CHAPTER 35

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. Indicate how America reacted to Pearl Harbor and prepared to wage war against both Germany and Japan.
2. Describe the mobilization of the American economy for war and the mobilization of manpower and womanpower for both the military and wartime production.
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 East Asia and the Pacific, and the American strategy for countering them.
5. Describe the early Allied invasion of North Africa and Italy, the strategic tensions with the Soviet Union over the Second Front, and the invasion of Normandy in 1944.
6. Discuss FDR’s successful 1944 campaign against Thomas Dewey for a fourth term and his controversial choice of a new vice president.
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 . . . .”
2. **bracero** A Mexican farm laborer temporarily brought into the United States. “The *bracero* program outlived the war by some twenty years . . . .”
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.”
4. **depose(d); deposition** Forcibly remove from office or position. “Mussolini was deposed, and Italy surrendered unconditionally soon thereafter.”
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.”
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 . . . .”
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.”

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.”

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. . . .”

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.”

**PART II: CHECKING YOUR PROGRESS**

**A. True-False**

Where the statement is true, circle T; where it is false, circle F.

1. **T** F America’s major strategic decision in World War II was to attack Japan first, while holding off Hitler’s Germany until later.

2. **T** F A substantial minority of Americans, particularly those of German, Japanese, and Italian descent, opposed American entry into World War II.

3. **T** F Government-run rationing and wage-price controls contributed to America’s ability to meet the economic challenges of the war.

4. **T** F New sources of labor such as women and Mexican *braceros* helped overcome the human-resources shortage during World War II.

5. **T** F World War II stimulated massive black migration to the North and West and encouraged black demands for greater equality.

6. **T** F A majority of women who worked in wartime factories stayed in the labor force after the war ended.

7. **T** F American citizens at home had to endure serious economic deprivations during World War II.

8. **T** F The Japanese navy established its domination of the Pacific sea-lanes in the 1942 battles of Coral Sea and Midway.

9. **T** F The American strategy in the Pacific was to encircle Japan by flank movements from Burma and Alaska.

10. **T** F While their Soviet ally was still reeling from Hitler’s invasion in the first years of the war, Britain and the United States bore the heaviest burden of Allied ground fighting and casualties.

11. **T** F By pushing for complete conquest and total destruction of the German government, the Allied policy of unconditional surrender guaranteed that Germany’s economy and society would have to be rebuilt from the ground up after the war.

12. **T** F At the Teheran Conference in 1943, Stalin, Churchill, and Roosevelt planned the D-Day invasion and developed the final strategy for winning the war.

13. **T** F Liberal Democrats rallied to dump Vice President Henry Wallace from FDR’s ticket in 1944 and replace him with Senator Harry S Truman.
14.  T  F  Franklin Roosevelt’s death caused a period of hesitation in the Allied war effort and raised German hopes of a negotiated settlement of the war.

15.  T  F  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 circle the corresponding letter.

1.  The fundamental American strategic decision of World War II was to
   a.  attack Germany and Japan simultaneously with equal force.
   b.  concentrate naval forces in the Pacific and ground forces in Europe.
   c.  attack Germany first, while using just enough strength to hold off Japan.
   d.  attack Germany and Japan from the back door routes of North Africa and China.
   e.  secure control of North Africa, the Middle East, and India so Germany and Japan could not unite their forces.

2.  The major exception to the relatively good American civil liberties record during World War II was the harsh treatment of
   a.  American fascist groups.
   b.  native Hawaiians.
   c.  Mexican Americans.
   d.  German Americans.
   e.  Japanese Americans.

3.  Wartime inflation and shortages of crucial goods were kept partly in check by
   a.  government price controls and rationing.
   b.  government takeover of critical factories and railroads.
   c.  special bonuses to farmers and workers to increase production.
   d.  importation of additional fuel and food from Latin America.
   e.  decreasing the money supply and releasing federal emergency stockpiles to the public.

4.  The Bracero Program, created by the federal government during World War II, was aimed to
   a.  encourage Mexican American women to join the work force by providing government child care.
   b.  enable Mexican immigrants to take over the homes and farms of interned Japanese Americans.
   c.  relieve the agricultural labor shortage by bringing in temporary workers from Mexico.
   d.  counteract the growing tension between Latinos and Anglos in California and the Southwest.
   e.  draft Latinos and American Indians into the military.

5.  Compared to British and Soviet women during and after World War II, American women
   a.  were less likely to work for wages in the wartime economy.
   b.  worked more often in heavy-industry war plants.
   c.  were a higher percentage of the nation’s armed forces.
   d.  were more ready to put their children into federally run child care.
   e.  more often stayed in paid employment following the war’s end.

6.  The Fair Employment Practices Commission was designed to
   a.  prevent discrimination against blacks in wartime industries.
   b.  guarantee all regions of the country an opportunity to compete for defense contracts.
   c.  prevent discrimination in employment against women.
   d.  guarantee that those who had been unemployed longest would be the first hired.
   e.  guarantee the right of workers to organize and strike if necessary.
7. The wartime migration of rural southern African Americans to northern and western urban factories was dramatically accelerated after the war by the invention of
   a. the cotton gin.
   b. the gasoline-powered mechanical combine.
   c. synthetic fibers, such as nylon, that largely replaced cotton cloth.
   d. television.
   e. the mechanical cotton picker.

8. Besides African Americans, another traditionally rural group, which used service in the armed forces as a springboard to postwar urban life was
   a. Scandinavian Americans.
   b. New England farmers.
   c. Indians.
   e. Mexican migrant laborers.

9. The 1942 battles of Bataan and Corregidor in the Philippines marked the beginning of
   b. the American comeback from the terrible defeat at Pearl Harbor.
   c. air warfare conducted from the decks of aircraft carriers.
   d. brutal tropical warfare in which atrocities were committed on both sides.
   e. the rebellion of Filipinos and others against cruel Japanese rule.

10. The essential American strategy in the Pacific called for
    a. securing bases in China from which to bomb the Japanese home islands.
    b. carrying the war into Southeast Asia from Australia and New Guinea.
    c. advancing on as broad a front as possible all across the Pacific.
    d. island hopping by capturing only the most strategic Japanese bases and bypassing the rest.
    e. seizing rapid control of islands near Japan so that the Japanese home islands could be bombed.

11. The U.S.–British demand for unconditional surrender of Germany and Japan was
    a. a sign of the Western Allies’ confidence in its ultimate victory.
    b. designed to weaken Japan’s and Germany’s will to resist.
    c. a sign of the Western Allies’ eagerness to reassure the Soviets in the absence of a Second Front.
    d. developed in close cooperation with the Soviet Union.
    e. aimed at encouraging German and Japanese dissidents to overthrow their governments.

12. The American conquest of Guam and other islands in the Marianas in 1944 was especially important because it
    a. halted the Japanese advance in the Pacific.
    b. was the first time that the United States had reconquered its own territories from Japanese rule.
    c. paved the way for the American reconquest of the Philippines.
    d. indicated that the Japanese would surrender without an invasion of the home island.
    e. made possible round-the-clock bombing of Japan from land bases.

13. The most difficult and brutal European fighting for American forces through most of 1943 occurred in
    a. France.
    b. Italy.
    d. Belgium.
    e. the Philippines.
14. Hitler’s last-ditch effort to stop the British and American advance in the west occurred at the Battle of
   a. Normandy.
   b. Château-Thierry.
   c. Rome.
   d. the Bulge.
   e. El Alamein.

15. The second American atomic bomb was dropped on the Japanese city of
   a. Nagasaki.
   b. Hiroshima.
   c. Kyoto.
   d. Okinawa.
   e. Tokyo.

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. ________ Government arrangement whereby substantial numbers of Mexican workers were temporarily brought into the United States to provide agricultural labor
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 near the end of World War II in 1945
15. ________ The top-secret project to develop the atomic bomb
## 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.

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<td>Henry J. Kaiser</td>
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<td>2.</td>
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<td>Jiang Jieshi (Chiang Kai-shek)</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>Albert Einstein</td>
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<td>15.</td>
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<td>Hirohito</td>
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n. Head of the Brotherhood of Sleeping Car Porters whose threatened march on Washington opened job opportunities for blacks during World War II
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.

1. __________ The United States and Britain invade Italy and topple Mussolini from power.
2. __________ Japan surrenders after two atomic bombs are dropped.
3. __________ The United States enters World War II and begins to “fight Hitler first.”
4. __________ The United States stops the Japanese advance in the Pacific and attacks Germany in North Africa.

F. 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.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tr>
<td>1. ___ The surprise Japanese attack at Pearl Harbor</td>
<td>a. Kept the Western Allies from establishing a second front in France until June 1944</td>
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<td>2. ___ Fear that Japanese Americans would aid Japan in invading the United States</td>
<td>b. Slowed the powerful Japanese advance in the Pacific in 1942</td>
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<td>3. ___ Efficient organization by the War Production Board</td>
<td>c. Enabled the United States to furnish itself and its allies with abundant military supplies</td>
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<td>4. ___ The mechanical cotton picker and wartime labor demand</td>
<td>d. Enabled the United States to set up key bomber bases while bypassing heavily fortified Japanese-held islands</td>
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<td>5. ___ Women’s role in wartime production</td>
<td>e. Drew millions of African Americans from the rural South to the urban North</td>
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<td>7. ___ The American strategy of leapfrogging toward Japan</td>
<td>g. Created a temporary, but not a permanent, transformation in gender roles for most women</td>
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<td>8. ___ The British fear of sustaining heavy casualties in ground fighting</td>
<td>h. Caused innocent American citizens to be rounded up and put in concentration camps</td>
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<td>9. ___ Conservative Democrats’ hostility to liberal vice president Henry Wallace</td>
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<td>10. ___ Japan’s refusal to surrender after the Potsdam Conference in July 1945</td>
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i. Created a strong sense of American national unity during World War II
j. Led the United States to drop the atomic bomb on Hiroshima in August 1945

G. 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. 893, 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?
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H. Map Mastery

Map Discrimination
Using the maps and charts in Chapter 35, 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, the Philippines, Australia, Netherlands Indies, Thailand, and New Guinea?


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. 888) and European (p. 893) 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. What role did American women play during World War II? Why did the war prove to be ultimately less of a turning point in the advancement of women’s full equality than some expected or hoped?

3. Most Americans, and the United States government, now regard the internment of Japanese Americans during World War II as an injustice and unnecessary. Why was there so little opposition to it at the time?

4. Ever since World War II, historians and other scholars have commonly spoken of “postwar American society.” How was American society different after the war from before? Were these changes all direct or indirect results of the war, or would many have occurred without it?

5. How did the United States and its allies develop and carry out their strategy for defeating Italy, Germany, and Japan?

6. The text says that the American and British demand for unconditional surrender was actually a sign of weakness. Why? What were the effects of this policy, both during and after the war? Would there have been any benefits to permitting the Germany government to survive in some form, without Hitler? Was the agreement to permit Hirohito to remain as emperor of Japan as wise a decision?

7. What were the costs of World War II, and what were its effects on America’s role in the world?

8. Compare America’s role in World War I—domestically, militarily, and diplomatically—with its role in World War II (see Chapter 30). What accounts for the differences in America’s participation in the two wars?

9. Examine the controversy over the atomic bomb in the context of the whole conduct of World War II on both sides. Is it correct to say that the bomb did not mark a change in the character of warfare against civilians, but only its scope? Despite the larger casualties in other bombings, why did the bombings of Hiroshima and Nagasaki stir a greater concern?

10. World War II has sometimes been called “the good war.” Is this an accurate label? Why or why not?