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America in World War II, 1941-1945

PART I: Reviewing the Chapter

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to

1. tell how America reacted to Pearl Harbor and prepared to wage war against both Germany and Japan.
2. describe the domestic mobilization for war.
3. describe the war's effects on American society, including regional migration, race relations, and women's roles.
4. explain the early Japanese successes in Asia and the Pacific and the American strategy for countering them.
5. describe the early Allied efforts against the Axis powers in North Africa and Italy.
6. discuss FDR's 1944 fourth-term election victory.
7. explain the final military efforts that brought Allied victory in Europe and Asia and the significance of the atomic bomb.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **concentration camp** A place of confinement for prisoners or others a government considers dangerous or undesirable. "The Washington top command . . . forcibly herded them together in concentration camps. . . ." (p. 829)
2. **bracero** A Mexican farm laborer temporarily brought into the United States. "The *bracero* program outlived the war by some twenty years. . . ." (p. 833)
3. **U-boat** A German submarine (from the German *Unterseeboot*). "Not until the spring of 1943 did the Allies . . . have the upper hand against the U-boat." (p. 841)
4. **depose(d); deposition** Forcibly remove from office or position. "Mussolini was deposed, and Italy surrendered unconditionally soon thereafter." (p. 843)
5. **beachhead** The first position on a beach secured by an invading force and used to land further troops and supplies. "The Allied beachhead, at first clung to with fingertips, was gradually enlarged, consolidated, and reinforced." (p. 846)
6. **underground** A secret or illegal movement organized in a country to resist or overthrow the government. "With the assistance of the French 'underground,' Paris was liberated. . . ." (p. 846)
7. **acclamation** A general and unanimous action of approval or nomination by a large public body, without a vote. "He was nominated at Chicago on the first ballot by acclamation." (p. 847)

8. **bastion** A fortified stronghold, often including earthworks or stoneworks, that guards against enemy attack. “. . . the 101st Airborne Division had stood firm at the vital bastion of Bastogne.” (p. 848)
9. **genocide** The systematic extermination or killing of an entire people. “The Washington government had long been informed about Hitler’s campaign of genocide against the Jews. . . .” (p. 849)
10. **bazooka** A metal-tubed weapon from which armor-piercing rockets are electronically fired. “The enemy was almost literally smothered by bayonets, bullets, bazookas, and bombs.” (p. 854)

PART II: Checking Your Progress

A. True-False

Where the statement is true, mark **T**. Where it is false, mark **F**, and correct it in the space immediately below.

- ___ 1. America’s major strategic decision in World War II was to fight Japan first and then attack Hitler’s Germany.
- ___ 2. A substantial minority of Americans, particularly those of Germans and Italian descent, questioned the wisdom of fighting World War II.
- ___ 3. Government-run rationing and wage-price controls enabled the United States to meet the economic challenges of the war.
- ___ 4. New sources of labor such as women and Mexican *braceros* helped overcome the human-resources shortage during World War II.
- ___ 5. World War II stimulated massive black migration to the North and West and encouraged black demands for greater equality.
- ___ 6. A majority of women who worked in wartime factories stayed in the labor force after the war ended.
- ___ 7. American citizens at home had to endure serious economic deprivations during World War II.
- ___ 8. The Japanese navy established its domination of the Pacific sea-lanes in the 1942 battles of Coral Sea and Midway.
- ___ 9. The American strategy in the Pacific was to encircle Japan by flank movements from Burma and Alaska.
- ___ 10. In the first years of the war in Europe, Britain and the United States bore the heaviest burden of Allied ground fighting against Hitler.
- ___ 11. Britain was reluctant to attack Germany directly across the English Channel because of its memory of World War I’s heavy losses.
- ___ 12. At the Teheran Conference in 1943, Stalin, Churchill, and Roosevelt planned the D-Day invasion and the final strategy for winning the war.

- ___ 13. Liberal Democrats rallied to dump Vice President Henry Wallace from FDR's ticket in 1944 and replace him with Senator Harry S Truman.
- ___ 14. Roosevelt died just a few weeks before the dropping of the atomic bomb and the surrender of Japan.
- ___ 15. The United States modified its demand for "unconditional surrender" by allowing Japan to keep its emperor, Hirohito.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. The fundamental American strategic decision of World War II was
- to attack Germany and Japan simultaneously with equal force.
 - to concentrate naval forces in the Pacific and ground forces in Europe.
 - to attack Germany first while using just enough strength to hold off Japan.
 - to attack Germany and Japan from the "back door" routes of North Africa and China.
- ___ 2. The major exception to the relatively good American civil liberties record during World War II was the treatment of
- American Fascist groups.
 - Japanese-Americans.
 - Mexican-Americans.
 - German-Americans.
- ___ 3. Wartime inflation and food shortages were kept partly in check by
- price controls and rationing.
 - government operation of factories and railroads.
 - special bonuses to farmers and workers to increase production.
 - importation of additional fuel and food from Latin America.
- ___ 4. The wartime shortage of labor was partly made up by bringing into the work force such groups as
- teenage and elderly laborers.
 - Japanese and Chinese immigrants.
 - Mexican *braceros* and women.
 - sharecroppers and inner-city residents.
- ___ 5. Compared with British and Soviet women during World War II, more American women
- did not work for wages in the wartime economy.
 - worked in heavy-industry war plants.
 - served in the armed forces.
 - worked in agriculture.
- ___ 6. The Fair Employment Practices Commission was designed to
- prevent discrimination against blacks in wartime industries.
 - guarantee all regions of the country an opportunity to compete for defense contracts.
 - prevent discrimination in employment against women.
 - guarantee that those who had been unemployed longest would be the first hired.

- ___ 7. The wartime migration of rural African-Americans to northern urban factories was further accelerated after the war by the invention of
- the cotton gin.
 - the gasoline-powered mechanical combine.
 - synthetic fibers such as nylon that largely replaced cotton cloth.
 - the mechanical cotton picker.
- ___ 8. Besides African-Americans, another traditionally rural group who used service in the armed forces as a springboard to postwar urban life were
- Scandinavian-Americans.
 - New England farmers.
 - Indians.
 - Japanese-Americans.
- ___ 9. The Japanese advance in the Pacific was finally halted at the battles of
- Guadalcanal and Tarawa.
 - Bataan and Corregidor.
 - Guam and Wake Island.
 - Coral Sea and Midway.
- ___ 10. The essential American strategy in the Pacific called for
- securing bases in China from which to bomb the Japanese home islands.
 - carrying the war into Southeast Asia from Australia and New Guinea.
 - advancing on as broad a front as possible all across the Pacific.
 - “island hopping” by capturing only the most strategic Japanese bases and bypassing the rest.
- ___ 11. The U.S.–British demand for “unconditional surrender” was
- a sign of the Western Allies’ confidence in its ultimate victory.
 - designed to weaken Japan’s and Germany’s will to resist.
 - a weak verbal substitute for the promised “Second Front.”
 - developed in close cooperation with the Soviet Union.
- ___ 12. The American conquest of Guam and other islands in the Marianas in 1944 was especially important because
- it halted the Japanese advance in the Pacific.
 - it made possible round-the-clock bombing of Japan from land bases.
 - it paved the way for the American reconquest of the Philippines.
 - it indicated that the Japanese would surrender without an invasion of the home island.
- ___ 13. The most difficult European fighting for American forces through most of 1943 occurred in
- France.
 - Italy.
 - North Africa.
 - Belgium.

- _____ 14. Hitler's last-ditch effort to stop the British and American advance in the west occurred at
- the Battle of Normandy.
 - the Battle of Château-Thierry.
 - the Battle of Rome.
 - the Battle of the Bulge.
- _____ 15. The *second* American atomic bomb was dropped on the Japanese city of
- Nagasaki.
 - Hiroshima.
 - Kyoto.
 - Okinawa.

C. Identification

Supply the correct identification for each numbered description.

- _____ 1. A U.S. minority that was forced into concentration camps during World War II
- _____ 2. A federal agency that coordinated U.S. industry and successfully mobilized the economy to produce vast quantities of military supplies
- _____ 3. Women's units of the army and navy during World War II
- _____ 4. Mexican-American workers brought into the United States to provide an agricultural labor supply
- _____ 5. Symbolic personification of female laborers who took factory jobs in order to sustain U.S. production during World War II
- _____ 6. The federal agency established to guarantee opportunities for African-American employment in World War II industries
- _____ 7. U.S.-owned Pacific archipelago seized by Japan in the early months of World War II
- _____ 8. Crucial naval battle of June 1942, in which U.S. Admiral Chester Nimitz blocked the Japanese attempt to conquer a strategic island near Hawaii
- _____ 9. Controversial U.S.-British demand on Germany and Japan that substituted for a "second front"
- _____ 10. Site of 1943 Roosevelt-Churchill conference in North Africa, at which the Big Two planned the invasion of Italy and further steps in the Pacific war
- _____ 11. Iranian capital where Roosevelt, Churchill, and Stalin met to plan D-Day in coordination with Russian strategy against Hitler in the East
- _____ 12. The beginning of the Allied invasion of France in June 1944
- _____ 13. The December 1944 German offensive that marked Hitler's last chance to stop the Allied advance
- _____ 14. The last two heavily defended Japanese islands conquered by the United States in 1945
- _____

- _____ 15. The devastating new weapon used by the United States against Japan in August 1945

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | | | |
|-----|-----------------------------------|----|--|
| ___ | 1. Henry J. Kaiser | A. | Commander of the Allied military assault against Hitler in North Africa and France |
| ___ | 2. John L. Lewis | B. | Japanese emperor who was allowed to stay on his throne, despite unconditional surrender policy |
| ___ | 3. A. Philip Randolph | C. | FDR's liberal vice president during most of World War II, dumped from the ticket in 1944 |
| ___ | 4. Detroit | D. | The Allied leader who constantly pressured the United States and Britain to open a "second front" against Hitler |
| ___ | 5. Jiang Jieshi (Chiang Kai-shek) | E. | Site of a serious racial disturbance during World War II |
| ___ | 6. Douglas MacArthur | F. | Leading American industrialist and shipbuilder during World War II |
| ___ | 7. Chester W. Nimitz | G. | Commander of the U.S. Army in the Pacific during World War II, who fulfilled his promise to return to the Philippines |
| ___ | 8. Dwight D. Eisenhower | H. | Inconspicuous former senator from Missouri who was suddenly catapulted to national and world leadership on April 12, 1945 |
| ___ | 9. Winston Churchill | I. | Tough head of the United Mine Workers, whose work stoppages precipitated antistrike laws |
| ___ | 10. Joseph Stalin | J. | Commander of the U.S. naval forces in the Pacific and brilliant strategist of the "island-hopping" campaign |
| ___ | 11. Thomas Dewey | K. | Allied leader who met with FDR to plan strategy at Casablanca and Teheran |
| ___ | 12. Henry A. Wallace | L. | German-born physicist who helped persuade Roosevelt to develop the atomic bomb |
| ___ | 13. Harry S Truman | M. | Republican presidential nominee in 1944 who failed in his effort to deny FDR a fourth term |
| ___ | 14. Albert Einstein | N. | Head of the Brotherhood of Sleeping Car Porters whose threatened march on Washington opened job opportunities for blacks during World War II |
| ___ | 15. Hirohito | O. | U.S. ally who resisted Japanese advances in China during World War II |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 4.

- ___ The United States and Britain invade Italy and topple Mussolini from power.
- ___ Japan surrenders after two atomic bombs are dropped.
- ___ The United States enters World War II and begins to "fight Hitler first."
- ___ The United States stops the Japanese advance in the Pacific and attacks Germany in North Africa.

B. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
____ 1. The surprise Japanese attack at Pearl Harbor	A. Kept the Western Allies from establishing a "second front" in France until June 1944
____ 2. Fear that Japanese-Americans would aid Japan in invading the United States	B. Slowed the powerful Japanese advance in the Pacific in 1942
____ 3. Efficient organization by the War Production Board	C. Enabled the United States to furnish itself and its allies with abundant military supplies
____ 4. The mechanical cotton picker and wartime labor demand	D. Enabled the United States to set up key bomber bases while bypassing heavily fortified Japanese-held islands
____ 5. Women's role in wartime production	E. Drew millions of African-Americans from the rural South to the urban North
____ 6. American resistance in the Philippines and the Battle of the Coral Sea	F. Resulted in Senator Harry S Truman's becoming FDR's fourth-term running mate in 1944
____ 7. The American strategy of "leapfrogging" toward Japan	G. Created a temporary but not a permanent transformation in gender roles for most women
____ 8. The British fear of sustaining heavy casualties in ground fighting	H. Caused innocent American citizens to be rounded up and put in concentration camps
____ 9. Conservative Democrats' hostility to liberal Vice President Henry Wallace	I. Created a strong sense of American national unity during World War II
____ 10. Japan's refusal to surrender after the Potsdam Conference in July 1945	J. Led the United States to drop the atomic bomb on Hiroshima in August 1945

C. Developing Historical Skills

Reading Maps for Routes and Strategy

In order to understand the events and strategies of war, careful reading of military maps is essential. Attention to the routes and dates of the Allied armies, presented in the map of *World War II in Europe and North Africa, 1939–1945* on p. 844, will help you grasp the essentials of Allied strategy and the importance of the postponement of the "second front" in the west, as described in the text. Answer the following questions.

1. Where were (a) the Russians and (b) the Western Allies Britain and America each fighting in January and February of 1943?

2. Approximately where were the central Russian armies when the British and Americans invaded Sicily?
3. Approximately where were the central Russian armies when the British and Americans invaded Normandy in June 1944?
4. It took approximately ten months for the British and Americans to get from the Normandy beaches to the Elbe River in central Germany. How long did it take the Russians to get from Warsaw to Berlin?
5. Besides north-central Germany, where else did the British, American, and Russian invasion routes converge? From what two countries were the British and Americans coming? From what country was the southern Russian army coming?

H. Map Mastery

Map Discrimination

Using the maps and charts in Chapter 36, answer the following questions.

1. *Internal Migration in the United States During World War II*: During World War II, what was the approximate *net* migration of civilian population from the East to the West? (Net migration is the number of westward migrants minus the number of those who moved east.)
2. *Internal Migration in the United States During World War II*: Of the nine fastest-growing cities during the 1940s, how many were located in the West and South? (Consider Washington, D.C., as a southern city.)
3. *Internal Migration in the United States During World War II*: Which were the two fastest-growing cities in the North?
4. *United States Thrusts in the Pacific, 1942–1945*: Which *two* of the following territories were not wholly or partially controlled by Japan at the height of Japanese conquest: India, Philippines, Australia, Netherlands Indies, Thailand, and New Guinea?

5. *World War II in Europe and North Africa, 1939–1945*: From which North African territory did the Allies launch their invasion of Italy?

6. *World War II in Europe and North Africa, 1939–1945*: As the Russian armies crossed into Germany from the east, which three Axis-occupied East European countries did they move through?

7. *World War II in Europe and North Africa, 1939–1945*: As the Western Allied armies crossed into Germany from the west, which three Axis-occupied West European countries did they liberate and move through? (Do not count Luxembourg.)

8. *World War II in Europe and North Africa, 1939–1945*: Along which river in Germany did the Western Allied armies meet the Russians?

Map Challenge

Using the maps of both the Pacific (p. 840) and European (p. 844) theaters in World War II, write an essay explaining the principal movements of Allied armies and navies in relation to the principal Allied strategies of the war determined in the ABC-1 agreement and the various wartime exchanges and meetings among American, British, and Soviet leaders.

PART III: Applying What You Have Learned

1. What effects did World War II have on the American economy? What role did American industry and agriculture play in the war?
2. Discuss the effects of World War II on women and on racial and ethnic minorities. Is it accurate to see the war as a key turning point in the movement toward equality for some or all of these groups?
3. Ever since World War II, historians and other scholars have commonly spoken of “postwar American society.” How was American society different after the war than before? Were these changes all direct or indirect results of the war, or would many have occurred without it?
4. How did the United States and its allies develop and carry out their strategy for defeating Italy, Germany, and Japan?
5. What were the costs of World War II, and what were its effects on America’s role in the world?
6. Compare America’s role in World War I—domestically, militarily, and diplomatically—with its role in World War II. (See Chapter 31.) What accounts for the differences in America’s participation in the two wars?