

10

The Coming of War 1931–1942



WITNESS HISTORY AUDIO

A Rendezvous With Destiny

In the 1930s, Adolf Hitler, a ruthless dictator, rose to power in Germany. Early in 1939, American President Franklin Roosevelt contrasted American life with life under a dictatorship like Hitler's:

“Dictatorship, however, involves costs which the American people will never pay: The cost of our spiritual values. . . . The cost of having our children brought up, not as free and dignified human beings, but as pawns molded and enslaved by a machine. . . . Once I prophesied that this generation of Americans had a rendezvous with destiny. That prophecy comes true. To us much is given; more is expected.”

—Franklin Roosevelt, State of the Union Address, January 4, 1939

Listen to the Witness History audio to hear more about World War II.

◀ German dictator Adolf Hitler at a Nazi Party rally in the 1930s

Chapter Preview

Chapter Focus Question: What events caused World War II, and how did the United States become involved?

Section 1


Dictators and Wars

Section 2

From Isolation to Involvement

Section 3

America Enters the War

Use the  **Quick Study Timeline** at the end of this chapter to preview chapter events.



Button for the America First Committee, an isolationist group



Japanese “Zero” plane



Board game that spread Nazi ideals to German children

Note Taking Study Guide Online

For: Note Taking and American Issues Connector
Web Code: nee-8301



▲ Hitler's manifesto, *Mein Kampf*

WITNESS HISTORY AUDIO

Hitler's Brutal Determination

For the German dictator Adolf Hitler, war was an ennobling experience. War united a nation, demanded righteous sacrifices, and culminated in territorial acquisitions. Hitler believed that there was no morality in war, just victory and defeat. He instructed his generals:

“The victor will not be asked afterwards whether he told the truth or not. When starting and waging a war it is not right that matters, but victory. Close your hearts to pity. Act brutally. Eighty million people [Germans] must obtain what is their right. Their existence must be made secure. The stronger man is right.”

—Adolf Hitler, August 1939

◀ Hitler speaks to the German people.

Dictators and War

Objectives

- Explain how dictators and militarist regimes arose in several countries in the 1930s.
- Summarize the actions taken by aggressive regimes in Europe and Asia.
- Analyze the responses of Britain, France, and the United States to the aggressive regimes.

Terms and People

totalitarianism
Joseph Stalin
Benito Mussolini
Adolf Hitler
anti-Semitic

Spanish Civil War
appeasement
Anschluss
Munich Pact

NoteTaking

Reading Skill: Summarize As you read, summarize the actions in the 1930s of each of the countries listed in the table below.

Soviet Union	Italy	Germany	Japan


Why It Matters The effects of World War I and the Great Depression touched almost every corner of the world. In some countries, these upheavals led to the rise of a new kind of brutal dictatorship—the totalitarian state. Led by aggressive dictators, these states would destroy the peace established after World War I and spark a new, even deadlier, global conflict. **Section Focus Question:** Why did totalitarian states rise after World War I, and what did they do?

A Bitter Peace Unravels

In November 1918, World War I ended when Germany surrendered to the Allies. In 1919, delegates from 27 nations met in Versailles to hammer out a peace agreement, but only Britain, France, and the United States had a real say in most of the important decisions. Germany and Russia were not even present. From the first, many Germans resented the resulting Treaty of Versailles. Other nations also grumbled over the peace settlements. Italy and Japan, both Allies, had expected far more land for their sacrifices. The war that American President Woodrow Wilson had called “a war to end all wars” had left behind a mountain of bitterness, anger, frustration, and despair, often capped by a burning desire for revenge.

During the 1920s many nations, new and old, moved steadily toward democracy and freedom. Others, however, took the opposite direction, embracing repressive dictatorships and **totalitarianism**, a theory of government in which a single party or leader controls the economic, social, and cultural lives of its people. Throughout history

there have been dictatorships, countries ruled by one person or small groups of people. But totalitarianism was a twentieth-century phenomenon. It was more extreme than a simple dictatorship, as the chart below shows. Why were totalitarian regimes able to take hold in the years leading up to World War II? As you will read, historians lay much of the blame on the destruction and bitterness left behind by World War I and the desperation caused by the Great Depression.

 **Checkpoint** What legacy did World War I leave behind?

Repression in the Soviet Union and Italy

The 1917 communist revolution in Russia inaugurated the first totalitarian state. The communist leader Vladimir Lenin created the beginnings of a totalitarian system of control to maintain power. His programs resulted in civil war, starvation, famine, and the death of millions of Russians.

Stalin's Grip on the Soviet Union After Lenin's death in 1924, **Joseph Stalin** took Lenin's place as the head of the Communist Party. In Russian, *Stalin* means “man of steel,” and it is an apt description of the dictator's personality. Stalin was suspicious, cruel, ruthless, and tyrannical. He did not think twice about killing rivals or sentencing innocent people to death. His efforts to transform the Soviet Union into an industrial power and form state-run collective farms resulted in the deaths of at least 10 million people. In what became known as the Great Terror, Stalin purged the Communist Party of real or suspected traitors in the 1930s, ordering the deaths or imprisonment of up to a million people. The purge also included most of the higher officers of the Red Army, among many others. A combination of fear and massive propaganda kept Stalin in power.

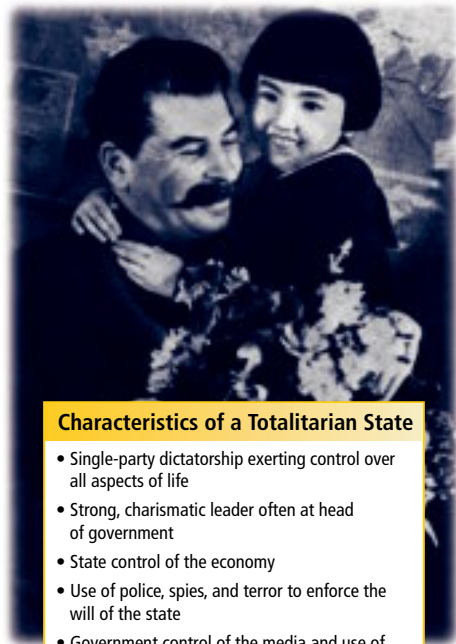
Mussolini's Fascist Party Controls Italy Italian totalitarianism was in many ways a direct result of the war and the peace treaties. Although Italy was on the winning side, it did not get the land along the Adriatic coast it had hoped to obtain from the division of Austria-Hungary. Added to this frustration, the postwar economic depression made it difficult for returning veterans to find jobs, a communist movement was growing, and the government seemed weak and inept.

It was during this period that **Benito Mussolini** entered the world stage. In 1919, Mussolini founded the *Fasci di Combattimento* (FAH shee dee kohm ba tee MEHN toh), or Fascist Party, a right-wing organization that trumpeted nationalism and promised to make Italy great again. Followers of Mussolini, known as Black Shirts, fought in the streets against socialists and communists. Fearing revolution, in 1922, Italian King Victor Emmanuel III asked Mussolini to form a government. Calling himself *Il Duce* (ihl DOO chay), or “the leader,” Mussolini consolidated his control over the government and the army within a few years. He outlawed political parties, took over the press, created a secret police, organized youth groups to indoctrinate the young, and suppressed strikes. He opposed liberalism and socialism. Still, his hold over Italy was never as powerful as Stalin's grip on the Soviet Union.

 **Checkpoint** How did Stalin and Mussolini maintain their power?

Stalin: A Gentle Father?

In this staged photo, a fatherly Stalin poses with a young girl, Galia Markifova. Years later, Stalin's government sent Galia to the dreaded Gulag, a chain of labor camps where millions of Soviets were imprisoned during Stalin's rule. *How is this photo an example of propaganda?*



Characteristics of a Totalitarian State

- Single-party dictatorship exerting control over all aspects of life
- Strong, charismatic leader often at head of government
- State control of the economy
- Use of police, spies, and terror to enforce the will of the state
- Government control of the media and use of propaganda to indoctrinate citizens
- Use of schools and youth organizations to spread ideology to children
- Strict censorship of artists, intellectuals, and political rivals with dissenting opinions

Aggressive Leaders in Germany and Japan

After World War I, Germany became a democracy. The Weimar (vi mahr) Republic (named after the town of Weimar where the government was created) struggled throughout the 1920s to establish a functional democracy. However, Germany was beset by severe economic troubles in the 1920s, including runaway inflation. Anger over the Treaty of Versailles and internal disunity also plagued the young government. The Weimar Republic's ship of state was slowly sinking.

The Nazis Rise In the early 1930s, the worldwide Great Depression hit the Weimar Republic hard, worsening the problems that already existed. Increasingly, antidemocratic parties on the right, especially the National Socialist German Workers' Party, or Nazi (NAHT see) Party, threatened the republic. Regardless of the party's name, Nazis were not socialists. They bitterly opposed socialism, communism, or any other *ism* that promoted class interests or workers' rights above German ethnic solidarity. **Adolf Hitler** led the Nazi Party. The son of a minor Austrian civil servant, Hitler was a failed artist, a wounded and decorated World War I soldier, and a person who teetered on the brink of madness.

Hitler joined the small Nazi Party after the war and soon gained control of it. While in prison after the party attempted a rebellion, Hitler dictated the book *Mein Kampf* ("My Struggle"), in which he stated his explanations for the problems facing Germany. He criticized many people, political programs, and

INFOGRAPHIC

HITLER'S STRANGLEHOLD ON GERMANY



When Adolf Hitler came to power, he promised that Germany would rise again from the quagmire of reparations and the economic Depression that it had floundered in since World War I. For many, those promises seemed to come true in the 1930s. "[O]nce Hitler came to power, it was wonderful. Everybody had a job and there weren't any more unemployed people," remembers one German citizen. But from the beginning, Hitler's promises had dark undertones of oppression, based on extreme antisemitism and the rejection of democracy. Hitler maintained his power by alternately brainwashing the public with lies and propaganda drives or terrifying them into silence through ruthless violence. His rule led ultimately to genocide and the devastation of World War II.

Propaganda images like this presented Hitler as Germany's savior. Medals (above right) rewarded German mothers who bore several children.



German soldiers humiliate a Jewish boy and his father by forcing the boy to cut off his father's beard in 1933.

ideologies, but his sharpest assaults were against communists and Jews. Hitler was violently **anti-Semitic**, or prejudiced against Jewish people. Anti-Semitism had troubled Europe for centuries, mainly motivated by religious intolerance and economic resentment. In the late nineteenth century, new pseudo-scientific theories about Jews as a race, along with the rise of nationalism, caused Jews to be marginalized as ethnic outsiders. Hitler believed and spread this type of thinking. He preached that the greatest threat confronting Germany was the Jewish people who lived there. In *Mein Kampf*, which quickly became a national bestseller, Hitler presented a blueprint of his hatreds and plans for world domination.

Hitler Seizes Power The shattered German economy—the widespread unemployment, homelessness, and hunger—played into the Nazis’ hands. Recognizing the power of Hitler’s party, in January 1933, the president of the Weimar Republic appointed Hitler chancellor of Germany. Over the next two years, Hitler became president as well as chancellor, consolidated his power, and ruled unchecked by the Reichstag (RĪKS tahg), or the German parliament. By 1935, the democratic institutions of the Weimar Republic were silenced, and Hitler spoke alone as the voice of Germany.

Like Stalin and Mussolini, Hitler was the symbol of his totalitarian regime. Aided by a secret police that crushed all opposition, a state-controlled press that praised his accomplishments, and a state-controlled educational system that

Vocabulary Builder
ideology—(i dee AHL uh jee) *n.* a system of ideas that guides an individual, movement, or political program



Through organizations such as the Hitler Youth for boys and the League of German Girls, young people were indoctrinated with Nazi ideas.

Young Nazis confiscate books that they consider “un-German” to be burned in a huge demonstration in Berlin in May 1933.

A 1932 voting slip for Adolf Hitler offers the public a government of “freedom and peace.”

Thinking Critically

- Synthesize** Which of the characteristics listed in the chart earlier in this section are illustrated here?
- Draw Inferences** Why did the Nazi government try to win the loyalty of young Germans?

indoctrinated the young, Hitler assumed a godlike aura. One German described the emotions of seeing Hitler address a crowd:

Primary Source

“There stood Hitler in a simple black coat and looked over the crowd. . . . How many look up to him with a touching faith! As their helper, their savior, their deliverer from unbearable distress—to him who rescues . . . the scholar, the clergyman, the farmer, the worker, the unemployed, who leads them from the [jumbled political] parties back into the nation.”

—Louise Solmitz, a schoolteacher who observed an early Nazi rally

By the late 1930s, Hitler's economic policies, including rearmament and massive public-works projects, had ended the depression in Germany. Many Germans followed his lead and cheered for him at Nazi rallies. Meanwhile, his political initiatives restricted freedom. He openly attacked Jewish people, communists, and socialists.

Militarists Gain Power in Japan In Japan, as in Germany, the 1920s was a period of increased democracy and peaceful change. The Japanese government

reduced the power of the military, passed laws to give all men the right to vote, legalized trade unions, and allowed several diverse political parties to be established. This period ended when the Great Depression discredited Japan's civilian leaders in the 1930s.

Reasserting their traditional powers, military leaders argued that expansion throughout Asia would solve Japan's economic troubles and guarantee future security. Throughout the 1930s, the military played a significant role in shaping Japanese civilian and military policy.

Japan, however, did not become a totalitarian dictatorship. No charismatic leader like Stalin or Hitler emerged. Instead, Japan continued as a constitutional monarchy headed by a mainly aloof emperor.

The Japanese Expand Their Empire As the power shifted toward military control, Japan started on a course of aggressive military expansion. In 1931, Japan attacked Manchuria (man CHUR ee uh), a region in northeastern China, and established a puppet state. The new nation was named Manchukuo (man choo kwoh). Japan controlled its domestic and foreign policies, as well as its abundant natural resources. In 1937, Japan moved against China, gaining control over major Chinese railroad links and coastal areas. In the then-capital city of Nanjing, Japanese soldiers acted with such brutality—murdering more than 200,000 residents and burning a large section of the city—that the incident became known as the “Rape of Nanjing.”



Checkpoint How did the Great Depression affect political life in Germany and Japan?

Geography Interactive
For: Interactive map
Web Code: nep-1002

Japanese Expansion, 1931–1939



Dictators Turn to Aggression

In the 1930s, Italy and Germany resorted to acts of aggression similar to those of Japan in Asia. Throughout the decade, neither the League of Nations nor democratic nations succeeded in stopping the aggression. It was a time that recalled a line from Irish poet William Butler Yeats: “The best lack all conviction and the worst are full of passionate intensity.”


Weakness of the League of Nations In many ways, the League of Nations never recovered from America’s refusal to join it. The League was also handicapped by its own charter. It had no standing army and no real power to enforce its decrees. It was only as strong as its members’ resolve, and during the worldwide depression of the 1930s, those members lacked resolve. When aggressive nations began to test the League, they discovered that the organization was long on words and short on action.

Hitler and Mussolini Threaten the Peace

From the first, Hitler focused on restoring Germany’s strength and nullifying the provisions of the Treaty of Versailles. From 1933 to 1936, he rebuilt the German economy and dramatically enlarged the army, navy, and air force in direct defiance of the Treaty of Versailles. In the mid-1930s, Hitler began to move toward his goal of reunifying all Germanic people into one Reich, or state. He spoke often of the need for Germany to expand to gain *Lebensraum* (LAY buhns rowm), or living space, for its people. In 1935, he reclaimed the Saar (sahr) region from French control. In 1936, in a direct challenge to the League, he sent German troops into the Rhineland. The League failed to respond.

Meanwhile, Mussolini commenced his own imperial plans. In 1935, Italy invaded Ethiopia, an independent country in east Africa. Its emperor, Haile Selassie (Hĭ luh suh lah SEE), appealed to the League of Nations for support. The organization did almost nothing, and Ethiopia fell.

Fighting Breaks Out in Spain Fascists were also victorious in the **Spanish Civil War**, a bloody conflict that raged from 1936 until 1939. The Nationalists, who had fascist tendencies, rebelled against Spain’s democratic Republican government. Both Hitler and Mussolini sent military and economic aid to the Nationalist leader, General Francisco Franco, using the conflict to test some of their new military technology. Though the Soviet Union provided some support for the Republican side, France, Britain, and the United States remained largely on the sidelines, deploring the bloodshed but refusing to provide weapons to the Republican forces.

 **Checkpoint** Why did the League of Nations fail to halt German and Italian aggression?

Aggression Goes Unchecked

The policy that France and Britain pursued against aggressive nations during the 1930s is known as **appeasement**. It is a policy of granting concessions to a potential enemy in the hope that it will maintain peace. Unfortunately,

HISTORY MAKERS

Benito Mussolini (1883–1945)

Adolf Hitler (1889–1945)

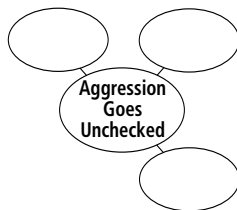
Benito Mussolini’s involvement in radical politics began when he was a young man. In 1919, he formed the Fascist Party and quickly gained followers with his powerful speaking style and by terrorizing opponents. Other world leaders criticized him when he sent Italian armies to invade Ethiopia in 1935. Only Germany’s Adolf Hitler supported the move, and the two leaders became allies.

Before World War I, Adolf Hitler lived in Vienna and tried to make his living as an artist. During the war, he fought for Germany and was wounded several times. In 1933, Hitler became head of the German government. He quickly took absolute power using propaganda and violence. Though never close, he and Benito Mussolini supported each other in their efforts to control Europe.

NoteTaking

Reading Skill: Identify Main Ideas

Use a concept web like the one below to record the main ideas about the policies of Great Britain, France, and the United States toward aggressive nations.



Appeasement at Munich

British prime minister Neville Chamberlain greets Hitler at the Munich Conference in 1938. Historians still debate why Britain and France pursued the policy of appeasement leading up to World War II.



appeasement only spurred the fascist leaders to become more bold, adventurous, and aggressive.

Why did France and Britain appease the fascist powers? There were a number of reasons. World War I was so horrible that some leaders vowed never to allow another such war to break out. Other leaders believed that the Soviet Union posed a greater threat than Nazi Germany. They maintained that a strong Germany would provide a buffer against the Soviet menace. Still other leaders questioned the resolve of their own people and their allies—particularly the United States.

The United States played an important role in this appeasement policy. Although, in the 1930s, President Franklin Roosevelt pursued a Good Neighbor policy with Latin America and improved relations with the Soviet Union, he did not take a forceful line against German aggression. Instead, the country concerned itself with its own economic troubles and embraced a policy of isolationism.

Hitler took advantage of the lack of commitment and unity among France, Britain, and the United States. In the spring of 1938, he brought Austria into his Reich. Austria was given little choice but to accept this union, called the **Anschluss** (AHN shloos). In the fall, Hitler turned toward the Sudetenland, a portion of western Czechoslovakia that was largely populated by ethnic Germans.

Many people expected the conflict over the Sudetenland to lead to a general war. But once again, Britain and France appeased Germany. At the Munich Conference with Hitler, British prime minister Neville Chamberlain and French premier Edouard Daladier sacrificed the Sudetenland to preserve the peace. On his return to London, Chamberlain told a cheering crowd that the **Munich** (MYOO nihk) **Pact**, the agreement reached at the conference, had preserved “peace for our time.” He was wrong. It merely postponed the war for 11 months.



Checkpoint Why did Britain, France, and the United States not stop fascist aggression in the 1930s?

SECTION

1

Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-1003

Comprehension

1. Terms and People Write several sentences describing what the items listed below have in common.

- totalitarianism
- Joseph Stalin
- Benito Mussolini
- Adolf Hitler
- anti-Semitic
- Anschluss

2. NoteTaking Reading Skill:

Summarize Use your table and concept web to answer the Section Focus Question: Why did totalitarian states rise after World War I, and what did they do?

Writing About History

3. Quick Write: Analyze Primary

Sources Reread the Primary Source in this section describing the crowd at one of Hitler's speeches. Write one paragraph analyzing the source. Consider the following questions: What key words are used to describe Hitler? What do these words suggest about how the crowd viewed Hitler?

Critical Thinking

4. Recognize Effects How did World War I contribute to the rise of dictators in Europe?

5. Make Comparisons How were Germany and Japan similar in the 1930s? How were they different?

6. Express Problems Clearly How did the policy of appeasement encourage aggression?

An Isolationist Voice

As war erupted in Europe, Americans debated what stance the United States should take on the global conflict. Charles A. Lindbergh, the popular aviation hero, felt strongly that it would be a mistake for the United States to enter the new war in Europe:

“We must band together to prevent the loss of more American lives in these internal struggles of Europe. . . . Modern war with all its consequences is too tragic and too devastating to be approached from anything but a purely American standpoint. We should never enter a war unless it is absolutely essential to the future welfare of our nation. . . . Our safety does not lie in fighting European wars. It lies in our own internal strength, in the character of the American people and of American institutions.”

—Charles Lindbergh, radio address, September 15, 1939

▲ Women protesting the Lend-Lease Act

From Isolation to Involvement

Objectives

- Understand the course of the early years of World War II in Europe.
- Describe Franklin Roosevelt’s foreign policy in the mid-1930s and the great debate between interventionists and isolationists.
- Explain how the United States became more involved in the conflict.

Terms and People

blitzkrieg

Axis Powers

Allies

Winston Churchill

Neutrality Act of 1939

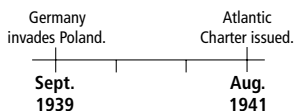
Tripartite Pact

Lend-Lease Act

Atlantic Charter

NoteTaking

Reading Skill: Sequence Sequence the major events described in the section in a timeline.



Why It Matters While Britain and France appeased the dictator in Germany at Munich, American President Franklin Roosevelt condemned aggression in Asia but did little to stop it. As war exploded in Europe, it became increasingly difficult for the United States to maintain its neutrality. Once again, Americans would have to decide what role they were willing to play in shaping world events. **Section Focus Question:** How did Americans react to events in Europe and Asia in the early years of World War II?

Roosevelt Opposes Aggression

The unrestrained violence of the 1937 Japanese attack on China shocked Americans, even before the notorious Rape of Nanjing in December 1937. Japan attacked without a declaration of war. Its planes rained terror on Chinese cities, especially Shanghai and Nanjing. The Japanese had even killed three American sailors when Japanese warplanes sank the United States gunboat *Panay* on the Chang River.

In the midst of these bloody events, President Franklin Roosevelt criticized Japan’s aggression in a speech in Chicago on October 5, 1937. He lamented the “reign of terror and international lawlessness,” the bombing of civilian populations, and the horrible acts of cruelty. Speaking in a city where American isolationist sentiments

were strong, Roosevelt suggested that no part of the world was truly isolated from the rest of the world. He warned:

Primary Source

“When an epidemic of physical disease starts to spread, the community approves and joins in a quarantine of the patients in order to protect the health of the community against the spread of the disease. . . . War is a contagion, whether it be declared or undeclared. It can engulf states and peoples remote from the original scene of hostilities. We are determined to keep out of war, yet we cannot insure ourselves against the disastrous effects of war and the dangers of involvement.”

—President Franklin Roosevelt, Quarantine speech, October 5, 1937

Roosevelt’s solution for stopping aggression involved an informal alliance of the peace-loving nations, but he did not suggest what steps the peaceful nations should take in quarantining the aggressive ones. Roosevelt’s speech was widely criticized, and for a time, the President backed away from his more interventionist stance. The speech did, however, alert some Americans to the threat Japan posed to the United States.



Checkpoint How did President Roosevelt react to Japan’s aggression in China in the late 1930s?

War Erupts in Europe

Roosevelt’s words failed to prevent Japan from extending its control over much of China. Similarly, France and Britain’s efforts to appease Hitler in Europe failed to limit the dictator’s expansionist plans. By the end of 1938, even the leaders of France and Britain realized that Hitler’s armed aggression could only be halted by a firm, armed defense. The urgency of the situation grew in the spring of 1939 when Hitler violated the Munich Pact by absorbing the remainder of Czechoslovakia into his German Reich.

Hitler Launches a Blitzkrieg Against Poland Finally, British and French leaders saw the need to take action. They vowed not to let Hitler take over another country without consequences. Realizing that Hitler’s next move would be against Poland, Britain and France signed an alliance with Poland, guaranteeing aid if Hitler attacked. Hitler, however, was more concerned about war with the Soviet Union than with Britain and France. Not wanting to fight a war on two fronts, Germany signed the Nazi-Soviet Nonaggression Pact with the Soviets on August 23, 1939. The two former rivals publicly promised not to

The German Juggernaut Rolls Through Europe

As the map on the next page shows, the Nazi war machine rampaged through Europe from 1939 through 1941. Below, victorious German troops parade through the Arc de Triomphe in Paris, France (left), after Nazi tanks had rolled through Belgium (right).



attack one another. Secretly, they agreed to invade and divide Poland and recognize each other's territorial ambitions. The public agreement alone shocked the West and guaranteed a German offensive against Poland.

War came to Europe in the early hours of September 1, 1939, when a massive German **blitzkrieg** (BLIHHS kreeg), or sudden attack, hit Poland from three directions. *Blitzkrieg* means "lightning war." It was a relatively new style of warfare that emphasized the use of speed and firepower to penetrate deep into the enemy's territory. The newest military technologies made it devastatingly effective. Using a coordinated assault by tanks and planes, followed by motorized vehicles and infantry, Germany broke through Poland's defenses and destroyed its air force. The situation became even more hopeless on September 17 when the Soviet Union invaded Poland from the east. Although France and Britain declared war against Germany, they did nothing to help save Poland. By the end of the month, a devastated Poland fell in defeat.

France Falls to the Axis Powers Europe was at war, just as it had been 21 years earlier. The **Axis Powers** eventually included Germany, Italy, Japan, and several other nations. The **Allies** included Britain, France, and eventually many other nations, including the Soviet Union, the United States, and China. But after the Polish campaign, the war entered an eight-month period of relative quiet, known in Britain as the "phony war." Things would not remain quiet for long, however.

The next storm erupted with raging fury in the spring of 1940. Germany's nonaggression pact with the Soviet Union freed Hitler to send his army west. On April 9, 1940, Germany attacked Denmark and Norway. The two countries fell almost immediately. On May 10, he sent his blitzkrieg forces into the

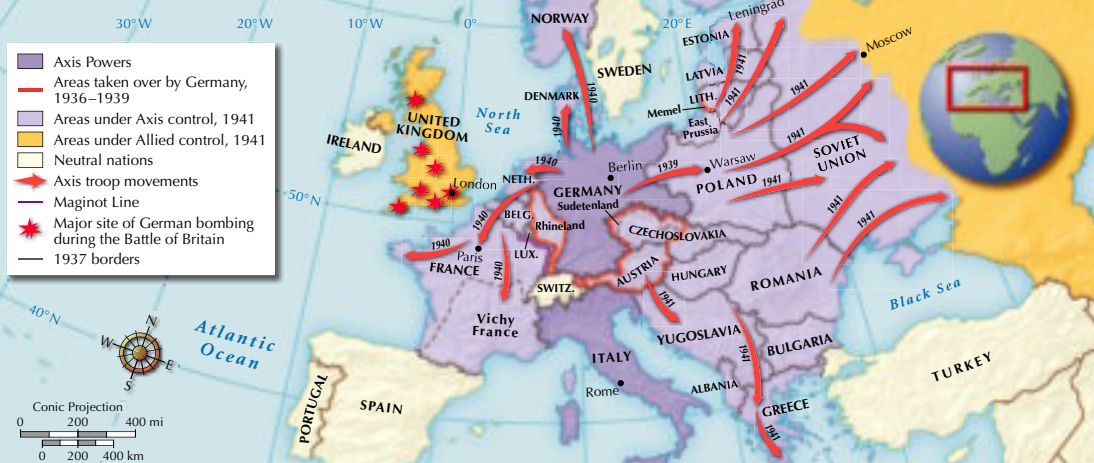
A woman weeps as she salutes her new rulers.



German Aggression, 1936–1941

Geography Interactive

For: Interactive map
Web Code: nep-1004



Map Skills In 1939, Hitler used force, rather than diplomatic gymnastics to add territory to the German Reich.

- 1. Locate:** (a) Sudetenland, (b) Poland, (c) Vichy France
- 2. Location** What made Poland a difficult ally for France and Britain to protect?

3. Synthesize Information How does this map illustrate the dire situation of the Allies in 1941?

Netherlands, Belgium, and Luxembourg. The small nations fell like tumbling dominoes. Hitler seemed invincible; his army unstoppable.

Hitler next set his sights on France. France had prepared for Germany's invasion by constructing an interconnected series of fortresses known as the Maginot Line along its border with Germany. Additionally, France had stationed its finest armies along its border with Belgium—the route that Germany had used to attack France in 1914. In between the Maginot Line and Belgium lay the Ardennes, a hilly, forested area that military experts considered invasion proof.

But once again the military experts were wrong. In early May 1940, German tanks rolled through the Ardennes, ripped a hole in the thin French line there, and raced north toward the English Channel. The German plan involved attacking the French and British forces from the front and the rear and trapping them against the channel. It almost worked. Only a few tactical German mistakes gave Britain enough time to evacuate its forces from the French port of Dunkirk. Some 338,000 British and French troops escaped, to Britain. Had they not escaped, it is doubtful if Britain could have remained in the war.

The Miracle of Dunkirk was a proud moment for Britain, but as the new prime minister **Winston Churchill** cautioned Parliament, “wars are not won by evacuations.” Although the British army escaped, the Germans took Paris and forced the French to surrender in the same railway car that the French had used for the German surrender in 1918. France was then divided into two sections: a larger northern section controlled by the Germans and known as Occupied France, and a smaller southern section administered by the French and known as Unoccupied France, or Vichy France, after its capital city. Although Vichy France was officially neutral, it collaborated with the Nazis.

The Battle of Britain Is Fought in the Air France had fallen to Hitler in just 35 days. Hitler next turned his fury on Britain. After the evacuation at Dunkirk, Churchill made it clear that he had no intention of continuing the policy of appeasement. He told his nation:

Primary Source “We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”

—Winston Churchill, June 4, 1940

Churchill's words stirred his nation as the British readied themselves for battle. Hitler's plan to invade Britain, code-named Operation Sea Lion, depended upon Germany's Luftwaffe, or air force, destroying the British Royal Air Force and gaining control over the skies above the English Channel. The Battle of Britain, then, was an air battle, fought over the English Channel and Great Britain. It began in July 1940. The British lost nearly 1,000 planes, the Germans more than 1,700. Germany bombed civilian as well as military targets, destroying houses, factories, and churches and conducted a months-long bombing campaign against London itself, known as “the blitz.” But the British held on and, sensing failure, Hitler made a tactical decision to postpone the invasion of Britain indefinitely.



Checkpoint Which side seemed to be winning the war at the end of 1940?


The Miracle of Dunkirk

Almost cut off from escape by the German army, British and French troops evacuated from Dunkirk using almost any sailing vessel available, including private yachts and fishing boats as small as 14 feet long! Some of the small boats were used to get close to shore to pick up men and then ferry them to larger naval vessels waiting in deeper waters. *Why do you think the evacuation from Dunkirk raised morale in Britain?*



Edward R. Murrow Reports on the Blitz



American news correspondent Edward R. Murrow (above) broadcast live from London as the Luftwaffe bombed the city. He described the purpose of his reports: "I have an old-fashioned belief that Americans like to make up their own minds on the basis of all available information."  AUDIO

How do you think Murrow's reports influenced Americans?



A milkman (above) delivers milk as usual in October 1940 amid the devastation of an air raid. Londoners (left) take refuge in an underground train station converted into an air-raid shelter.

Americans Debate Involvement

Winston Churchill referred to the United States in many of his speeches during the crisis in France and the Battle of Britain. The fight against Hitler, Churchill implied, was more than simply a European struggle. Nazi aggression threatened the freedoms and rights cherished by democratic nations everywhere. The contest was between ideologies as well as nations.

America Favors Isolation President Roosevelt shared Churchill's concerns, but at the beginning of the war in Europe he understood that the majority of Americans opposed U.S. intervention. The severe economic crisis of the Great Depression had served to pin the nation's attention firmly on domestic affairs throughout the 1930s. In addition, many believed that U.S. involvement in World War I had been a deadly, expensive mistake. The rise of fascism in Europe made the sacrifices of World War I seem even more pointless.

In the 1930s, numerous books and articles presented a new theory about why the United States had become involved in World War I that disturbed many Americans. The theory held that big business had conspired to enter the war in order to make huge fortunes selling weapons. In 1934, a senate committee chaired by Gerald Nye of South Dakota looked into the question. Although the Nye Committee discovered little hard evidence, its findings suggested that "merchants of death"—American bankers and arms manufacturers—had indeed pulled the United States into World War I. The committee's findings further reinforced isolationist sentiments.

In order to avoid making the "mistakes" that had led to U.S. involvement in World War I, Congress passed the Neutrality Acts of 1935, 1936, and 1937.

The acts imposed certain restrictions on Americans during times of war. For example, Americans were prohibited from sailing on ships owned by belligerents or nations at war. The acts also prevented Americans from making loans to belligerents or selling them arms and munitions. The acts did not distinguish between aggressors like Germany and Italy and victims like Poland, or their allies, France and Britain.

Interventionists Urge Support for the Allies Once war began in Europe, Roosevelt felt confined by the limitations of the Neutrality Acts. Though he issued a proclamation of American neutrality, he was firmly anti-Nazi and wanted to aid the democracies of Europe. In the end, Congress agreed and passed the **Neutrality Act of 1939**, which included a cash-and-carry provision. This provision allowed belligerent nations to buy goods and arms in the United States if they paid cash and carried the merchandise on their own ships. Since the British navy controlled the seas, cash-and-carry in effect aided the Allies.

Many Americans disagreed with Roosevelt's openly pro-Allies position. They argued that FDR's policies violated American neutrality and threatened to push the United States into the war. Between early 1940 and late 1941, a great debate raged in America between isolationists and interventionists. The debate became particularly heated after the fall of France left Britain standing by itself in Europe against Germany. Interventionist organizations such as the Committee to Defend America by Aiding the Allies claimed that Britain was fighting for free countries everywhere. Sending aid to Britain was a way for America to stay out of the conflict.

Isolationists Argue for Neutrality Isolationists countered by claiming that giving aid to the Allies was automatically harming the Axis and would culminate with the United States entering the conflict. They argued that the only way to keep America safe was to follow a policy of complete neutrality. The America First Committee, an isolationist group, held rallies and sponsored speeches that criticized Roosevelt's openly pro-British policies. Charles Lindbergh became the leading isolationist voice. Lindbergh believed that the real threats to America were the Soviet Union and Japan, and he did not want to see his country weaken itself fighting in Western Europe to save Britain. Lindbergh's addresses were measured and clear. He appealed to Americans' minds but not their hearts.

Roosevelt Inches Toward Involvement Events in Europe shocked Americans out of strict neutrality. Reports by Edward R. Murrow, a CBS reporter stationed in London, during the blitz brought the war into American living rooms. His frequent live radio reports, which began with the words "This is London," emphasized that the Germans were bombing not armies or military sites but civilians—grandparents, parents, and children.

These reports and the turn of events in Europe against the Allies convinced many Americans that the United States needed to at least prepare to defend itself. Shortly after the fall of France in September 1940, Germany, Italy, and Japan signed the **Tripartite Pact** and became



Analyzing Political Cartoons

The Only Way to Save Democracy? In this cartoon, a figure symbolizing democracy begs Uncle Sam to stay out of the war in Europe.

1. What does this cartoonist think has happened to democracy in Europe?
2. According to this cartoonist's vision, how will the United States be able to save democracy?

Should the United States Enter World War II?

Quick Study

Isolationist Viewpoint

- The United States should avoid alliances with other nations.
- Americans should focus on issues at home, such as the depression.
- Complete neutrality was the way to keep the United States safe.
- Intervention in a foreign war would be a mistake, just as World War I was.


Interventionist Viewpoint

- The United States should work with other nations to promote collective security.
- Axis aggressions were wrong and threatened American interests.
- The United States should aid the Allies, who were fighting for democracy and freedom.
- The United States should put pressure on the Axis Powers and prepare for war.

allies. In that same month, after a heated debate between isolationists and interventionists, Congress passed a Selective Service Act—a peacetime draft—providing for the military training of 1.2 million troops and 800,000 reserve troops each year.

At the same time, President Roosevelt took an additional step to strengthen Britain. He gave Britain 50 World War I-era battleships in exchange for eight British defense bases. Britain needed the destroyers to convoy goods across the Atlantic. Believing the act to be an emergency measure, Roosevelt made the transfer without the consent of Congress.

The American people evaluated FDR's leadership the next month in the presidential election. Roosevelt ran for an unprecedented third term against Republican nominee Wendell L. Willkie of Indiana. Willkie was critical of FDR's handling of both the economy and foreign affairs but not of the President's basic positions on either. Given such little differences between candidates, Americans voted overwhelmingly not to change leaders in the middle of a crisis.

 **Checkpoint** According to interventionists, how would aiding the Allies actually keep the United States out of the war?

America Takes Steps Toward War

Once safely reelected, President Roosevelt increased his support of Britain. When Britain began to run short on funds to purchase cash-and-carry goods in the United States, FDR took the opportunity to address Congress. On January 6, 1941, he spoke about “four freedoms”—freedom of speech, freedom of worship, freedom from want, and freedom from fear—that were threatened by Nazi and Japanese militarism. Roosevelt believed that the best way to stay out of the conflict with Germany was to aid Britain.

Lend-Lease Gives Aid to the Allies Roosevelt compared America's situation to the scenario of a fire in a neighbor's home. If a neighbor asked to borrow your fire hose to put out the fire, you would not debate the issue or try to sell the hose. Extending help was both being a good neighbor and acting to keep the fire from spreading to your own home.

Britain, Roosevelt said, needed American aid, and it had run out of money to pay for it. The President called for America to become “the great arsenal for democracy.” Once again, America answered Britain's plea for help. In March 1941, Congress approved the **Lend-Lease Act**, symbolically numbered 1776, after another heated debate between isolationists and interventionists. The act authorized Roosevelt to



Aid to Britain

The president of Bundles for Britain (above) collects money for her organization, which sent food and clothing to help British people suffering from the effects of the war. *Is Bundles for Britain an example of the interventionist or isolationist viewpoint?*

Vocabulary Builder

evaluate—(ee VAL yoo ayt) *v.* to judge or find the value of



Roosevelt and Churchill

President Roosevelt (left) met with British prime minister Winston Churchill (right) in August 1941. Although the United States was still not at war with Germany, the two leaders set out some common goals in the Atlantic Charter. *How did President Roosevelt's actions reveal his interventionist stance?*

“sell, transfer title to, exchange, lease, lend, or otherwise dispose of, to any such government any defense article” whenever he thought it was “necessary in the interests of the defense of the United States.” By 1945, the United States had sent more than \$40 billion of Lend-Lease aid to the Allies, including the Soviet Union. The Lend-Lease Act was nothing less than an economic declaration of war against Germany and the Axis Powers.

The Atlantic Charter Reinforces America's Support of Britain

In August 1941, President Roosevelt and prime minister Churchill met secretly on a warship off the misty coast of Newfoundland. They talked not only about Britain's problems in the war but also about their hopes for the world after Hitler's defeat. On board the ship they signed the **Atlantic Charter**, a document that

endorsed national self-determination and an international system of “general security.” The signing of the Atlantic Charter signaled the deepening alliance between the two nations.

U.S. Navy Battles German U-Boats Hitler was not blind to America's actions in support of the Allies. Nor did he fail to notice the fact that the United States had begun to escort arms shipments to Iceland, where the British picked them up and transported them to England.

In the fall of 1941, he ordered his German U-boats, or submarines, to attack American ships. The U-boats shot at the USS *Greer*; hit the USS *Kearny*, and sunk the USS *Reuben James*, killing more than a hundred sailors. The attacks shocked and angered Americans, moving them closer to declaring war on Germany. Though the United States was still officially a neutral nation, Roosevelt gave orders to the navy to attack German U-boats on sight. In June 1941, Germany had gone to war against the Soviet Union, and by November, war against the United States seemed inevitable.

 **Checkpoint** How did the United States support the Allies after Roosevelt's reelection?

SECTION 2 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-1005

Comprehension

1. Terms and People For each item below, write a sentence explaining its significance.

- blitzkrieg
- Axis Powers
- Allies
- Winston Churchill
- Neutrality Act of 1939
- Tripartite Pact
- Lend-Lease Act
- Atlantic Charter

2. NoteTaking Reading Skill:

Sequence Use your timeline to answer the Section Focus Question: How did Americans react to events in Europe and Asia in the early years of World War II?

Writing About History

3. Quick Write: Compare Points of View

Compare the image of the women protesting the Lend-Lease Act to the excerpt from Roosevelt's Quarantine speech in this section. Write a paragraph summarizing the two different points of view presented by these two documents.

Critical Thinking

4. Summarize Describe the course of World War II in Europe until the end of 1940.

5. Identify Point of View Why did members of the America First Committee believe that the United States should avoid war with Germany?

6. Recognize Causes Why did the United States give more and more help to the Allies?

Franklin Delano Roosevelt: The “Four Freedoms” Speech

In his State of the Union address to Congress on January 6, 1941, President Roosevelt stressed the danger that aggressive fascist powers presented to the United States. He urged the American people to support those “who are resisting aggression and are thereby keeping war away from our Hemisphere”—namely the Allies. Congress passed the Lend-Lease Act three months later to do just that. Finally, Roosevelt set out the ideals that he believed Americans should fight for: the Four Freedoms.

I address you, the Members of the Seventy-Seventh Congress, at a moment unprecedented¹ in the history of the Union. I use the word “unprecedented” because at no previous time has American security been as seriously threatened from without as it is today. . . .

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 peace time life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which, translated into world terms, means a worldwide 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.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis² of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb. . . . The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose.

To that high concept there can be no end save victory.

1. **unprecedented** (uhn PREHS uh dehn tihd) *adj.* new, having no previous example.

2. **antithesis** (an TIHTH uh sihs) *n.* exact opposite.



Inspired by Roosevelt's speech, the illustrator Norman Rockwell created four paintings, each illustrating one of the Four Freedoms. In *Freedom of Speech*, Rockwell shows a man speaking at his town meeting.

Thinking Critically

1. **Summarize** What are the Four Freedoms?

2. **Predict Consequences** How do you think an isolationist would respond to Roosevelt's speech?

Objectives

- Analyze documents from primary and secondary sources.
- Summarize points of view.
- Identify main ideas and details.

Background Knowledge LB

Remind students that Roosevelt made this speech when the United States was still officially neutral in the war. Point out that the first two freedoms he mentions refer to specific rights granted to all Americans in the Bill of Rights.

Instruct LB

After students read the speech, conduct a class discussion on these questions:

What was the main theme of the speech? (*that the Allies, as democratic nations, were fighting for freedoms shared by the United States*) **What was Roosevelt's main political objective in making the speech?** (*to convince Americans to support aid to the Allies*) **Do you think he was persuasive?** (*Most students will probably say “yes” because he uses simple, forthright language and appeals to universal needs.*)

Monitor Progress

Organize students into four groups, each representing a different freedom. Have groups suggest examples of such freedoms in the world today. Have a representative from each group share the group's ideas with the rest of the class.

Answers

Thinking Critically

1. freedom of speech, freedom of religion, freedom from want, freedom from fear
2. Example: An isolationist would argue that the best way to protect American freedoms is to remain neutral.

History Background

Rockwell's Four Freedoms After the United States joined the war, artist Norman Rockwell lent his talents to the war effort. Inspired by Roosevelt's speech, Rockwell spent six months in 1942 producing four paintings. Each one represented his vision of what Roosevelt meant by each of the four freedoms. The paintings depicted ordinary Americans in scenes that could have taken place in daily life anywhere in the United States.

Prints of the paintings were published widely in *The Saturday Evening Post*, a popular magazine that often used Rockwell paintings for its covers. With each

painting was a moving essay by a famous writer expounding on the meaning of that freedom. The response was so overwhelming that soon a national tour of the original paintings was organized. The U.S. government used the paintings to increase financial support for the war effort. It is estimated that the paintings helped raise some \$130 million in war bonds. Throughout the war Rockwell continued to produce popular images that reflected daily life in America.



WITNESS HISTORY AUDIO

A Date Which Will Live in Infamy

In December 1941, the Japanese mounted a surprise attack on the U.S. naval base at Pearl Harbor, Hawaii. The next day Franklin Delano Roosevelt spoke to the shocked American public:

“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. . . . The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. . . . No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.”

—Franklin Roosevelt, Message Asking for War
Against Japan, December 8, 1941

▲ President Roosevelt addresses Americans after the attack on Pearl Harbor

America Enters the War

Objectives

- Explain why Japan decided to attack Pearl Harbor, and describe the attack itself.
- Outline how the United States mobilized for war after the attack on Pearl Harbor.
- Summarize the course of the war in the Pacific through the summer of 1942.

Terms and People

Hideki Tojo
Pearl Harbor
WAC

Douglas MacArthur
Bataan Death March
Battle of Coral Sea

NoteTaking

Reading Skill: Identify Causes and Effects

As you read, record the causes and effects of the attack on Pearl Harbor, as well as details about the attack itself, in a chart like the one below.

Causes	Attack on Pearl Harbor	Effects
• • •	• • •	• • •

Why It Matters In the beginning of December 1941, the United States had engaged in warlike activity but had yet to commit itself. A surprise attack on Pearl Harbor, an American naval base in Hawaii, ended all debate and brought the United States into the war. The participation of the United States in this war, as in World War I, would decide the struggle's conclusion. **Section Focus Question: How did the United States react to the Japanese attack on Pearl Harbor?**

Japan Attacks the United States

Although Japan and the United States had been allies in World War I, conflict over power in Asia and the Pacific had been brewing between the two nations for decades prior to 1941. Japan, as the area's industrial and economic leader, resented any threats to its authority in the region. America's presence in Guam and the Philippines and its support of China posed such a threat. Yet Japan relied on trade with the United States to supply much-needed natural resources.

Trouble in the Pacific As war broke out in Europe, the Japanese Empire continued to grow in China and began to move into Indochina. President Roosevelt tried to stop this expansion, in July of 1940, by placing an embargo on important naval and aviation supplies to Japan, such as oil, iron ore, fuel, steel, and rubber. After Japan signed the Tripartite Pact in 1940 with Germany and Italy, FDR instituted a more extensive embargo. The embargo slowed, but did not stop, Japanese expansion as the Japanese were able to secure the resources they needed within their new possessions.

In 1941, General **Hideki Tojo** (hī DEHK ee TOH joh) became the Japanese prime minister. Known as “the Razor” for his sharp mind, he focused intently on military expansion but sought to keep the United States neutral. Throughout the summer of 1941, Japan and the United States attempted to negotiate an end to their disagreement, but with little success. Japan was bent on further expansion, and the United States was firmly against it. Finally, in late November 1941, Cordell Hull, the U.S. Secretary of State, rejected Japan’s latest demands. Formal diplomatic relations continued for the next week, but Tojo had given up on peace. By the beginning of December he had made the decision to deliver a decisive first blow against the United States.

The Japanese Attack Pearl Harbor As Japanese diplomats wrangled in the U.S. capital, Japan’s navy sailed for **Pearl Harbor**, Hawaii, the site of the United States Navy’s main Pacific base. The forces that Tojo sent from Japan under the command of Vice Admiral Chuichi Nagumo (joo EE chee nah GOO moh) included 6 aircraft carriers, 360 airplanes, an assortment of battleships and cruisers, and a number of submarines. Their mission was to eradicate the American naval and air presence in the Pacific with a surprise attack. Such a blow would prevent Americans from mounting a strong resistance to Japanese expansion.

The attackers struck with devastating power, taking the American forces completely by surprise. A sailor aboard the hospital ship *USS Solace* recalled the destruction of the *USS Arizona*:

Primary Source

“I saw more planes coming in, passing over Battleship Row dropping bombs. I remember very clearly what looked like a dive-bomber coming in over the *Arizona* and dropping a bomb. I saw that bomb go down through what looked like a stack, and almost instantly it cracked the bottom of the *Arizona*, blowing the whole bow loose. It rose out of the water and settled. I could see flames, fire, and smoke coming out of that ship, and I saw two men fling through the air and the fire, screaming as they went.”

—Corpsman James F. Anderson, aboard the *USS Solace* in Pearl Harbor

Results of the Attack The Americans suffered heavy losses: nearly 2,500 people killed, 8 battleships severely damaged, 3 destroyers left unusable, 3 light cruisers damaged, and 160 aircraft destroyed and 128 more damaged. The U.S. battlefleet was knocked out of commission for nearly six months, allowing the Japanese to freely access the needed raw materials of their newly conquered territories, just as they had planned.

Despite these losses, the situation was not as bad as it could have been. The most important ships—aircraft carriers—were out at sea at the time of the attack and survived untouched. In addition, seven heavy cruisers were out at sea and also avoided detection by the Japanese. Of the battleships in Pearl Harbor, only three—the *USS Arizona*, the *USS Oklahoma*, and the *USS Utah*—suffered irreparable damage. American submarine bases also survived the morning, as did important fuel supplies and maintenance facilities. In the final analysis, Nagumo proved too conservative. He canceled a third wave of bombers, refused to seek out the aircraft carriers, and turned back toward home because he feared an American counterstrike. The American Pacific Fleet survived.

America Declares War As the news about Pearl Harbor spread across the nation and FDR prepared to address Congress, Americans rallied together. Many did not know what to expect, but they anticipated monumental changes. Journalist Marquis Child recalled thinking, “Nothing will ever be the same,” and added, “it never was the same.”

Japanese Ambitions

In late 1941, General Hideki Tojo (below) decided to stage a surprise attack on American forces. Items like this matchbook (below left) glorified Japan’s military might. On the matchbook, planes emerge from a Japanese flag and fly in the direction of the flags of Britain and the United States.



The attack on Pearl Harbor left little doubt about declaring war on Japan. The Soviet Union's conversion to the Allied side, following Germany's invasion in June 1941, made some Americans doubt the wisdom of supporting the Allies. The attack on Pearl Harbor changed that. It made the necessity of declaring war on Japan clear and ended any continuing political divisions between isolationists and interventionists. After President Roosevelt's speech, the House voted 388 to 1 to declare war, and the Senate joined them unanimously. True to their military commitments with Japan, Germany and Italy declared war on America. Both Democrats and Republicans put aside their political differences to unify the nation in facing the task of winning a global war.

✓ **Checkpoint** What did the Japanese military leaders hope to achieve by attacking Pearl Harbor? Were they successful in this goal?

Events That Changed America

SURPRISE ATTACK! PEARL HARBOR

December 7, 1941, dawned an overcast day in Pearl Harbor, Hawaii. The members of the U.S. military stationed there went about their usual Sunday activities. About half of the United States Navy's Pacific Fleet, including eight huge battleships, sat clustered in the harbor. At nearby Hickam Field and other airfields, American planes sat quietly wing-to-wing in perfect rows.

Then, at just after 6 A.M., hundreds of Japanese planes poured through a break in the clouds and into the central valley of Oahu. Over the next several hours, Japanese bombers torpedoed the moored ships, while fighters and dive-bombers machine-gunned and bombed ship decks and airfields. American military forces, caught completely by surprise, attempted to ward off the attackers with little effect. The scene was one of utter destruction.

Sailors at Ford Island Naval Air Station are stunned by the wreckage around them. ▼

◀ The USS *Arizona* sank during the attack. Nearly 1,200 sailors and marines died on this ship alone.

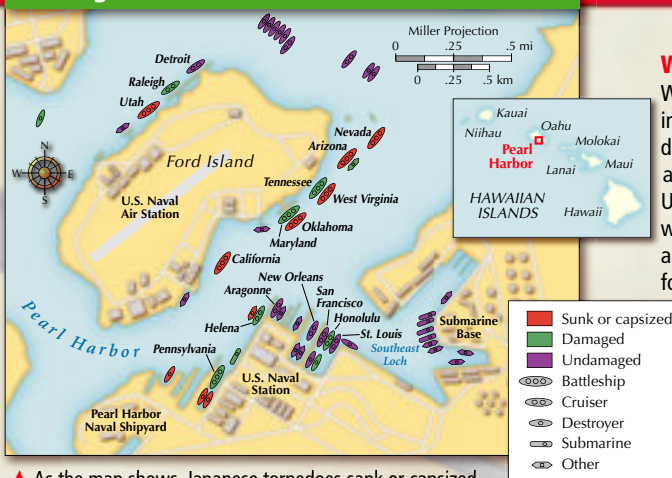


Mobilizing for War

Following the Japanese attack, a spirit of patriotism and service swept across the country. Americans looked for ways to contribute to the war effort. They joined the military, volunteered with the Red Cross and other organizations, and moved into new jobs to help.

Responding to the Call During the course of the war, more than 16 million Americans served in the military. From 1941 to 1942 alone, the army grew from about 1.4 million to more than 3 million, the navy increased from under 300,000 to more than 600,000, and the marines expanded from only about 54,000 to almost 150,000. Americans from all ethnic and racial backgrounds joined the fight. Approximately 300,000 Mexican Americans and 25,000 Native Americans

Damage at Pearl Harbor



▲ As the map shows, Japanese torpedoes sank or capsized six huge battleships and several smaller ships at Pearl Harbor. Most of the damaged ships were eventually repaired.

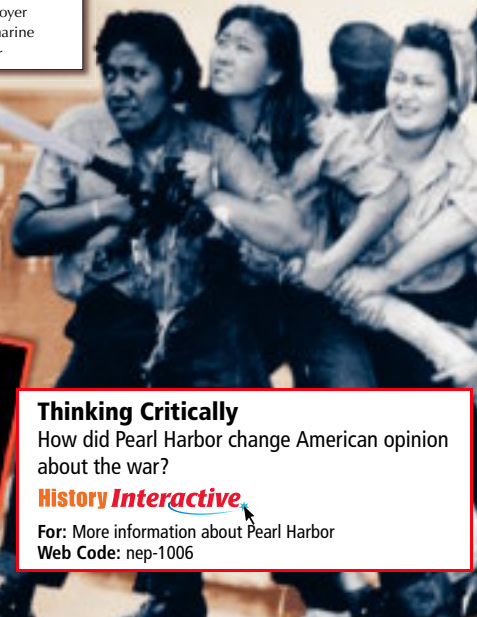
Soon, newspapers such as the *Honolulu Star-Bulletin* (below) spread grief and outrage around the country. Pearl Harbor inspired motivation for the U.S. war effort. ▼



Why It Matters

When the smoke cleared, nearly 2,500 people, including military personnel and civilians, were dead. The Pacific Fleet had taken a big hit—and there was no longer any question that the United States would enter World War II. The war would change the lives of all Americans, and its effects would ripple across the globe for decades after the last shot was fired.

Female firefighters try to douse fires after the attack. ▼

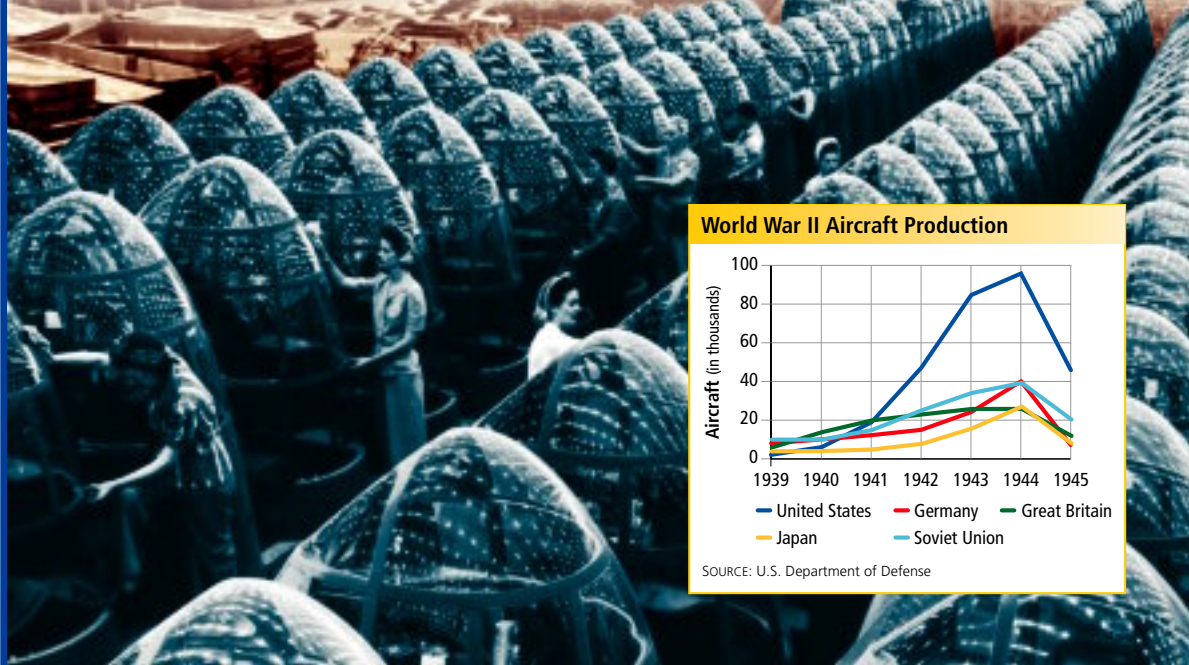


Thinking Critically

How did Pearl Harbor change American opinion about the war?

History Interactive

For: More information about Pearl Harbor
Web Code: nep-1006



The Production Miracle

America's productive capability proved to be one of the Allies' main advantages in World War II. Above, female workers inspect the noses of A-20 attack bomber aircraft. *By how much did U.S. aircraft production increase between 1941 and 1944?*

served in integrated units. Nearly one million African Americans also joined the military. They served mostly in segregated units, however, and were at first limited to supporting roles. However, as casualties mounted, African Americans saw more active combat, and some eventually served in white combat units.

Over 350,000 women also responded to the call. In 1941, Congresswoman Edith Nourse Rogers introduced a bill to establish a Women's Army Auxiliary Corps—which became the **Women's Army Corps (WAC)** in 1943—to provide clerical workers, truck drivers, instructors, and lab technicians for the United States Army. More than 150,000 women volunteered for the service; 15,000 served abroad over the course of the war and over 600 received medals for their service. More than 57,000 nurses served in the Army Nurse Corps, putting themselves in danger to care for the wounded in Europe and the Pacific. Tens of thousands more American women joined similar navy and Coast Guard auxiliaries.


Mobilizing Industry From the start, Roosevelt and the other Allied leaders knew that American production would play a key role in helping the Allies win the war. Although America's industry had started to mobilize in response to the Lend-Lease Act, American production still needed to increase the rate at which it churned out war materials. In January 1942, the government set up the War Production Board (WPB) to oversee the conversion of peacetime industry to war industry. Later, the government created a host of other agencies that worked together to allocate scarce materials into the proper industries, regulate the production of civilian goods, establish production contracts, negotiate with organized labor, and control inflation, with the Office of War Mobilization (OWM) to supervise all of these efforts.

Under the direction of the government, Americans worked to create a "production miracle." The massive defense spending finally ended the Great Depression; for the first time in more than a decade there was a job for every worker. Each year of the war, the United States raised its production goals for military

Vocabulary Builder

allocate—(AL oh kayt) *v.* to distribute according to a plan

materials, and each year it met these goals. The Ford Motor Company poured all of its resources into war production, building over 8,000 B-24 Liberator bombers. Henry J. Kaiser's shipyards produced large merchant "Liberty Ships" in as little as four and a half days. In 1944, American production levels were double those of all the Axis nations put together, giving the Allies a crucial advantage. In a toast at a wartime conference, even Joseph Stalin, an Allied leader, praised American production: "To American production, without which the war would have been lost."

 **Checkpoint** What were the first actions taken by the United States once war was declared?

Fierce Fighting in the Pacific

With Pearl Harbor smoldering, the Japanese knew they had to move fast to gain important footholds in Asia and the Pacific. Although Japan's population was smaller than America's, the Japanese did have military advantages, including technologically advanced weapons and a well-trained and highly motivated military. At the start of the Pacific war the outlook was grim for America.

Japanese Forces Take the Philippines In December 1941, General **Douglas MacArthur**, commander of United States Army forces in Asia, struggled to hold the U.S. positions in the Philippines with little support. This task grew even more daunting when the Japanese destroyed half of the army's fighter planes in the region and rapidly took Guam (gwahm), Wake Island, and Hong Kong. The main land attack came on December 22. MacArthur positioned his forces to repel the Japanese invasion, but he badly miscalculated the strength of the enemy and was forced to retreat. U.S. forces fell back from Manila to the Bataan (buh TAN) Peninsula and a fortification on Corregidor (kuh REHG uh dor) Island, where they dug in for a long siege. Trapped in Corregidor, Americans suffered, lacking necessary military and medical supplies and living on half and quarter rations.

Although MacArthur was ordered to evacuate to Australia, the other Americans remained behind. They held out until early May 1942, when 75,000 Allied soldiers surrendered. Japanese troops forced the sick and malnourished prisoners of war, or POWs, to march 55 miles up the Bataan Peninsula to reach a railway that took them inland where they were forced to march 8 more miles. More than 7,000 American and Filipino troops died during the grueling journey, which is known as the **Bataan Death March**.

Japanese Forces Advance Throughout the Pacific, Japanese forces attacked and conquered. These advances secured important oil and rubber supplies for Japan, and brought Southeast Asia and the western Pacific securely under Japanese control. By the summer of 1942, Japan appeared ready to dominate the Indian Ocean, Australia, New Zealand, and the central Pacific. If the Allies did not regroup quickly, they would have little hope of victory in the Pacific.

NoteTaking

Reading Skill: Sequence

Sequence the fighting that followed Pearl Harbor in a table like the one below.

Early War in the Pacific	
May 1942	The Philippines fall to the Japanese.

America Mobilizes

These young men train to fight abroad. Training went on for months before soldiers were considered ready for combat.

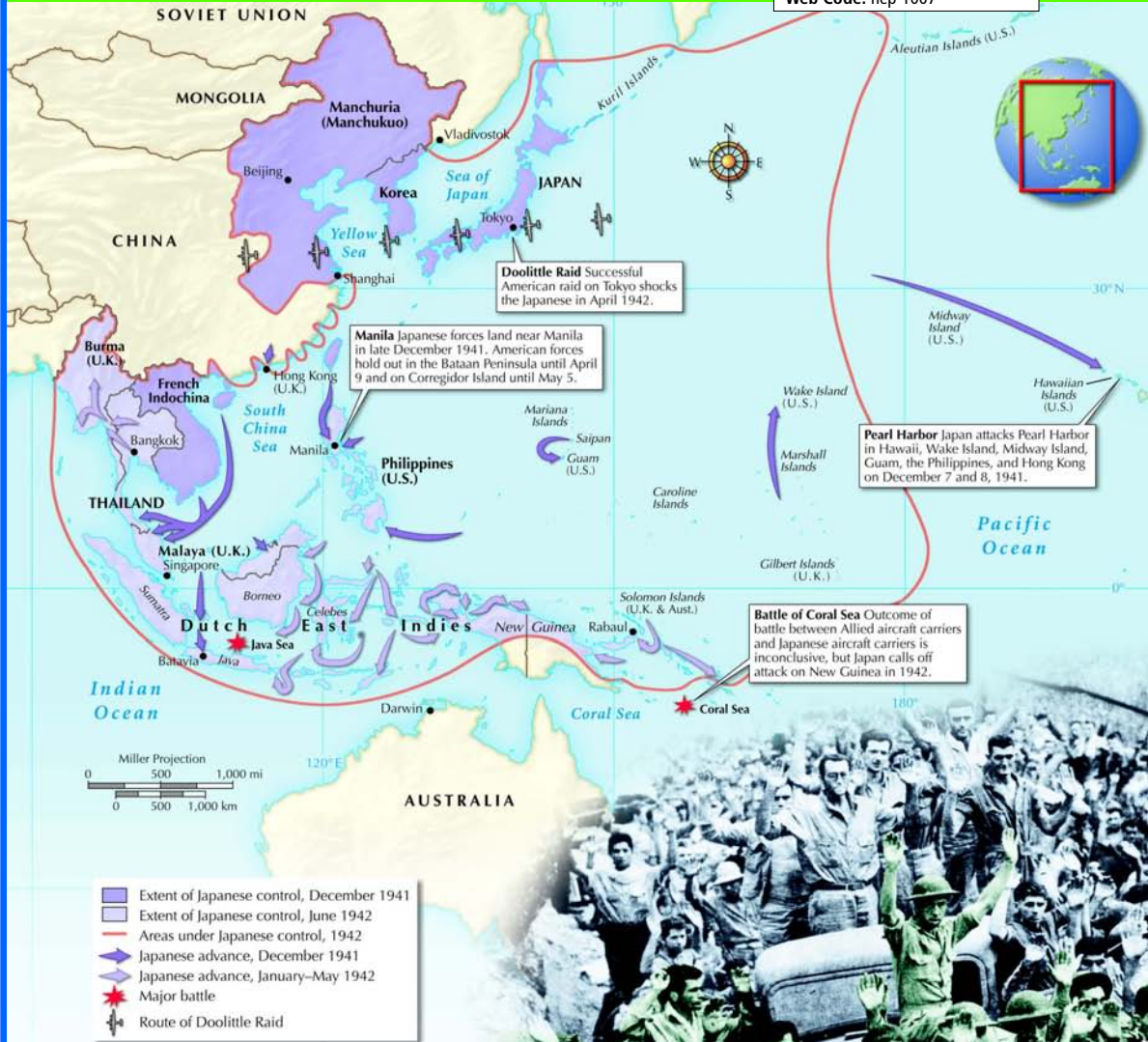


Japanese Aggression, December 1941–June 1942

Geography Interactive

For: Interactive map

Web Code: nep-1007



Map Skills By mid-1942, the Japanese controlled much of Southeast Asia and the Pacific region.

- 1. Locate:** (a) Philippines, (b) New Guinea, (c) Wake Island, (d) Pearl Harbor
- 2. Movement** What targets other than Pearl Harbor did the Japanese attack in December 1941?
- 3. Recognize Cause and Effect** Why did the Doolittle Raid shock the citizens of Tokyo?

Prisoners of War on the Bataan Peninsula American and Filipino troops surrender to the Japanese after holding out for months with little food. They did not yet know that this would be only the beginning of their ordeal.


America Strikes Back With the Doolittle Raid After Pearl Harbor, FDR wanted America to retaliate against Japan. American military leaders devised a plan for a nighttime bombing raid from the deck of the aircraft carrier USS *Hornet*, led by Colonel James Doolittle. While still 800 miles away from mainland Japan, the *Hornet* was detected, so rather than wait for night, Doolittle led a force of 16 B-25 bombers against Tokyo. They delivered their payload on the Japanese capital just after noon.

The raid killed 50 Japanese people and damaged 100 buildings. The pilots then flew to China, where they crash-landed. Doolittle's Raid proved a minimal military gain, but it bolstered American morale for the long fight ahead.

The Battle of Coral Sea Gives Hope A second event, the **Battle of Coral Sea**, also helped to kindle hope for the American military in the Pacific. In early May 1942, the Japanese moved to take Port Moresby in New Guinea. From that position they could threaten Australia and protect their important military bases at Rabaul (also in New Guinea). To counter Japan's move, the United States sent two aircraft carriers, the USS *Lexington* and USS *Yorktown*, along with support vessels.

On May 7 and 8, in the middle of a Pacific storm, Japanese and U.S. aircraft carriers engaged in battle. It was the first sea fight in which enemy warships never sighted one another. Instead, U.S. airplanes attacked Japanese ships and vice versa. Although technically the Battle of Coral Sea proved a draw, strategically it was a victory for the United States because it forced the Japanese to call off their attack on New Guinea. It marked a shift in momentum toward the Americans. From that day on, the Pacific theater of battle would be won or lost on the strength of aircraft carriers and planes—and here, America's productive capacity gave Americans a marked advantage over their adversaries.

The Battle of Coral Sea and the Doolittle Raid gave the United States a renewed sense of confidence. The war would last three more years, but the dark days of early 1942 were over.

 **Checkpoint** What military advantages did the United States have over Japan?

Vocabulary Builder

minimal—(MIHN uh muhl) *adj.*
smallest or least amount possible

SECTION

3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: nea-1008

Comprehension

- 1. Terms and People** For each item below, write a sentence explaining how it related to the entry of the United States into World War II.
- Hideki Tojo
 - Pearl Harbor
 - WAC
 - Douglas MacArthur
 - Bataan Death March
 - Battle of Coral Sea

- 2. NoteTaking Reading Skill:** **Identify Causes and Effects** Use your chart and table to answer the Section Focus Question: How did the United States react to the Japanese attack on Pearl Harbor?

Writing About History

- 3. Quick Write: Compare Primary Sources** Compare the primary source describing the attack on Pearl Harbor to the images of the attack in this section. Write one paragraph describing what information both sources convey about the event.

Critical Thinking

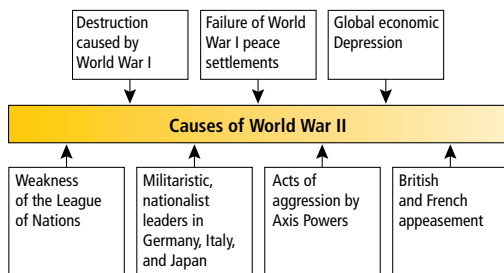
- 4. Identify Points of View** Was the Japanese attack on Pearl Harbor a success or failure from the Japanese point of view? Explain.
- 5. Predict Consequences** What role do you think the productive capacity of the United States played in World War II?
- 6. Draw Conclusions** Why was the Battle of Coral Sea a turning point for the Allies?

Quick Study Guide

Progress Monitoring *Online*

For: Self-test with vocabulary practice
Web Code: nea-1009

■ Key Causes of World War II

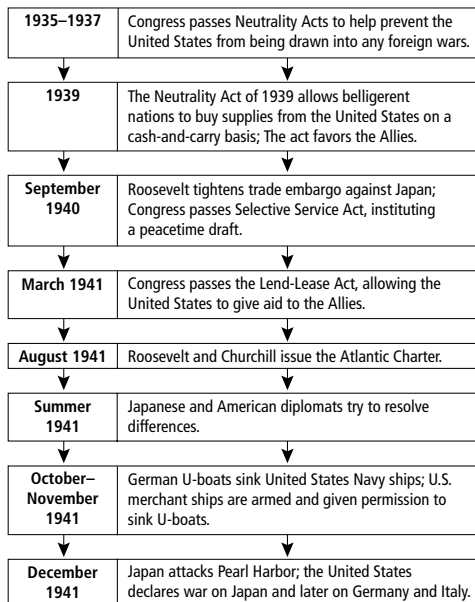


■ Key Allied Powers and Axis Powers and Their Leaders

Allies	Leaders
Great Britain	Winston Churchill, prime minister
France	Charles de Gaulle, leader of French not under German control
Soviet Union	Joseph Stalin, communist dictator
United States	Franklin D. Roosevelt, President

Axis Powers	Leaders
Germany	Adolf Hitler, Nazi dictator
Italy	Benito Mussolini, fascist dictator
Japan	Hideki Tojo, army general and prime minister; Hirohito, emperor

■ Steps Toward American Entry Into World War II



✓ Quick Study Timeline

1933
Nearly one in four American workers is unemployed

1934–1936
Nye Committee scrutinizes reasons for U.S. involvement in World War I

1935
Congress bans the sale of arms to countries at war

In America

Presidential Terms

Franklin D. Roosevelt 1933–1945

Around the World

1931

1931
Japanese army overruns Manchuria



1933

1933
Hitler becomes chancellor of Germany

1935

1935
Italy invades Ethiopia

American Issues

Connector

By connecting prior knowledge with what you have learned in this chapter, you can gradually build your understanding of enduring questions that still affect America today. Answer the questions below. Then, use your American Issues Connector study guide (or go online: www.PHSchool.com **Web Code:** neh-8302).

Issues You Learned About

● **America and the World** Americans debated involvement in World War II.

1. What viewpoint on the war did isolationists hold? What viewpoint did interventionists hold?
2. Write a speech as if you were a Congress member who is either an isolationist or an interventionist. In your speech, you should express your view and attempt to persuade others to believe as you do. Consider the following:
 - the spread of fascist governments
 - the aggression of Japan, Italy, and Germany
 - the lessons of World War I
 - the Neutrality Acts
 - the Tripartite Pact

● **Global Interdependence** Countries develop specific policies about ways to deal with other countries' aggressive acts.

3. What was decided at the Munich Conference?
4. What happened after Hitler absorbed Czechoslovakia into the German Reich in the spring of 1939?
5. Did the appeasement policies of Britain and France prove to be effective? Explain.

● **America Goes to War** The United States became involved in World War II after an attack on its own soil.

6. What earlier global conflict had the United States been involved in? Why did the country get involved in that conflict?
7. How did the attack on Pearl Harbor draw the United States into war with Germany and Italy?

Connect to Your World

Activity

Women in American Society: Women in the Military As you have learned, more than 350,000 women enlisted in the military during World War II, but they were restricted to certain jobs. For instance, they were not allowed to take part in combat. Today, however, women take much more active roles in the military. Conduct research to find out the gradual introduction of women into more and more aspects of military life. Then, create a timeline that shows how women became integrated into the military. Make sure your timeline continues to the present day and includes information about how many women are currently enlisted in the U.S. military and what roles they fulfill.

1937

Roosevelt condemns aggression in Quarantine speech



1940

Roosevelt wins third term

1941

Pearl Harbor is attacked

WAR!
BOMBED BY
JAPANESE PLANES

1937

1938
Germany annexes Austria

1939

1939
Germany invades Poland, beginning World War II

1941

1941
Germany invades the Soviet Union

History Interactive
For: Interactive timeline
Web Code: nep-1010

Chapter Assessment

Terms and People

1. Who was **Adolf Hitler**? How did he rise to power?
2. What was the **Spanish Civil War**? Describe other European countries' involvement in that war.
3. What was the **Lend-Lease Act**? How did it involve the United States in World War II?
4. What happened as a result of Japan's attack on **Pearl Harbor**?
5. Who was General **Douglas MacArthur**? What happened to him and his soldiers in the Philippines?

Focus Questions

The focus question for this chapter is **What events caused World War II, and how did the United States become involved?** Build an answer to this big question by answering the focus questions for Sections 1 through 3 and the Critical Thinking questions that follow.

Section 1

6. Why did totalitarian states rise after World War I, and what did they do?

Section 2

7. How did Americans react to events in Europe and Asia in the early years of World War II?

Section 3

8. How did the United States react to the Japanese attack on Pearl Harbor?

Writing About History

Analyzing Point of View Between early 1940 and late 1941, a great debate raged in America between isolationists and interventionists. Go online to www.PHSchool.com and enter **Web Code: nep-1012** to read a series of primary sources on the Lend-Lease Act, each reflecting a different point of view. Then, write an essay comparing and contrasting the different viewpoints on the act.

Prewriting

- On note cards, summarize each of the primary sources in your own words focusing on the writer's particular argument(s) in support of or opposed to the Lend-Lease Act.
- Organize your summaries into two piles: those supporting and those opposing the Lend-Lease Act.

Critical Thinking

9. **Make Comparisons** What did the governments in Italy and Germany in the 1930s have in common?
10. **Draw Conclusions** Do you think the League of Nations followed a policy of appeasement toward aggressors? Explain.
11. **Recognize Causes** Why do you think Germany wanted to sign a nonaggression pact with the Soviet Union?
12. **Draw Inferences** Why did Hitler decide to call off Operation Sea Lion?
13. **Determine Relevance** When did the United States declare war on Japan? How much Lend-Lease aid had the United States provided to Allies by this time?

Lend-Lease Aid Given by the United States

Year	To British Empire	To Soviet Union
1941 (March–December)	\$1.1 billion	\$20.0 million
1942	\$4.8 billion	\$1.4 billion
1943	\$9.0 billion	\$2.4 billion
1944	\$10.8 billion	\$4.1 billion
1945 (January–August)	\$4.4 billion	\$2.8 billion
Total	\$30.1 billion	\$10.7 billion

SOURCE: *British War Economy*, W. K. Hancock and M. M. Gowing

14. **Predict Consequences** Do you think the United States would have eventually joined World War II if the Japanese had not attacked Pearl Harbor?
15. **Identify Central Issues** What was Japan's primary goal in taking part in World War II?
16. **Summarize** Describe the war in the Pacific from December 1941 through May 1942.

Drafting

- Develop a working thesis and choose information to support the thesis.
- Make an outline organizing your essay.
- Write an introduction in which you point out what you think were the strongest arguments of both sides of the debate.
- Write a body and a conclusion. Be sure to include and cite quotes from the primary sources to support your main points.

Revising

- Use the guidelines on page SH11 of the Writing Handbook to revise your essay.



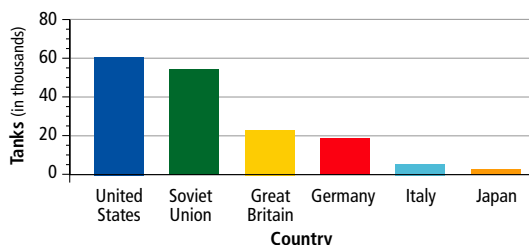
Document-Based Assessment

American Contributions to the War Effort

Both prior to and during World War II, Americans mobilized to produce the material needed to win the war. Factories quickly converted from producing consumer goods to military goods, and each year the country increased and met its production goals. The following documents illustrate the role of American industrial output during the war. Use your knowledge of American production during World War II and Documents A, B, C, and D to answer questions 1 through 4.

Document A

World War II Tank Production



SOURCE: U.S. Department of Defense

Document B

"The superiority of the United Nations [Allies] in munitions and ships must be overwhelming—so overwhelming that the Axis nations can never hope to catch up with it. In order to attain this overwhelming superiority the United Nations must build planes and tanks and guns and ships to the utmost limit of our national capacity. . . . This production of ours in the United States must be raised far above its present levels. . . . Let no man say it cannot be done. It must be done—and we have undertaken to do it."

President Franklin D. Roosevelt, Annual Message to Congress, January 6, 1942

Document C



The Liberty Ship Robert E. Peary was built in a matter of days.

Document D

"The reliance on American aid indicates just how much the Allied war effort owed to the exceptional material and logistical strength of the United States.

The ability of the world's largest industrial economy to convert to the mass production of weapons and war equipment is usually taken for granted. Yet the transition from peace to war was so rapid and effective that the USA was able to make up for the lag in building up effectively trained armed forces by exerting a massive material superiority.

This success owed . . . a great deal to the character of American industrial capitalism, with its 'can-do' ethos, high levels of engineering skill and tough-minded entrepreneurs. After a decade of recession the manufacturing community had a good deal of spare, unemployed capacity to absorb. . . ."

From World War Two: How the Allies Won, Professor Richard Overy

1. According to Document A, which of the following countries produced the most tanks during World War II?
A Germany and Italy
B Italy and Japan
C the United States and the Soviet Union
D the Soviet Union and the United Kingdom
2. In Document B, President Roosevelt is calling for
A the immediate recruitment of troops.
B a dramatic increase in the production of armaments.
C a dramatic increase in the workforce.
D production levels to match those of the Axis Powers.
3. According to the author of Document D,
A the Allied victory is often taken for granted.
B America's transition to war production was slow but effective.
C Allied success was partly a result of American know-how and effort.
D the training of American troops was superior to that of the enemies' troops.
4. **Writing Task** Do you agree that America's role in the war was crucial to the Allies' eventual success? Why? Use your knowledge from the chapter and specific evidence from the documents to support your view.