you don't say...

## Building an Army (cont.)

### Discussion Question

Who made up the American armed forces in World War II?

The American armed forces were made up of recruits who had almost no military experience and were given little training. African Americans were segregated from white troops and were rarely allowed in combat. President Roosevelt directed the army to put African Americans into combat. Some African Americans, such as the Tuskegee Airmen and tank battalions, participated in combat. At first, women were allowed to join the Women's Army Auxiliary Corps, which was not part of the regular army. By 1943 women became part of the regular army, but were not allowed in combat.

(pages 615–617)

Click the mouse button or press the  
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Reference  
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# Checking for Understanding

**Define** Match the terms on the right with their definition on the left.

- |  |                 |
|--|-----------------|
| <u>C</u> 1. to deprive of the right to vote  | A. cost-plus    |
| <u>A</u> 2. a government contract to pay a manufacturer the cost to produce an item plus a guaranteed percentage | B. Liberty ship |
| <u>B</u> 3. basic cargo ship used by the United States during World War II                                       | C. disfranchise |

Click the mouse button or press the  
Space Bar to display the answers.





## Checking for Understanding (cont.)



**Describe** the role of the OWM in the war production effort.



The OWM resolved conflicts among mobilization agencies.

Click the mouse button or press the Space Bar to display the answer.



# Reviewing Themes



**Individual Action** Why do you think African Americans were willing to fight in the war even though they suffered discrimination in American society?



They opposed Hitler's ethnic theories, believed America should wage this war, and demonstrated their support for democracy and equality at home and overseas.

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Space Bar to display the answer.





# Critical Thinking



**Evaluating** How effectively did American industry rally behind the war effort? Give examples to support your opinion.



By 1942, almost all major industries were producing trucks, jeeps, and tanks.

Click the mouse button or press the  
Space Bar to display the answer.





# Analyzing Visuals



**Analyzing Graphs** Study the graphs of automobile and tank production on pages 614 and 615 of your textbook. Why did automobile production decrease while tank production increased?



Auto manufacturers were producing tanks rather than cars.

Click the mouse button or press the Space Bar to display the answer.





# Close

Speculate on how your lives might be different if the U.S. had not begun to prepare for war when it did.

# End of SECTION 1

Click the mouse button to return to the Contents slide.





# Guide to Reading

## Main Idea

By late 1942, the Allies had stopped the German and Japanese advance. ↓

## Key Terms and Names

- Chester Nimitz ↓
- Douglas MacArthur ↓
- James Doolittle ↓
- periphery ↓
- George Patton ↓
- convoy system



# Guide to Reading (cont.)

## Reading Strategy

**Sequencing** As you read about the military campaigns of 1942, complete a time line similar to the one on page 618 of your textbook to record the major battles discussed and the victor in each. ↓

## Reading Objectives

- **Analyze** how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic. ↓
- **Explain** why Stalingrad is considered a major turning point of the war.



# Guide to Reading (cont.)

## Section Theme

**Individual Action** Many American soldiers made heroic sacrifices in order to turn the tide against the Axis powers.

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# ★ *An American Story* ★



Click the Speaker button  
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Navigation icons: a question mark, an EXIT button, a speaker icon, a speaker icon with 'OFF', a left arrow, a double left arrow, and a right arrow.



## Holding the Line Against Japan

- After Japan bombed Pearl Harbor, the commander of the United States Navy in the Pacific, Admiral **Chester Nimitz**, could do little at first to stop the advancing Japanese into Southeast Asia. ↓
- Japan attacked American airfields in the Philippines and landed their troops in the islands.

(pages 618–621)

Click the mouse button or press the Space Bar to display the information.



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## Holding the Line Against Japan



(cont.)

- The commander of the Americans and Filipinos defending the Philippines, General **Douglas MacArthur**, decided to take his badly outnumbered troops and retreat to the Bataan Peninsula. ↓
- Roosevelt ordered the general to evacuate to Australia. ↓
- The Allied defenders of Bataan finally surrendered, and thousands died on the **Bataan Death March** to a Japanese prison camp.

(pages 618–621)

Click the mouse button or press the  
Space Bar to display the information.





## Holding the Line Against Japan



(cont.)

- In early 1942, B-25 bombers replaced the aircraft carriers' short-range bombers because they could attack from farther away. ↓
- Lieutenant Colonel **James Doolittle** was put in command of the mission that bombed Japan on April 18. ↓
- Doolittle's attack on Japan made Japanese leaders change their strategy.

(pages 618–621)

Click the mouse button or press the Space Bar to display the information.





## Holding the Line Against Japan



(cont.)

- An attack on Midway Island—the last American base in the North Pacific west of Hawaii—was planned to lure the American fleet into battle to be destroyed by the Japanese. ↓
- This would cut American supply lines to Australia. ↓
- The plan failed because the United States had a team of code breakers based in Hawaii that broke the Japanese Navy's secret code for conducting operations.

(pages 618–621)

Click the mouse button or press the Space Bar to display the information.





# Holding the Line Against Japan



(cont.)

- The turning point in the war came during the Battle of Midway when Americans shot down 38 Japanese planes and destroyed four Japanese carriers. ↓
- This stopped the Japanese advance into the Pacific.

(pages 618–621)

Click the mouse button or press the  
Space Bar to display the information.



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# Holding the Line Against Japan

(cont.)



## Discussion Question

Why did the Japanese decide to attack Midway Island?

Midway Island was the last American base in the North Pacific. The Japanese believed that an attack on Midway Island would lure the American fleet into battle and enable the Japanese fleet to destroy it. The American fleet had to be destroyed in order to protect Tokyo from being bombed by American B-25s.

(pages 618–621)

Click the mouse button or press the  
Space Bar to display the answer.





## Turning Back the German Army

- The leader of the Soviet Union, Joseph Stalin, urged Roosevelt to open a second front in Europe. ↓
- Although Roosevelt wanted his troops to enter into battle in Europe, Prime Minister Churchill wanted to be more cautious and attack the **periphery**, or edges, of Germany. ↓
- In July 1942, Roosevelt ordered the invasion of Morocco and Algeria—French territories indirectly under Germany control.

(pages 621–623)

Click the mouse button or press the Space Bar to display the information.





## Turning Back the German Army (cont.)

- On November 8, 1942, the American invasion of North Africa began under the command of General **Dwight D. Eisenhower**. ↓
- General **George Patton** led the American forces in Morocco and captured the city of Casablanca. ↓
- At the **Battle of Kasserine Pass**, Americans faced the German army for the first time.

(pages 621–623)

Click the mouse button or press the Space Bar to display the information.





## Turning Back the German Army (cont.)

- Outmaneuvered and outfought, Americans suffered huge losses. ↓
- The general in charge was fired and Patton was put in command. ↓
- American and British forces finally pushed the Germans back. ↓
- On May 13, 1943, German forces in North Africa surrendered.

(pages 621–623)

Click the mouse button or press the  
Space Bar to display the information.





## Turning Back the German Army (cont.)

- After Germany declared war on the United States, German submarines began sinking American cargo ships along the American East Coast. ↓
- The situation greatly improved when the U.S. Navy set up a **convoy system**, in which cargo ships traveled in groups and were escorted by navy warships.

(pages 621–623)

Click the mouse button or press the Space Bar to display the information.





## Turning Back the German Army (cont.)

- The German submarine campaign continued into the spring of 1942. ↓
- From July on, American shipyards produced more ships than German submarines could sink.

(pages 621–623)

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Space Bar to display the information.





## Turning Back the German Army (cont.)

- Hitler wanted to defeat the Soviets by destroying their economy. ↓
- So he ordered his army to capture oil fields, industries, and farmlands vital to the Soviet economy. ↓
- The Germans tried to capture Stalingrad, but the Soviets held their ground.

(pages 621–623)

Click the mouse button or press the  
Space Bar to display the information.





## Turning Back the German Army (cont.)

- The Germans were surrounded and surrendered. ↓
- The Battle of Stalingrad was a turning point in the war because it put the Germans on the defensive.

(pages 621–623)

Click the mouse button or press the  
Space Bar to display the information.



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# Turning Back the German Army (cont.)

## ★ Discussion Question

Why was the Battle of Stalingrad an important battle for the Allies?

The Germans tried to capture Stalingrad, but the Soviets held their ground. The Germans surrendered. The Battle of Stalingrad was a turning point in the war because it put the Germans on the defensive.

(pages 621–623)

Click the mouse button or press the  
Space Bar to display the answer.





# Checking for Understanding

**Define** Match the terms on the right with their definition on the left.

A 1. the outer boundary of something

B 2. a system in which merchant ships travel with naval vessels for protection

A. periphery

B. convoy system

Click the mouse button or press the Space Bar to display the answers.



## Checking for Understanding (cont.)



**Q** Explain the American strategy in North Africa.



**A** The North African campaign gave the army some experience and helped the British in Egypt.



Click the mouse button or press the  
Space Bar to display the answer.





## Reviewing Themes



**Individual Action** How did the Doolittle raid help boost American morale?



Americans felt they had avenged Pearl Harbor by attacking Japanese soil.

Click the mouse button or press the Space Bar to display the answer.





# Critical Thinking



**Analyzing** How did code breakers help stop Japanese advances?



They alerted the U.S. to the imminent attacks on New Guinea and Midway.

Click the mouse button or press the Space Bar to display the answer.





## Critical Thinking (cont.)



**Evaluating** How were the Americans able to win the Battle of the Atlantic?



The Americans were able to win the Battle of the Atlantic because the convoy system protected cargo ships and radar, sonar, and depth charges located and damaged German submarines.

Click the mouse button or press the Space Bar to display the answer.



# Analyzing Visuals



**Examining Maps** Study the map of Midway on page 620 of your textbook. Why do you think the Japanese forces attacked when they did?



The early morning attacks held an element of surprise.



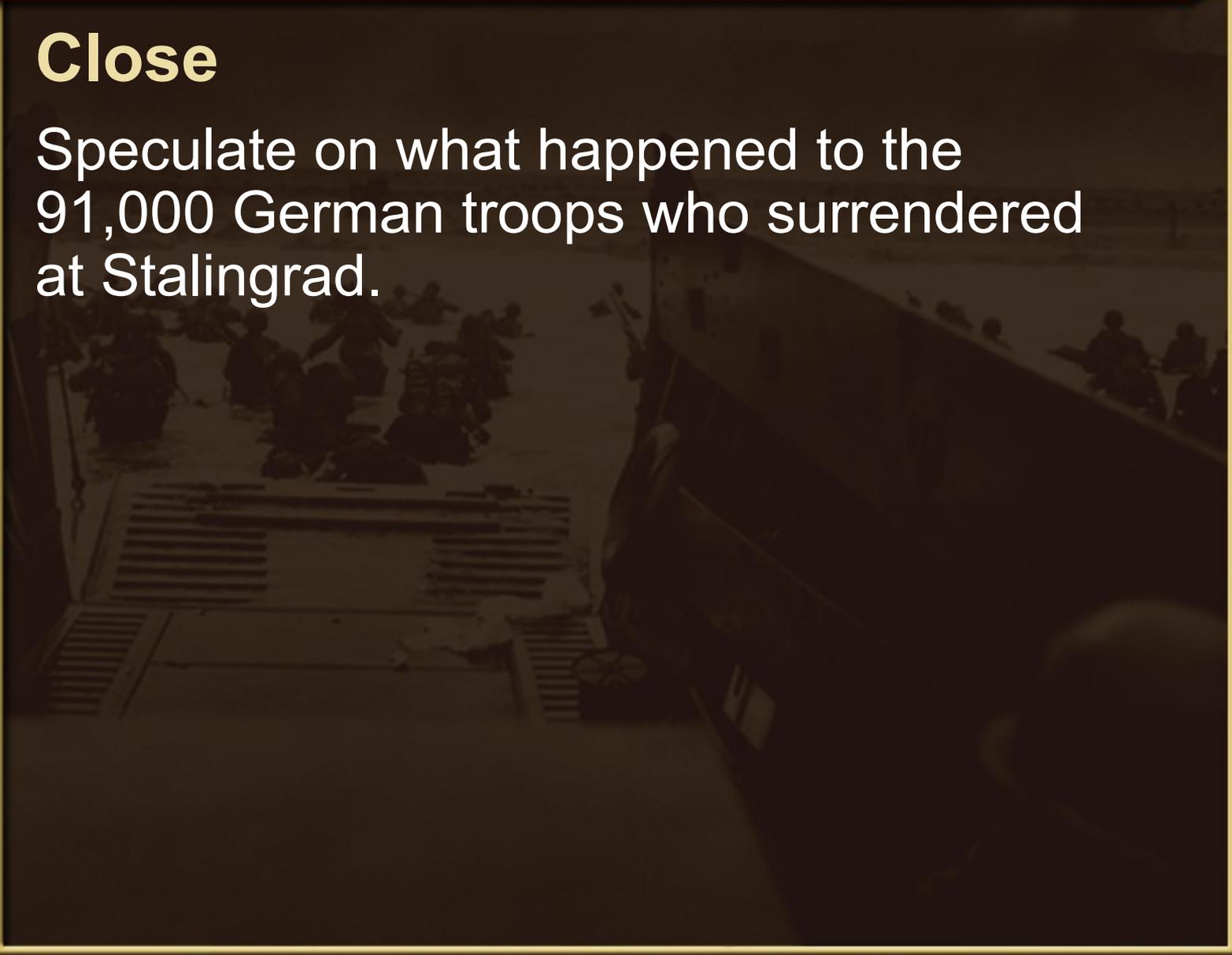
Click the mouse button or press the Space Bar to display the answer.





# Close

Speculate on what happened to the 91,000 German troops who surrendered at Stalingrad.



# End of SECTION 2

Click the mouse button to return to the Contents slide.





# Guide to Reading

## Main Idea

World War II placed tremendous demands on Americans at home and led to new challenges for all Americans. ↓

## Key Terms and Names

- Rosie the Riveter ↓
- A. Philip Randolph ↓
- Sunbelt ↓
- zoot suit ↓
- rationing ↓
- victory garden ↓
- E bond

Click the mouse button or press the Space Bar to display the information.





# Guide to Reading (cont.)

## Reading Strategy

**Categorizing** As you read about the challenges facing Americans on the home front, complete a graphic organizer like the one on page 625 of your textbook listing opportunities for women and African Americans before and after the war. Also evaluate what progress still needs to be made after the war. ↓

## Reading Objectives

- **Describe** how the wartime economy created opportunities for women and minorities. ↓
- **Discuss** how Americans coped with shortages and rapidly rising prices.

Click the mouse button or press the Space Bar to display the information.





# Guide to Reading (cont.)

## Section Theme

**Civic Rights and Responsibilities** To win the war, American citizens at home made countless changes in work patterns and lifestyles.

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# ★ An American Story ★



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## Women and Minorities Gain Ground

- Compared to the devastation in Europe and Asia, World War II had a positive effect on American society. ↓
- It put an end to the Depression. ↓
- The war led to the creation of almost 19 million new jobs and doubled the income of most American families.

(pages 625–627)

Click the mouse button or press the Space Bar to display the information.



## Women and Minorities Gain Ground (cont.)

- The wartime labor shortage forced factories to hire married women in positions that were traditionally considered men's work. "**Rosie the Riveter**," a character from a popular song by the Four Vagabonds, became a symbol for the campaign to hire women. ↓
- The campaign resulted in 2.5 million women entering the manufacturing workforce.

(pages 625–627)

Click the mouse button or press the Space Bar to display the information.



## Women and Minorities Gain Ground (cont.)

- Factories still resisted the hiring of African Americans. **A. Philip Randolph**, head of the Brotherhood of Sleeping Car Porters, a major union for African American railroad workers, took action. ↓
- He informed Roosevelt of his plan to organize a march on Washington to secure jobs for African Americans.

(pages 625–627)

Click the mouse button or press the Space Bar to display the information.





## Women and Minorities Gain Ground (cont.)

- On June 25, 1941, the president responded with Executive Order 8802, declaring no discrimination in the employment of workers in defense industries or government.

(pages 625–627)





## Women and Minorities Gain Ground (cont.)

- In 1942 the federal government started the **Bracero Program**, which arranged for Mexican farmworkers to come to the United States to help harvest fruits and vegetables on farms in the Southwest. ↓
- More than 200,000 Mexicans came to help with the harvest and to build and maintain railroads.

(pages 625–627)

Click the mouse button or press the Space Bar to display the information.



## Women and Minorities Gain Ground (cont.)

### Discussion Question

How did women and minorities gain ground in the American workforce?

The wartime labor shortage forced factories to hire married women in positions that were traditionally considered men's work. On June 25, 1941, President Roosevelt issued Executive Order 8802, declaring no discrimination in the employment of workers in defense industries or government. To enforce the order, Roosevelt created the Fair Employment Practices Commission. In 1942 the federal government started the Bracero Program, which arranged for Mexican farmworkers to come to the United States to help harvest fruits and vegetables on farms in the Southwest. More than 200,000 Mexicans came to help with the harvest and to build and maintain railroads.

(pages 625–627)

Click the mouse button or press the  
Space Bar to display the answer.





## A Nation on the Move

- Roughly 15 million Americans moved west and south during the war to be closer to the new jobs available. ↓
- The growth of southern California and the expansion of cities in the Deep South created a new industrial region called the **Sunbelt**. ↓
- The federal government allocated over \$1.2 billion to build public housing, schools, and community centers during the war to accommodate all the new workers.

(pages 627–629)

Click the mouse button or press the Space Bar to display the information.



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## A Nation on the Move (cont.)



- African Americans resumed the **Great Migration**, as they left the South and headed to cities in the North and West for factory jobs. ↓
- In these cities, African Americans were often confronted with suspicion and intolerance, sometimes ending with violence.

(pages 627–629)

Click the mouse button or press the  
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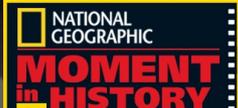
## A Nation on the Move (cont.)

- Across the nation, crimes committed by youths rose dramatically. ↓
- The **zoot suit**, baggy pants and an overstuffed, knee-length jacket with wide lapels, appeared unpatriotic to many that were saving fabric for the war. ↓
- The zoot suit was worn by many Mexican American teens.

(pages 627–629)

Click the mouse button or press the Space Bar to display the information.





## A Nation on the Move (cont.)

- When zoot suiters were rumored to have attacked several sailors, 2,500 soldiers and sailors stormed into Mexican American neighborhoods in Los Angeles. ↓
- This racial violence did not deter Mexican Americans from joining the war effort.

(pages 627–629)

Click the mouse button or press the Space Bar to display the information.



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## A Nation on the Move (cont.)



- On February 19, 1942, President Roosevelt signed an order allowing the War Department to declare any part of the United States a military zone and remove anybody from the zone. ↓
- The West Coast was declared a military zone, and all people of Japanese ancestry were evacuated to 10 internment camps.

(pages 627–629)

Click the mouse button or press the  
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# A Nation on the Move (cont.)



## Discussion Question

Why did racism increase in the United States during the war?

African Americans resumed the Great Migration, as they left the South and headed to cities in the North and West for factory jobs. In these cities, African Americans were often confronted with suspicion and intolerance, sometimes ending with violence. The zoot suit was worn by many Mexican American teens, resulting in a raid by 2,500 soldiers into Mexican American neighborhoods in Los Angeles, and a ban on the zoot suit. After the attack on Pearl Harbor by the Japanese, West Coast Americans turned their anger against Japanese Americans. On February 19, 1942, President Roosevelt signed an order allowing the War Department to declare any part of the United States a military zone and remove anybody from the zone. The West Coast was declared a military zone, and all people of Japanese ancestry were evacuated to 10 internment camps.

(pages 627–629)

Click the mouse button or press the  
Space Bar to display the answer.





## Daily Life in Wartime America

- President Roosevelt, worried about inflation, established the **Office of Price Administration** (OPA) and the Office of Economic Administration (OES). ↓
- The OPA regulated wages and the price of farm products. ↓
- The OES regulated all other prices. ↓
- The War Labor Board (WLB) worked to prevent strikes that would endanger the war effort. American unions issued a “no strike pledge.”

(pages 629–630)

Click the mouse button or press the Space Bar to display the information.





## Daily Life in Wartime America (cont.)

- **Rationing**, or limiting the availability of products, occurred as the demand for raw materials and supplies increased and created shortages. ↓
- Each month a book of ration coupons was given to each household for processed foods and meats, fats, and oils.

(pages 629–630)

Click the mouse button or press the Space Bar to display the information.





## Daily Life in Wartime America (cont.)

- **Victory gardens** were planted to produce more food for the war effort. ↓
- Scrap drives were organized to collect spare rubber, tin, aluminum, and steel. ↓
- Americans exchanged bacon grease and meat drippings for extra ration coupons because fats and oils were so vital to the production of explosives.

(pages 629–630)

Click the mouse button or press the Space Bar to display the information.





## Daily Life in Wartime America (cont.)

- To raise money for the war, the government raised taxes, covering about 45 percent of the cost of the war. ↓
- **E bonds** were sold to Americans to help pay for the war. ↓
- Through the purchase of these bonds, Americans were loaning money to the government. ↓
- The bonds could be redeemed in the future for the purchase price plus interest.

(pages 629–630)

Click the mouse button or press the Space Bar to display the information.





# Daily Life in Wartime America (cont.)

- Most Americans were united in the goal of winning the war.



(pages 629–630)



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# Daily Life in Wartime America (cont.)

## ★ Discussion Question

How did Americans at home contribute to the war effort?

Americans rationed many consumer products to make sure enough were available for military use. To save gasoline and rubber, driving was restricted, and the speed limit was set at 35 miles per hour. Many Americans planted victory gardens to produce more food for the war effort. They held scrap drives to collect certain raw materials vital to the war effort. Americans bought E bonds to help pay for the war.

(pages 629–630)

Click the mouse button or press the  
Space Bar to display the answer.



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# Checking for Understanding

**Define** Match the terms on the right with their definition on the left.

- |  |                   |
|--|-------------------|
| <u><b>B</b></u> 1. the giving out of scarce items on a limited basis   | A. Sunbelt        |
| <u><b>A</b></u> 2. a new industrial region in Southern California and the Deep South developing during World War II              | B. rationing      |
| <u><b>C</b></u> 3. gardens planted by American citizens during war to raise vegetables for home use, leaving more for the troops | C. victory garden |

Click the mouse button or press the Space Bar to display the answers.





# Checking for Understanding (cont.)



**Explain** how the federal government expanded during the war.



New government agencies controlled the economy, raised taxes, and issued war bonds.

Click the mouse button or press the Space Bar to display the answer.



# Reviewing Themes



**Civic Rights and Responsibility** What changes did American citizens and industry have to make to adapt to the war?



Industry and workers accepted wage and price controls and agreed to settle wage disputes by using WLB mediators. Citizens accepted rationing, planted victory gardens, recycled, and purchased war bonds.





# Critical Thinking



**Evaluating** If you had been a government official during the war, how would you have proposed paying for the war?



Answers will vary.

Click the mouse button or press the Space Bar to display the answer.





# Analyzing Visuals



**Examining Maps** Study the map on page 627 of your textbook. Which cities had populations over 400,000?



Los Angeles, Houston, and New York had populations over 400,000.

Click the mouse button or press the Space Bar to display the answer.





## Analyzing Visuals (cont.)



**Analyzing Photographs** Study the photograph on page 628 of your textbook. Why were Japanese Americans interned?



Many believed that they would not remain loyal to the United States.

Click the mouse button or press the Space Bar to display the answer.



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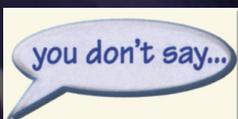
## Close

As a class, discuss the effects of prejudice in society by focusing on groups discriminated against in the 1940s and today.

# End of SECTION 3

Click the mouse button to return to the Contents slide.





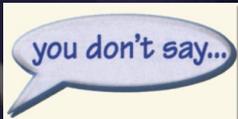
# Guide to Reading

## Main Idea

The Allies slowly pushed back the German and Japanese forces in 1943 and 1944. ↓

## Key Terms and Names

- Casablanca Conference ↓
- Operation Overload ↓
- D-Day ↓
- Omar Bradley ↓
- amphtrac ↓
- Guadalcanal ↓
- kamikaze



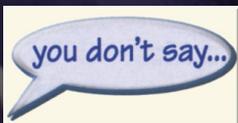
# Guide to Reading (cont.)

## Reading Strategy

**Organizing** As you read about the major battles of 1943 and 1944, complete a graphic organizer similar to the one on page 631 of your textbook by filling in the names of the battles fought. Indicate whether each battle was an Allied or an Axis victory. ↓

## Reading Objectives

- **Describe** the goals of the two major offensives the Allies launched in Europe in 1943. ↓
- **Explain** the American strategy for pushing the Japanese back in the Pacific.



# Guide to Reading (cont.)

## Section Theme

**Geography and History** The United States fought the war by landing troops in Italy and France and island-hopping across the Pacific toward Japan.

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# ★ An American Story ★



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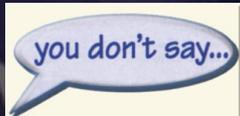


## Striking Back at the Third Reich

- In January 1943, President Roosevelt met with Prime Minister Churchill to plan the next stage of war. ↓
- During the **Casablanca Conference**, the decision was made to increase the bombing of Germany in an effort to destroy its military, industrial, and economic system and to hurt the German morale. ↓
- They decided to attack the Axis on the island of Sicily.

(pages 631–633)

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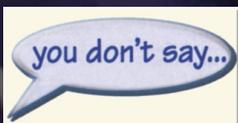


## Striking Back at the Third Reich (cont.)

- The new massive bombing campaign by the United States and Britain against Germany did not destroy the German economy or undermine its morale. ↓
- However, the bombing caused a severe oil shortage and destroyed irreplaceable railroad and aircraft in Germany. ↓
- As a result, Allies landing in France had total control of the air and could not be bombed.

(pages 631–633)

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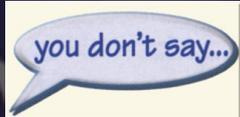


## Striking Back at the Third Reich (cont.)

- General Dwight D. Eisenhower was the overall commander of the invasion of Sicily. ↓
- General Patton and British General Montgomery were in charge of the forces on the ground. ↓
- By August 18, Germans had evacuated the island. Mussolini was placed under arrest by the king of Italy.

(pages 631–633)

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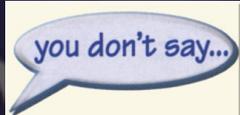


## Striking Back at the Third Reich (cont.)

- On September 8, 1943, the Italian government announced Italy's surrender. ↓
- Hitler sent German troops to seize control of Italy and put Mussolini back in power. In May 1944, the Germans retreated. ↓
- Roosevelt, Stalin, and Churchill met in Tehran, Iran, and reached several agreements about the plans for the rest of the war and after the war.

(pages 631–633)

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# Striking Back at the Third Reich (cont.)

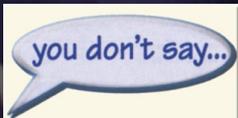
## Discussion Question

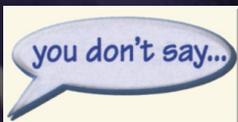
What agreements did Roosevelt, Stalin, and Churchill reach when they met in Tehran, Iran?

Stalin made a promise to begin an offensive against the Germans when the Allies invaded France in 1944. It was agreed that Germany would be broken up after the war so that it could never threaten world peace again. Stalin promised that once Germany was defeated, the Soviet Union would help the United States defeat Japan. Stalin accepted Roosevelt's proposal to create an international organization to help keep the peace after the war.

(pages 631–633)

Click the mouse button or press the  
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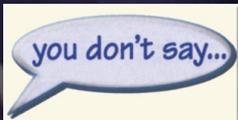
## Landing in France

- **Operation Overload** was the code name for the planned invasion of France by the Allies. ↓
- General Eisenhower was selected to command the invasion. ↓
- The Allies had the advantage of surprise—the Germans did not know when or where they would strike.

(pages 633–635)

Click the mouse button or press the Space Bar to display the information.





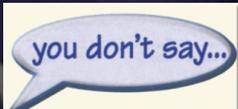
## Landing in France (cont.)

- The Germans were fooled into thinking the attack would occur in Pas-de-Calais, when in fact the invasion was planned to take place in Normandy. ↓
- The date for the invasion became known as **D-Day** because Eisenhower's planning staff referred to the day of any invasion with the letter D.

(pages 633–635)

Click the mouse button or press the Space Bar to display the information.





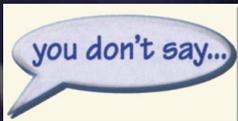
## Landing in France (cont.)

- The invasion of Normandy began shortly after midnight on June 6, 1944. ↓
- The Allied forces had little trouble capturing the Utah Beach and moving inland. ↓
- The American forces at Omaha Beach met intense German fire.

(pages 633–635)

Click the mouse button or press the Space Bar to display the information.





## Landing in France (cont.)

- American commander General **Omar Bradley** planned an evacuation of Omaha Beach, but the American troops moved forward against the Germans. ↓
- The invasion succeeded.

(pages 633–635)

Click the mouse button or press the Space Bar to display the information.



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## Landing in France (cont.)

### Discussion Question

What was Operation Overland?

This was the code name for the Allied planned invasion of France at Normandy. General Eisenhower was the commander of the invasion. The date for the invasion was called D-Day.

(pages 633–635)

Click the mouse button or press the  
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## Driving the Japanese Back

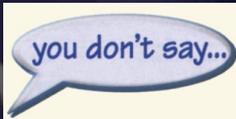


- American military leaders created a plan to defeat Japan that called for a two-pronged attack. ↓
- Admiral Nimitz and the Pacific Fleet were to hop from island to island to get close to Japan. ↓
- General MacArthur's troops would advance through the Solomon Islands, capture the north coast of New Guinea, and retake the Philippines.

(pages 635–637)

Click the mouse button or press the  
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## Driving the Japanese Back (cont.)

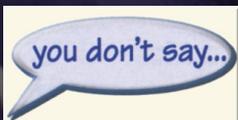


- The island-hopping campaign began in the central Pacific in the fall of 1943. ↓
- Although many U.S. Marines died while wading ashore at the Tarawa Atoll, the LVT—a boat with tank tracks, also called an **amphtrac**—was able to cross the reef and get troops to shore. ↓
- The attack on Kwajalein Atoll in the Marshall Islands went much smoother, with all troops getting to shore via amphtracs. U.S. Marines captured the island.

(pages 635–637)

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## Driving the Japanese Back (cont.)

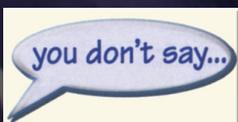


- B-29 bombers were used to invade three of the Mariana Islands, which were captured by American troops by August 1944. ↓
- A few months later, the B-29 bombers began bombing Japan. ↓
- General MacArthur's troops began a campaign in the southwest Pacific with the invasion of **Guadalcanal** in August 1942.

(pages 635–637)

Click the mouse button or press the Space Bar to display the information.





## Driving the Japanese Back (cont.)



- In early 1944, MacArthur's troops had captured enough islands to surround Rabaul, the main Japanese base in the region. ↓
- MacArthur ordered his troops to travel 600 miles past Rabaul to capture the Japanese base at Hollandia in New Guinea. ↓
- Securing New Guinea, the troops headed to the Philippines to take it back.

(pages 635–637)

Click the mouse button or press the  
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## Driving the Japanese Back (cont.)



- Japanese warships headed through the Philippine Islands into Leyte Gulf and ambushed American ships. ↓
- The Battle of Leyte Gulf was the largest naval battle in history and the first time the Japanese used **kamikaze** attacks. ↓
- Kamikaze pilots deliberately crashed their planes into American ships, killing themselves and causing severe damage to the ships.

(pages 635–637)

Click the mouse button or press the Space Bar to display the information.





## Driving the Japanese Back (cont.)



- The Japanese commander ordered a retreat, fearing additional American ships were on the way. ↓
- The battle to recapture the Philippines left Manila in ruins and over 100,000 Filipino civilians dead.

(pages 635–637)

Click the mouse button or press the  
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## Driving the Japanese Back (cont.)



### Discussion Question

What was the plan by the Americans to defeat Japan?

It was a two-pronged attack. Admiral Nimitz and the Pacific Fleet island-hopped through the central Pacific, moving closer to Japan. General MacArthur's troops advanced through the Solomon Islands to capture the north coast of New Guinea and then launched an invasion to retake the Philippines.

(pages 635–637)

Click the mouse button or press the  
Space Bar to display the answer.





# Checking for Understanding

**Define** Match the terms on the right with their definition on the left.

A 1. an amphibious tractor used to move troops from ships to shore

B 2. during World War II, a Japanese suicide pilot whose mission was to crash into his target

A. amphtrac

B. kamikaze

Click the mouse button or press the Space Bar to display the answers.



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## Checking for Understanding (cont.)



**Explain** why D-Day's success was so vital to the Allied victory.



It would force the Germans to fight on two fronts.

Click the mouse button or press the  
Space Bar to display the answer.



## Reviewing Themes



**Geography and History** How did the geography of the Pacific affect American strategy?



Coral reefs around some of the atolls made landing craft hard to maneuver. They began using amphibtracs to land the soldiers.



Click the mouse button or press the  
Space Bar to display the answer.



## Critical Thinking



**Analyzing** What made the invasion of Normandy so important?



The Soviet Union had promised help in defeating the Japanese once the Germans were defeated.



Click the mouse button or press the  
Space Bar to display the answer.



# Analyzing Visuals



**Examining Photographs** Study the photograph on page 637 of your textbook. What effect do you think MacArthur's return had on Philippine morale?



*Possible answer:* They welcomed him because they had been treated harshly by the Japanese.

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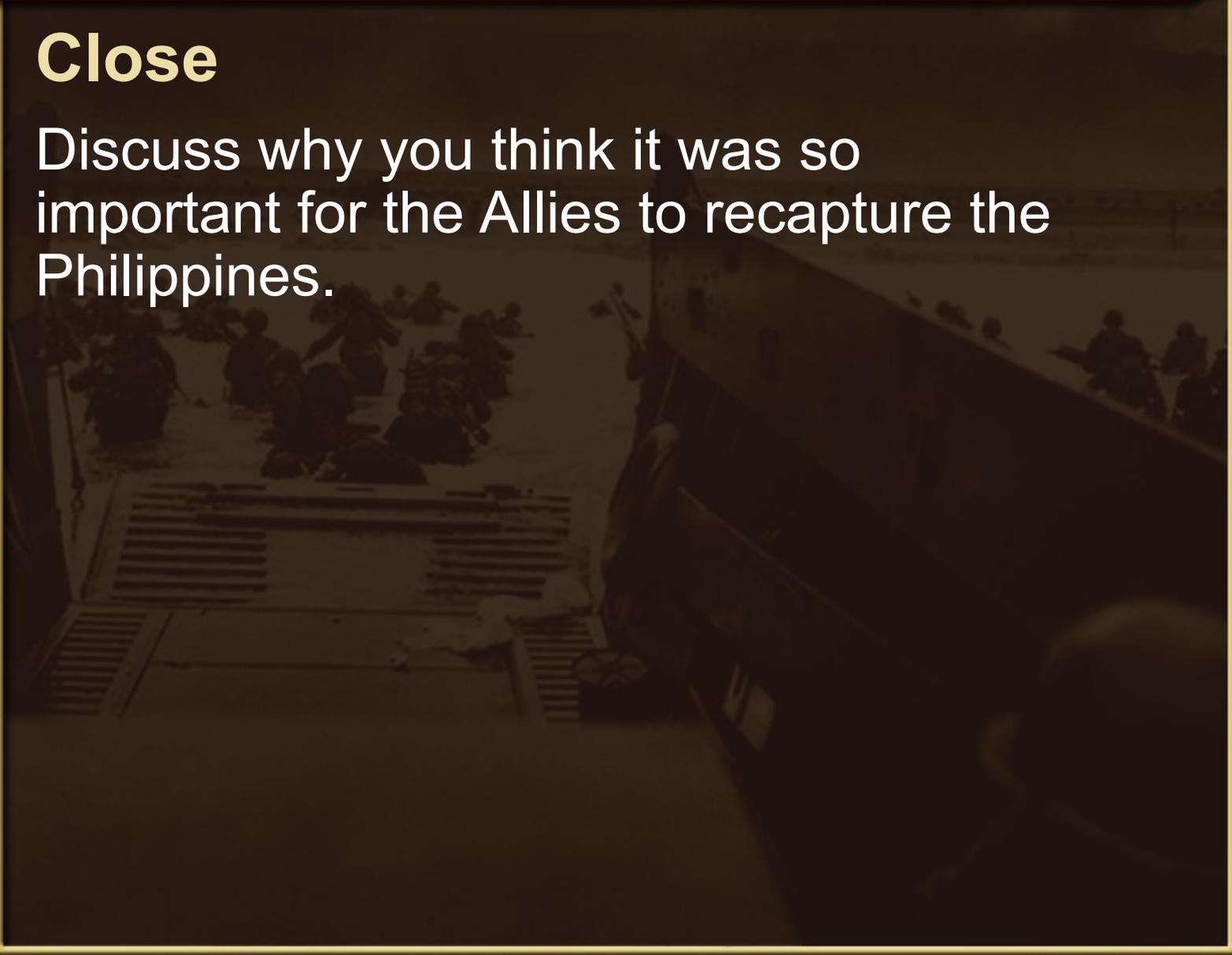
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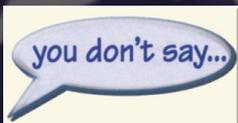
Discuss why you think it was so important for the Allies to recapture the Philippines.



# End of SECTION 4

Click the mouse button to return to the Contents slide.





# Guide to Reading

## Main Idea

The ferocious military campaign of 1945 finally convinced the Axis powers to surrender and the Allies to set up organizations to prevent another global war. ↓

## Key Terms and Names

- hedgerow ↓
- Battle of the Bulge ↓
- V-E Day ↓
- Harry S Truman ↓
- Curtis LeMay ↓
- napalm ↓
- Manhattan Project ↓
- V-J Day ↓
- United Nations ↓
- charter



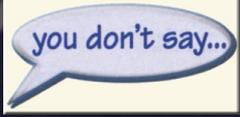
# Guide to Reading (cont.)

## Reading Strategy

**Taking Notes** As you read about the end of World War II and the organizations set up to maintain global peace, use the major headings of the section to create an outline similar to the one on page 640 of your textbook. ↓

## Reading Objectives

- **Explain** the tactics the Allies used to invade Germany and to defeat Japan. ↓
- **Outline** the reasons the Allies created the United Nations and held war crimes trials.



# Guide to Reading (cont.)

## Section Theme

**Groups and Institutions** Allied leaders forged plans for an international organization to prevent future wars.

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# ★ An American Story ★



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# The Third Reich Collapses

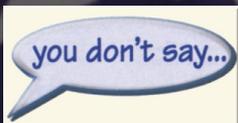


- President Roosevelt and other Allied leaders promised to punish the Nazis after the war. ↓
- Roosevelt felt destroying the Nazi regime would put an end to the concentration camps

(pages 640–642)

Click the mouse button or press the Space Bar to display the information.





## The Third Reich Collapses (cont.)

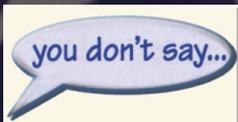


- **Hedgerows**, or dirt walls several feet thick and covered in shrubbery, were used by the Germans to defend their positions in Normandy, France. ↓
- The battle of the hedgerows ended with American bombers blowing a hole in the German lines, allowing American tanks through. ↓
- The Allies liberated Paris on August 25. ↓
- Three weeks later, they were just 20 miles from the German border.

(pages 640–642)

Click the mouse button or press the Space Bar to display the information.





## The Third Reich Collapses (cont.)

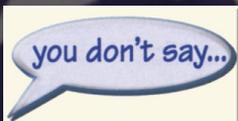


- Hitler attempted one last offensive to cut off Allied supplies coming through the port of Antwerp, Belgium. ↓
- The **Battle of the Bulge** began on December 16, 1944, catching American troops off guard. ↓
- As Germans raced west, their lines “bulged” outward, resulting in the battle’s name.

(pages 640–642)

Click the mouse button or press the Space Bar to display the information.





## The Third Reich Collapses (cont.)



- The United States won the battle and on January 8, Germans withdrew with little left to stop the Allies from entering Germany. ↓
- The Ludendorf Bridge across the Rhine River was still intact, allowing American troops to cross and force the German defenders back. ↓
- Adolf Hitler, realizing the end was near, killed himself.

(pages 640–642)

Click the mouse button or press the Space Bar to display the information.



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you don't say...

## The Third Reich Collapses (cont.)



- His successor, Grand Admiral Karl Doenitz tried to surrender to the Americans and the British while still fighting the Soviets, but he was forced to unconditionally surrender on May 7, 1945.  
↓
- The next day was proclaimed **V-E Day**, for “Victory in Europe.”

(pages 640–642)

Click the mouse button or press the  
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you don't say...

# The Third Reich Collapses (cont.)



## Discussion Question

Why was the American victory at the Battle of the Bulge devastating to the Germans?

The Germans suffered more than 100,000 casualties and lost many tanks and aircraft. There was little left to prevent the Allies from entering Germany. American forces attacked Germany's western border.

(pages 640–642)

Click the mouse button or press the  
Space Bar to display the answer.



# Japan is Defeated

- President Roosevelt died a month before the defeat of Germany. Vice President **Harry S Truman** became president. ↓
- Although Germany surrendered a few weeks later, Truman needed to make many difficult decisions regarding the war as the battle with Japan intensified. ↓
- On November 24, 1944, American bombs fell on Tokyo, but missed their targets.

(pages 642–647)

Click the mouse button or press the Space Bar to display the information.

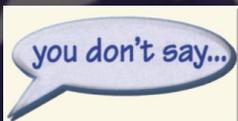


## Japan is Defeated (cont.)

- American military planners decided to invade **Iwo Jima** because it was closer to Japan and would make the bombings more effective. ↓
- On February 19, 1945, 60,000 American Marines landed on Iwo Jima, and 6,800 lost their lives before the island was captured.

(pages 642–647)

Click the mouse button or press the Space Bar to display the information.

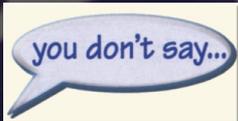


## Japan is Defeated (cont.)

- General **Curtis LeMay**, commander of the B-29s based in the Marianas, changed strategy to drop bombs filled with **napalm**, a kind of jellied gasoline. ↓
- These bombs not only exploded but also started fires. ↓
- The risk of killing civilians made this very controversial. ↓
- The Tokyo firebombing killed over 80,000 people and destroyed more than 250,000 buildings.

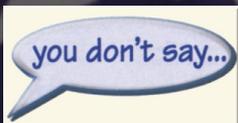
(pages 642–647)

Click the mouse button or press the  
Space Bar to display the information.



## Japan is Defeated (cont.)

- Japan's six most important industrial cities were firebombed. ↓
- Japan refused to surrender. ↓
- American military planners chose to invade Okinawa, 350 miles from Japan, to stockpile supplies and build up troops.



(pages 642–647)

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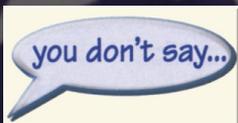


## Japan is Defeated (cont.)

- On April 1, 1945, American troops landed on Okinawa. ↓
- On June 22, 1945, Okinawa was captured with more than 12,000 American soldiers, sailors, and marines losing their lives. ↓
- Japan would not surrender unconditionally because they wanted their emperor to remain in power.

(pages 642–647)

Click the mouse button or press the  
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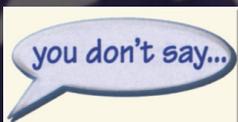


## Japan is Defeated (cont.)

- Americans wanted him out of power, and Truman was reluctant to go against public opinion. ↓
- The American program to build an atomic bomb was code-named the **Manhattan Project** and was headed by General Leslie R. Groves. ↓
- On July 16, 1945, the first atomic bomb was detonated near Alamogordo, New Mexico.

(pages 642–647)

Click the mouse button or press the  
Space Bar to display the information.



## Japan is Defeated (cont.)

- President Truman felt it was his duty to use every weapon available to save American lives. ↓
- The Allies threatened Japan with “utter destruction,” but received no response. ↓
- On August 6, 1945, an atomic bomb was dropped on Hiroshima, one of Japan’s important industrial cities. ↓
- Tens of thousands of people died instantly, and thousands more died later from burns and radiation sickness.

(pages 642–647)

Click the mouse button or press the  
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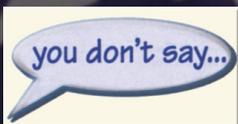


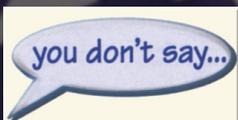
## Japan is Defeated (cont.)

- On August 9, the Soviet Union declared war on Japan. ↓
- That same day, the United States dropped an atomic bomb on Nagasaki, killing between 35,000 and 74,000 people. ↓
- On **V-J Day**, for “Victory in Japan”—August 15, 1945—Japan surrendered. ↓
- The war ended.

(pages 642–647)

Click the mouse button or press the Space Bar to display the information.





# Japan is Defeated (cont.)

## ★ Discussion Question

Why did President Truman decide to drop the atomic bomb on Japan?

Because Japan refused to surrender, Truman felt it was his duty to use every weapon available to save American lives.

(pages 642–647)

Click the mouse button or press the Space Bar to display the answer.

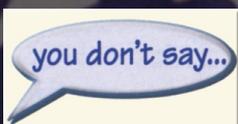


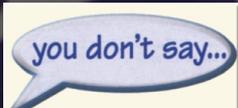
## Building a New World

- To prevent another war, President Roosevelt wanted a new international political organization. ↓
- In 1944 delegates from 39 countries met to discuss the new organization that was to be called the **United Nations** (UN). ↓
- On April 25, 1945, representatives from 50 countries met in San Francisco to officially organize the United Nations and create its **charter**, or constitution.

(pages 647–648)

Click the mouse button or press the  
Space Bar to display the information.





## Building a New World (cont.)

- The delegates decided to have a General Assembly, where each member nation would have one vote. ↓
- Britain, France, China, the Soviet Union, and the United States would be permanent members of the Security Council, each having veto power.

(pages 647–648)

Click the mouse button or press the Space Bar to display the information.

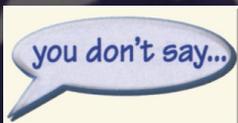


## Building a New World (cont.)

- In August 1945, the **International Military Tribunal** (IMT) was created by the United States, Britain, France, and the Soviet Union to punish German and Japanese leaders for their war crimes. ↓
- The IMT tried German leaders suspected of committing war crimes at the **Nuremburg trials**.

(pages 647–648)

Click the mouse button or press the Space Bar to display the information.





## Building a New World (cont.)

- In Tokyo the IMT for the Far East tried leaders of wartime Japan suspected of committing war crimes. ↓
- The Japanese emperor was not indicted.

(pages 647–648)

Click the mouse button or press the Space Bar to display the information.



## Building a New World (cont.)

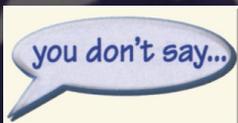
### Discussion Question

What was decided at the Dumbarton Oaks conference regarding the United Nations?

The delegates decided to have a General Assembly, where each member nation would have one vote. Britain, France, China, the Soviet Union, and the United States would be permanent members of the Security Council, each having veto power.

(pages 647–648)

Click the mouse button or press the  
Space Bar to display the answer.





# Checking for Understanding

**Define** Match the terms on the right with their definition on the left.

C 1. a constitution

A 2. row of shrubs or trees surrounding a field, often on a dirt wall

B 3. a jellied gasoline used for bombs

A. hedgerow

B. napalm

C. charter

Click the mouse button or press the Space Bar to display the answers.





## Checking for Understanding (cont.)



**List** the major campaigns on the European and Pacific fronts in 1945.



The major campaigns were the Battle of the Bulge, Iwo Jima, and Okinawa.

Click the mouse button or press the Space Bar to display the answer.



## Checking for Understanding (cont.)



**Explain** how the United States developed the atomic bomb.



The United States developed it secretly in New Mexico.



Click the mouse button or press the  
Space Bar to display the answer.



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## Checking for Understanding (cont.)



**Describe** the war crime trials.



During the war crimes trials, 3 Nazis were acquitted, 7 imprisoned, and 12 executed; 18 Japanese were imprisoned, and 7 executed.

Click the mouse button or press the  
Space Bar to display the answer.





# Reviewing Themes



**Continuity and Change** Why do you think the goal of world peace has yet to be achieved?



Answers will vary.

Click the mouse button or press the Space Bar to display the answer.





# Critical Thinking



**Analyzing** If you had been an advisor to President Truman, what advice would you have given him about dropping the atomic bomb? Give reasons why you would have given this advice.



Answers will vary.

Click the mouse button or press the Space Bar to display the answer.



# Analyzing Visuals



**Examining Photographs** Study the photograph on page 646 of your textbook of Hiroshima after the atomic bomb was dropped. What effect do you think this photograph may have had on the American public? Why?



*Possible answer:* Many would have been shocked by the devastation.

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## Close

Do you think the Allies would have indicted Adolph Hitler had he not committed suicide? Do you think that an indictment of Hitler would have influenced the Allied decision about indicting Emperor Hirohito?

# End of SECTION 5

Click the mouse button to return to the Contents slide.



## Chapter Summary

1941

### The Pacific

Japan attacks Pearl Harbor on December 7.

1942

The United States defeats Japan in the Battles of the Coral Sea and Midway.

1943

The United States launches its island-hopping campaign.

1944

The United States retakes the Philippines.

1945

The United States drops atomic bombs; Japan surrenders on August 15.

### Europe and North Africa

The Allies turn the tide in the Battle of the Atlantic.

The Allies invade Italy; Germans surrender at Stalingrad.

The Allies invade Normandy on June 6.

Germany surrenders unconditionally on May 7.

### The Home Front

President Roosevelt forbids race discrimination in defense industries.

WAAC is established; Japanese American relocation is ordered.

OWM is established; Detroit and Zoot Suit Riots occur.

The case of *Korematsu v. United States* is decided.

The UN charter is signed.

# End of CHAPTER SUMMARY

Click the mouse button to return to the Contents slide.



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# Reviewing Key Terms

**Define** Match the terms on the right with their definition on the left.

- |  |                   |
|--|-------------------|
| <u>I</u> 1. a jellied gasoline for bombs   | A. Liberty ship   |
| <u>B</u> 2. the outer boundary of something  | B. periphery      |
| <u>A</u> 3. basic cargo ship used by the United States during World War II                           | C. convoy system  |
| <u>C</u> 4. a system in which merchant ships travel with naval vessels for protection                | D. Sunbelt        |
| <u>H</u> 5. during World War II, a Japanese suicide pilot whose mission was to crash into his target | E. rationing      |
|  | F. victory garden |
|  | G. amphtrac       |
|  | H. kamikaze       |
|  | I. napalm         |
|  | J. charter        |

Click the mouse button or press the  
Space Bar to display the answers.



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## Reviewing Key Terms (cont.)

**Define** Match the terms on the right with their definition on the left.

- |                |   |                   |
|----------------|---|-------------------|
| <u>F</u> 6.    | gardens planted by American citizens during war to raise vegetables for home use, leaving more for the troops | A. Liberty ship   |
| <u>G</u> 7.    | an amphibious tractor used to move troops from ships to shore   | B. periphery      |
| <u>J</u>       |   | C. convoy system  |
| <u>E</u> 8.    | a constitution  | D. Sunbelt        |
| <u>   </u> 9.  | the giving out of scarce items on a limited basis   | E. rationing      |
| <u>D</u>       |   | F. victory garden |
| <u>   </u> 10. | a new industrial region in southern California and Deep South developing during World War II                  | G. amphtrac       |
|                |   | H. kamikaze       |
|                |   | I. napalm         |
|                |   | J. charter        |

Click the mouse button or press the Space Bar to display the answers.



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## Reviewing Key Facts



What was the “Double V” campaign?



It was a campaign to enlist support in the African American community for the war effort. Double V stood for double victory—victory over Hitler’s racism and victory over racism in the United States.

Click the mouse button or press the  
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## Reviewing Key Facts (cont.)



Why was the Doolittle raid so important to Americans?



It boosted America's morale by striking on Japanese soil.

Click the mouse button or press the  
Space Bar to display the answer.



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## Reviewing Key Facts (cont.)



Explain the significance of the following dates in American history: 1941–1945.



The United States committed its manpower and economic resources to fight in World War II.

Click the mouse button or press the  
Space Bar to display the answer.





## Reviewing Key Facts (cont.)



Why were the victories on Iwo Jima and Okinawa so vital to the Allies?



It gave Americans landing areas within striking distance of Japan.

Click the mouse button or press the Space Bar to display the answer.



## Reviewing Key Facts (cont.)



What did the Allies do to punish Axis leaders after the war?



The Nuremberg trials and trials of the Japanese leaders convicted many of the Axis leaders of war crimes, imprisoned some and executed others, but spared the emperor of Japan.



Click the mouse button or press the  
Space Bar to display the answer.



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## Critical Thinking



**Analyzing Themes: Global Connections** How did World War II underscore the importance of an international organization such as the United Nations?



It pointed out the need to investigate and propose settlements to international disputes before war erupted.

Click the mouse button or press the  
Space Bar to display the answer.



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## Critical Thinking (cont.)



**Synthesizing** Why do you think the United States was able to successfully fight a war on multiple fronts?



*Possible answer:* Most industrial production was geared to supporting both fronts and the United States had personnel available to wage both fronts of the war.

Click the mouse button or press the  
Space Bar to display the answer.



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# Geography and History

The map below shows troop movements at the Battle of the Bulge. Study the map and answer the questions on the following slides.



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# Geography and History (cont.)

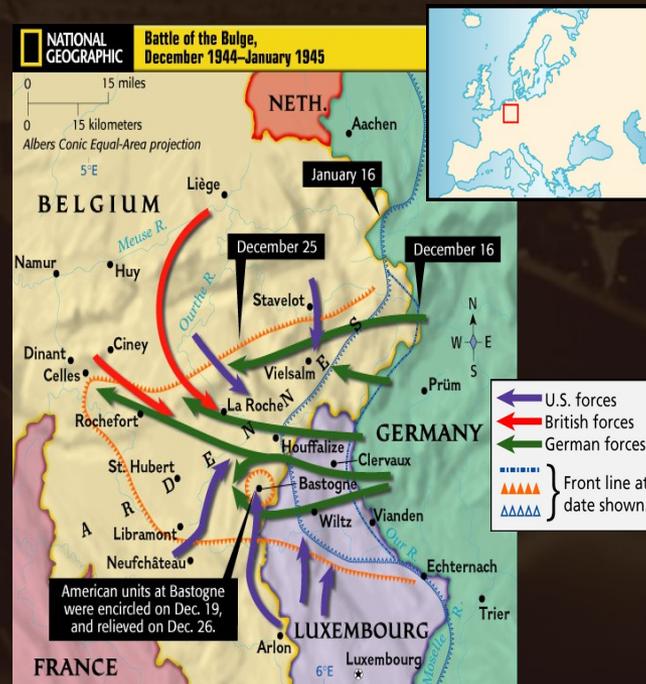


## Interpreting Maps

At what location did the Germans surround American forces on December 25?



Bastogne



Click the mouse button or press the  
Space Bar to display the answer.



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# Geography and History (cont.)

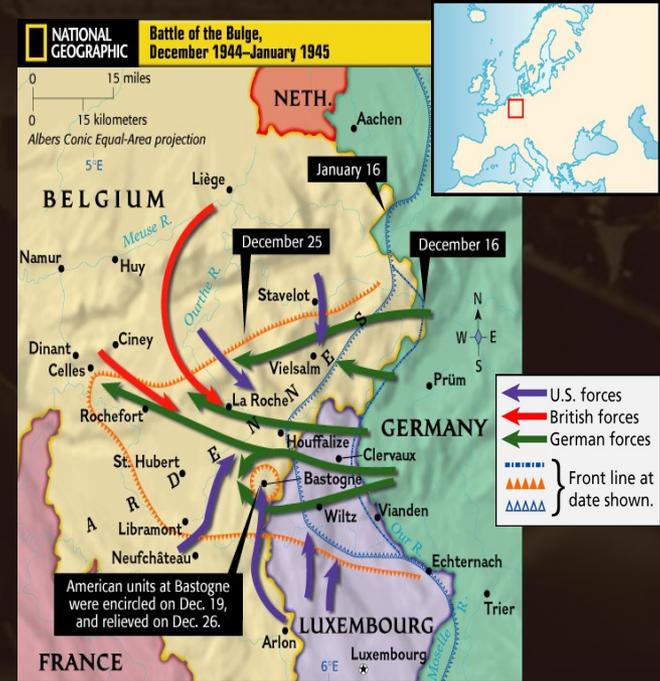


## Applying Geography Skills

What geographic features did the Germans encounter as they attacked? What information on the map shows you?



The Germans encountered rivers and mountainous terrain, this is shown by the dark shading in the south, as opposed to flatter northern areas.



Click the mouse button or press the  
Space Bar to display the answer.



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# Standardized Test Practice

Directions: Choose the best answer to the following question.

Why did Britain and France finally declare war in 1939?

- A. Because Germany annexed part of Czechoslovakia.
- B. Because Germany invaded Poland.
- C. Because Italy invaded France.
- D. Because of the non-aggression pact between Russia and Germany.

**Test-Taking Tip** Use the process of elimination to rule out answers you know are wrong. For example, it is unlikely that a non-aggression pact between Russia and Germany would cause Britain and France to declare war.

Click the mouse button or press the  
Space Bar to display the answer.



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# Bonus Question?



Why was the Battle of Midway so crucial to the war in the Pacific?



Losing four carriers gutted the heart of the Japanese fleet and stopped Japan's ability to advance in the Pacific.

Click the mouse button or press the  
Space Bar to display the answer.



# End of CHAPTER ASSESSMENT

Click the mouse button to return to the Contents slide.



Explore online information about the topics introduced in this chapter.

Click on the **Connect** button to launch your browser and go to *The American Republic Since 1877* Web site. At this site, you will find interactive activities, current events information, and Web sites correlated with the chapters and units in the textbook. When you finish exploring, exit the browser program to return to this presentation. If you experience difficulty connecting to the Web site, manually launch your Web browser and go to <http://tarvol2.glencoe.com>



The logo consists of the letters 'FYI' in a bold, purple, sans-serif font. The letters are set against a yellow rectangular background that features several thin, horizontal white lines.

From 1948 until 1973, during both peacetime and periods of conflict, men were drafted to fill vacancies in the armed forces which could not be filled through voluntary means. The draft ended in 1973 and the U.S. converted to an all-volunteer military.



you don't say...

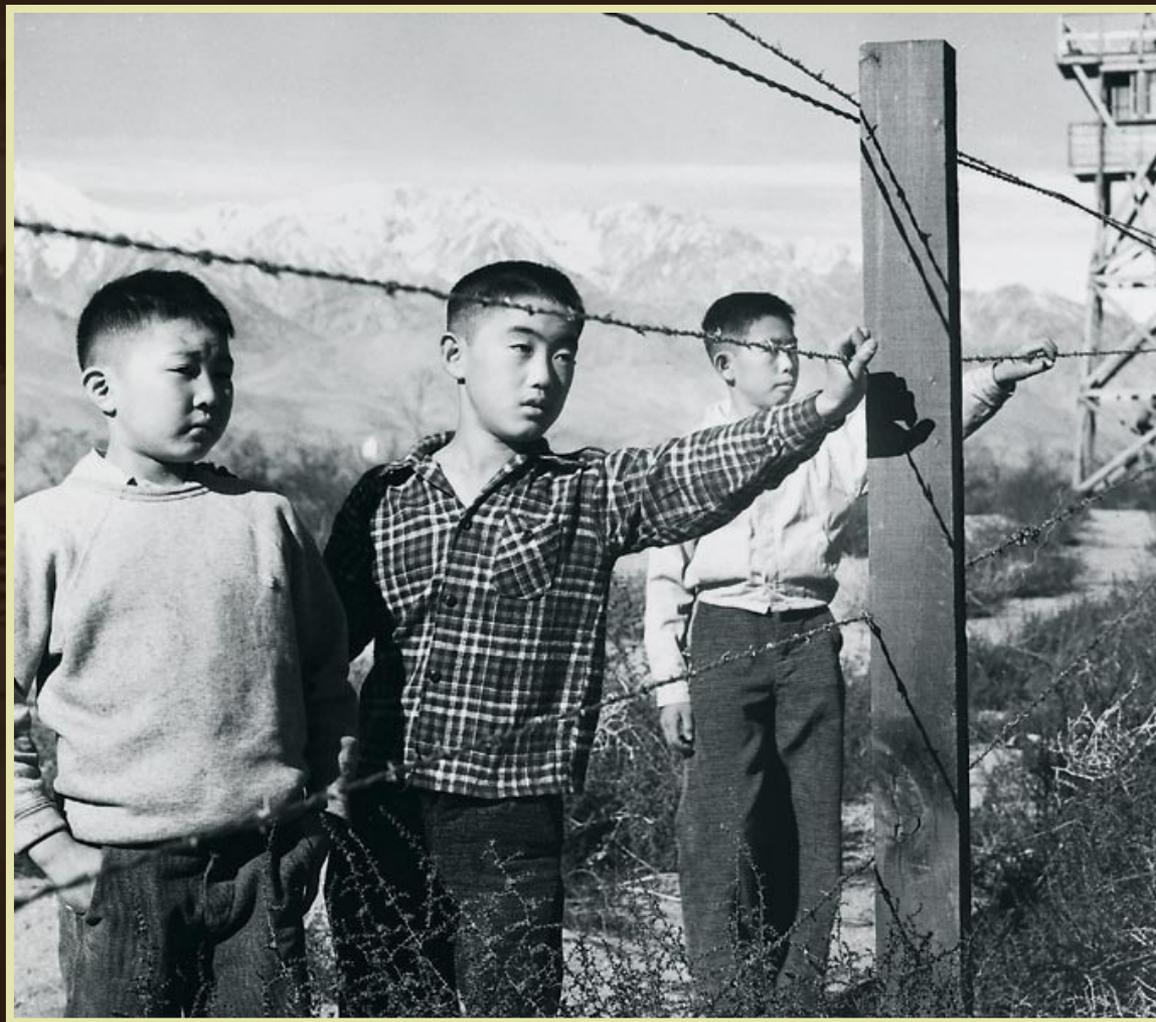
**World War II Terms** A term commonly used by GIs during World War II was *O-dark-30*. The expression means *early in the morning* and refers to military time of 30 minutes past midnight.

The logo consists of the letters 'FYI' in a bold, purple, sans-serif font. The letters are set against a yellow rectangular background that features several thin, horizontal white lines.

The Japanese flag shown on page 621 of your textbook is the regimental flag for the Japanese cavalry and infantry. The national flag of Japan since 1870 has consisted of a white background with a red circle in the middle. The red circle is said to symbolize the rising sun.

NATIONAL  
GEOGRAPHIC

**MOMENT**  
**in HISTORY**



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**Science** American soldiers carried a first aid pouch attached to their waist belt. The pouch contained a package of sulfa powder and a bandage to dress wounds. The use of the sulfa drug Sulfanilamide significantly reduced the mortality rate during World War II, because the sulfa powder immediately went to work to fight bacterial infections. Sulfa drugs are still in use today.

The logo consists of the letters 'FYI' in a bold, purple, sans-serif font. The letters are set against a yellow rectangular background that features several thin, horizontal yellow lines.

The Women's Airforce Service Pilots tested new and rebuilt fighter planes and flew military aircraft from factories to bases in the United States and Europe. Despite their outstanding service, they did not receive recognition or veterans benefits until 1979.



you don't say...

**Banzai** On the final night of the battle of Tarawa, the Japanese made a last desperate charge against the American lines. This type of suicidal charge became known as a *banzai* attack, because the Japanese would yell, “Tenno heika banzai!” (Long Live the Emperor!)



**Music** After announcing the death of President Franklin D. Roosevelt from a cerebral hemorrhage, the NBC Radio Network played Samuel Barber's *Adagio for Strings*. Since that time, this sad, serene piece of music has been linked to occasions of public mourning. It has been used as a lament in hundreds of funerals and memorials all over the world.

**Fact**

Fiction

Folklore

**Family Sacrifices** Millions of American homes proudly displayed banners such as these during the war. The blue star on the flag indicated that a family member was serving in the military. A gold star proclaimed that an individual had been killed. Many homes displayed banners with several stars, indicating the family had sent many members off to war.

It is not uncommon for Americans to display symbols to signify their support for family and friends who serve in the military. During the Persian Gulf War in 1991, many Americans tied yellow ribbons on trees and poles to show their support for the American troops.



The logo consists of the letters 'FYI' in a bold, purple, sans-serif font. The letters are set against a yellow rectangular background that features several thin, horizontal white lines.

In addition to the Los Alamos facility in New Mexico, two other facilities were constructed for the Manhattan Project. A facility in Oak Ridge, Tennessee, was built to separate uranium 235 from uranium 238, the more common form. Nuclear reactors used to produce plutonium were built in Hanford, Washington.



you don't say...

**Different Results** The effects of a nuclear explosion depend on the size of the bomb, weather conditions, terrain, and the point of the explosion in relationship to the earth's surface. Two different types of bombs were dropped on Hiroshima and Nagasaki. The one dropped on Hiroshima was smaller. However, more people were killed in Hiroshima due to the city's flat terrain.

# Reading a Thematic Map

In your study of American history, you will often encounter thematic maps. Knowing how to read a thematic map will help you get more out of it.

Click the Speaker button  
to listen to the audio again.



# Reading a Thematic Map

## Learning the Skill

Military maps use colors, symbols, and arrows to show major battles, troop movements, and defensive positions during a particular battle or over a period of time. ↓

When reading a military map, follow these steps: ↓

- **Read the map title.** This will indicate the location and time period covered on the map. ↓
- **Read the map key.** This tells what the symbols on the map represent. For example, battle sites may be indicated by crossed swords or burst shells.

# Reading a Thematic Map

## Learning the Skill (cont.)

- **Study the map itself.** This will reveal the actual event or sequence of events that took place. Notice the geography of the area, and try to determine how it could affect military strategy. ↓
- **Use the map to draw conclusions.**



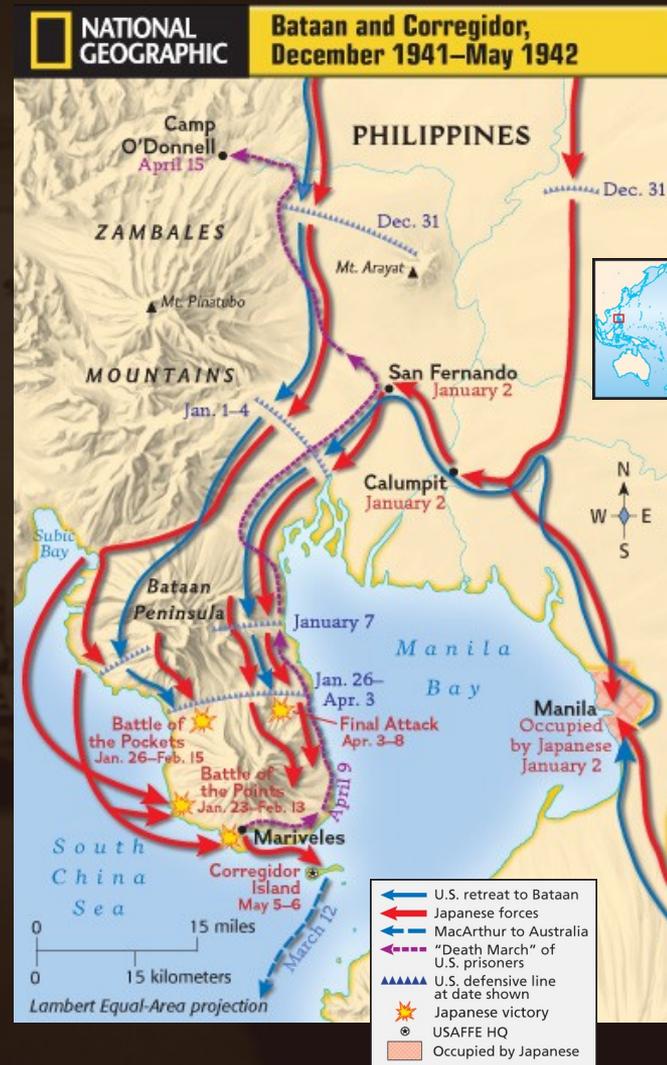
# Reading a Thematic Map

1. What part of the world does the map show?

Bataan and Corregidor, in Southeast Asia

2. When did MacArthur leave for Australia? What information on the map shows you this?

March 12, the date beside the troop movement arrow



# Reading a Thematic Map

3. Where did the Japanese imprison the survivors of the Bataan Death March?

Camp O'Donnell

4. What geographic features did the Japanese encounter on the Bataan Peninsula?  
mountainous terrain



Click the mouse button or press the Space Bar to display the answers.





# The American Republic Since 1877

## Objectives

- Each video segment corresponds to the content of the chapter to enrich student learning. ↓
- Stated video objectives help guide discussion and organize the lesson.



Click in the small window above to show a preview of *The American Republic Since 1877* video.

Click the mouse button or press the Space Bar to display the information.





The American  
Republic  
Since 1877  
Video

# The American Republic Since 1877

## Discussion Questions



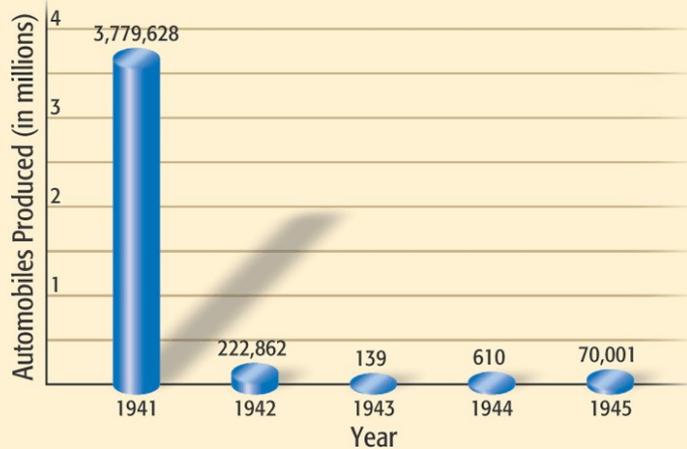
Several questions follow each video segment to check comprehension and stimulate classroom discussion.





## CHAPTER Maps & Charts

### Automobile Production, 1941–1945



Source: Historical Statistics of the United States: Colonial Times to 1970.

### Tank Production, 1941–1945



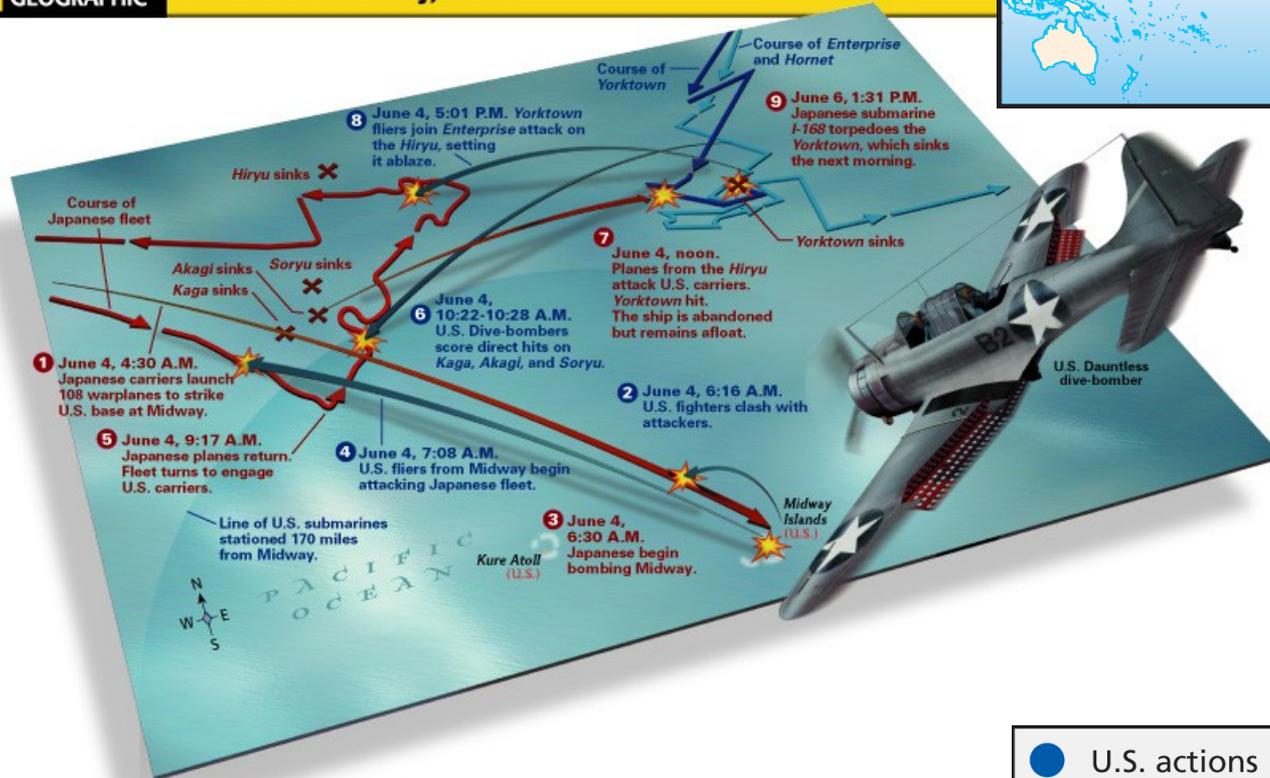
Source: Historical Statistics of the United States: Colonial Times to 1970.



# CHAPTER Maps & Charts

NATIONAL  
GEOGRAPHIC

## Battle of Midway, 1942



- U.S. actions
- Japanese actions

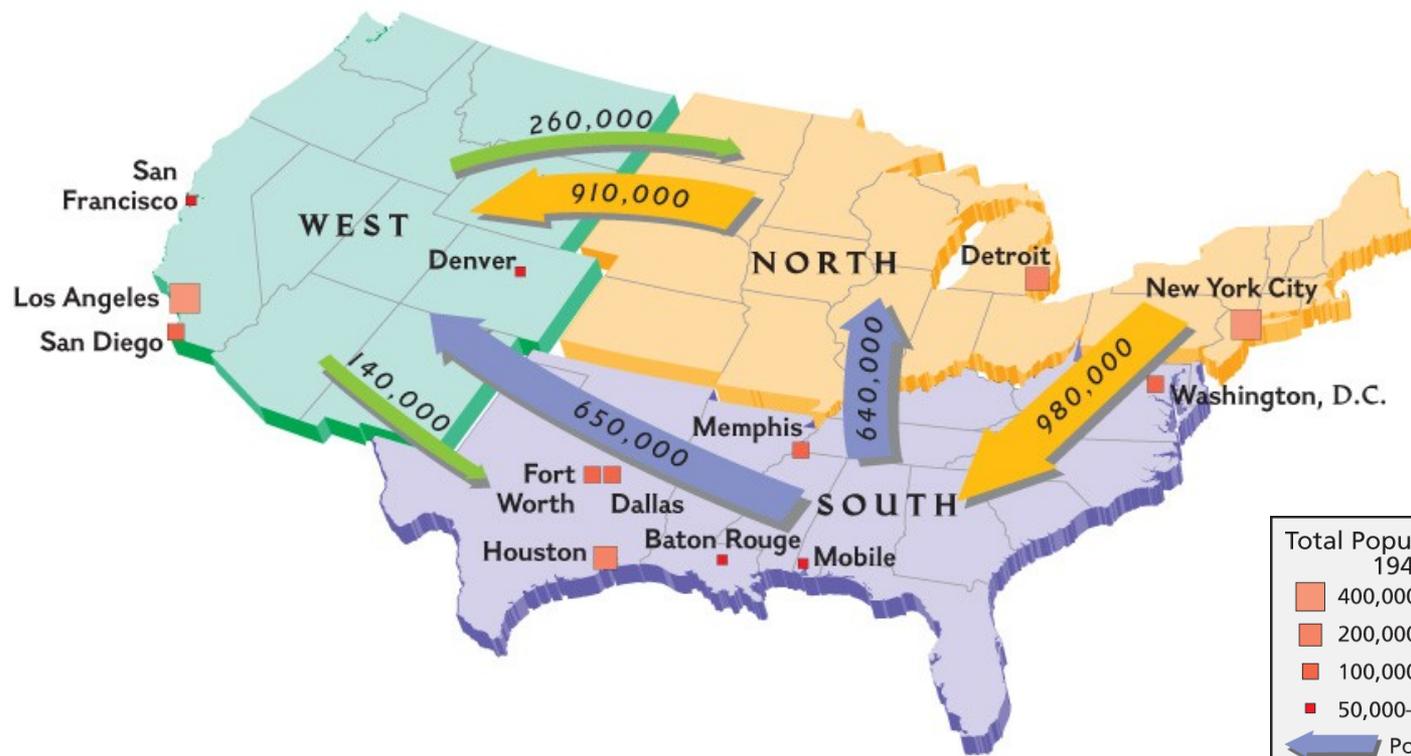




# CHAPTER Maps & Charts

NATIONAL  
GEOGRAPHIC

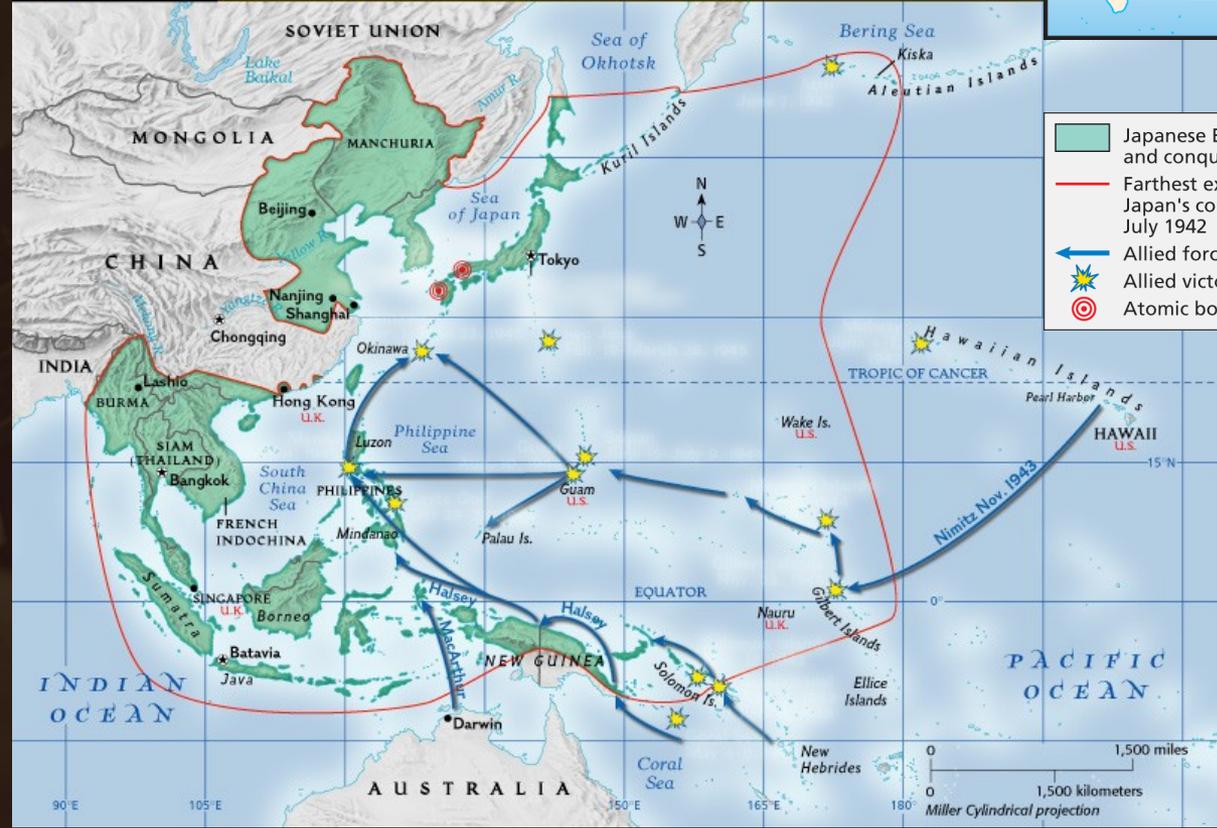
## Migration in the United States, 1940-1950



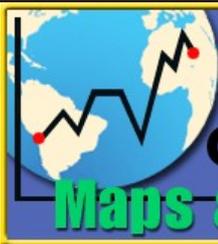


# CHAPTER Maps & Charts

**NATIONAL GEOGRAPHIC** **Island-Hopping in the Pacific, 1942–1945**

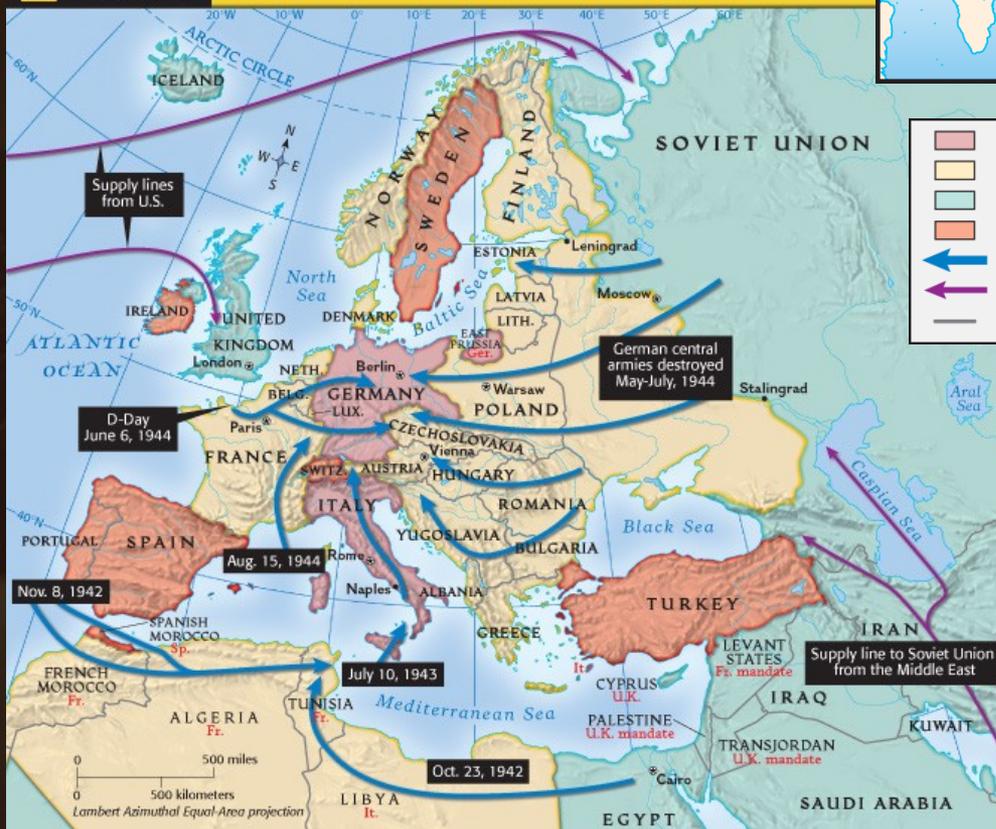


- Japanese Empire and conquests
- Farthest extent of Japan's conquests, July 1942
- Allied forces
- Allied victory
- Atomic bombing



# CHAPTER Maps & Charts

**NATIONAL GEOGRAPHIC** World War II in Europe and Africa, 1939–1945



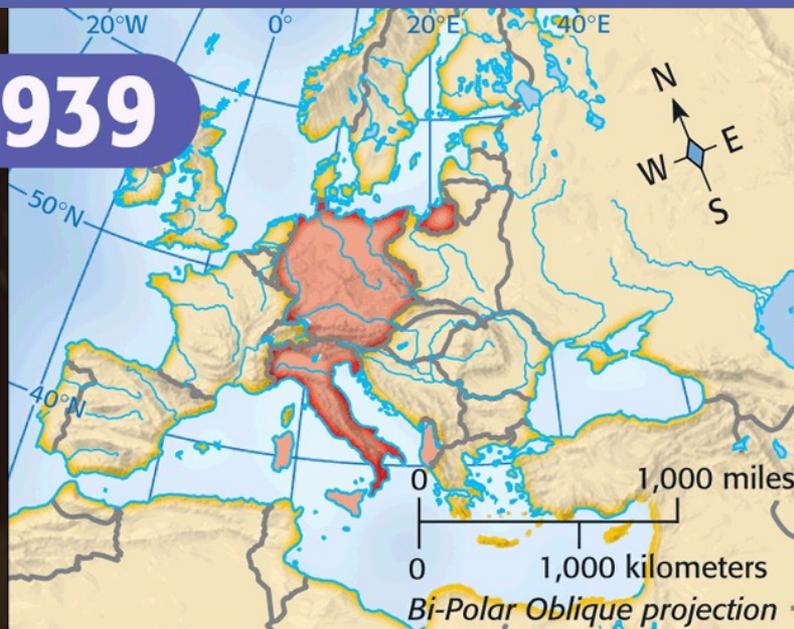
- Major Axis powers
- Greatest extent of Axis control
- Allied or Allied-controlled
- Neutral powers
- Allied advance
- Supply line
- International boundary, Jan. 1938



## CHAPTER Maps & Charts

### Rise and Fall of Axis Powers

1939



**Axis Expansion** The Axis powers included Germany, Italy, Austria, and the Sudetenland.

## Rise and Fall of Axis Powers

**1942**



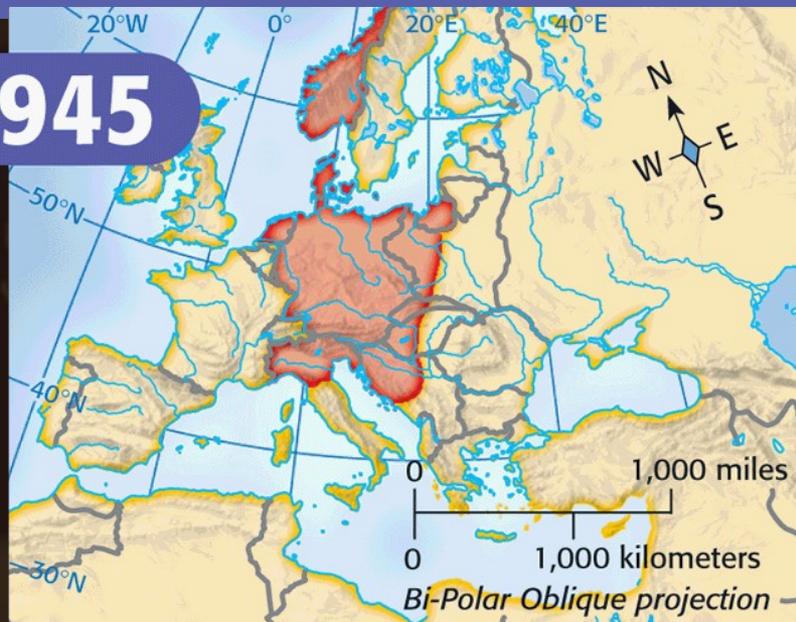
**Axis Control** At their height, the Axis controlled almost all of Europe and North Africa.



## CHAPTER Maps & Charts

### Rise and Fall of Axis Powers

1945



**Axis Collapse** The Allies invaded Germany from the east and the west.



## CHAPTER Maps & Charts

### Military and Civilian Deaths in World War II

Country	Military Deaths	Civilian Deaths
USSR	13,600,000	7,700,000
Germany	3,250,000	3,810,000
Japan	1,506,000	300,000
China	1,324,000	10,000,000
Poland	850,000	6,000,000
United States	405,000	2,000
Great Britain	326,000	62,000
Italy	295,000	93,000
France	210,700	173,300

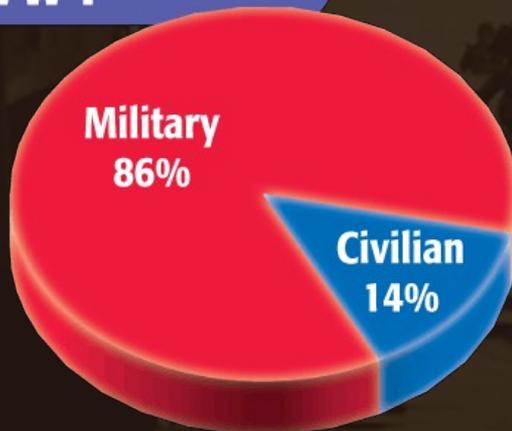
Source: *Times Atlas of the Second World War.*



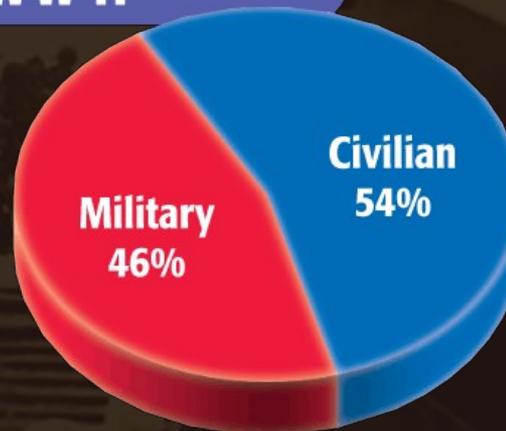


## CHAPTER Maps & Charts

WW I



WW II



**War Casualties** World War II took more lives than any other war in history. More civilians than soldiers died in the war.



### LIBERTY SHIPS



The *Jeremiah O'Brien* was built in South Portland, Maine, and launched in June 1943 as a cheap and expendable cargo ship called a Liberty ship. Liberty ships were actually hard to sink and easy to repair because their hulls were welded together instead of riveted.

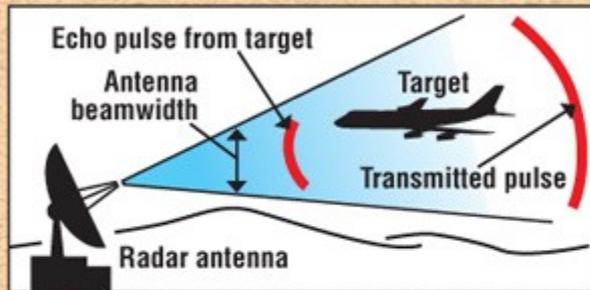
**Directions:** Answer the following question based on the information at left.

**What made Liberty ships important contributors to American success in World War II?**

- A** Liberty ships were small and maneuverable.
- B** Liberty ships were built to last a long time.
- C** Liberty ships were cheap to build and easy to repair.
- D** Liberty ships were not built until after the end of World War II.

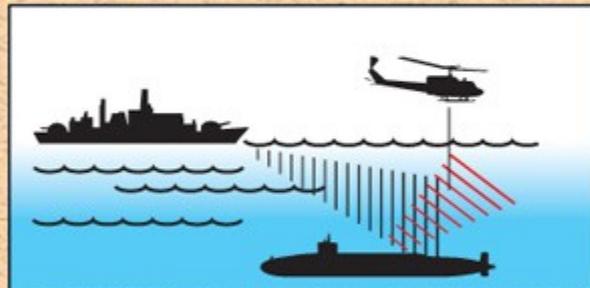
## Using Decision-Making Skills

### TECHNOLOGY IN WAR



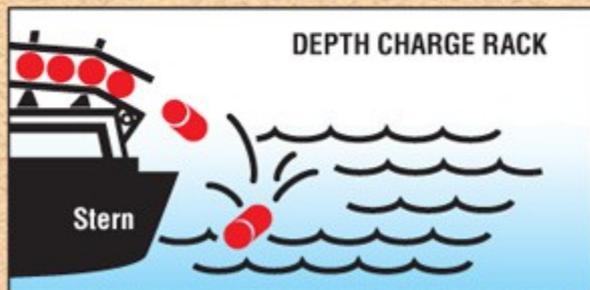
#### RADAR

Device used for detecting, locating, tracking, and identifying objects at considerable distances through the air.



#### SONAR

Device used underwater for locating submerged objects and for submarine communication.



#### DEPTH CHARGES

A canister-shaped weapon dropped from the back of surface ships to attack submerged submarines.

**Directions:** Answer the following question based on the information at left.

**How might the Allies have used these new technological devices to achieve success in the Battle of the Atlantic?**

- F** Radar and depth charges detected and destroyed enemy aircraft.
- G** Radar and sonar detected submerged submarines.
- H** Sonar and depth charges detected and destroyed submarines.
- J** Sonar and depth charges detected and attacked airplanes.

### INTERNMENT OF "ENEMY" ALIENS



Tule Lake, California, was an internment camp where Japanese Americans were forcibly relocated and confined during World War II. These persons were denied their rights of due process and lost their homes, livelihoods, and good names.

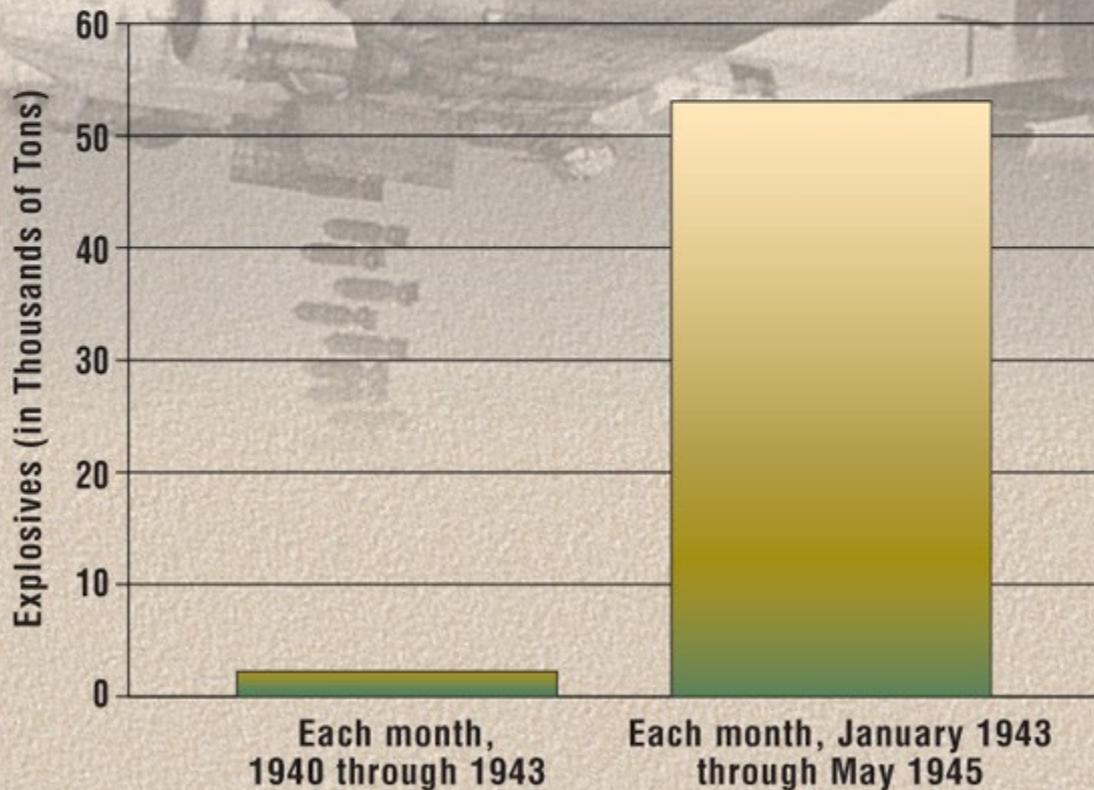
**Directions:** Answer the following question based on the image and information at left.

**What can be said about the conditions many Japanese Americans endured at home during World War II?**

- A These persons moved voluntarily.
- B** These persons were moved to prison-like areas with high fences and guard towers.
- C There was no forced relocation of Americans during the war.
- D The only persons interned were known spies.

## Interpreting a Bar Graph

### ALLIED STRATEGIC BOMBING OF GERMANY



**Directions:** Answer the following question based on the bar graph.

**In mid-1942, American army aircraft joined the Allied forces bombing Germany. What effect did American involvement have on the bombing effort?**

- F** It slightly increased the amount of explosives dropped on Germany.
- G** It caused a significant reduction in the amount of explosives dropped on Germany.
- H** It made no change in the amount of explosives dropped on Germany.
- J** It caused a dramatic increase in the amount of explosives dropped on Germany.

## Analyzing Information

### WAR CRIMES TRIALS

In 1945 the United States, Great Britain, France, and the Soviet Union created the International Military Tribunal to handle the punishment of German and Japanese leaders for their war crimes.

#### NUREMBERG, GERMANY

- At the first Nuremberg trial, 22 leaders of Nazi Germany were prosecuted.
- Acquitted – 3
- Prison sentences – 7
- Executed – 12



Nuremberg courtroom in 1945–1946

#### TOKYO, JAPAN

- 25 Japanese leaders were prosecuted.
- Acquitted – 0
- Prison sentences – 18
- Executed – 7



Former Prime Minister Tojo testifies, 1948

**Directions:** Answer the following question based on the information at left.

**Of the 47 officials tried, how many were given prison sentences?**

A 3

B 7

C 18

**D 25**



# End of SLIDE SHOW

Click the mouse button to return to the Contents slide.

