

Unit 7: WWII

The War

Could the War have been prevented?

- When?
- Who?
- How?



Great Britain's
policy of
appeasement
towards
Nazi Germany
failed to prevent
World War II.

Big Questions for WWII

- How much should American get involved in foreign affairs?
- How do we balance action with inaction?
- How did America's involvement affect World War II?
- How does a major military conflict impact those not actively serving in the effort?

What we won't be doing

- Analyzing the Holocaust
- Analyzing battles in Europe
- Memorizing dates
- Analyzing politics in Europe

Review

- Why would nations use appeasement toward Germany in the early 1940s?
- What impact would appeasement have on an aggressor nation?
- What prevented the United States from getting involved in the European conflict in the early 1940s?
- What are some costs and benefits of America's action/inaction?

Things to remember

- The Treaty of Versailles was horribly punitive toward Germany
- The WORLD was in a Great Depression
- Hitler was elected democratically
- Austria was annexed by a vote
- The Sudetenland was given to Germany
- Mussolini was more overt dictator
- No knowledge of death camps. Antisemitism was rampant

During World War II, with England standing alone against Germany in Europe, Hitler began a daily bombing blitz of England.







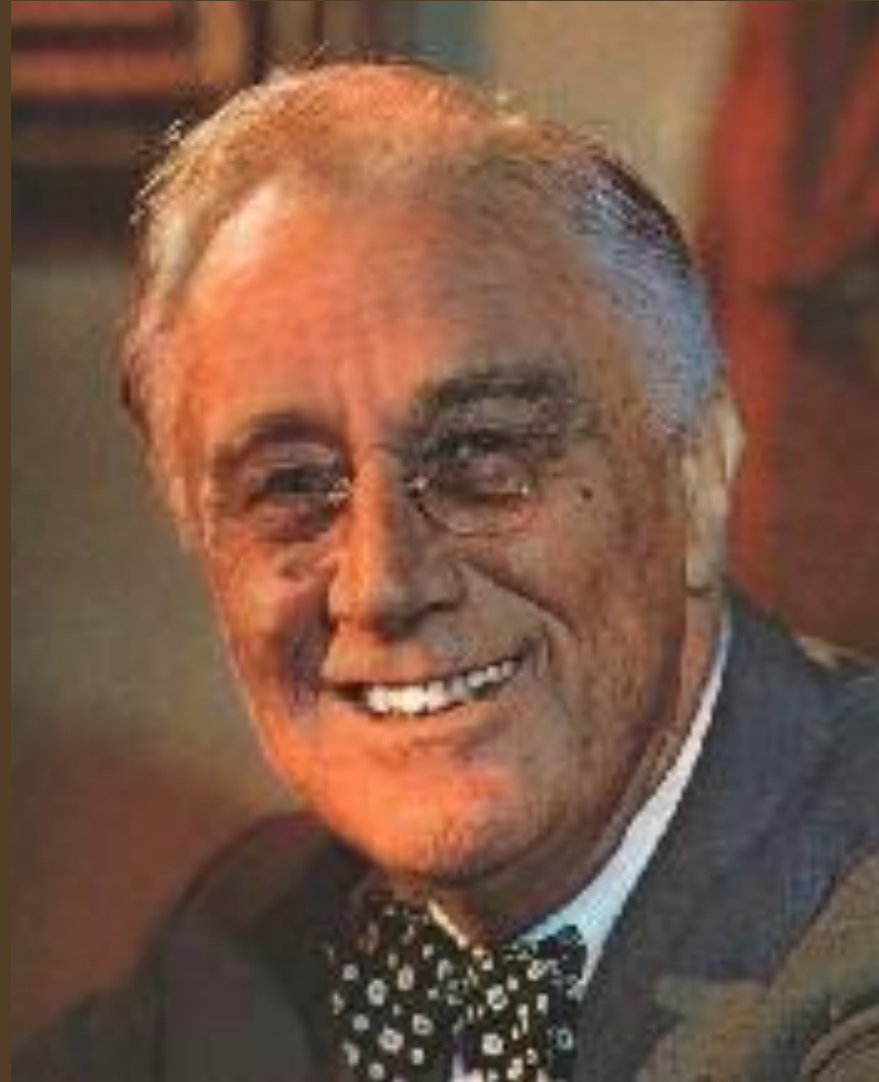


- Desperate for supplies to protect England, British Prime Minister **Winston Churchill** implored Roosevelt for assistance to fight off Germany's expected invasion.



Winston Churchill

- By early 1941, President **Franklin Roosevelt** had no doubt that the U.S. needed to throw its support behind England.



WHY?

Even though sympathies were starting to sway, there was still a strong isolationist sentiment in the United States.



Congress had passed the **Neutrality Acts** to keep America neutral during the WWII conflict.



Roosevelt had to find a way to provide supplies to Churchill and still skirt the objections of isolationists.



Who Was In Favor of Isolation?

○ Father Charles Coughlin

- Nationalization of banks, then sanctity of private ownership
- Loved FDR's New Deal, then hated it: "The Great Betrayer"
- Said Jews planned the war for their own benefit and had conspired to involve the U. S.

○ Catholic church silences him






Good vs Evil

- Earned a service cross



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I'm listening. What should we do?

- Use the main points and quotes
- Apply your own analysis



Epilogue: The Legacies of FDR and Isolationism

The Lend-Lease Bill passed on March 11, 1941, with large majorities in both the House and Senate. The Act, titled "An Act to Promote the Defense of the United States," contained an amendment preventing the United States from sending U.S. convoys with the supplies sent to the British. The amendment was the resolution of the most heated argument concerning Lend-Lease, and Roosevelt, who had fervently supported convoys, had to concede defeat on this particular issue. In the end, Congress decided that the United States should not risk its own ships and men, or the possibility of war, for the sake of transporting aid to Great Britain. The majority of Senators and Congressmen, and more than 60 percent of the public, supported the bill.

In addition to legislative action, Roosevelt took military precautions. In May 1941 a German U-boat sank the *Robin Moor*, an American vessel

undermines the Constitutional provision which gives the power to Congress alone."

—America First Committee,
September 1941

Roosevelt continued to praise the merits of the Lend-Lease Act, and a few months after Germany attacked its own ally, the Soviet Union, he lobbied Congress to extend the bill to include aid for the Soviets.

// At no time in our history have these processes of democratic discussion had freer reign than in the debate on lend-lease. It was as if the whole American people were thinking out loud."

— U.S. Undersecretary of State
Edward Stettinius, 1943

“The lend-lease program is no mere side issue to our program of arming for defense. It is an integral part, a keystone, in our great national effort to preserve our national security for generations to come, by crushing the disturbers of our peace.”

—Roosevelt, November
11, 1941

Japanese Internment Interlude

- Newspaper bias discovery
- Photography analysis
- First-person video analysis
- Op-eds that connect past with present
- Life as reported by newspapers
- Japanese-American soldiers
- Legal challenges to the camps
- Investigations and reparations
- Remembering the camps
- Invoking the Internment example

SERVICE ON THE HOME FRONT

- ★ CITIZENS DEFENSE CORPS
- ★ CITIZENS SERVICE CORPS
- ★ AMERICAN UTILITY
- ★ SAVING PROGRAM
- ★ VICTORY GARDENS

There's a job for every Pennsylvanian in these CIVILIAN DEFENSE EFFORTS.

PENNSYLVANIA STATE COUNCIL OF DEFENSE
CAPITOL BUILDING, HARRISBURG, PENNA.

WW II:

We Are Ready - What About You?

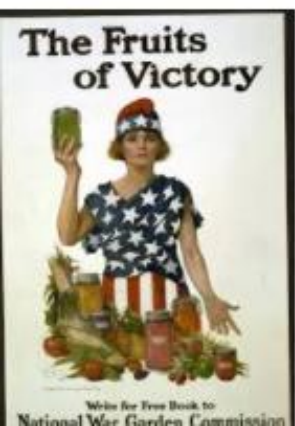
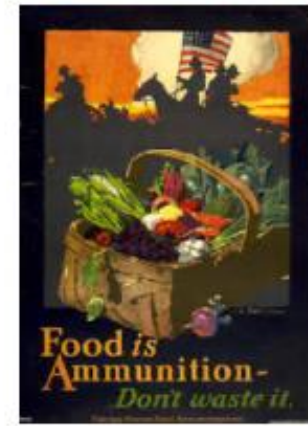
Life on the HOMEFRONT

The Sounds and Programs of WW II

When you ride **ALONE** you ride with Hitler!

Join a **Car-Sharing Club TODAY!**

Chapter 35, The Impact of the War on Americans



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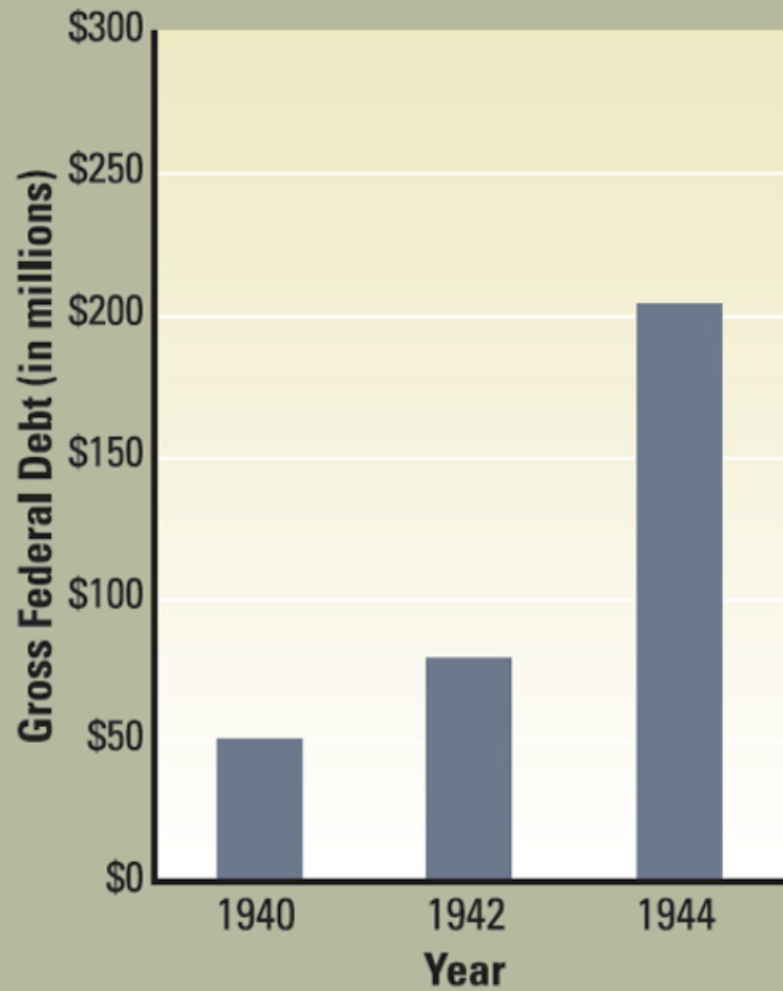
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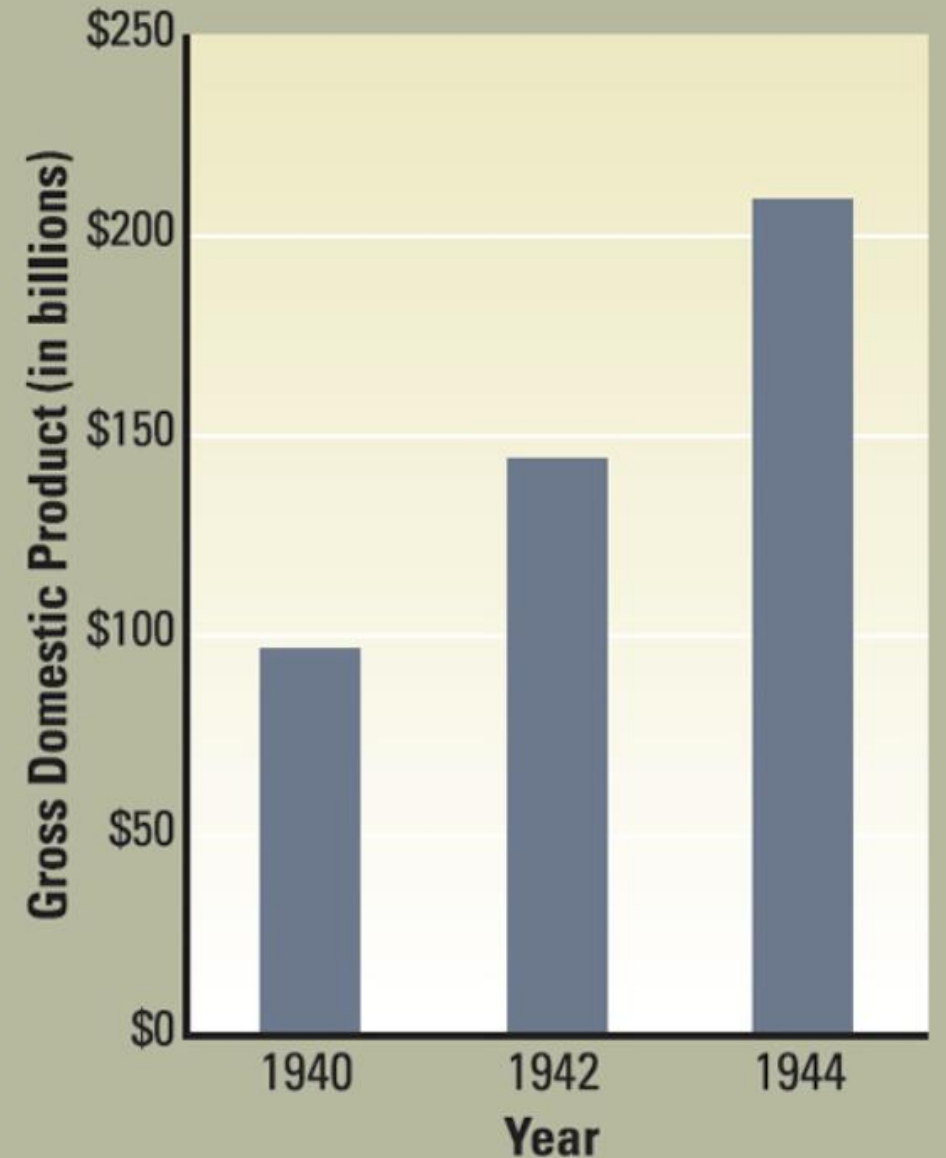
BY THE

CLOCK

**National Debt,
1940–1944**

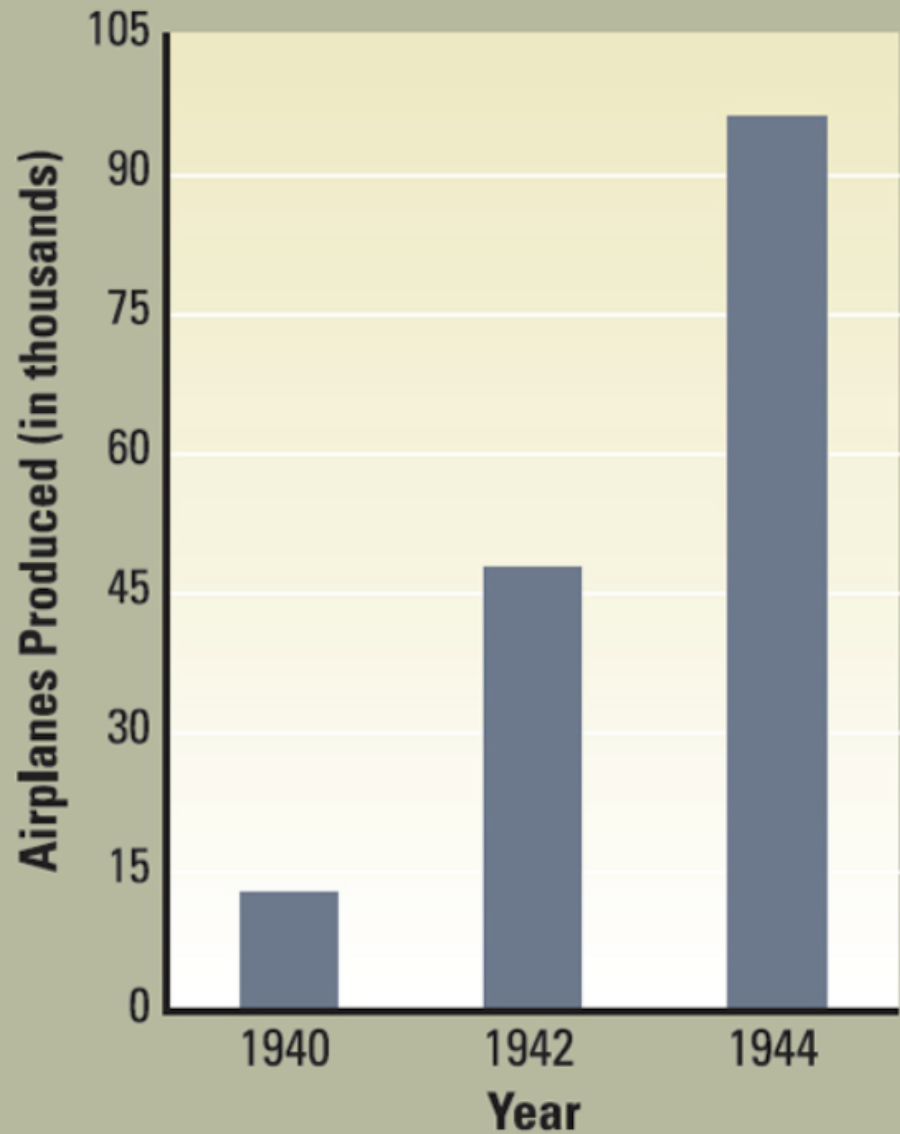


**Gross Domestic Product,
1940–1944**

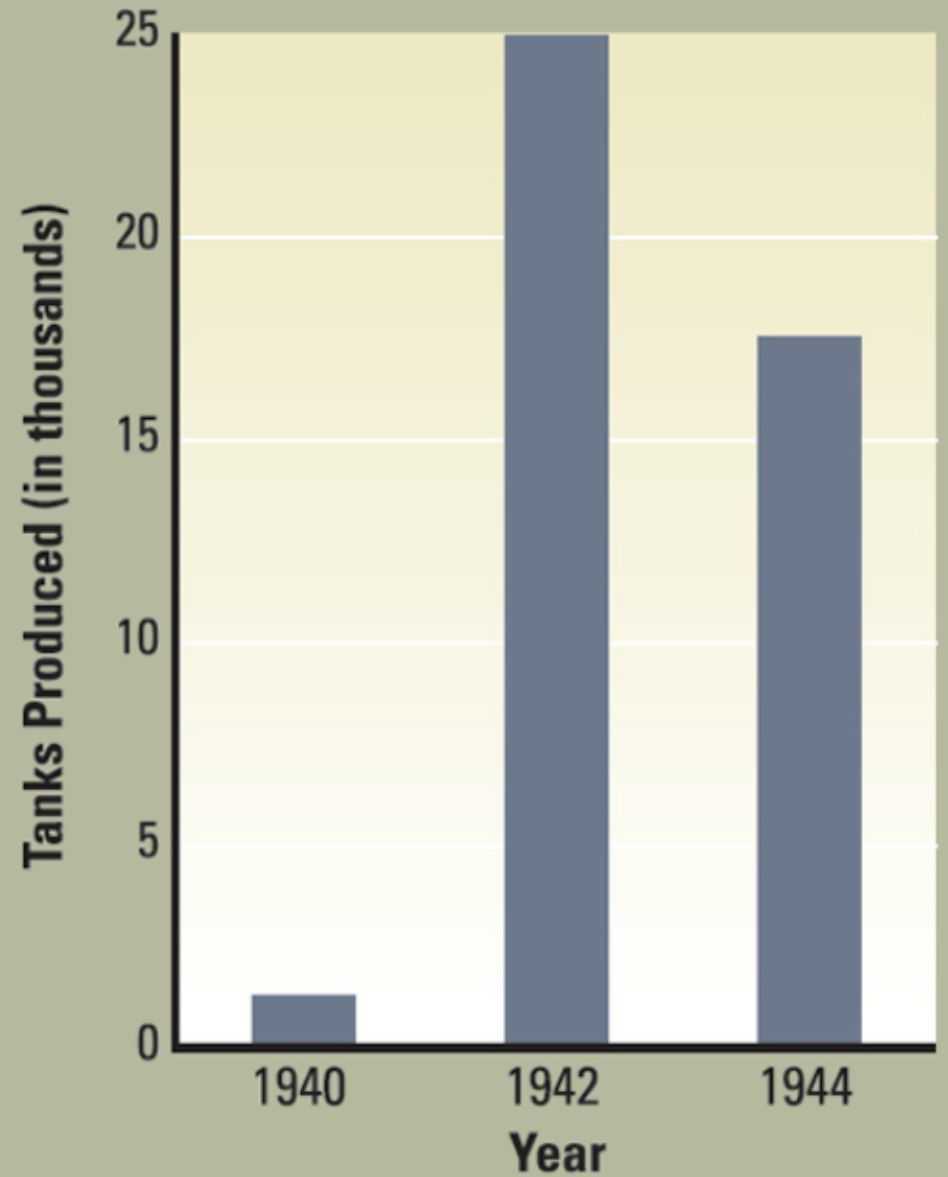


35.2 Organizing the Economy

Warplane Production, 1940–1944



Tank Production, 1940–1944



previous video



World War II Part 2 - The Homefront: Crash Course US History #36

Activity: Students can select one of the above examples from the past two decades when political leaders or activists have invoked the legacy of the Japanese internment and determine the following: What are the relevant lessons from the Japanese internment experience that should inform this situation? Explain.

- Alternately, write an Op-Ed about whether more or less should be done to preserve these sites for the future.
- **LOG 2.** What are the ways the news stories in the camp newspapers, published by Japanese internees, differ from reporting in The Times and other mainstream newspapers?
- **Inv 3.** How can we evaluate the reliability of these various accounts?

Zoot Suit Interlude



Source: Getty Images

RACKED

”

The question goes deeper than just [zoot] suits. It is a racial protest... and we do not always face these problems as we should.

2:50 / 3:37

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The Impact of the War on Americans

Production Board (WPB)

Executive Order 9066

Issei v. U. S.

Central Postal Directory (WAC)

War Relocation Authority

Tuskegee Airmen

War Refugee Board

Zoot Suit Riots |

Tour of America During WWII

1. 1. How did the federal government try to curb public consumption of food and fuel during World War II?
 - A. by establishing a system of rationing CORRECT
 - B. by encouraging people to buy war bonds
 - C. by establishing a system of price controls
 - D. by encouraging people to plant victory gardens

2. 2. What was the main effect of Executive Order 9066?
 - A. the establishment of the Women's Army Auxiliary Corps
 - B. the evacuation of Japanese Americans to internment camps CORRECT
 - C. the opening of centers for Jewish refugees in former army camps
 - D. the creation of the first African American combat unit in the army air corps

3. 3. The quotation below comes from a 1944 Supreme Court decision. Justice Black's opinion was issued in which of these Supreme Court cases?

It should be noted... that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny. Pressing public necessity may sometimes justify the existence of such restriction.

- Justice Hugo Black, 1944

- A. United States vs O'Brien
- B. United States vs Eichman
- C. Korematsu vs United States CORRECT
- D. Abrams et al. vs United States

4. 4. Which of these groups was targeted by white mobs in the Zoot Suit Riots?
- A. African American migrants
 - B. Jewish American servicemen
 - C. Mexican American teenagers CORRECT
 - D. German American enemy aliens
- D. German American enemy aliens

5. How did President Roosevelt respond to A. Philip Randolph's threat to organize a protest march by African Americans on Washington, D.C., in 1941?
- A. He agreed to desegregate the military if the march was called off.
 - B. He urged Congress to pass legislation banning racism in the workplace.
 - C. He ordered National Guard troops to disperse any marchers who appeared.
 - D. He signed an executive order outlawing discrimination by defense contractors. CORRECT
6. Which of the following is NOT true of women fighting in war?
- A. Women had their own branch in the coast guard.
 - B. Women in the WAC sometimes fought in combat. CORRECT
 - C. Women were allowed to hold jobs in the U.S. Navy.
 - D. Women were mechanics and radio operators in the war.

7. The Double V Campaign sought to fight against fascism and

A. end racism in the United States. CORRECT

B. create a new League of Nations.

C. promote a communist government.

D. revert back to the policy of neutrality.

8. What is a major reason that the United States did not offer aid to Jewish victims until 1944?

A. Helping the victims would break the United States' alliance with Britain.

B. The United States did not have enough funds to help the Jewish victims.

C. Many Americans were unwilling to admit a large number of European Jews. CORRECT

D. Roosevelt did not want Germany or its allies to attack the United States.

Read Section 1, Introduction, in the Student Text.

Discuss these questions as a class:

- How was the U.S. unprepared for the Battle of the Atlantic?
- Upon entering the war, how was the United States like the weaker team in the Preview?
- If you were the “coach” of the U.S. military, which of the three strategies presented in the Preview would you pursue to safely transport your troops across the Atlantic?

Play defense and stall.

Attack the opponent’s MVP.

Attack the weakest player.

Fighting World War II

What military strategies did the United States and its allies pursue to defeat the Axis powers in World War II?

TCI 36



Key Content Terms

As you complete the Reading Notes, use these Key Content Terms in your answers:

Allies

Holocaust

Axis powers

Battle of Midway

Battle of Stalingrad

Battle of Okinawa

D-Day

Manhattan Project

When the United States entered World War II, the Axis forces were superior in both number and strength, much like the stronger team in the Preview.

Military analysts for the United States and its allies had to determine which strategies to pursue to defeat the dominating Axis powers.



Label each page with the appropriate section number and title from the book.

In your groups, you will work with military analysts to prepare a report on four key military decisions.

For each decision, you will gather information by reading and evaluating proposals, then present your recommendations in a secret military briefing.

Finally, you will read the results and military strategies that led to the defeat of the Axis powers.

2. Preparing for War in Europe



Section 2

Read Section 2. Annotate the map for this section as follows:

- Identify North Africa, Poland, and the Soviet Union and label each with a star.
- Write three facts about events that occurred in these areas.

Key Content Terms

As you complete the Reading Notes, use these Key Content Terms in your answers:

Allies	Holocaust
Axis powers	Battle of Midway
Battle of Stalingrad	Battle of Okinawa
D-Day	Manhattan Project

Finish through section 3 for next class
Post 3 comments on Seesaw

You are now World War II military analysts who will participate in a briefing to make recommendations on a key military decision.



Decision 1: February 1942

The United States recently entered the war on the side of the Allies. Unfortunately, the United States has limited military divisions ready for immediate deployment to Europe. Which military strategy do you advise President Roosevelt to pursue?

Discuss the following strategies with your group and choose the one that you believe will be most effective in defeating the Axis powers. Look back at the Preview and identify the coach's strategy that best matches your choice.

Prepare your recommendations by gathering supporting arguments from the student text and accompanying map.

War in Europe and North Africa, 1942



Strategy 1 Deploy divisions to Britain. Launch an immediate cross-channel invasion of France. Then move eastward to liberate Paris.

Strategy 2 Deploy divisions to the Mediterranean and launch an invasion of Italy from naval ships. Capture the island of Sicily first and then advance north onto the mainland.

Strategy 3 Defend the Soviet Union. Move Allied divisions into the western part of the Soviet Union and help the Red Army defend itself against German divisions.

Strategy 4 Launch an invasion of North Africa from Egypt and from naval ships in the Atlantic. Advance toward Tunisia and defeat German divisions.



Review the procedures for the military briefing:

- Select your first presenter. The presenter should stand while speaking.
- When your teacher directs, have your presenter stand and begin with the phrase, “Our group believes . . .”
- The presenter should ask for a show of hands of which groups have a new point to make, and then call on another group.
- The new presenter must begin with the phrase, “Our group respectfully agrees/disagrees with your group because . . .”
- Continue until most or all ideas are shared.



Strategy 1 Deploy divisions to Britain. Launch an immediate cross-channel invasion of France. Then move eastward to liberate Paris.

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1. Read through the subsection “Soviets Fight Alone at Stalingrad.” Annotate the map for Section 3 as follows:

- Identify southern Italy and Stalingrad and label each with a star.
- Write three facts about events that occurred in these areas.

Strategy 1 Divert some of the American planes to bomb concentration camps. In addition, bomb all railroads leading to the camps.

Strategy 2 Refrain from bombing concentration camps. Maintain current precision bombing raids and reevaluate the decision in six months.



Read the rest of section 3.

2. Read the remainder of the section. Finish annotating the map as follows:

- Identify Normandy and the Battle of the Bulge and label each with a star.
- Write three facts about events that occurred in these areas.

Section 4

Read Section 4. Annotate the map in your notebook as follows:

- Identify the Philippines, Tokyo, and the Coral Sea and label each with a star.
- Write three facts about events that occurred in these areas.

lets Fight Alone
or Section 3

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hat occurred in

Review your answers. 2. Read the remainder of the section. Finish annotating the map as follows:

- Identify Normandy and the Battle of the Bulge and label each with a star.
- Write three facts about events that occurred in these areas.

Read Sec **Section 4**

Follow the
complete

Review y

Read Section 4. Annotate the map in your notebook as follows:

- Identify the Philippines, Tokyo, and the Coral Sea and label each with a star.
- Write three facts about events that occurred in these areas.

Stop when you get to “36.5”
Let me know when you finish 😊

Bataan Death March



De Strategy 1 Create a staging area in inland
Th China. Launch an air assault on the nearby
All Japanese mainland.

siti Strategy 2 Liberate Japanese-occupied islands
Pre in the Pacific. Create a staging area on each
liberated island and prepare for the next
advance.

Strategy 3 Build air bases in the Aleutian Islands.
Launch bombing raids directly on the Japanese
mainland by using the new B-29 bombers.

Strategy 4 Contain the Japanese and stop their
expansion in the Pacific. Wait until the war is
won in Europe and then increase Allied forces
in the Pacific.

|| naval power, 1942



Read the sub **Section 5**

Faces a Deci 1. Read through the subsection “Truman Faces a Decision to Drop the Bomb.” Annotate the map for Section 5 as follows:

Follow the dir
complete the

- Identify Midway and Okinawa and label each with a star.
- Write three facts about events that occurred in these areas.

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Strategy 1 Drop an atomic bomb on a large Japanese city. Continue to drop bombs on other cities until Japan surrenders.

Strategy 2 Plan a large-scale invasion of Japan. Prepare staging areas on nearby islands and attack Japan by air and sea.

Strategy 3 Wait as long as needed for Japan to surrender. Continue the naval blockade and massive bombing raids.



Discuss these **World War II Military Actions and Strategies**

- For which **W** actions do you praise? Why
 - “Europe First” strategy
 - postponement of an invasion of France
 - decision not to bomb the concentration camps
 - Operation Overlord
 - liberation of the concentration camps
- For which **W** actions do you criticize? Why
 - leapfrogging strategy
 - battles of Iwo Jima and Okinawa
 - decision to drop the atomic bomb on Japan
- If you had been president during the war, how might you have conducted the war differently?

Rc 2. Read the remainder of Section 5. Finish annotating the map for this section as follows:

- Fc
cc
- Identify Hiroshima and Nagasaki and label each with a star.
 - Write three facts about events that occurred in these areas.



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Hi, I'm John Green, this is Crash Course U.S. history, and today we're going to talk

THIS MACHINE KILLS FASCISTS



   0:01 / 13:26



World War II Part 1: Crash Course US History #35

1. Examine the diagram below.
Which term belongs in the center circle?



- A. Allied powers **CORRECT**
B. Axis powers
C. Central powers
D. United powers
2. What was the outcome of the Allies invading Sicily in 1943?
- A. Italy greatly weakened the Allies' armed forces.
B. Mussolini resigned and Italy surrendered to the Allies. **CORRECT**
C. Britain and China decided to join sides with Italy.
D. The United States lost most of its troops in the fight.

3. On June 6, 1944, Allied forces stormed the beaches of Normandy in northern France. What was this event called?
- A. D-Day CORRECT
 - B. V-E Day
 - C. Battle of the Bulge
 - D. Battle of the Atlantic
4. What did Nazis decide was the "final solution" to the "Jewish question"?
- A. deporting Jews to North Africa
 - B. confining Jews to urban ghettos
 - C. exterminating Jews in death camps CORRECT
 - D. encouraging Jews to emigrate to the United States

5. Which of the following military options did the Allies choose in the Pacific war?
- A. launch a massive invasion of the Japanese islands from China
 - B. limit Japan's expansion but do little more until the war in Europe is won
 - C. build bases in the Aleutian Islands from which to launch an air war against Japan
 - D. follow a leapfrogging campaign to secure bases leading across the ocean to Japan CORRECT!

6. What prompted Japan to surrender to the Allies on August 14, 1945?

A. the Doolittle raid on the city of Tokyo

B. the firebombing of major Japanese cities

C. the atomic bomb attacks on Hiroshima and Nagasaki CORRECT

D. the loss of more than 100,000 troops in the Battle of Okinawa

7. What achievement did the Battle of Midway make for the Allied nations?

A. It ended Japan's expansion and forced Japan to focus on defense. CORRECT

B. It forced Japan to use most of its resources and surrender.

C. It resulted in a peace treaty between Japan and the Allies.

D. It caused Japan to go against Germany and join the Allies.

8. The Manhattan Project was a U.S. government project that worked on
- A. hiring spies for the war.
 - B. creating colonies in Japan.
 - C. improving aircraft technology.
 - D. developing the atomic bomb. CORRECT

Henry Wallace, what might have been. ...





V-J Day



Next up: the 1950s!