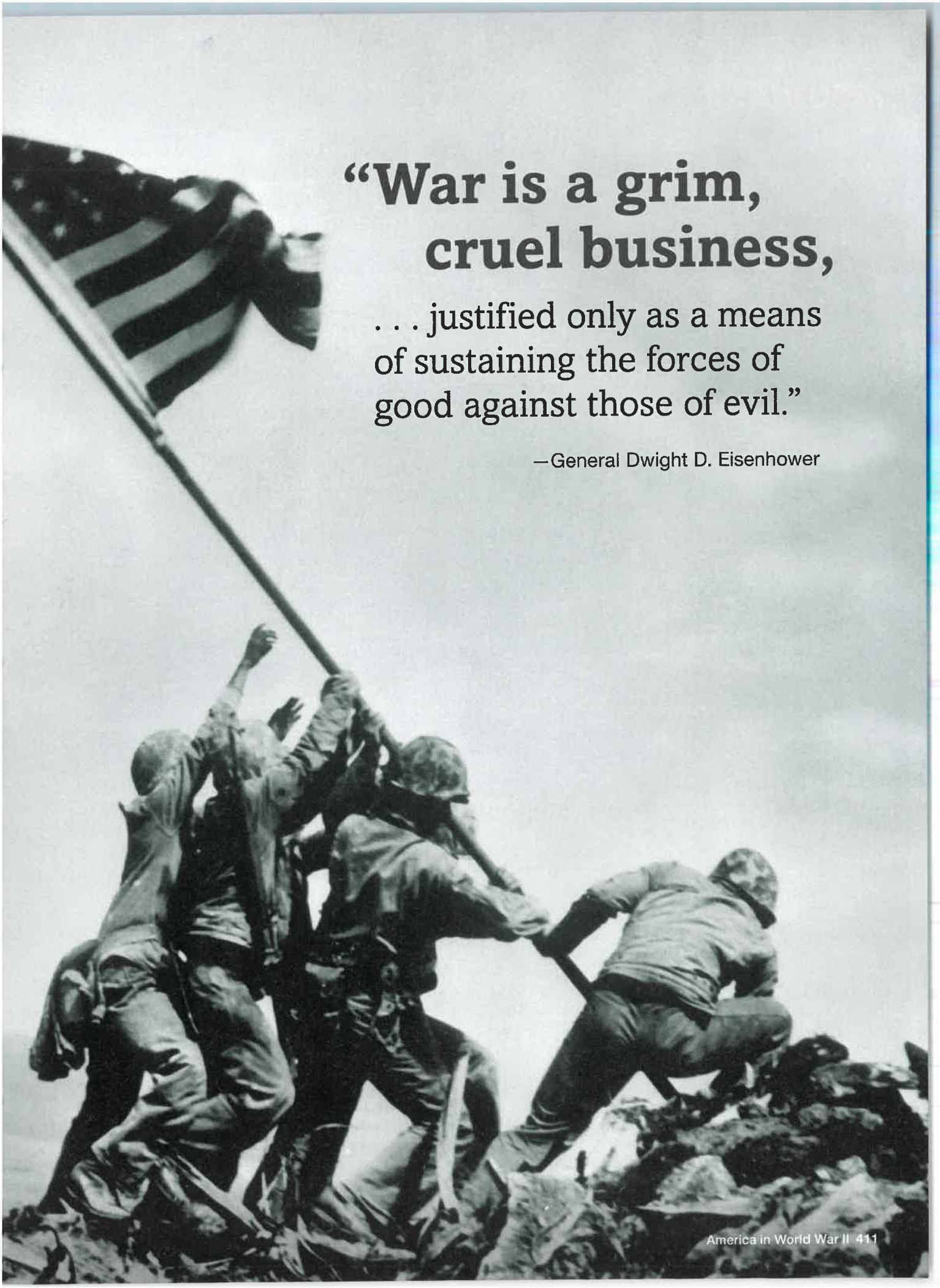
Chapter 13



"War is a grim, cruel business,

. . . justified only as a means of sustaining the forces of good against those of evil."

—General Dwight D. Eisenhower

AMERICAN STORIES

CRITICAL VIEWING Navajo Code Talkers working with a U.S. Marine signal unit operate a portable radio in the jungles of Bougainville Island in the South Pacific. What does this photo reveal about the conditions of this military campaign?

The Code Talkers of WORLD WAR II

When U.S. Marines disembarked onto Japanese-occupied beaches in the Pacific Islands during World War II, the battle scenes were unimaginable. Fighting their way inch by inch through firestorms of artillery, the "bullets fell like deadly sleet," reported one Marine of his landing on Guam. Bombs nicknamed "daisy cutters" rained down, spraying shrapnel outward in all directions to cause maximum damage to vulnerable human bodies.

DEVELOPING THE NAVAJO CODE

Amidst the chaos, it was essential for different military units to maintain communication. Messages had to be passed quickly, accurately, cryptically, in a way the Japanese could not interpret. To do this job, the Marines relied on an elite group of fighters—the Code Talkers.

The idea of using a Native American language as a wartime code originated during World War I. By transmitting messages in Choctaw, U.S. forces were able to orchestrate a successful surprise attack against the German army. In the years following World War I, scholars from Germany, Japan, and other countries visited the United States and studied various Native American languages including Cherokee, Choctaw, and Comanche. Few people in the United States or Europe spoke or understood the Navajo language. Navajo is complex in both its structure and its pronunciation. It is a tonal language, meaning that the tone used to pronounce a word can completely change its meaning. In addition, Navajo was almost never written down—both the language and its wealth of traditional stories were passed along orally.

NAVAJO CODE WORDS

The Navajo language did not have words for the technology of 20th-century warfare. When devising the code, the men first thought of an object that could symbolize the word they wanted to encode, then they chose the Navajo word for that object. These are some of the words for engines of war in the Navajo code.

ENGLISH	NAVAJO	MEANING
dive bomber	gini	chicken hawk
observation plane	ne-ahs-jah	owl
aircraft carrier	tsidi-ne-ye-hi	bird carrier
bombs	a-ye-shi	eggs
amphibious vehicle	chal	frog
submarine	besh-lo	iron fish

One non-native speaker who did have a basic understanding of Navajo was Philip Johnston, a civil engineer who had lived on a Navajo reservation as a child with his missionary parents. It was Johnston who suggested to the Marines that the Navajo language could form the basis of a wartime code.

In 1942, the Marines launched the Navajo code project with 29 Native American recruits. They gathered at a base in California, where they were charged with creating the code. The team devised a system of word substitutions in which a different Navajo word would stand for each letter of the English alphabet. To avoid spelling every word out, commonly used military terms were assigned their own Navajo words. For example, "fighter plane" became *da-he-tih-hi*, or "hummingbird" in Navajo. To make the code even more unbreakable, it was not written down.

The men, who came to be known as Code Talkers, memorized every single word of the code and practiced until they could quickly translate messages from English into Navajo code and back again. Chester Nez, one of the original 29, claimed that the Navajo tradition of oral storytelling helped the Code Talkers hone their memorization skills.

In an early test of the Navajo code, a message was sent over the radio from one post to another using the coding machines that were in common use. Simultaneously, one Code Talker relayed the same message orally to another. The Marine officers estimated the message would take four hours to transmit and decode using the machine method. The Code Talkers did it in under three minutes.

CODE TALKERS AT WAR

The Navajo were the largest group of Code Talkers, with around 420 members. They fought in the Pacific. Members of the Comanche, Cherokee, Chippewa, Kiowa, Pawnee, Lakota, and other tribes served as Code Talkers in Europe and other war zones. Code Talkers worked in pairs as battlefield radio officers. They carried a 30-pound radio that had to be cranked to generate electricity. As one man cranked the radio, the other transmitted coded messages to another pair of Code Talkers elsewhere on the battlefield or on a transport ship. Working under the deafening tumult of battle, the Code Talkers had to maintain enough focus to quickly translate and transmit messages, and be prepared to take part in the fighting.

The Code Talkers served with courage and distinction wherever they were assigned. In the Pacific, the Navajo Code Talkers were instrumental in several U.S. victories, including the famous battle for the island of Iwo Jima. According to one Marine officer, "The entire operation was directed by Navajo code. During the two days that followed the initial landings I had six Navajo radio nets working around the clock. They sent and received over 800 messages without an error. Were it not for the Navajo Code Talkers, the Marines never would have taken Iwo Jima."

COMING HOME

The return to civilian life after the war was difficult for many soldiers, including the Code Talkers. In their fighting units they had been respected by their fellow soldiers and treated as equals. Back in

the United States, however, old prejudices were still in force. When Chester Nez returned to his home state of New Mexico after serving in the Marines, for example, he was not allowed to vote. Native Americans were not given the right to vote in that state until 1948.

Many of the returning Native American soldiers were also troubled by their experiences during the war, especially those that went against the traditions of their tribes. In his autobiography, Nez recalled being plagued with nightmares until he underwent a traditional ceremony called the Enemy Way that helped him return to the Right Way—a sense of balance between the physical and spiritual worlds.

The situation was made worse by the fact that the Code Talkers could not reveal the pivotal role they had played in so many hard-fought battles. The existence of Native American codes was kept secret until 1968, because the government did not want to reveal any possible keys to the only unbroken oral code from World War II.

After the work of the Code Talkers was declassified, or no longer declared an official secret, the soldiers were finally recognized for their true contributions to the war effort. In July 2001, the four surviving Code Talkers of the original 29 received the Congressional Gold Medal in a ceremony in Washington, D.C.

Navajo Code Talker Chester Nez was the last living member of the U.S. Marine Corps 382nd Platoon, comprised of 29 Navajo Code Talkers. A proud recipient of a Congressional Gold Medal (shown below) from President George W. Bush in 2001, Nez passed away in 2014, but the story of the Code Talkers lives on.

PRIMARY SOURCE

Today we mark a moment of shared history and shared victory. We recall a story that all Americans can celebrate and every American should know. It is a story of ancient people called to serve in a modern war. It is a story of one unbreakable oral code of the Second World War, messages traveling by field radio on Iwo Jima in the very language heard across the Colorado plateau centuries ago.

—President George W. Bush, 2001

AMERICAN STORIES

OTHER CODES IN WORLD WAR II

While the Navajo worked to create a unique American code, others in the U.S. military were racing to break the German and Japanese codes. Like the non-Navajo codes used by the United States, the German and Japanese forms of encryption were machine-based.

The Germans used a machine known as the Enigma to create their coded messages. An operator would type a message in plain text on the Enigma's keyboard, and a series of notched wheels, or rotors, within the machine would turn, encoding the message into a seemingly random jumble of letters. The message would then be sent via radio to another operator who would use an Enigma machine to decode it. The second operator would have to know the exact sequence of rotor settings in order to correctly decrypt the message. The rotor settings for each day—called the daily key—were listed in codebooks that each Enigma operator possessed. Not surprisingly, these codebooks were some of the most closely guarded items of the war. The Enigma code was eventually penetrated by British code breakers building on earlier work by Polish intelligence.

American code breakers focused their efforts on the Japanese code known as Purple. The Japanese had purchased an Enigma machine from the Germans in the early 1930s, then added refinements to make it easier to use and harder to decrypt. Like the Enigma, the Purple machine required a daily key. Over the course of the war, U.S. code breakers were able to identify certain patterns in the way the Japanese daily keys were determined, and by the end of the war, Purple was broken.

World War II also saw the beginning of the digital age of encryption. The Allies quickly recognized the need for a way to communicate securely via telephone between the United States, London, and other locations. In cooperation with the U.S. Army Signal Corps, Bell Laboratories devised a digital method of encoding voice signals traveling over telephone wires. The code, called Sigsaly, was in use from 1943 to 1946, but it was not declassified until 1975. It was never broken.

CRITICAL VIEWING Introduced on German U-boats sailing in the Atlantic Ocean in February 1942, the code produced by the MK 4 Enigma was not broken until December 1942. The cracking of German cypher codes by Allied intelligence was a major achievement in cryptanalysis, or code breaking, and played an important role in the outcome of the North Atlantic U-boat engagements during World War II. How might the course of the war have been different if the Enigma's code had not been broken?

THINK ABOUT IT

How did developments in communication during World War II affect its participants and outcome?

Intelligent, rebellious, and quirky, Alan Turing, represented here by actor Benedict Cumberbatch in the 2014 movie *The Imitation Game*, was also gay. British law at the time made same-sex relationships illegal, which prevented Turing from being open about his personal life. But he found social acceptance at Kings College in Cambridge. In 1952, however, Turing was arrested and charged with "indecency" after a brief relationship with a man. He did not deny the charges.

According to Andrew Hodges, a mathematician and author of the Turing biography that inspired *The Imitation Game*, "When [Turing] was arrested, the first thing he said was he thought that this shouldn't be against the law." Defiantly mocking the absurdity of his arrest, Turing traveled to Norway and the Mediterranean, where the gay rights movement was beginning to gain momentum. However, 1950s British law considered homosexuality a security risk, and Turing's arrest and conviction cost him his job and the ability to travel. Hodges believes these consequences ultimately led Turing to suicide at the age of 41.

Homosexuality was not fully decriminalized for adults in Great Britain until the 1980s. In 2009, British Prime Minister Gordon Brown publicly apologized for Turing's "utterly unfair" treatment on behalf of the British government. Four years later, Queen Elizabeth II granted him a royal pardon.

FROM CODES TO COMPUTERS

The history of code breaking is entwined with the history of computers. Alan Turing, the mathematician in charge of Britain's cryptanalysis department during World War II, is viewed by many as the father of the modern computer. He played a key role in cracking the Enigma code by helping to develop an electromechanical machine called the bombe. An improvement on a pre-war Polish machine, the bombe greatly sped up the rate at which codes could be deciphered. In 1943, British code breakers designed another machine called the Colossus, which, like early computers, used vacuum tubes to control electric current. The Colossus could do basic mathematical calculations. It could also quickly perform the repetitive operations necessary to identify the patterns found in encrypted messages.

Interest in Britain's code-breaking operation, and in Alan Turing, has been awakened in recent years by historical accounts, novels, and the popular 2014 film *The Imitation Game*. It is less well known that by the end of the war, the U.S. Navy had developed electronic machines that were similar to the Colossus but had a greater number of vacuum tubes—and thus greater computing power. Also like the Colossus, these lacked the memory of a digital computer.

Further advancements in computer technology would come as researchers developed vacuum-tube computers that could work more quickly and run a greater variety of programs. Eventually, of course, digital technology would rapidly make computers much more powerful, versatile, and accessible to users outside the military and scientific communities.

1.1 **MAIN IDEA** Japan's attack on Pearl Harbor triggered the U.S. entry into World War II.

A Devastating Attack

Which of the freedoms you enjoy as an American citizen do you value the most? In 1941, President Franklin Roosevelt identified four freedoms he felt were the most essential—and worth fighting for. After an unprovoked attack, Americans would be doing just that.

FOUR FREEDOMS

In his annual address to Congress in January 1941, President Roosevelt named and discussed "four essential human freedoms" that were at stake in World War II. As a result, Roosevelt's address became known as the "Four Freedoms" speech.

> *In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.*
>
> *The first is freedom of speech and expression—everywhere in the world.*
>
> *The second is freedom of every person to worship God in his own way—everywhere in the world.*
>
> *The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.*
>
> *The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.*
>
> —President Franklin D. Roosevelt, Annual Address to Congress, January 6, 1941

Roosevelt used his speech to frame the war as a conflict about fundamental values. After the United States entered the conflict, his words inspired artist Norman Rockwell to create four illustrations (at right) for the *Saturday Evening Post*, a popular weekly magazine, that translated the war aims into scenes of everyday American life.

A DAY OF INFAMY

Within a year of Roosevelt's speech, the United States would go to war against Japan to defend the freedoms he described. Relations between the two countries had long been strained. The United States had watched Japan's aggression and expansion into China with growing concern. This apprehension had increased when Japan signed the Tripartite Pact with Germany and Italy in September 1940. In an effort to put a halt to Japan's expansionism, Roosevelt froze Japanese business interests in the United States in 1941. He also established an embargo on essential goods such as oil to Japan. Many believed war between the United States and Japan was imminent. But most U.S. military analysts expected the Japanese would probably attack a European colony in the South Pacific, with an outside chance they would attack the United States in the Philippines. The U.S. military never imagined the Japanese would be bold enough to strike Hawaii.

The Japanese had planned their attack for months, and their goal was to destroy the U.S. Pacific fleet. So, in late November, a large convoy of Japanese battleships, destroyers, aircraft carriers, and cruisers headed toward the U.S. naval base at Pearl Harbor on the island of Oahu in Hawaii. On the morning of December 7, 1941, the fleet was within 200 miles of Pearl Harbor, and Japanese bomber planes took off from the aircraft carriers to launch the attack. Military personnel in Pearl Harbor had no idea they were in danger until the planes appeared on radar. And even then, they thought the planes were American fighters. In addition, the Japanese had deliberately attacked on a Sunday morning, when security at the base was likely to be more relaxed.

OURS...to fight for

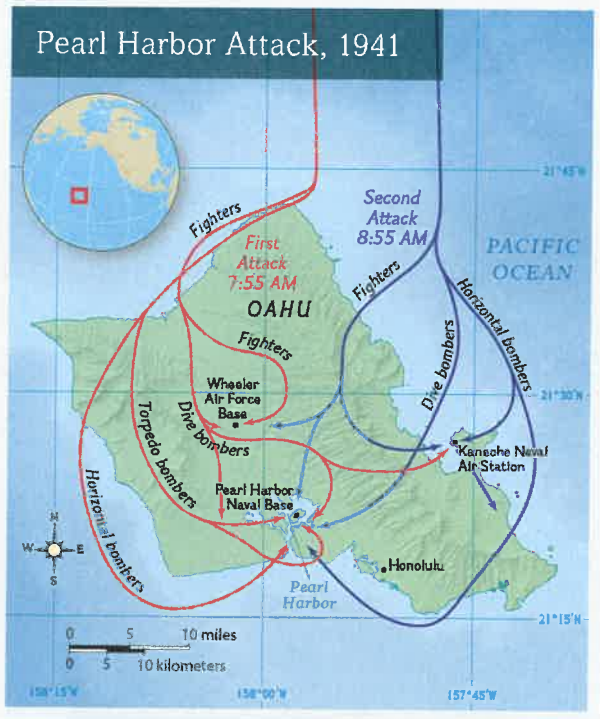
Freedom of Speech

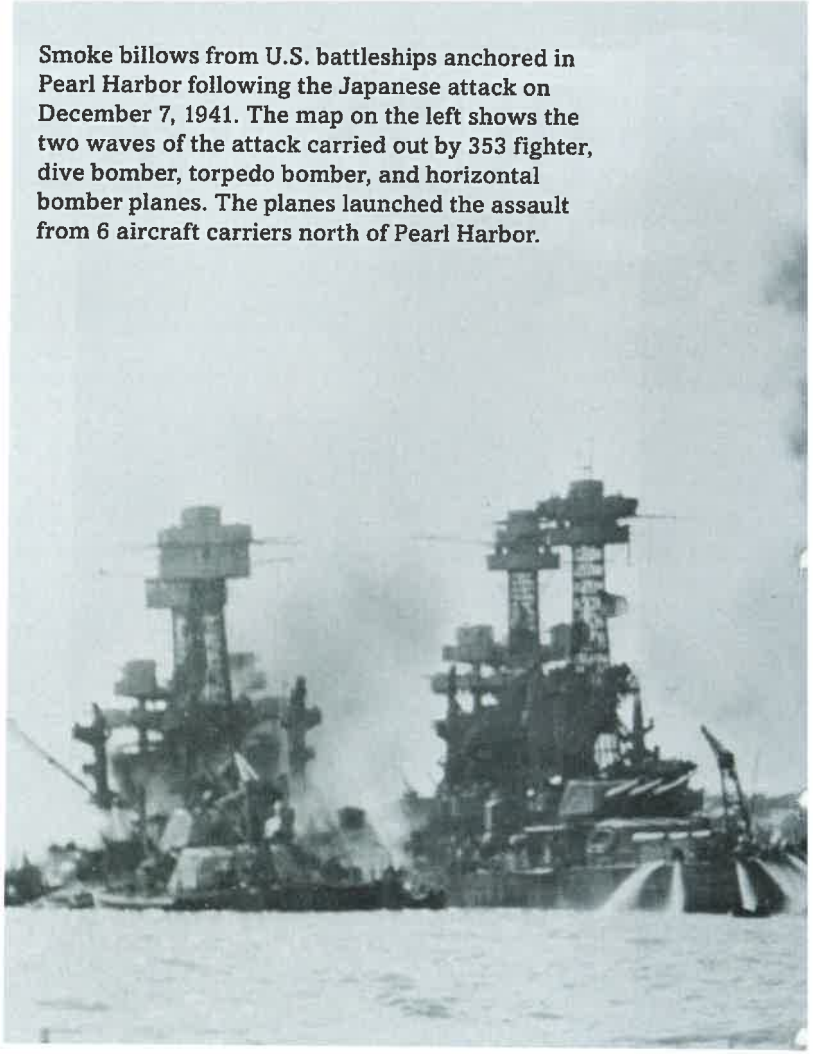
Freedom of Worship

Freedom from Want

Freedom from Fear

Norman Rockwell's paintings of the Four Freedoms appeared in the *Saturday Evening Post* in March and April 1943. The U.S. government printed and sold posters of the popular paintings in a campaign that raised more than $132 million for the war effort.





Smoke billows from U.S. battleships anchored in Pearl Harbor following the Japanese attack on December 7, 1941. The map on the left shows the two waves of the attack carried out by 353 fighter, dive bomber, torpedo bomber, and horizontal bomber planes. The planes launched the assault from 6 aircraft carriers north of Pearl Harbor.

The assault came in two waves, with the first bombers arriving shortly before 8 a.m., and the second wave arriving an hour later. The planes rained their bombs and bullets down on U.S. battleships anchored in the harbor and American military aircraft sitting on the ground. Battleships, including the U.S.S. *Arizona*, were completely destroyed in the attack. In the end, the Japanese demolished or damaged nearly 20 American warships and about 200 planes. Far worse, more than 2,300 Americans were killed. The Japanese lost fewer than 100 men.

Roosevelt addressed Congress and the American people by radio the next day saying, "Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." **Infamy** refers to an extremely shameful or evil act. Roosevelt called for a declaration of war, and Congress—with only one dissenting vote—agreed. On December 8, Congress declared war on Japan. Three days later, Germany and Italy honored their allegiance to Japan and declared war on the United States. As you know, many Americans had been opposed to joining the war. But the bombing of Pearl Harbor had stunned the nation and instantly turned the tide of American opinion in favor of the war. Americans took their place among the Allied powers—including Great Britain, the Soviet Union, and China—in the fight against the Axis powers Germany, Italy, and Japan.

BATAAN DEATH MARCH

Within hours of the attack on Pearl Harbor, Japanese forces struck the Philippines, which was designated a commonwealth, or territory, of the United States in 1935. The United States Armed Forces in the Far East (USAFFE) had been mobilized earlier in case of attack and headquartered in the Philippines under the command of American general Douglas MacArthur. You may remember that President Hoover called on MacArthur to restore order when World War I veterans marched on Washington, D.C., in 1932.

The majority of the forces were Filipinos, but American troops also made up the ranks. However, the troops were unprepared for the full-scale attack the Japanese had planned. The Japanese air force bombed airfields, bases, harbors, and shipyards, and approximately 56,500 soldiers from the Japanese Army came ashore at Luzon, the largest island of the Philippines. By January 2, 1942, Japanese troops had taken Manila, the country's capital. Unable to defend the territory, the USAFFE strategically retreated to the jungles of the Bataan Peninsula.

Despite suffering from disease and starvation and fighting without any air support, the USAFFE troops defended Bataan for 99 days. Then, in March 1942, Roosevelt ordered MacArthur to leave the Philippines. The official story was that Roosevelt wanted MacArthur to go to Australia to coordinate the war effort. The truth was that MacArthur was too valuable an officer for the United States to lose, especially at the beginning of a war, so he was brought to safety. The general left the Philippines but vowed, "I shall return." Despite constant bombardment, the soldiers continued to fight under General Edward P. King, Jr., the Commanding General of the Luzon Force.

Finally, on April 9, King and his 75,000 Filipino and American troops surrendered to the Japanese. The troops were forced to march some 60 miles to their prison at Camp O'Donnell with no provisions for food, water, or shelter. Those who could no longer go on were beaten, bayoneted, shot, and in some cases, beheaded by their Japanese captors. Approximately 10,000 Filipinos and 750 Americans perished in what became known as the **Bataan Death March**.

Once imprisoned in Camp O'Donnell, another 20,000 Filipinos and 1,600 Americans died. A majority of the American prisoners were later transported in the hulls of unmarked vessels, known as "Hell Ships," to Japan, China, Formosa (present-day Taiwan), and Korea, where they worked as slave laborers. Thousands died on the ships and while in servitude. U.S. involvement in World War II had just begun, but Americans quickly realized it would take a lot of strength and resources to fight their formidable enemies.

HISTORICAL THINKING

1. **READING CHECK** What events brought on Japan's attack on Pearl Harbor?
2. **ANALYZE SOURCES** In Roosevelt's Four Freedoms speech, how did he frame American beliefs on both a personal and international level?
3. **DETERMINE CHRONOLOGY** What order of events took place within days of the attack on Pearl Harbor?
4. **INTERPRET MAPS** Based on the map, what conclusions can you draw about the attack?

1.2 **MAIN IDEA** Americans in the military and at home contributed to the war effort during World War II.

GEARING UP FOR WAR

Once the United States entered the war, the country mobilized to prepare for it. World War II would require a massive buildup of resources to fight on both the Asian and European fronts.

THE WAR EFFORT

In order to gather the materials the country would need, President Roosevelt established the **War Production Board** in 1942. He called on automobile companies, such as Ford and General Motors, to build tanks and warplanes instead of passenger cars. Roosevelt knew these large corporations could fill the military's needs quickly and gave them the bulk of the work orders. He also offered the companies low-interest loans so they could convert their factories to war production and assured factory owners they would make a profit.

To help pay for the war supplies, Congress passed the **Revenue Act of 1942**, which increased taxes on individuals and corporations. However, this measure only provided about 45 percent of the funds needed to meet expenses. So the government issued **war bonds**. Citizens could purchase a bond for 75 percent of its face value and later cash it in with interest. To induce Americans to buy war bonds, the government appealed to people's emotions. Remember the illustrations Norman Rockwell created after Roosevelt's Four Freedoms speech? These illustrations became a centerpiece of the bond drive. By the war's end, about half of the nation's population had purchased bonds.

New developments in various fields also aided the war effort. In aviation, the powerful B-24 bomber helped the Allies defend against German submarines. **Napalm**, a thick, flammable substance used in bombs to cause and spread fires, first appeared in World War II. Strides in medical technology and, in particular, the development of penicillin, helped save soldiers' lives. **Penicillin** is an antibiotic, or bacteria killer, made from mold and used to treat infections and disease.

Industrial demands fueled by wartime needs helped end the Depression and set a model for an expanded governmental role in regulating the economy after the war. The defense-related industries became especially critical to California's economy, helping drive other developments in the manufacturing sector and in science and technology. The state played a huge role in America's successful war effort and built more military installations than any other state. The number of military bases in California increased from 16 to 41, more than those of the next 5 states combined.

MILITARY SUPPORT

New military bases were definitely needed. Six million Americans volunteered for service between 1942 and 1945, and the country drafted another 10 million men. The draft also conscripted conscientious objectors—those who opposed the war on religious grounds. However, COs, as they were sometimes called, were allowed to participate in public works projects or serve in other nonmilitary ways.

General **George Marshall**, the chief of staff of the U.S. Army in 1939, was largely responsible for training the troops and selecting commanders for the war. He put Lesley J. McNair in charge of the Army Ground Forces once the United States entered the war. McNair dedicated himself to ensuring the troops received the most realistic combat training possible. He staged huge mock battles and simulated real wartime situations.

Though the military training the troops received was similar, men from minority groups did not fight with white soldiers. Instead they were placed in segregated troops. Nevertheless, these troops made great sacrifices and demonstrated valor and

Tuskegee Airmen National Historical Museum
Detroit, Michigan

Toni Frissell photographed a group of Tuskegee Airmen receiving instructions for a mission at the Ramitelli airfield in Italy in 1945. Throughout the war, the Airmen played an important role, escorting allied bombers with one of the lowest loss records among escort fighter groups. They also flew about 15,500 combat missions. In recognition of their outstanding record and sacrifices, the Tuskegee Airmen received more than 150 Distinguished Flying Crosses.

distinction. The **Tuskegee Airmen** was a squadron of African-American pilots who trained in Tuskegee, Alabama, and shot down a dozen Nazi planes during an invasion in Italy in 1943. That same year saw the formation of the **442nd Infantry Regimental Combat Team**, a military unit that consisted entirely of Japanese Americans. The 442nd successfully fought in Europe in 1944 and rescued a regiment of Texas soldiers surrounded by German forces.

In April 1941, the U.S. government formed American Volunteer Groups to help the Nationalist government of China in its struggle against Japan. The "**Flying Tigers**" was the only American Volunteer Group to take part in combat. It sprang into action to help defend Burma and China against the Japanese after the attack on Pearl Harbor. Volunteer pilots from the American and Chinese air forces made up the Flying Tigers.

As you know, the Navajo provided an indispensable service to American forces during World War II. After it became clear the Japanese were intercepting and deciphering coded U.S. messages, the Marines enlisted Navajo men to transmit and translate messages using their native language. The men became known as the **Navajo Code Talkers**. The Navajo language was so difficult—and so few people spoke it—that the Japanese could not decode the messages. The Code Talkers were a major factor in the eventual Allied victory.

The military didn't welcome all Americans. Officials screened out and rejected homosexuals, though gay

men and women still served in the armed forces in significant numbers. Some were tolerated because of the war effort, and their fellow soldiers often came to appreciate their service. However, many other gays were imprisoned or dishonorably discharged when their sexual orientation was discovered. That persecution set the stage for increased postwar oppression and organized resistance.

ON THE HOME FRONT

At home, World War II had many long-lasting effects. Increased production made employment skyrocket, resulting in 17 million new jobs—including jobs for women and minority groups. Income for the average American nearly doubled as well, largely as a result of the overtime factory workers logged in. The new jobs drew enormous numbers of migrants from all over the country to urban areas and eventually spurred the creation of expansive suburbs, highways, and shopping complexes.

The war also drew immigrants to the United States. In 1942, the government sponsored the **Bracero Program**, which continued until 1964 and was designed primarily to import Mexican laborers to replace native-born agricultural and transportation industry workers who were mobilizing for war. California particularly benefited from the braceros, which means "strong armed ones." Importing more than 40,000 workers in 1942 alone, the state came to depend on the agricultural laborers who came through the program. By the end of the war, California had the fastest population growth of any state—and an increasingly diversified society.

Meanwhile, Americans at home faced many everyday challenges. In 1942, Roosevelt enacted the **Office of Price Administration** to help limit inflation and **ration**, or control, the supply of goods made available to the public. The military desperately needed items such as gas, rubber, and certain foods, so civilians were urged to cut back on driving and consume less sugar, coffee, and meat. To supplement their food supplies, the government encouraged people to plant victory gardens, or plots of land on which they could grow their own food. Almost 20 million Americans planted victory gardens during the war. The gardens made people on the home front feel as if they were contributing to the war effort—much as the purchase of war bonds did.

Buying war bonds and planting victory gardens made people feel patriotic, but the stress of war was hard to avoid. Popular films and radio programs provided much needed distraction from the war. Diversions such as baseball games helped take people's minds off their worries as well. Some politicians had called for the suspension of major league baseball during the war, but Roosevelt disagreed. He explained that the game helped keep up people's morale. The **Office of War Information**, formed in 1942, also boosted Americans' spirits. The agency produced posters, photos, and films that celebrated the troops and encouraged Americans' support for the war.

Dorothy Harrell of the Rockford Peaches, 1944

THE ALL-AMERICAN GIRLS PROFESSIONAL BASEBALL LEAGUE

As young men were drafted into the armed services during the war, minor league baseball lost most of its players. Philip Wrigley, owner of the Chicago Cubs, decided that a female ball league might bring fans to the parks and help keep the sport in the public eye. The result was the All-American Girls Professional Baseball League. After the athletes had been recruited and teams organized, the League first stepped up to the plate in 1943. The players were accomplished pitchers, batters, and hitters, but organizers insisted that they also be "lady-like." They attended charm school and wore make-up, even on the field. The League was an enormous success, and the women kept playing until 1954, nearly a decade after the war ended.

STRUGGLES AT HOME

As you've read, wartime factory work created new and higher-paying job opportunities for African Americans and other minorities. However, opening up the wage-labor market raised their expectations about what else they might be able to achieve. The contrast between the ideology of the war effort and the racial segregation of the armed forces sparked multiple efforts at minority equality and, in time, for civil rights activism after the war.

In 1941, a letter printed in the African-American newspaper, the *Pittsburgh Courier*, launched the "Double V" campaign. The campaign called on African Americans to fight for victory against fascism abroad and victory against racism at home. That same year, **A. Philip Randolph**, the head of the largely African-American **Brotherhood of Sleeping Car Porters** union, planned a march in Washington, D.C., to focus international attention on the hypocrisy of undemocratic practices at home while the country was poised to fight for democracy abroad. The march ultimately prompted Roosevelt to sign **Executive Order 8802** in 1941 to desegregate military-related industries.

But wartime racial discrimination went beyond the military and the workplace. In 1943, white shipyard workers attacked African-American workers in Mobile, Alabama, and a race riot between whites and blacks in Detroit resulted in more than 30 deaths and 700 injuries. That same year, Mexican Americans dressed in zoot suits also came under attack in Los Angeles, California. A zoot suit is a flamboyant man's suit that features wide-legged trousers and long jackets with wide lapels. The outfits were a fad among many African Americans and Mexican Americans. Many people considered those who wore zoot suits to be thugs.

The white American sailors who arrived in Los Angeles on leave in 1943 particularly objected to zoot suits—and the young Mexican Americans dressed in them. Tensions had long been growing between the two groups, who often fought and exchanged insults. Finally, the **Zoot Suit Riots** erupted in May when mobs of sailors attacked the zoot-suiters, beating the young men and tearing off their suits. Similar attacks continued for more than a week. During this time, the police sometimes stood by while the servicemen rampaged through the city. After the riots died down, a commission investigated the riots and identified racism as their central cause.

This photograph captured a couple of young African-American men, dressed in zoot suits, in 1943. During the war, the zoot suit became a part of the jazz world. Some people of color—including women—wore the suit to make a bold statement.

HISTORICAL THINKING

1. **READING CHECK** What measures did the U.S. government take to help pay for the war?
2. **SYNTHESIZE** What were some of the different ways in which civilians helped contribute to the war effort?
3. **MAKE INFERENCES** Why do you think African Americans, Japanese Americans, and Native Americans wanted to fight in the war?
4. **DRAW CONCLUSIONS** Why did Randolph call the treatment of African Americans at home hypocritical?

1.3 **MAIN IDEA** Women's participation in the workforce and the military greatly increased during World War II.

Women and the War Effort

Throughout American history, women had stepped up in times of crisis but never in the numbers seen during World War II. Their reward was satisfaction in a job well done and pride in serving their country.

NEW OPPORTUNITIES

World War II provided women with an unprecedented opportunity to enter the workforce. Many men left their jobs to fight in the war, and women filled their places in factories and offices. The defense industries, particularly in aircraft and munitions, needed workers. These businesses employed 6 million women as welders, electricians, and assembly line workers during the war.

Some women also decided to join the military and served in the few branches the military allowed women to join. The establishment of the **Women's Auxiliary Army Corps (WAAC)** in 1942 offered women a chance to participate in noncombat roles as radio operators and air-traffic controllers, for example. Women who joined the WAAC earned a salary but were not given all the benefits men in the military received. However, within just a few months of the corps's establishment, more than 25,000 women had signed up. As a result, the army dropped the "auxiliary" designation in 1943, and members of the Women's Army Corps (WAC) received full U.S. Army benefits, comparable to those of male soldiers. A total of about 150,000 women served all over the world, including in war zones.

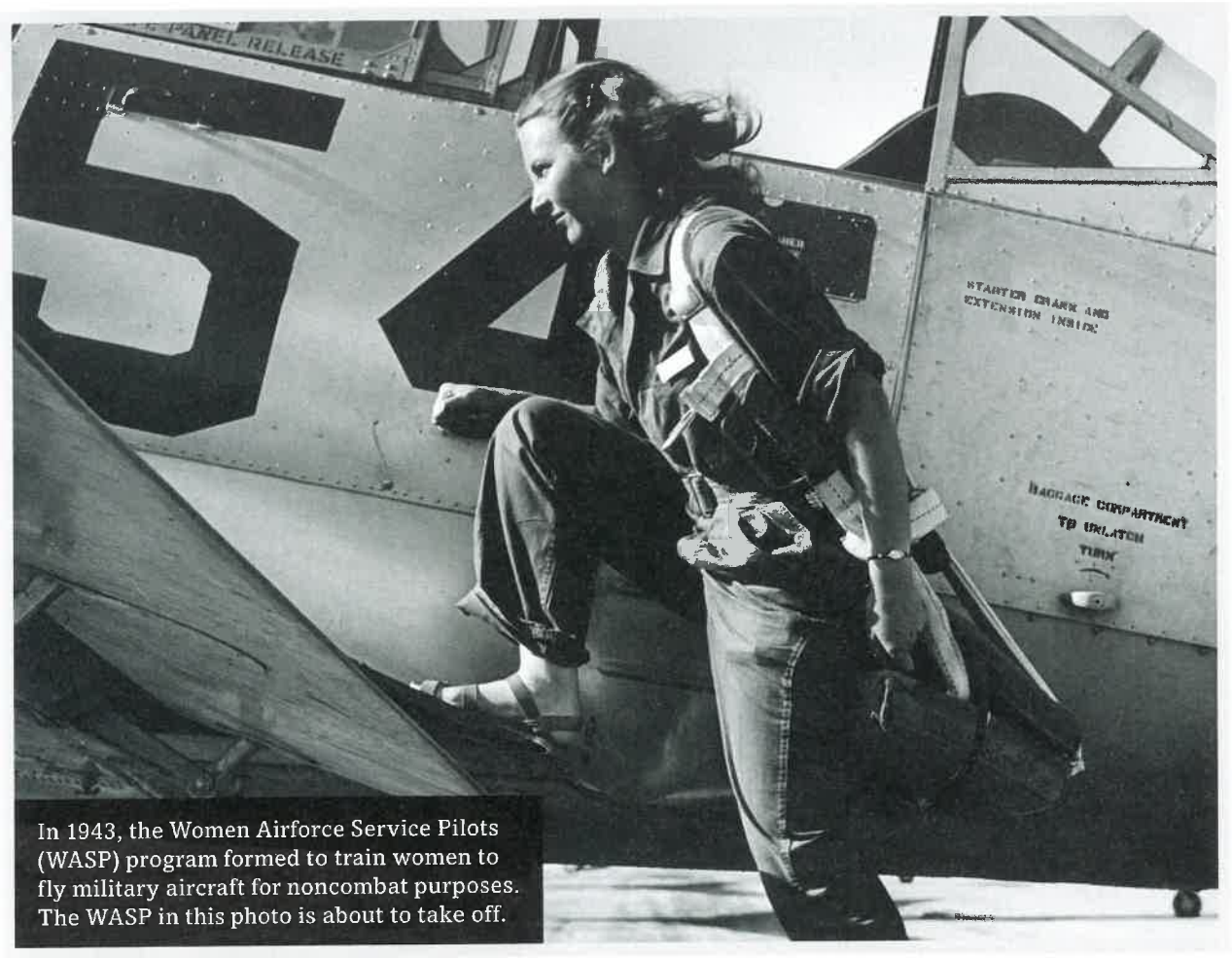
The navy equivalent of the WAC was the **Women Accepted for Volunteer Emergency Service (WAVES)**, which was also established in 1942. About 27,000 women joined in its first year. Unlike WACs, WAVES received full benefits from the beginning as well as the same salary as men. However, WAVES were not allowed to serve abroad. Members worked in fields such as aviation, medicine, intelligence, science, and technology. About one-third of WAVES were involved with naval aviation, while others performed duties such as calculating bomb trajectories or paths, and working as meteorologists. A total of about 100,000 women served as WAVES during the war.

By enabling women to fill noncombat roles, WACs and WAVES helped free up additional men for combat duties. These branches of the service also allowed women to take on vital and complicated responsibilities in the war effort. Though male officers at first anticipated that their female counterparts would only perform clerical duties, the women's dedication and capability soon changed the male officers' minds.

UNFAIR TREATMENT

Even as women sacrificed and worked hard for the war effort, they experienced unfair treatment in their new jobs. Some employers didn't even want to hire them. They didn't believe women had the strength or ability to do the jobs. Furthermore, many employers feared the women would distract male workers and prevent them from doing their work.

Another form of unfair treatment was **wage discrimination**, or receiving lower pay for the same job based on gender, race, or ethnicity. Though women who worked in defense industries generally made more money than they did working in other jobs, they still made far less than their male coworkers. In 1945, for example, a woman working in a factory earned an average of $32 a week, while a man made an average of $55—even though a law required equal pay for equal work. Some companies dodged the law by reclassifying higher-paying jobs into a lower pay scale or assigning women to lower-level positions.



In 1943, the Women Airforce Service Pilots (WASP) program formed to train women to fly military aircraft for noncombat purposes. The WASP in this photo is about to take off.

After **demobilization**, or the release of soldiers from military duty, more women remained in the workforce than had done so following World War I. Still, most were forced to leave. Employers notified women they would have to give up their jobs to the returning soldiers. Employers—and society as a whole—still believed a woman's place was in the home. Advertisers also promoted a return to traditional women's roles.

As a result, even though the majority of women wanted to keep their jobs after the war, most either had to return to their roles as homemakers or take lower-paying jobs. By 1947, women's presence in blue-collar jobs had sunk to its prewar level. Nevertheless, women had briefly enjoyed a degree of liberation and financial security in their newfound workplace roles. Unfortunately, not all segments of American society would experience as much freedom as women had.

PRIMARY SOURCE

You have just made the change from peacetime pursuits to wartime tasks—from the individualism of civilian life to the anonymity of mass military life. You have given up comfortable homes, highly paid positions, leisure. You have taken off silk and put on khaki. And all for essentially the same reason. You have a debt and a date—a debt to democracy and a date with destiny.

—from Director Oveta Culp Hobby's remarks to the first WAAC officer training class, 1942

HISTORICAL THINKING

1. **READING CHECK** What new opportunities were available to women during World War II, and how do those opportunities compare to those woman have today?
2. **COMPARE AND CONTRAST** How were the jobs of WACs and WAVES alike and different?
3. **MAKE INFERENCES** Why do you think women wanted to keep their jobs in the defense industries after the war ended?
4. **EVALUATE** What tone did Hobby use in her remarks to the WAACs, and why did she use that tone?

ROSIE THE RIVETER 1942–1945

"She's making history, / working for victory / Rosie the Riveter."
— from "Rosie the Riveter," a song by Redd Evans and Jacob Loeb, 1943

Rosie the Riveter came to life in a song—some of its lyrics are quoted above. The song was a hit, and its title came to represent the millions of American women who took on the industrial jobs that were vacated as more and more men joined the war effort during World War II. Rosie became part of a U.S. government campaign to recruit women into the workforce. The campaign worked, and the women excelled in their new jobs. As the song says, "That little frail [woman] can do more than a male / will do."

A TALE OF TWO ROSIES

The face of Rosie the Riveter that most people were familiar with during the war was the one featured on the cover of the *Saturday Evening Post*. But this Rosie is no "little frail." In Norman Rockwell's painting, she's a muscular, monumental figure, based on the style Italian Renaissance artist Michelangelo used to depict biblical prophets in Rome's Sistine Chapel.

Apparently on her lunch break, Rosie holds a sandwich aloft and balances her riveting gun and lunchbox, etched with her name, on her lap. Her foot rests squarely on *Mein Kampf*, or *My Struggle*, Adolf Hitler's autobiography, in which he outlined his anti-Semitic views. Rosie's contempt for the German dictator and confidence that he will be defeated—with her help—are clear.

Mary Doyle Keefe, the model for Rockwell's illustration, was actually a petite young woman. Rockwell wanted to portray his Rosie as strong and powerful. Still, he apologized to Keefe for making her so brawny.

This real-life Rosie is working on an A-31 Vengeance dive bomber at a plant in Tennessee. She's adjusting the wheel well preparatory to installing the plane's landing gear, one of many tasks that made up the assembly-line production of the bombers.

Rockwell fashioned his subject after a 19-year-old neighbor named Mary Doyle Keefe. The model for another iconic image of Rosie is unknown or, at least, contested. This image was one of a series of posters created for the Westinghouse Electric Corporation in 1942 and designed to boost workers' morale. The poster of a young woman in a red-and-white bandana, flexing her arm, and exclaiming, "We can do it!" only appeared in the Westinghouse factory and only for a couple of weeks. Now fast-forward to 1982, when the poster was rediscovered and became a symbol of the movement to expand women's rights. Although the woman in the poster wasn't given a name in the 1940s, for many people today, she is Rosie the Riveter.

REAL-LIFE ROSIES

Of course, behind the song, painting, and poster were millions of women eager to do their part for the war effort. As you've read, many of these real-life Rosies worked in the aircraft and munitions industries. In some cases, they apparently did their jobs too well. A foreman in one plant told the women not to work so fast because when the war ended, the men would get their jobs back. And the men, he said, weren't nearly as productive as they were.

Many of the women came to California to find jobs during the war. One named Bettye worked the graveyard shift—which began at midnight—building B-17 bomber planes. She entered the enormous plant through a tunnel covered in camouflage. Once there, Bettye and another woman worked as a team to install rivets into the part of the plane from which the turret gun, or multishot firearm, would be fired. Her teammate stood on the outside of the compartment and drove in the rivet, which is a permanent metal fastener that looks something like a thick screw. Bettye stood on the inside and bucked the end of the rivet, pounding and flattening it. But she insisted that the process "wasn't as easy as it looked." The "skin" of the plane was fairly thin. If the operator of the rivet gun didn't hold it steady, the gun would drill a bigger-than-desired hole in the plane, and a larger rivet would have to be installed. And that, Bettye said, would weaken the whole plane.

For many of the real-life Rosies, the work provided an experience of the world they may never have had otherwise. They met and worked alongside women from many different backgrounds and ethnicities. And the work gave them independence, an income—which was certainly welcome after the deprivations of the Depression—and a sense of pride and patriotism. As one Rosie named Bonnie remarked, "I wouldn't have missed the experience for anything. And we did do good. We won the war."

HISTORICAL THINKING

1. **READING CHECK** What purpose did Rosie the Riveter serve during World War II?
2. **MAKE INFERENCES** Why do you think the women's rights movement adopted the Westinghouse Rosie poster as a symbol?
3. **DRAW CONCLUSIONS** What did Bonnie suggest when she said, "We won the war"?

1.5 **MAIN IDEA** Responding to the attack on Pearl Harbor and fears of invasion from the Pacific, the U.S. government forcibly moved thousands of Japanese Americans to camps for the duration of the war.

JAPANESE AMERICAN INTERNMENT

Have you ever been unfairly accused of something? During World War II, the U.S. government viewed Japanese Americans as a threat and removed them from their homes.

EXECUTIVE ORDER 9066

Entry into the war drew most Americans together in their support for the Allied cause, but others quickly discovered their heritage marked them as objects of fear. On December 8, 1941—the day after the Pearl Harbor attack—President Roosevelt issued a series of executive orders that established the **Enemy Alien Control Program**. An **enemy alien** is someone whose loyalty to the nation is suspect. Many persons of Italian and German origin who were in the United States when World War II began were classified as enemy aliens and had their rights restricted. Thousands were **interned**, or confined in prisons or camps for military or political reasons, while many others were sent back to Germany or Italy.

Photographer Ansel Adams took this image of Japanese Americans waiting for lunch at California's Manzanar Camp in 1943.

Japanese Americans were also classified as enemy aliens and interned. Public opinion had turned sharply against Japanese Americans after the attack on Pearl Harbor. Unlike the Italians and Germans who were interned, more than 60 percent of those with Japanese ancestry who were relocated to camps were **Nisei** (nee-SAY). Nisei are people born in the United States whose parents emigrated from Japan. The general population and the military believed Japanese Americans were a threat, even though the FBI did not consider them a danger. Military leaders feared the close proximity of Japanese American communities to American military bases and aircraft plants on the West Coast, and the public associated Japanese Americans with the actions of Japan's armed forces.

In response to the perceived threat, President Roosevelt signed **Executive Order 9066** in 1942, which authorized the relocation and internment of 110,000 Japanese Americans and "resident aliens" living within 60 miles of the West Coast and in parts of Arizona on grounds of national security. An **executive order** is a directive issued by a president that has the force of law.

Nearly all Japanese Americans lived on the West Coast, in California, Washington, and Oregon. The order violated their constitutional and human rights. However, the Supreme Court, in a decision heavily criticized today, upheld its implementation in ***Korematsu* v. *United States***, arguing that, "When under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with [in proportion to] the threatened danger." The government removed Japanese Americans to **internment camps** in military zones, where they lived in prison-like surroundings until the war's end.

INTERNMENT

Ten internment camps were set up in California, Arizona, Wyoming, Utah, Arkansas, and Colorado. Japanese American families were forced to sell whatever belongings they could not carry and relocate to the camps. Japanese American merchants had to sell their businesses in a matter of just days or weeks. By June 1942, the government had moved 120,000 Japanese Americans into the camps. The first camp to open, in March of that year, was Manzanar in California's Owens Valley. The largest of the camps was Tule Lake, also in California, which housed more than 18,000 internees by 1944.

This military dog tag, or ID, belonged to Jack Wakamatsu. While his family lived behind barbed wire at Manzanar, Wakamatsu fought in the 442nd Infantry Regimental Combat Team, the all Japanese American military unit.

Families at the camps were housed in army barracks surrounded by barbed wire and towers where armed guards kept watch. The barracks themselves were not insulated, and residents had to rely on coal-burning stoves for heat. Families slept on cots and shared bathrooms with other internees. Guards were authorized to shoot residents who tried to escape. Nonetheless, Japanese Americans tried to make the camps as much like communities as possible. They established schools, churches, newspapers, and farms, and children stayed active by playing sports. And even though their government had imprisoned them, many young Japanese American men volunteered to fight for their country. They were released from the camps to do so.

After the war ended, Japanese Americans were at last allowed to return to their homes. They lost personal property, businesses, farms, and homes as a result of their forced removal. After many years of campaigning for redress, or compensation, Japanese Americans finally obtained justice. Congress formally apologized for their internment and allocated funds to compensate the survivors in 1988.

HISTORICAL THINKING

1. **READING CHECK** Why were Japanese Americans relocated to internment camps?
2. **DESCRIBE** What constitutional issues were involved in *Korematsu* v. *United States*, and how did the case impact events on the U.S. home front?
3. **FORM AND SUPPORT OPINIONS** Given the circumstances of the war, do you think the U.S. government was justified in interning Japanese Americans? Explain your opinion.

1.6 CURATING HISTORY

Japanese American National Museum, Los Angeles

The Japanese American National Museum in Los Angeles, California, presents over 150 years of Japanese American history and culture. It aims to inspire appreciation for America's ethnic and cultural diversity by sharing the struggles and triumphs of Americans of Japanese ancestry. The museum houses a permanent collection of over 60,000 items, including movies, photographs, artwork, letters, oral histories, textiles, and other artifacts that tell the stories of this group of Americans.

Many of those stories focus on the experiences of Japanese Americans whose lives were abruptly uprooted during World War II when they were relocated to internment camps. For example, the museum's collection of letters written by children in the camps to a sympathetic librarian in San Diego describe their living conditions and experiences. The museum also exhibits artwork by adults, including the pieces shown here, that document the fears and monotony of everyday life at the camps.

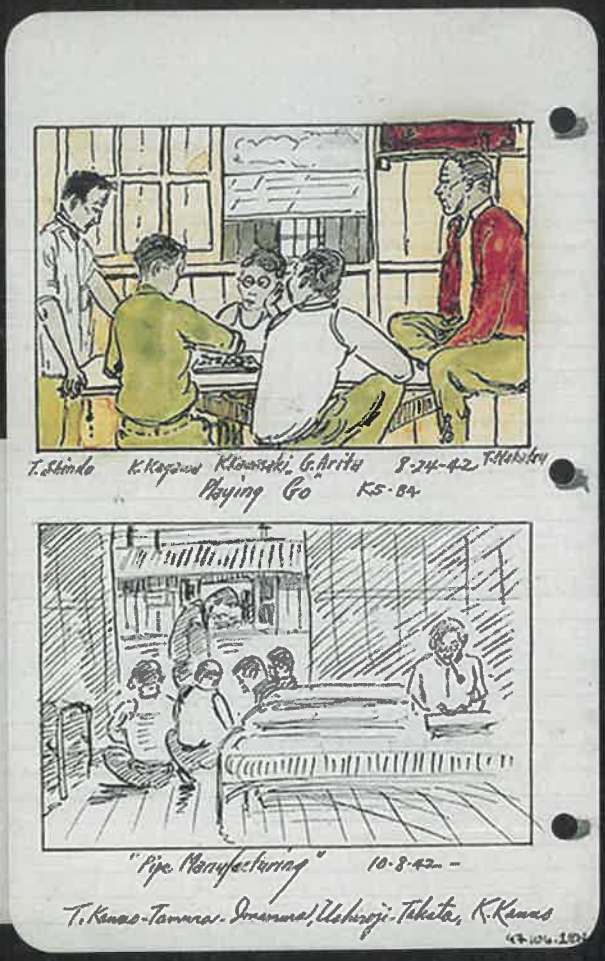
Hisako Hibi, Painter

In this oil painting titled *Morning*, female artist Hisako Hibi (1907–1991) depicts a scene at an internment camp in Topaz, Utah, in 1942. The painting shows U.S. soldiers marching into the camp at dawn to construct more barracks for internees. Two Japanese Americans watch the soldiers from behind a water tower.

Hibi was imprisoned at the Topaz camp along with her husband—who was also an artist—and their two young children. The Japanese Americans set up schools at the camps, and the Hibis both taught in an art school at the camp in Topaz. What does Hibi's painting suggest about the relationship between the internees and soldiers?

George Hoshida, Sketch Artist

A self-educated artist, George Hoshida (1907–1985) created a visual record of internment camp life in a series of notebooks in which he sketched portraits of inmates and painted scenes of everyday activities. In the watercolor at top right, Hoshida depicts two men playing a board game while others watch. The men in the ink drawing at bottom right are making pipes. The two ink portraits below are of internees Sawaichi Fujita (left), a tinsmith, and store owner Keizo Takata (right). Initially separated from his wife and daughters, Hoshida shared his drawing skills with other internees to pass the time and preserve history.



Jack Iwata, Photographer

Born in Seattle, Washington, professional photographer Jack Iwata (1912–1992) was forcibly relocated to an internment camp at Manzanar, California, along with his wife. Iwata and a fellow photographer established a photo lab at the camp and began documenting life there. In the photo at right, Iwata captured a group of internees arriving with their luggage at Manzanar.

In December 1944, the U.S. government announced the internment camps would be closed. Japanese Americans began leaving the camps in early 1945, and the last camp shut down in 1946. Upon release, former inmates had to rebuild their lives. In 1948, a law was passed to reimburse some of the property losses sustained by internees. And then in 1988, Congress passed the Civil Liberties Act, which awarded $20,000 to each camp survivor.

2.1 **MAIN IDEA** While the United States and Britain fought in North Africa and Italy, the Soviet Union battled the Nazis in Russia.

CAMPAIGNS IN EUROPE AND AFRICA

The Soviet Union received economic aid and supplies from the United States, but Stalin did not like how the war was being fought in Europe. While some of the Allies invaded Africa, Stalin's army battled the bulk of the German forces in Russia alone.

INVADING NORTH AFRICA

As the United States mobilized for war in the Pacific and in Europe, President Roosevelt and British prime minister Winston Churchill planned a course of action against Hitler in Europe and North Africa. But Soviet premier Joseph Stalin did not agree with the other two leaders on the best strategy to use against the Germans. Stalin wanted Allied help in battling the Germans and defending the Soviet Union. As you have read, Hitler's troops launched an invasion of the Soviet Union in 1941, and Stalin wanted the Allies to establish a second front, or line of battle, in western Europe to help the Soviets combat the Germans. Britain and the United States, however, preferred invading French North Africa and reclaiming Nazi-controlled areas there. The North African attack

would be on a smaller, more manageable scale for the Americans, who were just entering the fight.

However, the first step toward victory in this campaign was for the United States to seize control of the Atlantic Ocean and ensure the safe mobilization of Allied troops in Africa. During the first few months of 1942, German submarines had been prowling the Atlantic, regularly sinking Allied ships. Eventually, new antisubmarine technologies and weapons such as radar and **depth charges**, underwater bombs that are programmed to explode at certain depths, enabled the Allies to strike back. By mid-1943, the German submarine threat in the Atlantic had been neutralized.

In November 1942, U.S. Army general **Dwight D. Eisenhower** led the Allied forces in an invasion of North Africa called **Operation Torch**. Eisenhower had been supreme commander of the Allied forces in Europe before taking charge of Operation Torch. By May 1943, the British and American forces had successfully recaptured Morocco and Algeria and defeated the army under German general **Edwin Rommel**, capturing more than 250,000 Nazi prisoners in Tunisia. Once they were firmly established in North Africa, the Allied forces planned to use it as a base of operations against Italy.

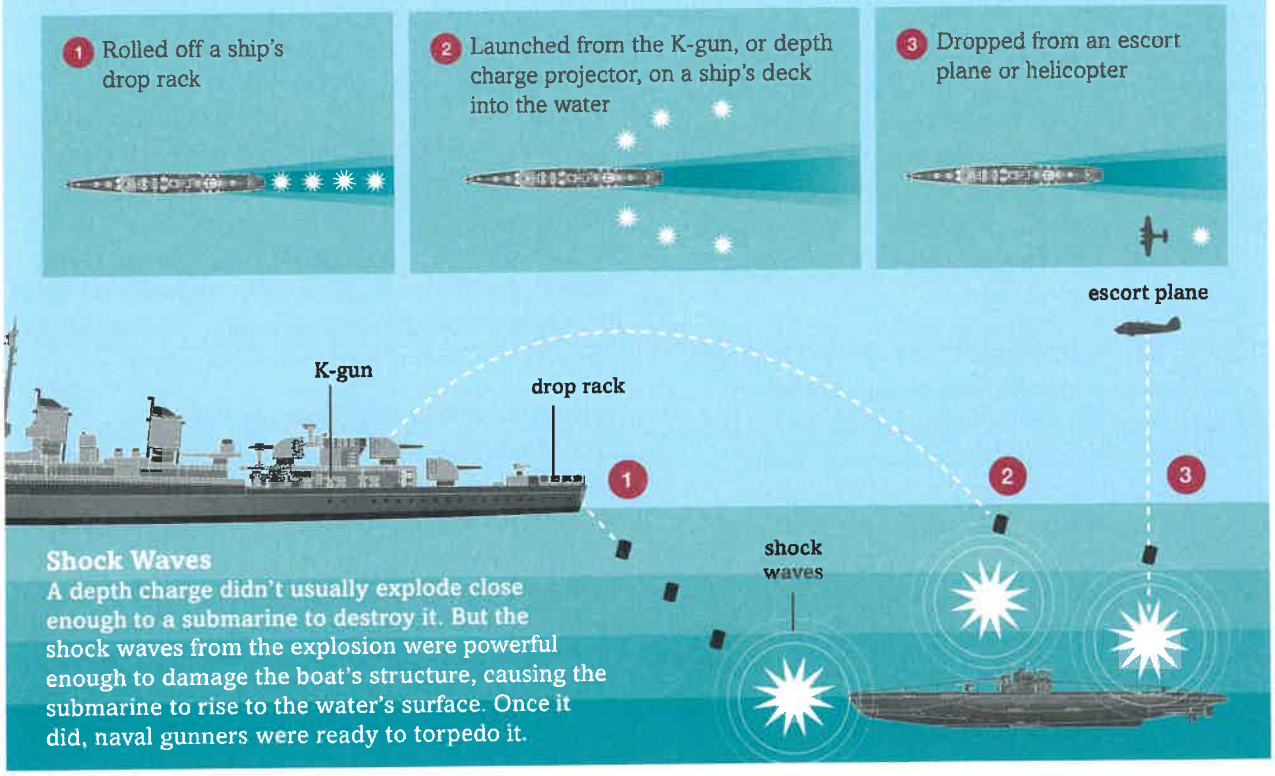
Germany's success in the first years of the war had been due in part to its superior fleet of tanks, known as **panzers**, which the Germans arranged in massed formations. Manufactured in Germany from the mid-1930s to the mid-1940s, the panzers were thickly armored and boasted impressive firepower, but their size and weight kept them from being speedy or easy to maneuver. The German panzers had a distinct advantage over the relatively older British tanks, but U.S. troops arrived in Europe and North Africa with American-built Sherman tanks, which could often outmaneuver the panzers. Sherman tanks had less substantial armor and firepower, but they were more agile. As a result, the British forces traded in their tanks for the Sherman tanks in 1943 and 1944.

GERMANY VERSUS THE SOVIET UNION

When Hitler's forces undertook their invasion of the Soviet Union in June 1941, they believed they could defeat the Soviet army in a matter of months. The Germans had caught the Soviets off guard, sending

ANTISUBMARINE TECHNOLOGY

The barrel-shaped depth charge was filled with explosives and contained a fuse set to detonate at a specific depth, based on water pressure. Depth charges were deployed in three major ways.



Shock Waves
A depth charge didn't usually explode close enough to a submarine to destroy it. But the shock waves from the explosion were powerful enough to damage the boat's structure, causing the submarine to rise to the water's surface. Once it did, naval gunners were ready to torpedo it.

In October 1942, the Soviets sometimes sought defensive positions inside industrial buildings, including the Red October factory, while battling the Germans at Stalingrad. The factory protected the soldiers but was destroyed in the Battle of Stalingrad. In this photo taken by *Life* magazine photographer Thomas D. McAvoy, Soviet soldiers march German prisoners of war past the ruins of Red October.

200 divisions with 10,000 to 20,000 soldiers each to attack along a front stretching nearly 2,000 miles from the Baltic to the Black seas. Nonetheless, the Soviet army, or Red Army, put up strong resistance. Soviet forces employed a "scorched-earth" policy, destroying crops, bridges, and railroad cars as they retreated deeper into their homeland. This strategy left the German soldiers without food or shelter as they advanced east. Still, the Germans took hundreds of thousands of prisoners along the way. By mid-July, Hitler's troops were within a couple hundred miles of Moscow.

The next few months brought unexpected hardship to the German Army. An early and severe winter settled across the Soviet Union and impeded German advances. Some Nazi generals wanted to suspend fighting until spring, but they were overruled, and the army pressed on to Moscow. Both the German troops and their machinery suffered in the cold. Because the Germans had not expected the Soviet resistance to last so long, they had not brought enough supplies to last through the winter. By November 1941, 700,000 Germans had died. The following month, the Soviets launched an organized attack on the Germans, but Hitler would not allow his army to retreat. As a result, the Germans held on to most of the ground they had captured earlier in the year.

By the summer of 1942, Soviet casualties stood at about 4 million. German numbers were high but not nearly as staggering. In July, Hitler decided to split his forces between the Caucasus Mountains near the Turkish border and the city of Stalingrad, located about 500 miles north on the Volga River. In August, Germany began bombing the city, and the **Battle of Stalingrad** began. With residents still living in Stalingrad, the two armies fought in the streets, causing high numbers of civilian casualties.

In November 1942, the Soviets launched a counteroffensive attack against the now freezing, starving, and poorly supplied German troops. Once again, Hitler refused to allow his army to retreat from the Volga River, ordering them to fight to the death. As the Nazis weakened, the Soviets surrounded them. The German troops surrendered at the end of January 1943. But battle resumed between the two armies about six months later in Kursk, a city to the west of Stalingrad. In the largest tank battle ever fought, the German Army was dealt a crushing defeat

A landing craft with General George Patton (wearing a helmet) aboard leaves the North African country of Tunisia for Sicily, in the combined British and American invasion of the island in 1943.

and suffered about 500,000 casualties. The Battle of Kursk was the last major offensive launched by the Nazis in the Soviet Union.

THE ITALIAN CAMPAIGN

In the summer of 1943, not long after the Allied victory in North Africa and the Soviet triumph in Stalingrad, the Allies turned their attention to Italy. The Soviets, still calling for a second front in Western Europe, were not happy with this turn of events, especially after the extreme losses they had suffered battling the Germans without the support of other Allied troops. Roosevelt tried to appease Stalin by promising him a second front the following year, but Stalin remained displeased.

In July 1943, Allied forces, led by American lieutenant general **George S. Patton** and British general Bernard Montgomery, began the Italian campaign by storming the island of Sicily. The invasion represented the biggest **amphibious assault** that had ever taken place. An amphibious assault uses naval support to protect military forces invading by land and air. The assault also demonstrated the cohesion of the American and British forces led by Patton and Montgomery, who successfully worked together to secure the island. The Allies conquered Sicily in about a month, and their invasion indirectly forced a regime change in Italy. The Italian government removed, arrested, and eventually executed its leader, Benito Mussolini. Meanwhile, approximately 100,000 Axis troops retreated from Sicily and headed for Italy's mainland, having suffered many more casualties than the Allies in the battle over the island.

The Allies followed closely behind, landing on the southern coast of Italy in early September. Not long after their arrival, the new Italian government secretly agreed to sign an armistice with the Allies and help them fight against Germany. Additional Allied landings followed at Salerno and Naples along Italy's western coast, and by mid-October, Italy had officially changed sides and declared war against Germany. But Germany still occupied much of Italy. In November 1943, German troops began establishing defensive lines about halfway up the Italian peninsula to prevent the Allies from reaching Rome. Exhausting battles, the treacherous mountain terrain, and a lack of supplies slowed the Allied advance. It took four months for the Allies to move forward just 70 miles, and they were still 80 miles from Rome, Italy's capital.

For months, the Allies continued advancing up the peninsula. Then, in May 1944, they broke through one of the Germans' defensive lines and reached Rome about a month later. Fighting continued during the summer and into the fall and winter, leaving the Germans short of supplies—especially fuel. They were forced to use oxen to tow their tanks. In contrast, the Allies had received new reinforcements and weapons. German forces finally surrendered in May 1945, but the campaign had been costly on both sides. Allied casualties numbered around 300,000, while German casualties were about 434,000.

HISTORICAL THINKING

1. **READING CHECK** What strategy did Stalin want the Allies to follow against Germany?
2. **DETERMINE CHRONOLOGY** What events led to the German surrender at the Battle of Stalingrad in 1943?
3. **INTERPRET MAPS** Why did it make sense, geographically, for the Allied forces to invade Sicily and Italy's mainland after fighting in North Africa?
4. **DRAW CONCLUSIONS** Why did the Italian government switch to the Allied side during the Italian campaign?

2.2 **MAIN IDEA** The Allies fought Japan in the Pacific to prevent the nation from seizing new territory and to take back control of Japanese-occupied islands.

WAR IN THE PACIFIC

If you've ever played a game of war strategy, you know that different types of battles require different plans of action. The Allies knew this as they fought Japan in the war in the Pacific.

BATTLING BY SEA AND AIR

The Americans were the primary fighting force in the Pacific and were supported by Allied troops from Australia, New Zealand, Canada, and Britain. The troops were led by General Douglas MacArthur, who, as you may recall, was ordered to leave his troops in the Philippines early in the war, and Admiral **Chester Nimitz** of the U.S. Navy. Their mission had four goals: maintain communication between the United States and Australia, where the Americans had established bases; defend North America against the Japanese; prevent the Japanese from venturing outside of the Pacific; and plan amphibious counteroffensives against them.

In spring 1942, the Japanese sought to take control of the sea north of Australia by establishing air bases in New Guinea and the Solomon Islands. From these bases, the Japanese planned to destroy U.S. naval bases along the eastern coast of Australia. However, Allied code breakers had uncovered their plan and alerted U.S. officials, who launched a preemptive attack. Over the course of several days in May, the two enemies battled by air and sea off the coast of New Guinea in what is known as the **Battle of the Coral Sea**. It was the first air-sea battle in history. Japanese forces sank one U.S. aircraft carrier and damaged another, and the Allies destroyed many Japanese planes and badly damaged a Japanese carrier.

During the war, Allied forces used the North American Mitchell B-25 bomber, shown here, to fight battles in the Pacific and in Europe. James Doolittle flew the bomber in his raid on Tokyo. You will read about his raid and see a photo of his plane taking off for Japan later in this lesson.

But the Japanese remained determined. In June 1942, they tried to seize Midway Island, located 1,400 miles west of Hawaii, in an attempt to destroy a U.S. carrier fleet. Once again, the Allies had intercepted Japan's battle plans. Though the Japanese fleet far outnumbered the U.S. fleet during the three-day-long **Battle of Midway**, the Americans used the intelligence they'd received to stay one step ahead of their enemy.

On June 3, U.S. bombers attacked the Japanese fleet when it was still 500 miles from its destination. Undeterred, Japan attacked Midway the following morning, a decision it came to regret. The battle greatly reduced Japan's naval forces, including the destruction of four carriers and the loss of hundreds of planes and pilots. After its defeat at Midway, Japan canceled plans for several subsequent invasions.

James Doolittle's B-25 taking off from the aircraft carrier, the U.S.S. *Hornet*

TOKYO RAIDERS

Since Japan's attack on Pearl Harbor in December 1941, the United States had wanted revenge. So in April 1942, Lieutenant Colonel James Doolittle led a squadron of B-25 bomber pilots on a surprise attack on the Japanese mainland.

As the planes flew over Tokyo, some citizens below waved to the pilots, believing the aircraft were Japanese. They were shocked when Doolittle and his raiders dropped their bombs, striking industrial and military facilities as well as civilian areas before retreating to free China, where most of them crash-landed.

Japanese casualties were relatively light, but the attack devastated Japanese morale and proved the nation was vulnerable. On the other hand, the raid gave the Americans new confidence and helped set the stage for the war in the Pacific.

ISLAND HOPPING

Having established control of the Pacific, the Allies' next move involved a two-pronged approach. Admiral Nimitz would travel west from Hawaii, and General MacArthur would travel north from Australia, carrying out a campaign of **island hopping**. This strategy was designed to capture and control islands in the Pacific one by one. The Allies planned to establish bases on the islands along a path to the Japanese homeland in preparation for an Allied attack on Japan.

The offensive began on the island of **Guadalcanal**, northeast of Australia in the Solomon Islands chain. In July 1942, the Japanese had begun constructing an air base there. A month later, the U.S. Marines were sent in to fight the Japanese and force them off Guadalcanal. As the battle dragged on, additional troops arrived to replenish both sides. By mid-October, the Japanese and the Americans each had more than 20,000 troops engaged in battle on the island. By January 1943, however, the Americans had managed to block the stream of Japanese reinforcements, while allowing the American troop strength to nearly double. The Japanese suffered many more casualties and, with their fewer numbers, soon evacuated the island. After six grueling months of battle, the Americans finally held Guadalcanal.

More Pacific victories soon followed for the Allies. In November 1943, Nimitz led his forces west of Guadalcanal to the Gilbert Islands, where they also defeated the Japanese. Nimitz and MacArthur continued island hopping throughout 1944. MacArthur overpowered the Japanese in parts of New Guinea and the Philippines. Nimitz took control of the Marshall and Marianas islands in February and August, respectively. From there, the two commanders set their sights on the islands of Japan, only about 1,200 miles away. Meanwhile, the Allied forces in Europe were planning an invasion they hoped would turn the tide of war against Germany.

HISTORICAL THINKING

1. **READING CHECK** What was the Allied mission in the Pacific war?
2. **MAKE INFERENCES** What might have happened if the American military hadn't learned about Japan's plans for the battles of the Coral Sea and Midway?
3. **IDENTIFY PROBLEMS AND SOLUTIONS** Why was island hopping a good strategy for an Allied attack on Japan?

3.1 **MAIN IDEA** The invasion of Normandy, France, marked the beginning of the end of the war in Europe.

VICTORY IN EUROPE

When faced with a daunting task, you are never sure whether you have prepared well enough, and you don't know how it will turn out. As the Allied forces advanced on Europe, they met many challenges—both expected and unexpected.

OPERATION OVERLORD

With the war in the Pacific going well, the Allies began to make plans to drive the Nazis back to Germany. In November 1943, Roosevelt, Churchill, and Stalin gathered at the **Tehran Conference** in Iran in southwest Asia. It would be the first time Roosevelt had met Stalin. At the conference, the three leaders discussed their plans to invade western Europe—the second front in the west that Stalin had been pressing for—the following spring.

The plan was for General Eisenhower to lead an Allied invasion, code-named **Operation Overlord**, from Britain. Eisenhower organized 3 million soldiers for the invasion and stockpiled plenty of supplies, including food, planes, and smaller ships. To prevent the Nazis from learning their plans, the Allies deliberately planted false information indicating they intended to invade near Calais, France, directly across the English Channel from Dover, England. In addition, in the weeks leading up to the invasion, the Allied air forces kept the Nazis distracted by dropping bombs on German airfields, military bases, and bridges over the main rivers in France. The deception ultimately helped isolate and draw the Nazis away from the invasion's actual target: the French coastal province of Normandy.

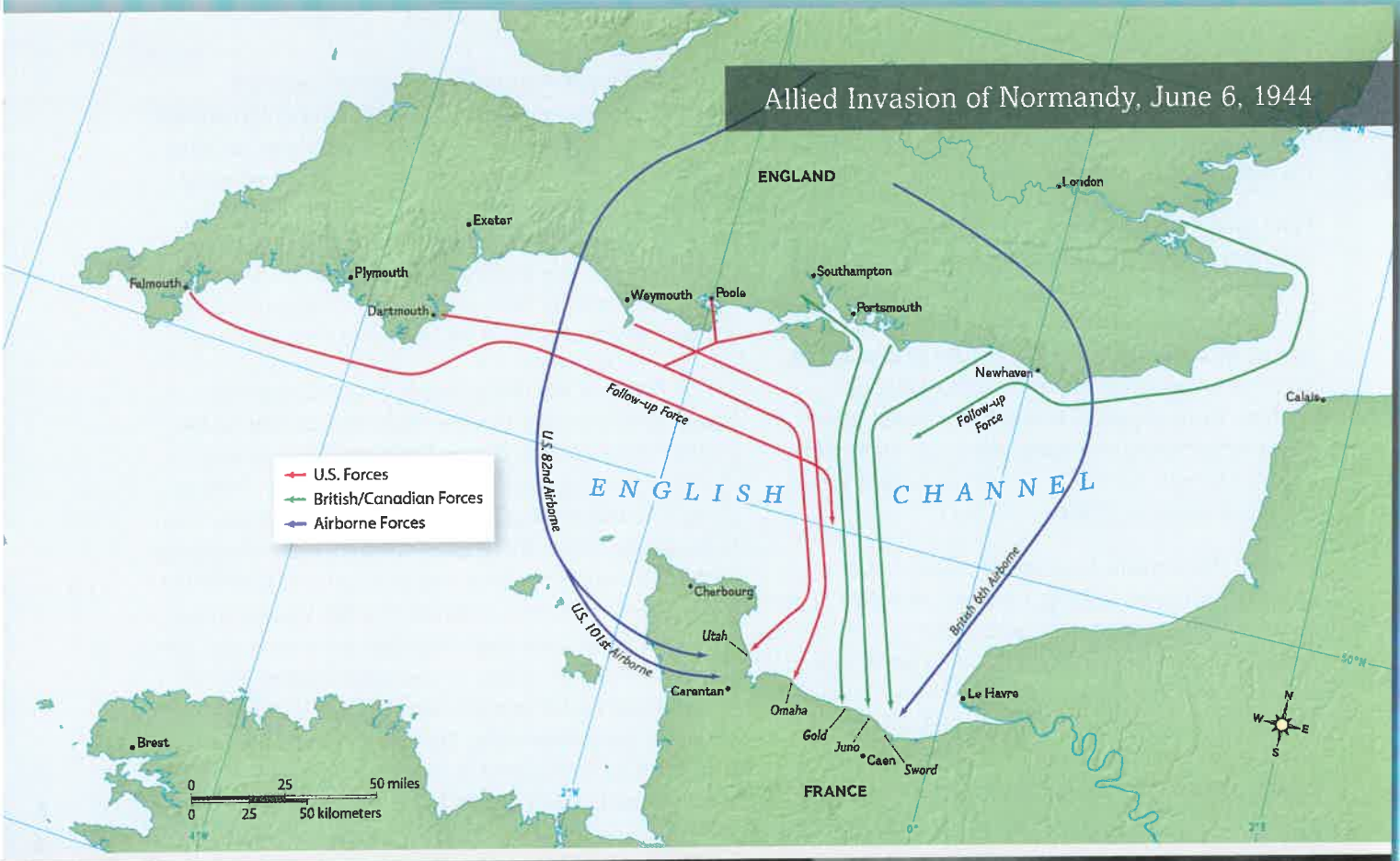
Operation Overlord was originally planned to take place in May 1944, but naval vessels called **amphibious landing craft** were not assembled until June. A departure planned for June 5 was delayed by bad weather. At last, on June 6, 1944, thousands of amphibious landing craft, airplanes, and an armada, or fleet of warships, departed from several British ports. Eisenhower's huge force headed toward five different Normandy beaches, code-named Utah, Omaha, Gold, Juno, and Sword. By sundown that day, on what came to be known as **D-Day**, 150,000 American, British, and Canadian troops stormed the beaches.

American troops under the command of Major General **Omar Bradley** at Omaha, the largest assault area, endured some of the worst conditions. Many Americans drowned as they tried to reach the beach. The troops also faced heavy resistance from German soldiers who turned their machine-gun fire on the Americans as soon as they set foot on the beach. By the next morning, more than 2,000 American soldiers lay dead in the sand. Despite such difficult battles, the Normandy invasion was successful, and Allied forces soon began to move inland. Within two months of the initial landing, more than 1 million Allied troops were fighting to take back France.

BATTLE OF THE BULGE

It took Allied troops only about two months to reach Paris, France's capital, which was controlled by the Nazis. On August 19, 1944, Parisians—aware that the Allies would soon reach them—rose up against the occupying Germans. By the time the Allied forces arrived on August 25, the Nazis were ready to surrender. The liberation of Paris was complete. But the war was still far from over.

In early September, Allied troops advanced from northern France and captured Antwerp, Belgium, an important supply port. From there, they set out toward the German border. At this point, most people believed the end of the war was close. But as the Allies marched farther east, Nazi defenses strengthened. In mid-October, Hitler required all males between the ages of 16 and 60 to fight on behalf of the Third Reich. In mid-December,



U.S. soldiers jump off their amphibious landing craft into the water and prepare for battle on the beach at Normandy on D-Day.

reinforced with fresh soldiers, the Germans launched an unexpected attack on the Allies in southern Belgium's Ardennes region. Their goal was to split up the Allied troops and retake Antwerp.

More than 200,000 German soldiers advanced into southern Belgium, greatly outnumbering the Allied troops there, and broke through the Allied front line. This break in the front line created a "bulge," giving the battle its name: the **Battle of the Bulge**. In just one day, approximately 4,000 American soldiers surrendered. General Eisenhower called in reinforcements, eventually enlisting a half million soldiers to fight the battle and, as he hoped, move the Allies closer to victory.

Many of the soldiers Eisenhower called came directly from basic training, however, with little or no experience in combat. Also among the reinforcements called to action were about 2,500 African-American soldiers, who fought shoulder-to-shoulder with white soldiers at Ardennes. An all-black tank unit also rolled in to fight in the battle. It was the first time desegregated troops had fought in a U.S. war.

Troops fought not only the enemy but also the weather. Snow and freezing temperatures tormented the soldiers, who lacked appropriate winter clothing. Many soldiers suffered from frostbite, and some of the wounded froze to death in their foxholes, the holes they dug in the ground to shield themselves as they fired on the enemy. Thick fog also made warfare more difficult for both the troops on the ground and the pilots above—and yet, the Allies kept fighting.

The Battle of the Bulge began in mid-December, and by Christmas, the Germans were calling for the Allies to surrender. But on December 26, General Patton and his army broke through German lines to capture the strategic Belgian town of Bastogne. Then in January 1945, thousands of Allied aircraft bombed the German troops and their supply lines, forcing the Nazis to withdraw in a matter of a few weeks. About 20,000 Americans died in the Battle of the Bulge, and the Germans wounded or captured another 60,000. But that paled in comparison with the 100,000 casualties sustained by the German troops. The battle was the biggest and bloodiest the U.S. Army had fought in World War II.

General Dwight D. Eisenhower (center) and Pierre Koenig (left), leader of the French resistance, take a symbolic walk under the Arc de Triomphe in Paris on August 27, 1944, two days after the Germans surrendered the city to the Allies.

END OF THE THIRD REICH

Meanwhile, the Soviet army was advancing toward the western front. Throughout January 1945, the Soviets had moved west across Poland toward Germany. By the end of the month, they were within 40 miles of Berlin. At the same time, more Allied forces pressed east from France and Belgium, while those involved in the Italian campaign continued to push German troops north along the Italian peninsula. To prepare the way for the ground-force invasion of Germany, the Allies intensified their aerial assault on the country in February 1945. Much of this strategic bombing targeted both industrial and civilian areas.

In 1945, Churchill, Roosevelt, and Stalin (from left to right) attend the Yalta Conference.

By late March, Allied ground troops began crossing the Rhine River into western Germany. Hitler ordered his retreating troops to destroy the country's industrial plants and power and water facilities, along with any food or clothing stores. He wanted to use the scorched-earth policy, much as the Soviets had done against the Germans. But Hitler's minister of war production refused, knowing it would lead to the suffering and deaths of many German citizens—a prospect that did not concern Hitler.

On April 11, Allied troops arrived at the Elbe River, within 60 miles of Berlin. Within two weeks, the Soviet troops joined them, and together they encircled the German capital. On April 30, with the Soviets closing in on his bunker, Hitler committed suicide. With their leader gone and their cause lost, the Nazis surrendered. The war in Europe officially ended on May 8, 1945. The Third Reich had fallen.

THE YALTA CONFERENCE

Before Germany surrendered, Roosevelt, Churchill, and Stalin met at Yalta, a Russian town in the Crimea, in February 1945. With the war turning in the Allies' favor, the leaders spent a week drawing up postwar plans for Europe. The decisions they made came to be called the **Yalta Accords**. The three leaders decided to divide Germany into different occupation zones controlled by the United States, the Soviet Union, Britain, and France. They also agreed to take control of or destroy German arms industries, try German war criminals in a court of law, and establish a commission in Moscow to decide on the reparations Germany would need to make. Stalin particularly pressed for reparations. German soldiers had killed or injured about 20 million Soviet citizens during the war and destroyed many Soviet towns and businesses. Stalin wanted to ensure the Soviet Union received appropriate compensation.

In addition, the leaders discussed Poland's geographic boundaries and political future as well as the establishment of a new international body called the United Nations. At the conference, Stalin agreed to respect free elections in Poland and elsewhere in the eastern European region of the Soviet Union. However, just weeks later, he ordered the arrest of Polish anti-communist leaders and the murder of political dissidents in Romania and Bulgaria.

The war in Europe was over, but the war in the Pacific dragged on. Japan refused to quit, even after crushing defeats. Nevertheless, the Allies hoped to bring a quick end to the war in the Pacific.

HISTORICAL THINKING

1. **READING CHECK** What was Operation Overlord?
2. **INTERPRET MAPS** Why might it have made sense to the Germans that the Allied forces would stage their invasion in Calais rather than in Normandy?
3. **MAKE INFERENCES** Why do you think defeat at the Battle of the Bulge made Hitler realize he might lose the war?
4. **EVALUATE** What did Stalin's actions after the Yalta Conference reveal about the Soviet leader?

3.2 **MAIN IDEA** The Allies won key battles against the Japanese but felt they had to resort to atomic warfare to bring the war in the Pacific to a close.

VICTORY IN ASIA

The Allies found themselves up against a determined and relentless enemy in the Japanese. A strong sense of honor prevented Japanese soldiers from surrendering, even when the odds were heavily stacked against them. Faced with defeat, some even chose suicide.

LIBERATING THE PHILIPPINES

As the Allies gained ground and fought to secure victory in Europe, war continued to rage in the Pacific. In mid-September 1944, President Roosevelt and General MacArthur decided that the Philippines—which Japan had seized early in 1942—should be the next target of an Allied invasion, with American naval forces taking the lead. In preparation for the liberation, Filipino and American troops had formed guerrilla groups on the ground.

On October 20, 1944, General MacArthur led an amphibious landing on the island of Leyte, southeast of Luzon, where the Philippine capital, Manila, is located. The Allies had judged correctly that the Japanese did not have a strong defense on Leyte. In fact, the Japanese used a decoy ship to draw some of the U.S. naval fleet away from the island. They also sent forces to attack the American fleet at the landing. But the U.S. Navy had anticipated Japan's strategy and, on October 23, used submarines to sink two Japanese cruisers as they approached Leyte. The next day, American aerial attacks sank a Japanese battleship, and the fighting began in earnest.

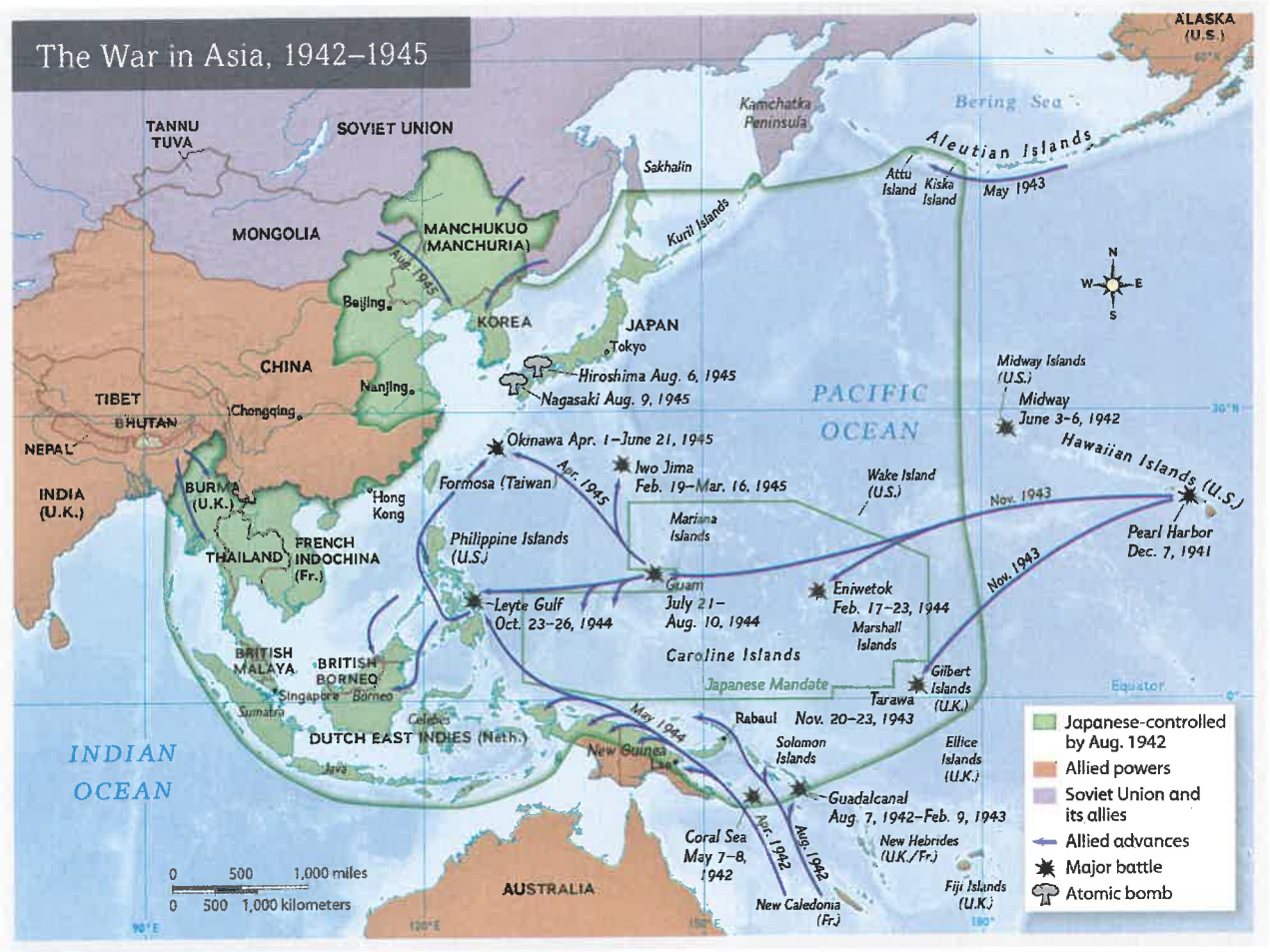
The **Battles of Leyte Gulf** took place between October 23 and October 26, 1944, during which time the Japanese suffered heavy losses—far more than the Americans. Japanese losses were due, in part, to Japan's decision to deploy suicide bomber pilots called **kamikaze**, meaning "divine wind." These Japanese pilots volunteered to crash their planes, loaded with explosives, into American ships. Over the course of the rest of the war, the kamikaze destroyed 34 U.S. ships, but about 2,800 Japanese pilots sacrificed their lives in the process.

Though the United States did not achieve total control over Leyte until the end of December, the battles destroyed the Imperial Japanese Navy. The United States finally liberated the Philippines in March 1945. Filipino soldiers played an important role in the war effort, but the conflict had taken a terrible toll on their island nation. Manila became the second most devastated city in the world after Warsaw, Poland. By the end of the war, as many as 1 million civilians in the Philippines had died.

CLOSING IN ON JAPAN

Once the Philippines was under American control, the Allies turned their attention to Japan itself. The Allied forces wanted to establish a base for their B-29 bombers close to the Japanese mainland to conduct aerial attacks. They chose the Japanese island of Iwo Jima, located 760 miles southeast of Tokyo.

On February 19, 1945, the Allies, made up mostly of U.S. Marines, landed on Iwo Jima to confront the roughly 20,000 Japanese troops they believed were stationed there. Before the landing, however, the Allies had bombarded the island with napalm bombs and rockets. When the Marines set foot on the devastated island, they saw no sign of life and thought, for a moment at least, that they were going to take the island without a fight. Then suddenly, machine-gun fire erupted, seemingly out of nowhere. The Japanese were firing from a network of hidden natural caves and tunnels they had carved out all over Iwo Jima. And once again, they used kamikaze air raids, crashing their planes into American vessels, sinking one U.S. carrier and damaging many other ships. Fighting was intense, but eventually the Allies prevailed. About 6,000 Americans died while fighting



the **Battle of Iwo Jima**, and nearly all the Japanese soldiers and civilians on the island perished. The Marines took Iwo Jima on March 16, and the United States staged about 2,000 B-29 bombers there.

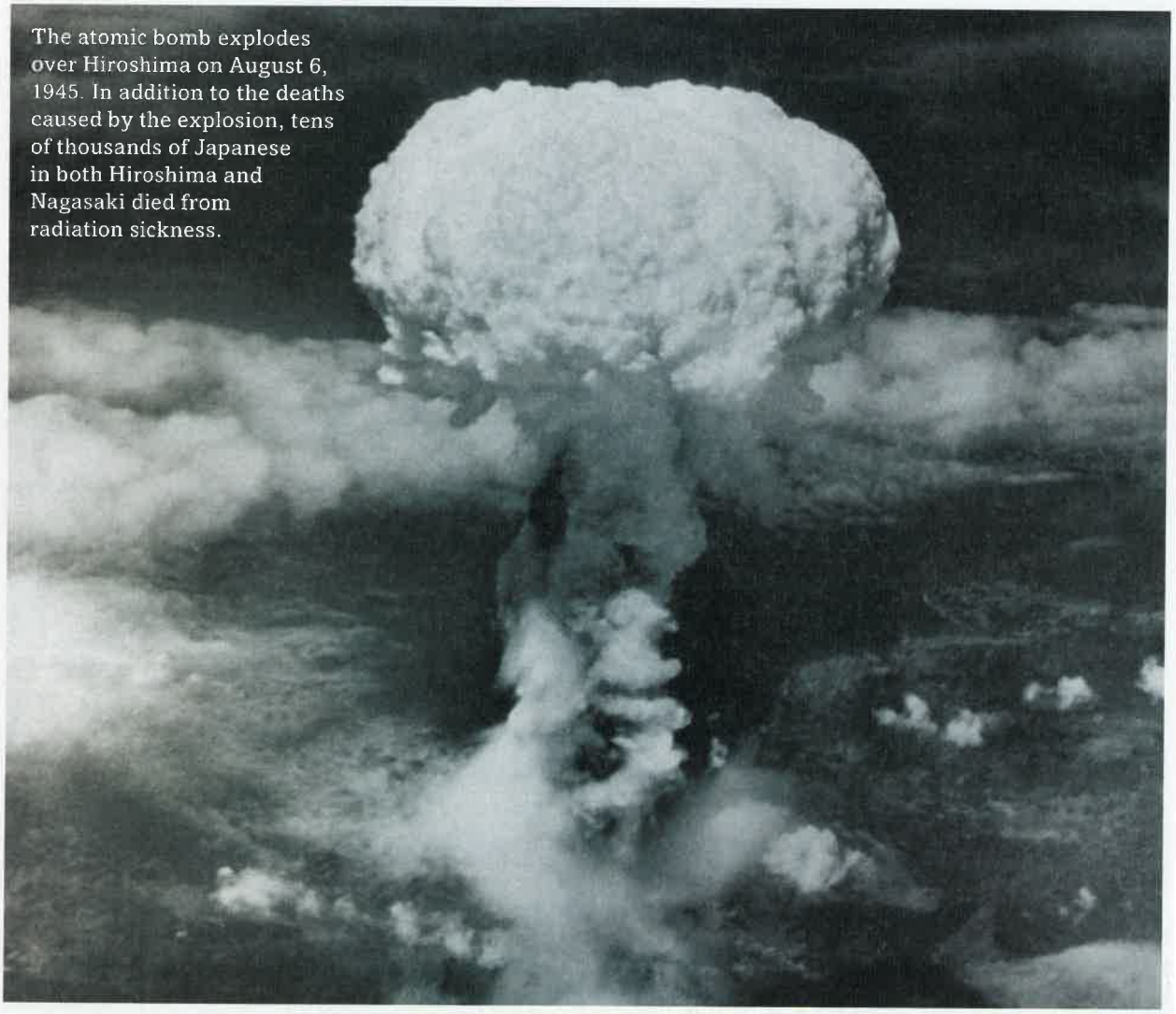
That same month, just before the Marines secured Iwo Jima, the Allies used a new bombing technique on Tokyo, Japan: nighttime napalm firebombs. The first drop destroyed 25 percent of Tokyo's buildings and killed tens of thousands of people—most of them civilians. The Allies then used a similar technique on several other Japanese cities, hoping that the bombing campaigns would avoid the necessity of sending ground troops into Japan and force the Japanese to surrender.

On April 1, Allied troops landed on the island of Okinawa, located about 400 miles south of Honshu, Japan's main island, where Tokyo is located. Admiral Nimitz and 180,000 troops, most of his carriers, and 18 battleships faced off against 110,000 Japanese soldiers in the **Battle of Okinawa**. Nimitz's troops captured Okinawa's airfields, but the Japanese refused to back down. A few days later, Japan launched a counterattack that involved hundreds of kamikaze raids against the Allied fleet and a successful attack on a U.S. destroyer.

As a result of the kamikaze strategy, American casualty rates skyrocketed. And as on Iwo Jima, a maze of natural caves lay beneath the surface of Okinawa. Japanese soldiers hunkered down in the caves and in pillboxes, small concrete fortifications used to house weapons. American troops were forced to go from one hiding place to another and destroy them with dynamite. Fighting did not officially end on Okinawa until July 2. By then, 7,000 U.S. troops had died on land, and 5,000 more had died at sea. In addition, 40,000 American troops had sustained injuries. More than 100,000 Japanese died in the battle. The overwhelming losses on both sides would play a big role in the U.S. government's decision to use a new strategy to end the war.

A NEW PRESIDENT

Meanwhile, back on the home front, Roosevelt won an unprecedented fourth term in office. During his campaign, Roosevelt chose a new running mate for vice president, Senator **Harry S. Truman** of Missouri. When Roosevelt suddenly died of a massive stroke on April 12, 1945, just a few weeks after his inauguration, Truman became president. Truman was born in Missouri and had fought in World War I. He was an experienced politician, having served



The atomic bomb explodes over Hiroshima on August 6, 1945. In addition to the deaths caused by the explosion, tens of thousands of Japanese in both Hiroshima and Nagasaki died from radiation sickness.

first as a county judge and later as U.S. senator. But as the new president, he struggled to manage operations during the war.

President Truman was receiving conflicting advice about how to end the war and how to deal with Stalin, who was going back on promises he made at the Yalta Conference. Roosevelt's former vice president, Henry Wallace, encouraged Truman to negotiate with Stalin. The U.S. ambassador to the Soviet Union, however, urged the president to demand Stalin's compliance with the Yalta Accords. Truman took the ambassador's advice and pressed the Soviet foreign minister to convince Stalin to comply with the agreements, threatening that the United States would otherwise withdraw economic aid.

In mid-July 1945, Truman met with Churchill and Stalin in Potsdam, Germany, near Berlin. At the **Potsdam Conference**, the leaders agreed to the terms of peace for Germany and the procedure for bringing Nazi war criminals to trial, among other issues. The defeat of Churchill's Conservative Party interrupted the conference, as Churchill had to return to Britain to pass on his role as prime minister to a new leader. When the Potsdam Conference resumed, the friction between Truman and Stalin was apparent. Stalin brushed aside Truman's concerns about Poland and Eastern Europe, while Truman opposed Stalin's demand for reparations from Germany.

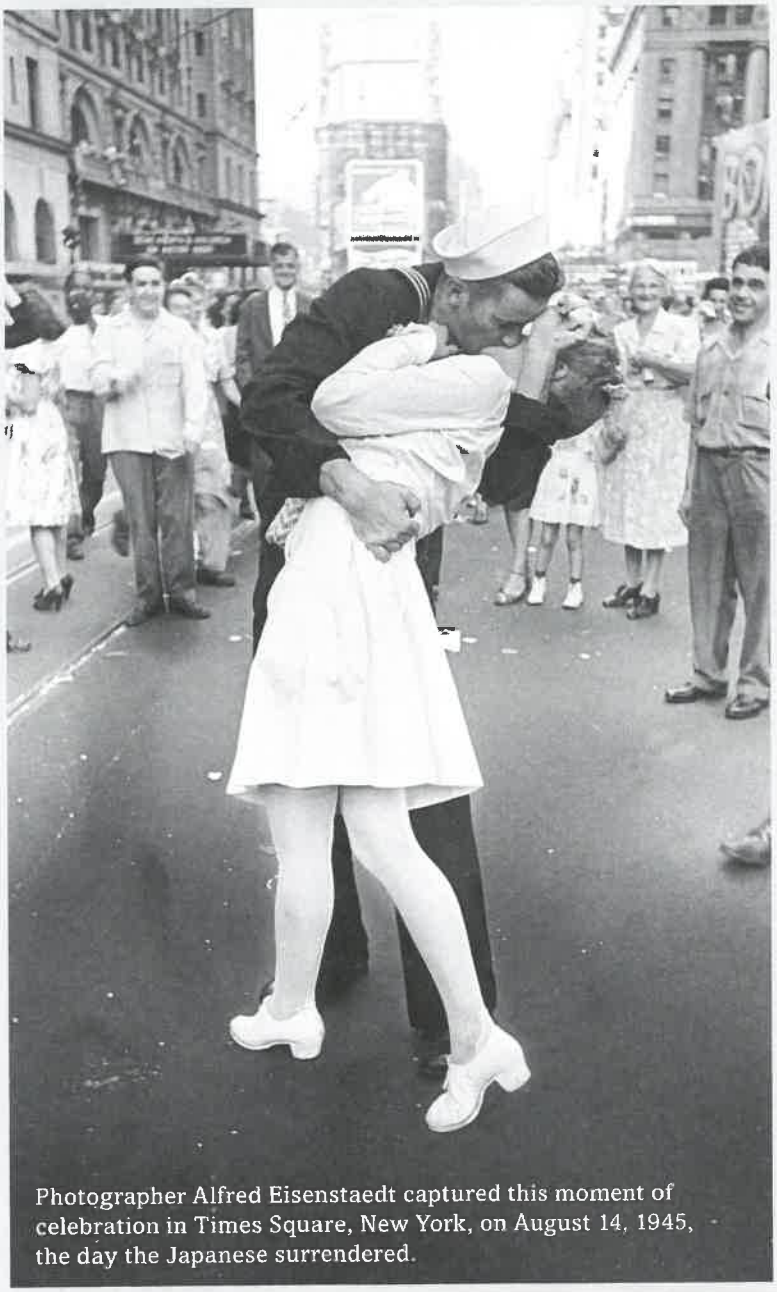
THE ATOMIC BOMB

Another talking point the leaders discussed at the Potsdam Conference was the possibility of using an **atomic bomb**, a type of nuclear bomb whose violent explosion is triggered by splitting atoms, which releases intense heat and radioactivity. Armed with this powerful weapon, Truman warned Japan about the disaster that would befall if the nation refused to surrender without conditions. But for the Japanese, any surrender would be a great dishonor to their country and to their emperor, Hirohito.

Truman had only learned of the atomic bomb's existence after he took office in April 1945. Roosevelt had decided to build the bomb after he was advised the Nazis were taking steps to build one themselves. The U.S. effort, known as the **Manhattan Project**, included top-secret facilities in Washington state, New Mexico, and Tennessee, where scientists designed, built, and tested the new weapon.

Truman formed committees to advise him on how best to deploy the atomic bomb. One of the committees recommended that the United States drop the bomb on four Japanese cities: Kokura, Niigata, **Hiroshima**, and **Nagasaki**. The president decided that although using atomic weapons would cause horrendous loss of life, it would also end the war more quickly, saving more lives in the long run.

In the end, Truman had two Japanese cities bombed. On August 6, 1945, a B-29 bomber called the *Enola Gay* dropped an atomic bomb on Hiroshima. At least 100,000 civilians died in the explosion and the firestorm that followed. A second atomic bomb was dropped on Nagasaki on August 9. Between 35,000 and 40,000 people died, and a similar number of Japanese were injured.



Photographer Alfred Eisenstaedt captured this moment of celebration in Times Square, New York, on August 14, 1945, the day the Japanese surrendered.

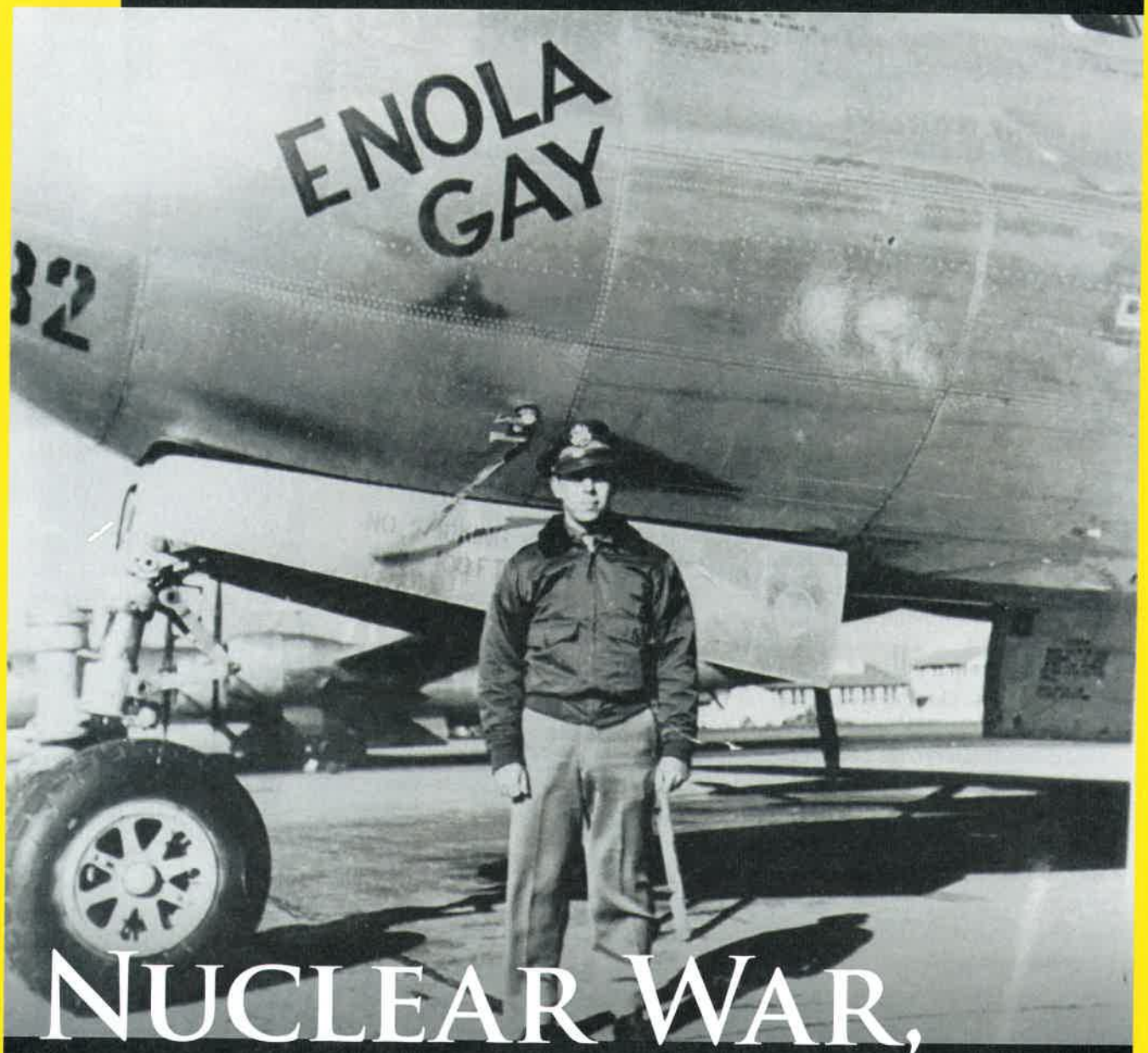
On August 15, Japan accepted the terms of surrender. World War II officially ended on September 2, 1945, when the Japanese signed the formal document of surrender aboard the battleship U.S.S. *Missouri* in Tokyo Bay. After the Japanese surrendered, the Allies occupied Japan, but they allowed the emperor to remain in power to restore order to the country. The Allies also conducted trials against Japanese military and government officials accused of war crimes.

Although American war casualties were small in comparison with those suffered by other nations, more than 400,000 Americans lost their lives. But in Europe as well as Japan, not only soldiers died in the war. The Allies would soon confront murder of civilians on a scale never seen before.

HISTORICAL THINKING

1. **READING CHECK** What strategies did the Americans and the Japanese use in the Battles of Leyte Gulf?
2. **COMPARE AND CONTRAST** In what ways were the Battles of Iwo Jima and Okinawa similar, and how did they differ?
3. **DETERMINE CHRONOLOGY** How soon after the Potsdam Conference were atomic bombs deployed over Japan?
4. **FORM AND SUPPORT OPINIONS** Do you think Truman was justified in dropping the atomic bomb on Hiroshima and Nagasaki? Explain your answer.

3.3 FULBRIGHT–NATIONAL GEOGRAPHIC FELLOW ARI BESER



NUCLEAR WAR, NUCLEAR PEACE

"There is no one truth when it comes to World War II."
—Ari Beser

Ari Beser should know. His paternal grandfather was the only person to have flown in both of the planes that dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. His maternal grandfather had employed a young Japanese woman who survived the bombing of Hiroshima. Spurred by this dual connection to these 1945 events, Beser set out to document his paternal grandfather's story, along with those of the survivors. "This is not just an American story or a Japanese story. It's a human story," he says.

Ari Beser's grandfather, Lieutenant Jacob Beser, poses in front of the B-29 bomber *Enola Gay*. This photo was taken before the plane dropped the first atomic weapon ever used in combat on the city of Hiroshima, Japan, on August 6, 1945.

MAIN IDEA American scholar Ari Beser investigates the stories of atomic bomb survivors to promote peace and reconciliation.

Ari Beser (left) poses with Clifton Truman Daniel (right), grandson of President Harry Truman, who ordered the use of atomic weapons against Japan in 1945. They are joined by survivors of the bombs and their family members in Hiroshima.

ATOMIC HERITAGE

Growing up, Ari Beser had long heard tales of his grandfather's crucial role in the most historic of events. An engineer, Lieutenant (Lt.) Jacob Beser modified radar systems to suit the unique needs of the bombing mission. He was unapologetic about his part. He viewed the bombings as a necessary step in ending the war with Japan. Nonetheless, he expressed the wish that no such tragedy should ever happen again and made a point of ensuring that his grandchildren were aware of his story.

Lt. Beser left behind a technical memoir about his time on the Manhattan Project, the research and development initiative during World War II that produced the first atomic weapons. From the memoir, Ari Beser gained a wealth of firsthand information about his grandfather and his perspective on World War II. To better understand the perspective of the Japanese impacted by the bombing, Beser set out to talk to some of the remaining *hibakusha*—survivors of the bombs.

TRUTH AND RECONCILIATION

Through projects that aimed to raise awareness of the events at Hiroshima and Nagasaki, Beser did just that. A Fulbright–National Geographic Digital Storytelling Fellowship allowed him to travel to Japan in 2015 for the 70th anniversary of the bombings. The bombs together had killed some 200,000 people. Thousands more suffered radiation sickness. Beser has interviewed more than 50 *hibakusha* about their experiences during and in the wake of the bombings.

Despite the horrors they experienced, many *hibakusha* were eager to talk to Lt. Beser's grandson. The survivors bore no ill will toward the family of the man who had participated in the bombing missions. Ari Beser's frank but respectful approach gained him the trust of his interviewees. "How do you always get me to say things I've never said before?" asked a relative of Sadako Sasaki, who gained international renown for folding over 1,000 paper cranes as she battled leukemia caused by radiation exposure.

Gaining that trust was a necessary step. The accounts of the *hibakusha* are universally awful. They recount vividly the bright flash, the heat, and the wind generated by the bomb. And they all have tales of the carnage they witnessed in the aftermath. The rivers were choked with human remains, and horribly injured survivors wandered in search of help. Many were burned and stripped of skin. Even those who recovered endured years of chronic pain and wounds that wouldn't heal. As painful as reliving these memories is, the *hibakusha* insist that recording them is essential. Remarkably, many suspend judgment of the actions taken by the United States. Beser concurs. "We are each other's history," he says. "We all have a relative somewhere that fought in some war. This just happens to be my family's story."

It is his hope—and the hope of the *hibakusha*—that the exchange of these stories will put an end to nuclear warfare once and for all.

HISTORICAL THINKING

1. **READING CHECK** What does Beser hope to accomplish by talking to bomb survivors?
2. **EVALUATE** Compare the 1945 bombing of Japan to a similar recent event. What were the consequences of both events? What lessons were learned from them?
3. **MAKE GENERALIZATIONS** How do most survivors view the bombings?

4.1 **MAIN IDEA** The Nazis rounded up Jews and other persecuted groups and imprisoned them in concentration camps, where millions were murdered.

THE HOLOCAUST

In the haze of war, Americans knew about Hitler's hatred of the Jews, but few allowed themselves to imagine the full extent of his anti-Semitic fervor. After the war in Europe was over, the world learned what the Nazis were capable of.

NAZI PERSECUTION OF JEWS

When the Allies invaded Germany and Poland in the spring of 1945, they encountered scenes of horror: **concentration camps** full of starving and dying prisoners. Most were Jews, but there were also non-Jewish Poles; Roma, or Gypsies; homosexuals; and political dissidents.

The nightmare began when Hitler became Germany's chancellor in January 1933. You've learned that Hitler considered Jews an inferior race, and he began almost immediately to devise a plan for their extermination. On Hitler's command, the Nazis began to systematically restrict the civil and political rights of Jews. They removed Jews from German schools and universities and banned them from many public areas. Businesses were taken away from their Jewish owners, and Jewish doctors and lawyers were not allowed to practice. In time, the Jewish people lost their right to vote.

Persecution of the Jews escalated with Kristallnacht on November 9, 1938, when, as you have read, rioters attacked and killed about 100 Jews and destroyed Jewish shops and synagogues. Many German Jews sought refuge in other countries, but the Nazis made travel outside of Germany difficult. Soon, Jews were forbidden to leave the country at all.

Germany invaded Poland in 1939, and the Nazis subjected both Jewish and non-Jewish Poles to brutal treatment. They made Poles perform hard labor and seized their property. They also created about 400 confined areas in Polish cities, called ghettos, forcing huge numbers of Jews to live in them. Barbed wire, thick walls, and armed guards surrounded the ghettos to prevent residents from escaping. Jews older than the age of six in Poland and in all German-occupied territories eventually were forced to wear a yellow Star of David with *Jew* written in the region's

Jews in the Netherlands were forced to wear a Star of David, like this one, with the Dutch word *Jood*, meaning "Jew." Any Jew in a German-occupied territory who refused to wear a star faced severe punishment or even death.

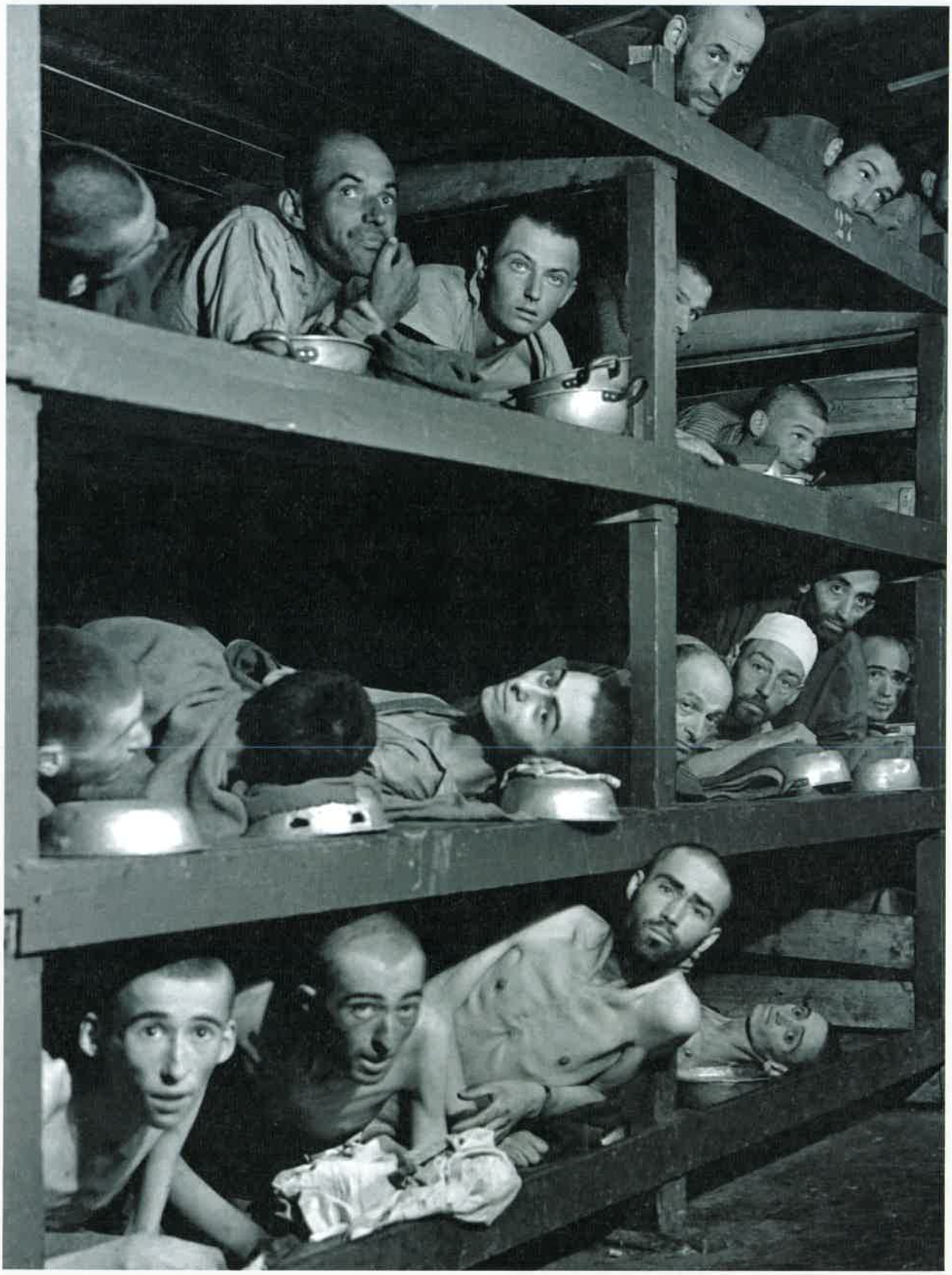
After putting up a fight in 1943, the Jews in Poland's Warsaw ghetto who survived were captured and deported to concentration camps. The Nazis systematically destroyed the city and blew up Warsaw's Great Synagogue. This photo is one of many taken by a Nazi photographer to document the Jews' removal.

language on it. With so many people living in such tight quarters, food was scarce, and disease spread quickly. In 1941, the Nazis rounded up others they had imprisoned as "undesirables" and sent them to the Polish ghettos. But the ghettos were just holding places until the Nazis came up with a plan to solve what they called "the Jewish question."

"THE FINAL SOLUTION"

When Germany invaded the Soviet Union, special military units accompanied the German Army. Their sole responsibility was to kill Jews, Gypsies, and Soviet heads of government departments. By 1943, these mobile killing units had executed an estimated 1 million Jews. This was the first step in what the Nazis called the "final solution." "Final solution" was code for the plan to murder all the Jews in Europe—approximately 11 million in all. Hitler had made it known that this was his goal. In January 1942, **Reinhard Heydrich**, head of the Gestapo, called a meeting of high-ranking Nazis in Wannsee, a suburb of Berlin. Heydrich had gathered the men together at the **Wannsee Conference** to explain how the rest of the plan would be carried out.

Heydrich told the men that concentration camps would be constructed in eastern Europe. Jews would be sent to the camps, where the able-bodied among them would build roads and do other work. The work would be so hard that many Jews would die due to "natural reduction." Those who put up any resistance would be executed. But Jewish genocide, or the systematic destruction of a racial, cultural, or ethnic group and its culture, was the real purpose of the camps. The Nazis equipped most of the camps with facilities for carrying out the killings. The camps became known as extermination or death camps.



CRITICAL VIEWING These survivors of Buchenwald, one of the largest concentration camps inside Germany, were photographed as U.S. forces arrived at the camp in April 1945. Among them is Elie Wiesel, whose face appears farthest to the right in the second bunk from the bottom. Wiesel would describe his experiences in concentration camps in his memoir *Night*. What does the survivors' appearance suggest about their treatment in the camp?

Anne Frank, 1942

PRIMARY SOURCE

The most famous Jew who went into hiding from the Nazis is Anne Frank, a young girl who hid with her family in a secret attic apartment in Amsterdam, the Netherlands. Not long before the Nazis found the Franks and deported Anne to Auschwitz, she wrote the following in her famous diary.

In spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death. I see the world gradually being turned into a wilderness, I hear the ever approaching thunder, which will destroy us too, I can feel the sufferings of millions and yet, if I look up into the heavens, I think that it will all come right, that this cruelty too will end, and that peace and tranquility will return again.

—from *The Diary of a Young Girl*, by Anne Frank, published in 1947

From 1942 until early 1945, the Nazis rounded up millions of Jews all across Europe. Jews were often ordered to gather in a town square, where Nazi officers terrorized them and then packed them into trains for "deportation," or transport, to the death camps. The overcrowded train cars were hot in the summer and freezing in the winter, and passengers did not receive food or water during the journey. Some died before they reached their destinations.

A number of Jews went into hiding or resisted rather than board the trains. The most famous example of resistance took place in 1943, when Jews in the Polish ghetto of Warsaw fought back against the Nazis. Armed with weapons they had managed to smuggle into the ghetto, the group held off the Nazis for a time. But in the end, the far better-equipped German troops overpowered the Jews. About 7,000 of those in the Warsaw ghetto were shot immediately. The rest—about 50,000—were sent to the camps.

DEATH CAMPS

The most notorious death camps were located in Poland and included Chelmno, Treblinka, and **Auschwitz** (OWSH-vits), the largest of the camps. Auschwitz consisted of three main camps. All were labor camps, and one included a killing center. Because Auschwitz was at a junction where several railways converged, the camp served as a convenient place for the Nazis to transport prisoners from all across Europe. In 1944, for example, Nazis transferred more than 400,000 Hungarian Jews there.

When prisoners first arrived, a doctor would review them, sending certain groups of people to their death, including pregnant women, young children, the elderly, the disabled, and the ill. Most of these people were killed immediately in specially prepared gas chambers, where they were told they would simply be taking a shower. Then the victims' bodies were burned in **crematoria**, or ovens. Those who were in good physical shape were put to work, often in factories in the area. When the laborers could no longer work due to malnutrition, illness, or exhaustion, the Nazis sent them to the gas chambers. An estimated 1.1 million Jews died at Auschwitz, including those who had been subjected to terrible medical "experiments" performed by the camp's chief doctor, Josef Mengele.

Even when the end of the war in Europe—and the end of the Third Reich—was in sight, the killings at Auschwitz and other death camps continued. But as the Soviets and other Allies advanced across eastern Europe, the Nazis who ran the camps abandoned them and fled. First, however, they tried to destroy any evidence of what had happened in the camps. They dismantled the barracks where prisoners had lived, burned down buildings that housed crematoria, and destroyed warehouses containing prisoners' clothing and personal items. Nonetheless, plenty of evidence remained of the murders that had been committed in the camps. In all, about 6 million Jews died in the **Holocaust**, which is what the systematic genocide carried out by the Nazis came to be called.

HISTORICAL THINKING

1. **READING CHECK** What was the "final solution"?
2. **MAKE INFERENCES** Why do you think the Nazis forced Jews to wear a yellow Star of David?
3. **DRAW CONCLUSIONS** In what ways did the initial restrictions placed on the civil and political rights of the Jews impact the events of the holocaust?

4.2 **MAIN IDEA** The War Refugee Board was created late in the war to rescue Jews, and Nazi war criminals were tried at Nuremberg after the war.

REFUGEES AND JUSTICE

When American troops discovered the concentration camps and their starved, tortured inmates, they could scarcely believe what they saw. For the first time, many of the soldiers understood what they'd been fighting for.

PLIGHT OF THE REFUGEES

While most Americans were unaware of the existence of the Nazi concentration camps, the Allied leaders of the United States, Britain, and the Soviet Union did know about them. In December 1942, Roosevelt, Churchill, and Stalin issued a declaration officially recognizing the mass murder of European Jews and vowing to bring those responsible to justice. Even so, the Allies did not make bombing death camps and the railroad tracks that carried the prisoners a priority. Thousands of Jews fleeing Europe were admitted to the United States, but many thousands more were turned away. The U.S. State Department claimed that some of the refugees could be spies and therefore posed a national security risk.

Finally, pressured by American Jewish organizations and officials in his own government, President Roosevelt created the **War Refugee Board** in January 1944 to rescue Jews. In its most ambitious effort, the board helped finance the work of Swedish diplomat **Raoul Wallenberg** to save tens of

United States Holocaust Memorial Museum Washington, D.C.

When Masha Kessler and her 17-year-old daughter, Esther, arrived at the Kaiserwald concentration camp in the northern European country of Latvia, one of the two Polish women was issued this striped uniform coat. The rectangular patch at the top of the coat once contained the prisoner's ID number, and the yellow triangle beneath the patch indicated the prisoner was Jewish. Prior to their transfer to Kaiserwald, the mother and daughter had been forced to live in a Jewish ghetto. The pair worked as slave laborers in several concentration camps before Soviet troops liberated them in January 1945. Masha or Esther continued to wear the coat throughout their imprisonment in the camps. The Holocaust Memorial Museum displays this coat and other artifacts worn by Holocaust victims in their permanent collection.

thousands of Hungarian Jews from the death camps. Wallenberg traveled to Nazi-occupied Hungary and set up hospitals, soup kitchens, and safe houses for Jews in Budapest. He and his colleagues also distributed certificates of protection and Swedish passports to the Jews. During World War II, Sweden remained neutral, which meant the Nazis could not legally harm citizens holding a Swedish passport.

THE NUREMBERG TRIALS

The world learned about the extent of Nazi **atrocities**, or extremely cruel and shocking acts of violence, when the International Military Tribunal charged and tried former Nazi officials, military officers, industrialists, and others as war criminals. A **tribunal** is a court with authority over a specific matter. The series of trials, known as the **Nuremberg trials**, took place in Nuremberg, Germany, beginning in 1945. The tribunal determined that defendants could be charged with any of the following: crimes against peace, for having waged a war of aggression; crimes against humanity, for having exterminated groups of people; and war crimes, for having violated common and agreed-upon laws of war. Members of the tribunal represented the United States, Great Britain, the Soviet Union, and France and had the authority to determine the guilt of any individual or group. As evidence, the prosecution presented Nazi propaganda films, footage filmed at concentration camps by Allied troops, and ghastly artifacts taken from the camps. Survivors of the camps also testified, describing what they had witnessed and experienced.

Trials for 22 major Nazi war criminals were held in 1945 and 1946. Several of the leading figures in the party could not be tried, however. Hitler and two of his top officers, Heinrich Himmler and Joseph Goebbels, committed suicide before they could be brought to justice. Most of those charged did not deny or apologize for their actions. In their defense, many said they were "just following orders." On October 1, 1946, the tribunals issued their verdicts. While the tribunals acquitted some of the major war criminals and sent others to prison, they sentenced 12 to death by hanging. One of the 12 was Hermann Goering, whom Hitler had designated as his successor. However, Goering evaded execution by committing suicide. He swallowed a tablet of cyanide, which he had hidden in his cell, the day before he was to hang.

The Nuremberg trials attempted to bring Nazi war criminals to justice. But for many of those who survived the Nazi atrocities, their experiences would continue to haunt them throughout their lives. Some survivors, including the Romanian-born writer **Elie Wiesel**, wanted to bring the horrors of the Holocaust to the world's attention. Wiesel was 15 years old when he was sent to Auschwitz along with his parents and sister. He was later transferred to Buchenwald. After the war, Wiesel wrote *Night*, an account of the violence and abuse he experienced and witnessed in the camps. He did not want the world to forget what happened.

Holocaust museums created after the war have the same mission. By telling the stories of the victims and survivors, these museums show that those affected were not numbers but real people. The museums also stress the responsibility of citizens to speak out against hatred and prejudice to help prevent genocide from happening again.

PRIMARY SOURCE

In 1986, Elie Wiesel was awarded the Nobel Peace Prize. In this excerpt from his acceptance speech, Wiesel explains our role in the face of suffering and oppression.

There is much to be done, there is much that can be done. One person—a Raoul Wallenberg . . . one person of integrity, can make a difference, a difference of life and death. As long as one dissident is in prison, our freedom will not be true. As long as one child is hungry, our lives will be filled with anguish and shame. What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.

—from Elie Wiesel's Nobel Peace Prize acceptance speech, December 10, 1986

HISTORICAL THINKING

1. **READING CHECK** What did Raoul Wallenberg do to try to save Hungarian Jews in Budapest?
2. **MAKE INFERENCES** Why do you think it was important to bring Nazi war criminals to trial instead of simply executing them?
3. **DRAW CONCLUSIONS** What did Wiesel mean when he said, "their [the victims'] freedom depends on ours, the quality of our freedom depends on theirs"?

CHAPTER 13

AMERICA IN WORLD WAR II REVIEW

VOCABULARY

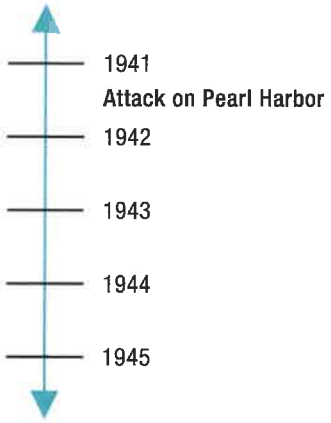
Use each of the following vocabulary words in a sentence that shows an understanding of the term's meaning.

1. **atomic bomb**
   The atomic bomb caused firestorms and released radioactivity in Hiroshima and Nagasaki, resulting in thousands of casualties.
2. **wage discrimination**
3. **Holocaust**
4. **war bond**
5. **ration**
6. **concentration camp**
7. **kamikaze**
8. **internment camp**

READING STRATEGY

DETERMINE CHRONOLOGY

When you determine chronology, you place events in the order in which they occurred and note correlations between events. Use a time line like this one to order the key events in America's involvement in World War II. Then answer the question.



9. What events in 1945 led the United States to drop two atomic bombs on Japan?

MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

10. Why did President Roosevelt order General MacArthur to leave the Philippines? LESSON 1.1
11. How did the experience of war impact California demographically, economically, socially, and politically? LESSON 1.2
12. What advantages did American-built Sherman tanks have over German panzers? LESSON 2.1
13. What unique impact did James Doolittle's raid on Tokyo have on Americans and the Japanese? LESSON 2.2
14. What postwar plans for Europe did Roosevelt, Churchill, and Stalin draw up at the Yalta Conference? LESSON 3.1
15. How did America win the war in the Pacific? LESSON 3.2
16. How did Roosevelt respond to Hitler's atrocities against Jewish people? LESSON 4.2

HISTORICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

17. **MAKE INFERENCES** Why do you think Norman Rockwell chose to illustrate the four freedoms from Roosevelt's speech as scenes from everyday life?
18. **SYNTHESIZE** How did World War II serve to advance movements for equality at home and abroad?
19. **DRAW CONCLUSIONS** How did the American government change because of World War II?

20. **COMPARE AND CONTRAST** How was the war mobilized and fought differently in the Atlantic versus the Pacific?

21. **FORM AND SUPPORT OPINIONS** Do you think President Roosevelt and the Allies should have bombed death camps and railroads in Poland, or were they right to prioritize ending the war quickly? Explain your answer.

INTERPRET VISUALS

In 1942, the U.S. War Production Board published this poster to encourage Americans to contribute scrap—in this case, discarded pieces of metal, rubber, and clothing—to the war effort. Study the poster, and then answer the questions that follow.

22. According to the poster, what did contributions of scrap bring down?

23. Why might the poster have inspired Americans to contribute scrap?

ANALYZE SOURCES

Lawson Inada's collection, *Only What We Could Carry*, provides firsthand accounts of the Japanese American experience during World War II, including oral histories of Japanese servicemen. The collection includes *Citizen 13660* by Miné Okubo, a Japanese American who was relocated during the war. In this excerpt from *Citizen 13660*, Okubo describes the train ride from the assembly center near San Francisco to the internment camp.

> The trip was a nightmare that lasted two nights and a day. The train creaked with age. It was covered with dust, and as the gaslights failed to function properly we traveled in complete darkness most of the night. All the shades were drawn and we were not allowed to look out of the windows. Many became train sick and vomited. The children cried from restlessness.

24. What details does Okubo use to convey the frightening journey?

CONNECT TO YOUR LIFE

25. **ARGUMENT** Before the attack on Pearl Harbor, many Americans did not want to get involved in World War II. Do you think the United States was ultimately right to go to war? Or do you believe that war is never justified? Write a paragraph in which you make an argument for or against going to war.

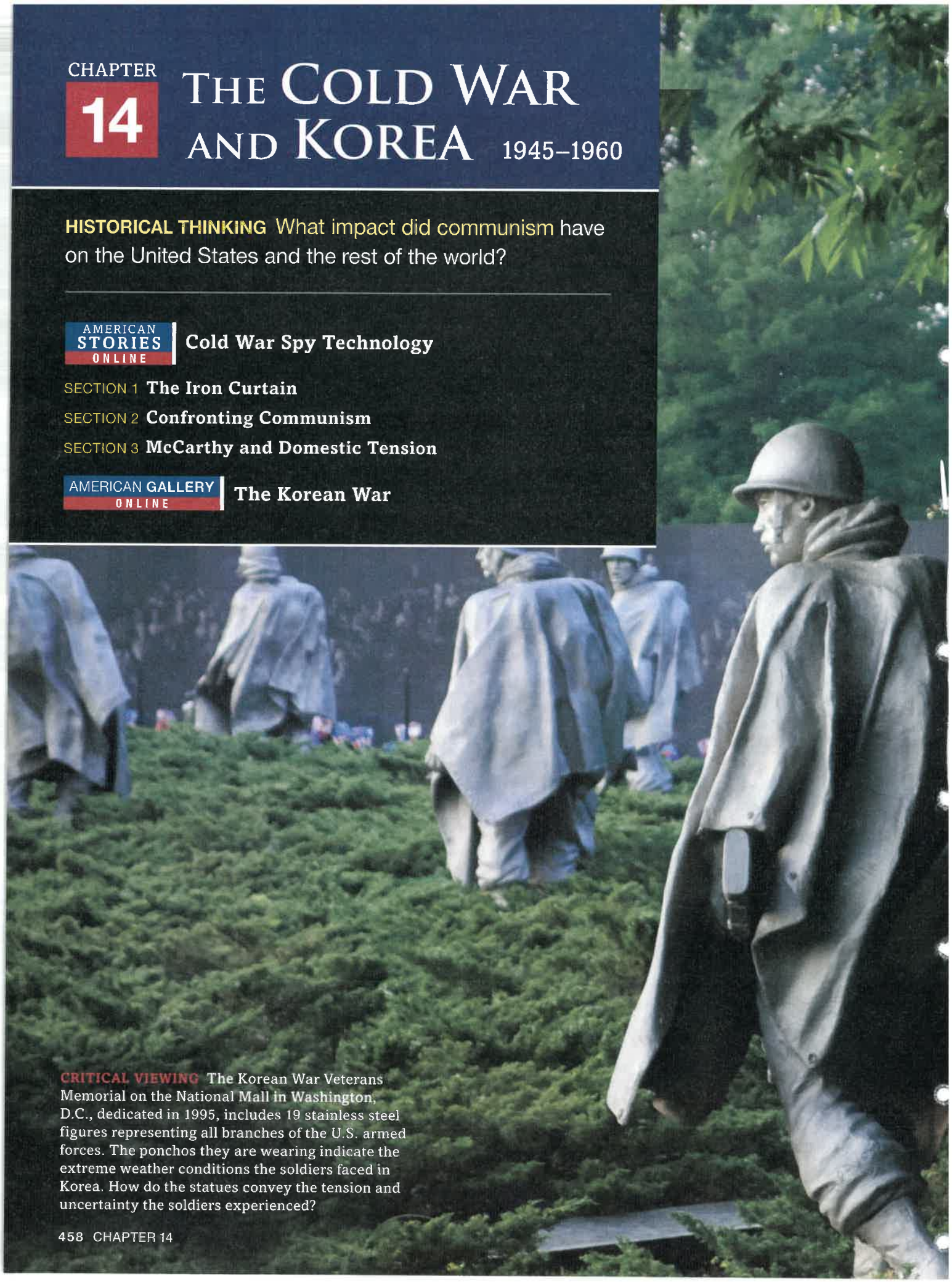
TIPS

- State your position about whether the country was right to go to war.
- Explain what, if any, circumstances make war justifiable.
- Use information from the chapter to help support your ideas.
- Address any counterarguments.
- Conclude your argument with a sentence summarizing your position.

CHAPTER 14

The Cold War and Korea 1945–1960

HISTORICAL THINKING What impact did communism have on the United States and the rest of the world?



CRITICAL VIEWING The Korean War Veterans Memorial on the National Mall in Washington, D.C., dedicated in 1995, includes 19 stainless steel figures representing all branches of the U.S. armed forces. The ponchos they are wearing indicate the extreme weather conditions the soldiers faced in Korea. How do the statues convey the tension and uncertainty the soldiers experienced?