

TWENTY-SIX AMERICA IN A WORLD AT WAR

Objectives

A thorough study of Chapter Twenty-Eight should enable the student to understand:

1. The efforts of the federal government to mobilize the nation's economy for war production.
2. The effects of American participation in the war on the Depression and on New Deal reformism.
3. The changes that the wartime involvement brought for women and racial and ethnic minorities.
4. The contributions of the United States military to victory in North Africa and Europe.
5. The contributions of the United States military to victory in the Pacific.

Main Themes

1. That the vast productive capacity of the United States was the key to the defeat of the Axis.
2. That the war had a profound effect on the home front.
3. How three major western offensives combined with an ongoing Russian effort to defeat Germany.
4. How sea power contained the Japanese, and how Allied forces moved steadily closer to Japan and prepared for an invasion until the atomic bomb ended the war.

Glossary

1. **Free French:** French military forces that refused to recognize the legitimacy of the German puppet French government at Vichy. Under the principal leadership of Charles de Gaulle, Free French forces fought on the side of the Allies.

Pertinent Questions

WAR ON TWO FRONTS (750-754)

1. What were the two broad offensives that the U.S. planned against Japan? What two naval victories stemmed the Japanese tide? What was the situation by mid-1943?
2. What did the North African offensive accomplish?
3. Why did Roosevelt and Churchill decide to invade Italy? What impact did the Italian campaign have on other war plans?
4. What was happening on the eastern front during the North African and Italian offensives? How did the Soviet Union react to American and British decisions?
5. How did the United States react to the Holocaust? Why did the United States not do more to save the European Jews?

THE AMERICAN PEOPLE IN WARTIME (754-766)

6. What region of the country benefited most from the enormous government spending for the war effort? Why?
7. What impact did the war have on organized labor?
8. What efforts did the national government make to regulate production, labor, and prices during the war? How successful were they?

9. How did scientific and technological advances help the Allies win the war? What were the peacetime implications of these developments?
 10. Describe the demographic, social, and military changes for African Americans and Mexican-Americans during the war. What tensions resulted?
 11. How did World War II challenge traditional Indian life and redirect federal Indian policy?
 12. How were the women who filled war jobs treated? What obstacles did they face? What long-term consequences for the role of women in society and the work force were foreshadowed by the wartime experience?
 13. Describe popular culture on the homefront. What efforts were made to make life less disruptive for the service members themselves?
 14. How were Japanese Americans treated? Why did they suffer more than German Americans? How did their treatment contrast with Chinese Americans? What was done to atone for the internment of Japanese Americans?
 15. What impact did the war effort have on the various programs of the New Deal?
- THE DEFEAT OF THE AXIS (766-774)**
16. Describe the Normandy invasion and the liberation of France. What role did air power play in preparing for the assault?
 17. Describe how Allied forces closed in on Germany and Berlin from east and west. What role did air power play? Who actually captured Berlin?
 18. Describe the gradual advance toward Japan in the Pacific. What was the condition of the Japanese war machine by July 1945?
 19. Why did the United States decide to use the atomic bomb against Japan? Was it a wise decision?
- PATTERNS OF POPULAR CULTURE: THE AGE OF SWING (762-763)**
20. Why were some Americans worried by the great popularity of swing music?
- WHERE HISTORIANS DISAGREE: THE DECISION TO DROP THE ATOMIC BOMB (772-773)**
21. The principal biographers of Harry S. Truman and many other historians contend that the President's decision to use the atomic bomb was based purely on the motivation to end the war quickly and save lives. Why do some historians dispute that view? Why is the issue so politically volatile as evidenced by the *Enola Gay* controversy at the Smithsonian Institution?

Identification

Identify each of the following, and explain why it is important within the context of the chapter.

1. Douglas MacArthur
2. Chester Nimitz
3. George S. Patton
4. George C. Marshall
5. Dwight D. Eisenhower
6. Mussolini
7. siege of Stalingrad
8. Henry J. Kaiser
9. radar and sonar
10. Ultra and Magic

11. A. Philip Randolph
12. Fair Employment Practices Commission (FEPC)
13. Congress of Racial Equality (CORE)
14. *braceros*
15. "zoot suits"
16. "Kosie the Ryelizer"
17. WACs and WAVEs
18. "Baby boom"
19. pinup
20. USO
21. Issei and Nisei
22. Thomas E. Dewey
23. Harry S Truman
24. Battle of the Bulge
25. *L'opwojfe*
26. Joseph W. Stilwell
27. Chiang Kai-shek
28. Battle of Leyte Gulf
29. Okinawa
30. Emperor Hirohito
31. kamikaze
32. Manhattan Project
33. J. Robert Oppenheimer
34. Hiroshima and Nagasaki

Document

Read the section of the text under the heading "African Americans and the War," paying careful attention to the discussion of the march on Washington, the establishment of the Fair Employment Practices Commission (FEPC), and the formation of the Congress of Racial Equality (CORE). The following excerpt is from a magazine article that A. Philip Randolph wrote after the FEPC was organized but before CORE was born. Consider the following questions: Could Randolph's remarks be interpreted as a threat that American blacks might not support the war effort unless they received assurances of better treatment? Was his description of the plight of blacks in the military and in defense plants accurate? Was Randolph right in saying that racial tension in America was worth "many divisions to Hitler and Hirohito"?

Though I have found no Negroes who want to see the United Nations' lose this war, I have found many who, before the war ends, want to see the strifing knocked out of white supremacy and of empire over subject peoples. American Negroes, involved as we are in the general issues of the conflict, are confronted not with a choice but with the challenge both to win democracy for ourselves at home and to help win the war for democracy the world over.

There is no escape from the horns of this dilemma. There ought not to be escape. For if the war for democracy is not won abroad, the fight for democracy cannot be won at home. If this war cannot be won for the white peoples, it will not be won for the darker races.

Conversely, if freedom and equality are not vouchsafed the peoples of color, the war for democracy will not be won. Unless this double-barreled thesis is accepted and applied, the darker races will never whole-heartedly fight for the victory of the United Nations. That is why those familiar with the thinking of the American Negro have sensed his lack of enthusiasm, whether among the educated or uneducated, rich or poor, professional or nonprofessional, religious or secular, rural or urban, North, South, East, or West.

That is why questions are being raised by Negroes in church, labor union, and fraternal society; in poolroom, barbershop, schoolroom, hospital, hardworking parlor, on college campus, railroad, and bus. One can hear such questions asked as these: What have Negroes to fight for? What's the difference between Hitler and that "trucker" Talmadge of Georgia? Why has a man got to be Jim-Crowed to die for democracy? If you haven't got democracy yourself, how can you carry it to somebody else?

What are the reasons for this state of mind? The answer is: discrimination, segregation, Jim Crow. Witness the Navy, the Army, the Air Corps; and also government services at Washington. In many parts of the South, Negroes in Uncle Sam's uniform are being put upon, mobbed, sometimes even shot down by civilian and military police, and, on occasion, lynched. Vested political interests in race prejudice are so deeply entrenched that to them winning the war against Hitler is secondary to preventing Negroes from winning democracy for themselves. This is worth many divisions to Hitler and Hirohito.³ White labor, business, and farm are subjected to beatings and floors and not allowed to carry on as usual, these interests trade in the dangerous business of race hate as usual.

When the defense program began and billions of the taxpayers' money were appropriated for guns, ships, tanks, and bombs, Negroes presented themselves for work only to be given the cold shoulder. North as well as South, and despite their qualifications, Negroes were denied skilled employment. Not until their wrath and indignation took the form of a proposed protest march on Washington, scheduled for July 1, 1941, did things begin to move in the form of defense jobs for Negroes. The march was postponed by the timely issuance (June 25, 1941) of the famous Executive Order No. 8802 by President Roosevelt. But this order and the President's Committee on Fair Employment Practice, established thereafter, have as yet only scratched the surface by way of eliminating discriminations on account of race or color in war industry. Both management and labor unions in too many places and in too many ways are still drawing the color line.

¹The United Nations was the official name of the Allies. After the war, the name was used for the new international organization.

²Eugene Talmadge, racist governor of Georgia.

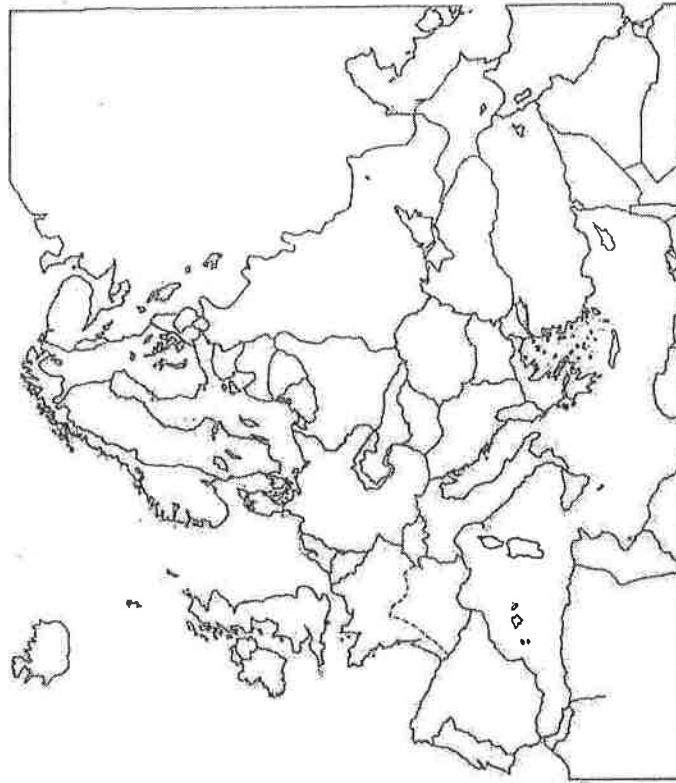
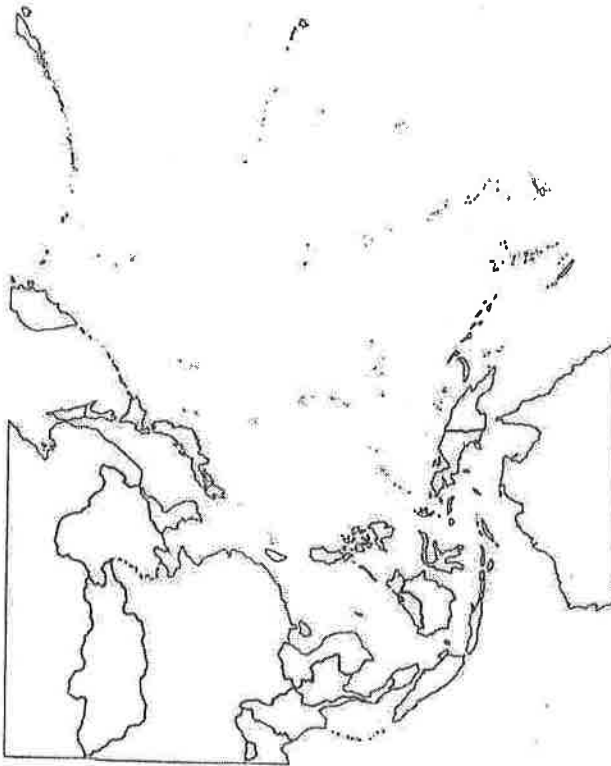
³Empire of Japan.

Survey Graphic, November 1942.

Map Exercise

Fill in or identify the following on the blank maps provided. Use the maps in the text as your sources.

1. Label the major belligerents, and indicate after the name whether the nation was Axis (AX) or Allied (AL). Circle the areas under Axis control.
2. Indicate by arrows the main American (AM) and British (GB) thrusts against the enemy in North Africa.
3. Label Normandy, Paris, Rome, and Berlin, and draw an arrow indicating the approximate line of advance of the Allied forces on the western fronts.
4. Label Stalingrad, and draw an arrow indicating the approximate line of advance of the Russian forces on the eastern front.
5. Label Japan, China, Manchuria, Burma, Indochina, Australia, Hawaii, the Philippines, Iwo Jima, and Okinawa.
6. Draw a light circle to indicate the approximate extent of the Japanese advance at its peak. Draw a darker circle around the area under Japanese control at the time the first atomic bomb was dropped.



Interpretive Questions

Based on what you have filled in, answer the following. On some of the questions you will need to consult the narrative in your text for information or explanation.

1. How was Great Britain isolated during the height of Axis conquest?
2. Why was Allied control of North Africa considered important?
3. Compare the Allied advance in World War II with that in World War I. (See the Map Exercise in Chapter Twenty-Three.) Why did France and Russia suffer the most in both wars?
4. Why was "island hopping" the most effective strategy for the Allies in the Pacific?

Summary

The United States entered World War II ideologically unified but militarily ill-prepared. A corporate-government partnership solved most of the production and manpower problems, and the massive wartime output brought an end to the Great Depression. Labor troubles, racial friction, and social tensions were not absent, but they were kept to a minimum. Roosevelt and the American generals made the decision that Germany must be defeated first, since it presented a more serious threat than Japan. Gradually, American production and American military might turned the tide in the Pacific and on the western front in Europe. The key to victory in Europe was an invasion that would coincide with a Russian offensive on the eastern front. Less than a year after D-Day, the war in Europe was over. In the Pacific, American forces—with some aid from the British and Australians—first stopped the Japanese advance and then went on the offensive. The strategy for victory involved long island-to-island leaps that bypassed and isolated large enemy concentrations and drew progressively closer to the Japanese homeland. Conventional bombing made pulverized Japanese cities, and American forces were ready for an invasion that the atomic bomb made unnecessary.

Review Questions

These questions are to be answered with essays. This will allow you to explore relationships between individuals, events, and attitudes of the period under review.

1. Many of the broad strategy and social decisions of World War II are still debated. Describe the key issues involved in the Germany-first decision, the second-front debate, the Japanese-American internment, and the dropping of the atomic bombs. Were the right decisions made?
2. United States-Soviet relationships were tense throughout World War II despite the fact that the Soviets were on the Allied side. What issues caused those tensions? How important was the eastern front to the outcome of the war in Europe?
3. Which was more critical to the Allied victory, military strategy or American productive capacity?

Chapter Self Test

After you have read the chapter in the text and done the exercises in the Study Guide, take the following self test to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

MULTIPLE-CHOICE QUESTIONS

Circle the letter of the response that best answers the question or completes the statement.

1. During the first few months following American entry into World War II.
 - a. national opinion was sharply divided about the war.
 - b. national opinion was remarkably unified even though the war was going badly.
 - c. national opinion was initially divided but soon unified by a string of impressive victories.
 - d. national opinion was ambivalent and fairly uninvolved due to the so-called phony war.
2. The Battles of the Coral Sea and of Midway were significant in:
 - a. saving the Philippines from being invaded.
 - b. thwarting the Japanese army's drive through Burma.
 - c. stemming the tide of Japanese advances in the Pacific.
 - d. driving the last vestiges of American sea power from the Pacific.
3. The first area to be liberated from Axis occupation by the Allies was:
 - a. France.
 - b. Sicily.
 - c. the Balkans.
 - d. North Africa.
4. The Soviet Union's position regarding the American and British campaigns in North Africa and Italy was to:
 - a. favor both because they tied down Axis forces.
 - b. oppose both because they delayed the cross-channel invasion of France.
 - c. oppose North Africa but favor Italy since it was closer to Germany.
 - d. favor North Africa but oppose Italy because it was after the Stalingrad victory.
5. With reference to World War II, the term "Holocaust" refers to:
 - a. Hitler's "Vitzkrieg" against Poland.
 - b. Hitler's campaign to exterminate the Jews.
 - c. the American nuclear destruction of Hiroshima and Nagasaki.
 - d. the American effort to prevent Hitler's extermination of the Jews.
6. Which region of the United States benefited most from wartime spending?
 - a. Northeast
 - b. Midwest
 - c. Plains
 - d. West
7. Three of the following statements accurately describe conditions of organized labor during World War II. Which is the exception?
 - a. Union membership increased.
 - b. There were no strikes, thanks to the "no-strike" pledge.
 - c. Congress gave the president power to seize a struck war plant.
 - d. The Little Steel formula set a 1.5 percent limit on wage increases.

15. During World War II, the Japanese word "kamikaze" referred to:
- atomic fallout.
 - ritual disembowelment.
 - the lightning speed with which the Japanese armies swept through Southeast Asia.
 - a suicide mission in which a Japanese pilot purposely crashed his plane into an enemy ship.
16. The Battle of Leyte Gulf demonstrated that the Japanese fleet was still strong enough to slow the potential American invasion force.
- brought the Soviet Union into the Pacific war.
 - all but destroyed Japan's ability to continue serious naval warfare.
 - stopped Japanese advance in the central Pacific near Guam and Midway.
 - in the weeks before the dropping of the atomic bombs on Japan, Japanese political and military leaders.
17. a. were united in their determination to continue the war.
b. were united in their decision to seek peace.
c. were split with some wishing to seek peace and others wishing to continue the fight.
d. offered to surrender if they could keep control of Okinawa and Korea.
18. The key facilities for development and production of the American atomic bomb were located in:
- New York City and Chicago.
 - Tennessee, Washington, and New Mexico.
 - Wyoming and Pennsylvania.
 - Southern California, Georgia, and Oldham.
19. The two cities on which the United States dropped atomic bombs were (Mark two letters):
- Hiroshima.
 - Yokohama.
 - Tokyo.
 - Nagasaki.
20. When did the Soviet Union enter the Pacific war against Japan?
- in June 1941, right after Hitler attacked the Soviet Union
 - in December 1941, right after the bombing of Pearl Harbor
 - in February 1945, right after the Yalta Conference
 - in August 1945, about a week before the Japanese surrendered

TRUE-FALSE QUESTIONS

Read each statement carefully. Mark true statements "T" and false statements "F."

- Japanese forces attacked American bases in the Philippines soon after the attack on Pearl Harbor.
- Douglas MacArthur commanded U.S. troops in Europe.
- The Battles of Coral Sea and Midway Island were both victories for the United States.
- The U.S. Army Chief of Staff during World War II was General George C. Patton.

8. Government efforts to raise revenue and control inflation during World War II included three of the following. Which is the *exception*?
- selling war bonds
 - imposing direct price controls
 - balancing the federal budget
 - levying higher taxes on personal incomes
9. Three of the following statements accurately describe or characterize black experiences during World War II. Which is the *exception*?
- Racial segregation was abolished in the military.
 - The black migration from the rural South to industrial cities increased.
 - Black organizations displayed greater militancy in putting forth their demands.
 - Blacks had some success in influencing the federal government to reduce racial inequities.
10. Which does *not* describe the internment of Japanese Americans during World War II?
- The Supreme Court upheld their evacuation from the West Coast.
 - Reparations were finally paid to evacuees about forty years after the war.
 - Many of the evacuees were United States citizens.
 - Outside California, there was widespread public opposition to the internment policy.
11. The objective of the Manhattan Project was to develop:
- the atomic bomb.
 - synthetic rubber.
 - a system of coastal defenses.
 - a system for dispersion of civilian urban populations.
12. Harry S. Truman came to national prominence and the vice presidency through:
- chairing an investigative committee that exposed waste and corruption in wartime production.
 - leading the southern conservative wing in Congress.
 - managing Roosevelt's renomination campaign at the Democratic convention.
 - coordinating the planning of the D-Day invasion.
13. In the final months of World War II in Europe, American and British forces:
- pushed into the heart of Germany while Soviet troops bogged down in Poland.
 - entered Germany from the west and Soviet troops entered Germany from the east and occupied Berlin.
 - stalled along the Rhine River just outside Germany until they linked with Soviet forces.
 - rushed toward Berlin to gain a "knock-out punch" on Hitler before the Soviet troops could arrive in the capital city.
14. Chinese-American relations were seriously strained during World War II because Chiang Kai-shek:
- ordered General Joseph Stilwell to leave the country.
 - would not commit his full strength against the Japanese.
 - would not allow United States bombers to operate from Chinese soil.
 - had too-close ties with the Chinese communist forces under Mao Zedong.

5. The Soviet Union complained about the North African campaign because they believed that it had delayed a major second front in Europe.
6. Because of the horror of the Holocaust, the American and British command officers decided to make the liberation of Nazi concentration camps a higher priority than achieving the quickest possible end to the war.
7. The economic buildup for the war virtually wiped out unemployment and finally ended the Great Depression.
8. Labor union membership declined during World War II.
9. The major unions gave "no-strike" pledges during the war, but many work stoppages occurred despite the pledges.
10. Because of the general popularity of the war effort, price controls and rationing were cheerfully accepted and black-market activities were inconsequential.
11. A. Philip Randolph was the principal planner of a civil rights march on Washington that was cancelled only after Roosevelt agreed to establish the Fair Employment Practices Commission.
12. *Braceros* was the nickname given to Mexican American gangs that became powerful in Los Angeles during the war.
13. In order not to slow down the economic recovery, President Roosevelt and Congress decided to finance the war effort almost entirely from war bond proceeds rather than raising taxes.
14. The nickname often applied to women who took wartime industrial jobs was "Homefront Hannah."
15. The domestic Japanese internment program moved virtually all Issei to camps but did not move Nisei unless they were the minor children of Issei.
16. During World War II President Roosevelt indicated that the political emphasis should shift away from domestic reform, declaring that "Dr. New Deal" should give way to "Dr. Win the War."
17. The Normandy invasion came in the spring of 1944, and Paris was liberated from Nazi control by the end of that summer.
18. In January of 1945, the Soviet Union captured Poland and made peace with Nazi Germany, so the United States and the British had to carry the bulk of the burden of conquering Berlin.
19. The relatively easy conquest of Iwo Jima and Okinawa by naval and marine forces indicated that the Japanese military had nearly lost the means and will to resist.
20. President Harry Truman's decision to drop atomic bombs on Japan was probably inevitable since as U.S. senator he had been chairman of the top secret congressional committee that oversaw the atomic bomb development project.

TERMS, CONCEPTS, NAMES

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|------------------------------------|---|--------------------------------|
| General Douglas MacArthur | Betty Gimble | <i>Korematsu v. U.S., 1944</i> |
| Admiral Chester Nimitz | "Swing era" | "Doctor Win-the-War" |
| Battle of Coral Sea | Japanese Internment | Thomas E. Dewey |
| Midway Island | Henry J. Kaiser | Harry S. Truman |
| General George C. Marshall | Little Steel Formula | Incidental raid on Dresden |
| General George S. Patton | "No-strike Pledge" | D-Day |
| Stalingrad | Smith-Connally Act (War Labor Disputes Act) | General Dwight D. Eisenhower |
| The Holocaust | -Anti-Inflation Act | Battle of the Bulge |
| Congress of Racial Equality (CORE) | Office of Price Administration | VE Day |
| "Code-talkers" | War Production Board | Iwo Jima |
| <i>Braceros</i> | Fair Employment Practices Commission | Kamibazas |
| <i>Pachicos</i> | A. Philip Randolph | Manhattan Project |
| "Zoot suit tugs" | | T. Robert Oppenheimer |
| "Rogie the Elevator" | | Travis Gay |