

CHAPTER
17

SKILLBUILDER PRACTICE *Analyzing Assumptions
and Biases*

Section 1

During World War II, many companies used their advertisements not only to sell their products but also to encourage patriotism and support for the American way of life. Read this text of a 1944 magazine ad created by a sporting goods company. Then fill in the chart with evidence of bias toward the American way of life. (See Skillbuilder Handbook, p. R15.)

**Backbone . . . not
Wishbone!**

If the Pilgrims and their loyal women folk had had wobbly *wishbones* in place of their sturdy backbones; if the backbones of the patriots at Valley Forge had been wishy-washy—America, land of the free today, *would* have ended in wishful thinking.

But the men who discovered, dreamed, worked and fought to build our great democracy, put their own steely courage into the backbone of this nation. It is backbone that *shows* whenever the chips are down.

You see it in our modern industrial marvels that began in a little iron-founder's shop less than two centuries ago.

You see it in our scientific miracles—in our agricultural achievements—and in our mighty war effort, today.

Have you considered that the maintenance of America's superb backbone lies in our matchless

youthpower? It does.

Out there on the playfields of our great democratic nation, where our youth—our potential manpower—fight to the last ditch in friendly fierceness, for a coveted goal—in vigorous man-to-man, competitive sports—the *backbone* of our *nation* is renewed and stiffened.

On these battlefields of competitive play our boys and our girls, too, learn initiative, courage, determination, fighting spirit, will-to-win despite all odds, tempered with fair play.

And on these fields is inculcated into their minds and hearts an unrealized appreciation of what it means to live in a *free* America. Try to take this freedom of theirs away from them—this personal privilege to think and dream and do in freedom—to be oneself—to fight for a goal and win it—and that realization becomes a living flame. And in this fact is our greatest guarantee that America will continue to be the land of the free.

from *Life* (September 11, 1944).

<p>Words that indicate strong positive feelings</p>	
<p>Words that indicate negative feelings</p>	
<p>Idealized descriptions and images</p>	

CHAPTER
17

RETEACHING ACTIVITY *Mobilizing for Defense*

Section 1

Completion

A. Complete each sentence with the appropriate term or name.

- | | |
|-----------------|-------------------|
| atomic bomb | inflation |
| women | African Americans |
| unemployment | rationing |
| Asian Americans | Mexican Americans |

1. While segregated and limited largely to noncombat roles, about one million _____ served in the U.S. military during the war.
2. By 1944, _____ made up about a third of all workers laboring in war-related industries.
3. The Office of Price Administration tried to fight _____ by freezing prices on most goods.
4. The most significant development of the Office of Scientific Research and Development was the _____.
5. Many average Americans contributed to the war effort by engaging in _____.

Main Ideas

B. Answer the following questions in the space provided.

1. In what ways did members of the Women's Auxiliary Corps contribute to the war effort?

2. In what way did American industries contribute to the war?

3. In what ways did the federal government take control of the economy during the war?

CHAPTER
17

Section 2

GEOGRAPHY APPLICATION: PLACE *Thunderclap*

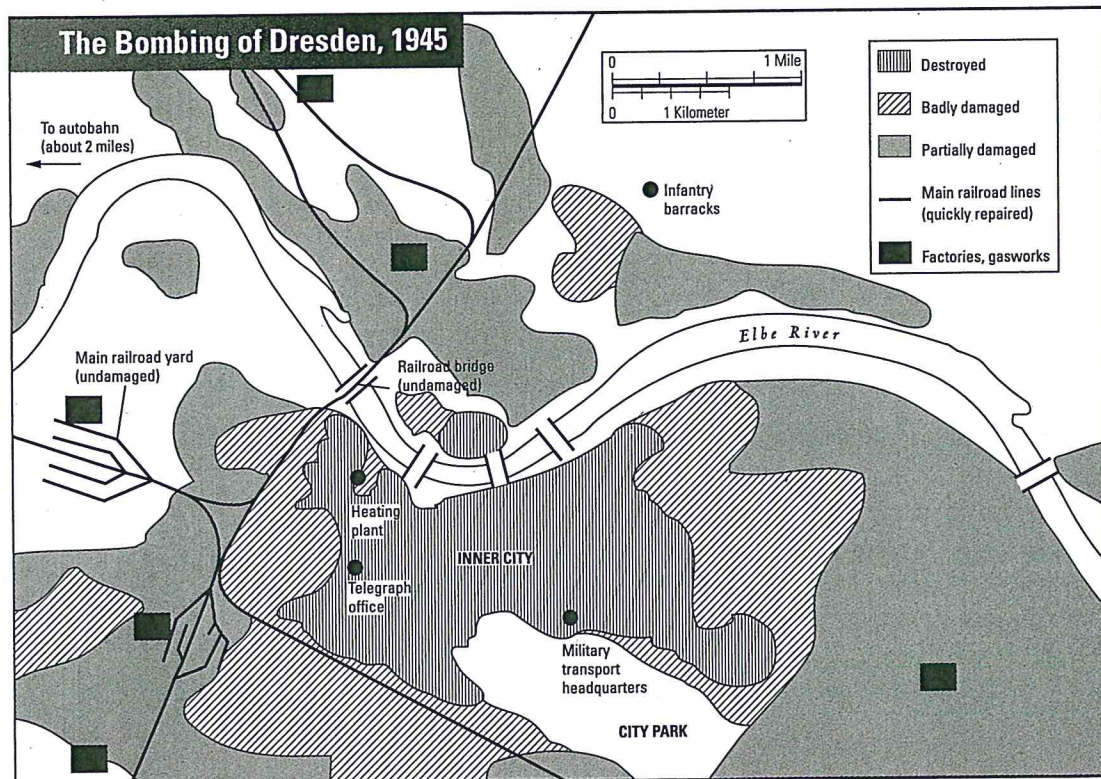
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

One of the most controversial incidents of World War II was the Allied aerial bombing of Dresden late in the war. Located in eastern Germany near the Polish and Czech borders, Dresden was, according to writer Alexander McKee, a city with “fantastic architecture,” with a town center “housing world-class collections of paintings, statues, and art objects of all kinds.”

By means of a plan code-named Thunderclap, the Allies sought to deliver to Germany a “mighty blow”—the destruction of a major city to hasten Germany’s surrender in a war it had no chance of winning. Eventually, Dresden was selected. The city’s numerous military targets included an infantry barracks, an autobahn (expressway) skirting the city to the west and leading to the German front, a railway network, bridges, and a number of factories.

During massive night and day bombings by Allied aircraft between February 13 and 15, 1945, the heart of Dresden was almost completely destroyed. The bombing was so intense during one raid that the explosions created a firestorm in which thousands of people were suffocated as the fires consumed all the oxygen for blocks around. Estimates of the number of people killed in the raids range from 25,000 to 135,000. The exact figure will never be known, because at the time Dresden was teeming with thousands of refugees from other German cities.

Although some targets such as the autobahn were left intact, the physical damage was staggering. Out of 220,000 living units—houses and apartments—more than 90,000 were destroyed or made uninhabitable by the bombing.



Interpreting Text and Visuals

1. What is the purpose of the map? _____

2. What part of Dresden was most heavily damaged? _____

3. What places in and around Dresden might the Allies have considered targets of military significance? _____

4. Which of these targets was completely destroyed? _____

5. In what parts of Dresden were most of these targets located? _____

6. On the basis of the map, what might you conclude about the purpose of Thunderclap? _____

7. Sir Arthur Harris, British commander of the Allied raids, wrote after the raids that "Dresden was a mass of munitions [guns and ammunition] works, an intact government center, and a key transportation center to the East. It is now none of those things." To what extent do you agree or disagree with the statement? Why?

8. Why do you think the bombing of Dresden is controversial? _____

CHAPTER
17

Section 2

RETEACHING ACTIVITY *The War for Europe
and North Africa*

Sequencing

A. Put the events below in the correct chronological order.

- _____ 1. Germany surrenders.
- _____ 2. Benito Mussolini falls from power.
- _____ 3. Germans lose last-ditch effort at Battle of the Bulge.
- _____ 4. Soviets repel the Nazis in the Battle of Stalingrad.
- _____ 5. Allies begin liberation of Europe with D-Day invasion.
- _____ 6. Allies gain control of North Africa.

Evaluating

B. Write *T* in the blank if the statement is true. If the statement is false, write *F* in the blank and then write the corrected statement on the line below.

- _____ 1. Upon Germany's surrender, Adolf Hitler was tried before an international court for his war crimes.

- _____ 2. D-Day was the largest land-sea-air operation in army history.

- _____ 3. The Tuskegee Airmen was a squadron of all-black pilots who performed heroically during the fighting in Italy.

- _____ 4. The leader of Germany Afrika Korps was the Karl Doenitz, the legendary Desert Fox.

- _____ 5. The Allies suffered many early defeats before eventually winning the battle for supremacy of the Atlantic Ocean.

CHAPTER
17

Section 3

PRIMARY SOURCE **The Bombing of Nagasaki**

On August 6, 1945, the United States dropped an atomic bomb on Hiroshima, Japan. When Japan's leaders did not surrender at once, a second bomb was dropped over Nagasaki three days later. Notice the descriptive details that New York Times reporter William L. Laurence used to report the bombing.

We flew southward down the channel and at 11:33 crossed the coastline and headed straight for Nagasaki, about one hundred miles to the west. Here again we circled until we found an opening in the clouds. It was 12:01 and the goal of our mission had arrived.

We heard the prearranged signal on our radio, put on our arc welder's glasses, and watched tensely the maneuverings of the strike ship about half a mile in front of us.

"There she goes!" someone said.

Out of the belly of *The Great Artiste* what looked like a black object went downward.

Captain Bock swung around to get out of range; but even though we were turning away in the opposite direction, and despite the fact that it was broad daylight in our cabin, all of us became aware of a giant flash that broke through the dark barrier of our arc welder's lenses and flooded our cabin with intense light.

We removed our glasses after the first flash, but the light still lingered on, a bluish-green light that illuminated the entire sky all around. A tremendous blast wave struck our ship and made it tremble from nose to tail. This was followed by four more blasts in rapid succession, each resounding like the boom of cannon fire hitting our plane from all directions.

Observers in the tail of our ship saw a giant ball of fire rise as though from the bowels of the earth, belching forth enormous white smoke rings. Next they saw a giant pillar of purple fire, ten thousand feet high, shooting skyward with enormous speed.

By the time our ship had made another turn in the direction of the atomic explosion the pillar of purple fire had reached the level of our altitude. Only about forty-five seconds had passed. Awestruck, we watched it shoot upward like a meteor coming from the earth instead of from outer space, becoming ever more alive as it climbed skyward through the white clouds. It was no longer smoke, or dust, or even a cloud of fire. It was a living thing, a new species of being, born right before our incredulous eyes.

At one stage of its evolution, covering millions of years in terms of seconds, the entity assumed the form of a giant square totem pole, with its base about three miles long, tapering off to about a mile at the top. Its bottom was brown, its center was amber, its top white. But it was a living totem pole, carved with many grotesque masks grimacing at the earth.

Then, just when it appeared as though the thing had settled down into a state of permanence, there came shooting out of the top a giant mushroom that increased the height of the pillar to a total of forty-five thousand feet. The mushroom top was even more alive than the pillar, seething and boiling in a white fury of creamy foam, sizzling upward and then descending earthward, a thousand Old Faithful geysers rolled into one.

It kept struggling in an elemental fury, like a creature in the act of breaking the bonds that held it down. In a few seconds it had freed itself from its gigantic stem and floated upward with tremendous speed, its momentum carrying it into the stratosphere to a height of about sixty thousand feet.

But no sooner did this happen when another mushroom, smaller in size than the first one, began emerging out of the pillar. It was as though the decapitated monster was growing a new head.

from *New York Times*, September 9, 1945. Reprinted in Richard B. Morris and James Woodress, eds., *Voices from America's Past*, vol. 3, The Twentieth Century (New York: Dutton, 1962), 161-163.

Research Options

1. Find out more about the bombing of Hiroshima and Nagasaki. How many people were killed by the bomb blasts? How many were injured?
2. Use on-line or print resources to research the debate in 1945 among scientists and government officials over whether the atomic bomb should be used on Japan. Then, with your classmates, hold a debate in which you argue for or against using the bomb.

CHAPTER
17**RETEACHING ACTIVITY** *The War in the Pacific***Section 3****Reading Comprehension**

- _____ 1. After scoring numerous victories throughout the Pacific, the Japanese navy was finally turned back at the
- Battle of the Bulge.
 - Battle of the Coral Sea.
 - Battle of Midway.
 - Battle of Leyete Gulf.
- _____ 2. The island on which nearly 8,000 U.S. soldiers and some 110,000 Japanese soldiers lost their lives was
- Iwo Jima.
 - the Philippines.
 - Okinawa.
 - Midway.
- _____ 3. The Japanese finally surrendered after the United States dropped a second atomic bomb on
- Nagasaki.
 - Hiroshima.
 - Tokyo.
 - Okinawa.
- _____ 4. The Nuremburg Trials sought to punish for war crimes mainly the leader of
- Germany.
 - Japan.
 - Italy.
 - the Soviet Union.
- _____ 5. The Yalta Conference to discuss the fate of the post war world brought together the leaders of the United States, Great Britain, and
- France.
 - China.
 - Spain.
 - the Soviet Union.
- _____ 6. In the wake of its defeat, Japan was occupied and rebuilt by forces from
- China.
 - France.
 - Great Britain.
 - the United States.

CHAPTER

17

Section 4

PRIMARY SOURCE *from Farewell to Manzanar*

During World War II, seven-year-old Jeanne Wakatsuki was sent to Manzanar, a Japanese-American internment camp in Owens Valley, California. As you read this excerpt from her memoir, think about her first impressions of the camp.

We rode all day. By the time we reached our destination, the shades were up. It was late afternoon. The first thing I saw was a yellow swirl across a blurred, reddish setting sun. The bus was being pelted by what sounded like splattering rain. It wasn't rain. This was my first look at something I would soon know very well, a billowing flurry of dust and sand churned up by the wind through Owens Valley.

We drove past a barbed-wire fence, through a gate, and into an open space where trunks and sacks and packages had been dumped from the baggage trucks that drove out ahead of us. I could see a few tents set up, the first rows of black barracks, and beyond them blurred by sand, rows of barracks that seemed to spread for miles across this plain. People were sitting on cartons or milling around, with their backs to the wind, waiting to see which friends or relatives might be on this bus. As we approached, they turned or stood up, and some moved toward us expectantly. But inside the bus no one stirred. No one waved or spoke. They just stared out of the windows, ominously silent. I didn't understand this. Hadn't we finally arrived, our whole family intact? I opened a window, leaned out, and yelled happily. "Hey! This whole bus is full of Wakatsukis!"

Outside, the greeters smiled. Inside there was an explosion of laughter, hysterical, tension-breaking laughter that left my brothers choking and whacking each other across the shoulders.

We had pulled up just in time for dinner. The mess halls weren't completed yet. An outdoor chow line snaked around a half-finished building that broke a good part of the wind. They issued us army mess kits, the round metal kind that fold over, and plopped in scoops of canned Vienna sausage, canned string beans, steamed rice that had been cooked too long, and on top of the rice a serving of canned apricots. The Caucasian servers were thinking that the fruit poured over rice would make a good dessert. Among the Japanese, of course, rice is never eaten with sweet foods, only with salty or savory foods. Few of us could eat such a mixture.

But at this point no one dared protest. It would have been impolite. I was horrified when I saw the apricot syrup seeping through my little mound of rice. I opened my mouth to complain. My mother jabbed me in the back to keep quiet. We moved on through the line and joined the others squatting in the lee of half-raised walls, dabbing courteously at what was, for almost everyone there, an inedible concoction.

After dinner we were taken to Block 16, a cluster of fifteen barracks that had just been finished a day or so earlier—although finished was hardly the word for it. The shacks were built of one thickness of pine planking covered with tarpaper. They sat on concrete footings, with about two feet of open space between the floorboards and the ground. Gaps showed between the planks, and as the weeks passed and the green wood dried out, the gaps widened. Knotholes gaped in the uncovered floor.

Each barracks was divided into six units, sixteen by twenty feet, about the size of a living room, with one bare bulb hanging from the ceiling and an oil stove for heat. We were assigned two of these for the twelve people in our family group; and our official family "number" was enlarged by three digits—16 plus the number of this barracks. We were issued steel army cots, two brown army blankets each, and some mattress covers, which my brothers stuffed with straw.

from Jeanne Wakatsuki Houston and James D. Houston, Farewell to Manzanar (New York: Bantam Books, 1973), 14–15.

Discussion Questions

1. What were living accommodations like in the camp?
2. Why do you think the accommodations at Manzanar were so stark and crowded?
3. What incident from this excerpt demonstrates a lack of cultural awareness on the part of those running the camp?

CHAPTER
17

RETEACHING ACTIVITY *The Home Front*

Section 4

Finding Main Ideas

The following questions deal with events on the home front during World War II. Answer them in the space provided.

1. What significant population shifts occurred during the war?

2. How did the GI Bill of Rights help war veterans?

3. What was the goal of the Congress of Racial Equality?

4. What were the zoot-suit riots?

5. What discrimination did Japanese Americans face during the war?

6. What did the Supreme Court decide in *Korematsu v. United States*?

Chapter 17: The United States in World War II Review

Section 1:

Manhattan Project

War Production Board

Rationing

Women's Auxiliary Army Corps (WAAC)

Office of Price Administration

Know the Following:

Who pushed for the formation of the Women's Auxiliary Army Corps?

What was the goal of the Office of Price Administration?

How did the Office of Price Administration fight inflation?

What was the responsibility of the War Production Board?

Which government board started a drive for collecting scrap iron, tin cans, paper, rags and cooking fat to recycle into war goods?

Section 2:

D-Day

Battle of the Bulge

V-E Day

Know the Following:

What was Germany trying to accomplish in the Battle of the Atlantic?

Outcome of the battle of Stalingrad

The other name for D-Day

What President dies in office in 1945? Who succeeds him?

Section 3:

Battle of Midway

Kamikaze

Hiroshima

Nagasaki

Nuremberg Trials

Know the Following:

What were the names of the two atomic bombs that were dropped over Hiroshima and Nagasaki?

What was the name of the U.S. strategy of taking island by island before attacking Japan?

Taking of what two islands paved the way for a possible U.S. invasion of Japan?

Name of the allies conference that occurred in 1945 to discuss how they will rebuild Europe

Section 4:

G.I Bill of Rights
Congress of Racial Equality
Internment
Japanese American Citizens League

Know the Following:

What group was held in internment camps in the United States during World War II