

1. Origins of US involvement:

A. Neutrality Acts (1935, 1936, 1937, 1939)

- US position: _____ (Non-interventionism) – to _____ of the war
- Cash and Carry (9-21-39) ---The US would sell _____ (military _____ and _____), to the belligerents as long as the recipients paid in _____ and _____ the goods themselves (not weapons)

Political Cartoon Message: _____

B. Destroyers-for-Bases deal (Sept. 2, 1940)

- The US transferred _____ to the UK
- The UK gave _____ for US bases on British possessions along _____ coast

Underlying purpose: _____

C. FDR pledge to support allies

1) FDR’s ideals: (State of the Union Address a.k.a., “_____ Freedoms” Speech, Jan. 6, 1941)

- Freedom of _____ – Where? _____.
- Freedom of _____ – Where? _____.
- Freedom from _____ – Meaning? _____.
- Freedom from _____ – Meaning? _____.

Overall message: _____

2) Atlantic Charter (Aug. 1941) – Eight Principal Points:

1. no _____ gains by US or UK
2. territorial changes by _____
3. self-_____ for all
4. trade barriers _____ (no _____ policy after war)
5. global economic _____ and social _____
6. a world free of _____
7. freedom of the _____
8. _____ of aggressor nations (and beyond)

D. Lend-Lease Act (Mar. 1941):

- “An Act to Promote the _____ of the US”
- US supplied _____ France, UK, _____, and later the _____ and other Allies with food, oil, and _____, including some ships, planes, and weapons

Who are the allies represented by the flags in the poster? _____

- In return, the US received right to _____ in Allied territory, and some “_____ lend-lease” materiel, mostly from the _____ (ambulances, for ex.)
- This program effectively _____ the United States' pretense of _____ and was a decisive _____ away from _____ policy.

Cartoon message: _____

E. Blockade against Japanese

- When Japan seized _____ (now Vietnam), the US (and Australia, UK and the Dutch) _____ Japan in a trade _____.
- They cut off _____ of Japan's _____ supply (and airplane fuel)
- Later they also cut _____, and _____ exports to Japan (and scrap metal)

F. Pearl Harbor attack (also attacked _____ and the Philippines)

- Japan attacked Pearl Harbor, Hawaii, on Dec. ____, 1941
- Damaged or _____ US _____ and aircraft.

Message of FDR's speech: _____

- Japan also attacked the _____ (US territory) on Dec. 8, 1941.
- Battle of Bataan/ _____ – US and Filipino troops were trapped and captured there; put on a _____ (Apr. 9, 1942)
- 21,000 _____s died
- US Reaction – Americans were shocked out of _____; enlistments _____

Message of poster: _____

2. Allies and Axis

A. Allied Powers (main countries and their leaders):

- UK (Britain) – Winston _____
- The Free French – Charles _____
- USSR – Joseph _____
- US – Franklin D. _____
- China – Chiang _____ (Jiang Jieshi)

B. Axis Powers (main countries and their leaders):

- Germany – Adolf _____
- Italy – Benito _____
- Japan – Emperor _____ (and Prime Minister General Hideki _____)

3. US/Allied wartime strategy

A. Europe – Goals, strategies, battles

- Objective of the war: _____ (FDR stated this at the 1943 _____ conference).
- Bomb _____ and _____ – destroy Axis ability to _____
- _____ the population so they would demand an _____ to the war
- Open a _____ so the Germans had to fight the Soviets in the _____ and the US/UK in the _____
- Early US action: involved in Operation _____ (Nov. 1942, invasion of German-occupied North _____)
- Invasion of _____ and battles in _____ (1943-1945)

1) Invasion of Normandy – “Operation _____” “_____” (June 6, 1944)

- _____ forces of the US, UK, and others (14 in all)
- Airborne and _____ (from water to land) assault

- _____ – Supreme Allied Commander
- 150,000 Allied troops made _____ (against 50,000 Germans)
- Largest _____ invasion in history; ultimately landed _____ million troops by July.

2) Battle of the Bulge

- US had been pushing steadily _____ towards Germany – stopped by German _____; known as “the Battle of the Bulge” (because of a _____ in the front line)
- Germans attempted to _____ the Allied advance; divide their _____
- Allies hung on through the _____ of 1944-1945; German advance _____
- **Turning _____ in the war on the _____ front of Europe** (The Battle of Stalingrad was the turning point in the _____) – last German _____; on the _____ for the rest of the war

3) V-E Day – May 8, 1945

- Western _____ and Soviets had advanced into _____ in the spring of 1945
- Germany forced to “unconditional _____” – May 8, 1945, known as “V-E Day” (Victory in _____ Day)
- Celebrations in Europe – the war was _____ in Europe (but not the _____)
- Aftermath: rounding up _____, harsh treatment of Germans by _____, Red Cross treated and _____ survivors

B. Pacific – Goals, strategies, battles

- “_____” – Allied strategy of taking Japanese-controlled islands one by one to steadily get closer to Japan
- Planned to free the _____ (avenge Bataan Death March)
- _____ attack – take island after island to get close enough to Japan to _____ and invade
- Many battles in the Pacific: Battle of _____ Sea (May 1942), _____ (Aug. 1942), Tarawa (Nov. 1943), Peleliu (Sep–Nov. 1944), Leyte Gulf (Philippines, largest _____ battle in WWII and possibly history)

1) Battle of Midway (June 1942)

- Japanese _____ to take US _____ of Midway
- US had _____ Japanese code; _____ attacked
- US _____ battle – destroyed Japanese aircraft _____ – badly hurt Japanese air power
- _____ **in war in Pacific** – last Japanese attempt to take _____ territory; defending other islands for the _____ of the war

2) Battle of Iwo Jima (Feb–Mar 1945)

- Island _____ to Japan for _____ – thought to be important to take the _____ there (turned out not to be that _____; only used for 10 missions)
- Japanese were securely dug in – Mount _____
- Difficult landing; _____ battle
- Took a _____; few Japanese _____ (200 of 21,000; 18,000 dead)
- Cost US _____ casualties

3) Battle of Okinawa (April-June 1945)

- Island 350 mi. from Japan; last _____ to attacking _____
- US/British force – largest since _____; costliest in Pacific _____ (65,000 Allied casualties; 14,000 dead; 77,000 Japanese casualties)
- Cleared path for _____ of Japan to end the war (“Operation _____”
– planned for Nov. 1945. Called off because of _____)

4) Atomic Bomb (Manhattan Project) -- Hiroshima and Nagasaki (July-Aug. 1945)

- Allies prepared for invasion of _____
- Scientists worked on the “_____ Project” – developed hugely powerful bomb
- Ready and tested in _____ desert – July 1945 – Pres. _____ (FDR had died in April) decided to use it
- _____, August 6, 1945 (est. 70,000-146,000 _____)
- Nagasaki, August _____, 1945 (est. _____ dead)

5) V-J Day: August 14, 1945 (day of Japanese _____ surrender)

- _____ surrender, September 2, 1945 took place on The U.S.S. Missouri in Tokyo Bay

4. Roles/Sacrifices of American soldiers:

A. Battle conditions and Casualties

- In the European Theater of Operations (ETO) -- _____; lack of proper winter gear; _____ foot and _____
- In the Pacific Theater of Operations (PTO) -- extreme heat; lack of water; malaria and other diseases; jungle _____
- Harsh, _____ battle situations in both theaters of war; Germany _____ while holding the _____ during the Battle of the Bulge in Bastogne, Belgium, Japanese _____ attacks in the Pacific.
- High _____ rates
- American Casualties (rounded):
 - Combat deaths: 292,000
 - Military deaths: _____
 - Wounded: 671,000
 - Total casualties: _____

B. African Americans

- Served in _____ units; relegated to _____ services at first (construction, stretcher bearers)
- Eventually put into _____; served in Europe and _____ in all branches.
- _____ Airmen – trained and served as _____ pilots
- Were not immediately deployed; Eleanor Roosevelt forced the issue.
- Known as “Red Tails” – had excellent record in combat escorting bombers
- Many were _____ for their service; there was _____ in commendations
- Dorie Miller received the _____ – describe what he did to earn it:

C. Hispanic Americans

- _____ Hispanics served – _____ units, all branches

- Hispanics served with _____; many were awarded medals; _____ were Medal of Honor recipients. Describe what earned Silvestre Herrera the Medal of Honor:

-
- "Longoria Affair" – Felix Longoria (Texas), killed while fighting in the _____.
 - When his hometown would not _____ him in the local cemetery, a burial in _____ National Cemetery was arranged.
 - Brought about the creation of the American _____ to fight for Hispanic-American _____

D. Japanese Americans

- Some _____; others were recruited despite _____
 - Served mostly in _____ in 442nd, _____ Japanese-American unit
 - Many awards, including 21 Medals of _____ and Congressional Gold Medal to their unit
- Daniel Inouye's story:
-

E. Navajo Code Talkers

- Native Americans of all _____ served throughout the war in all branches
 - Marines recruited and trained Navajos to use a _____ based on their _____ language; it was never broken. Describe impact of code talking on outcome of the Battle of Iwo Jima:
-
- remained _____ long after the war
 - Joe Kieyoomia's story:
-

5. Developments in technology:

A. Aviation:

- Air _____ was a decisive _____ in the war both over _____ and at sea
- Mass _____ bombings – created vast _____ of the targets
- fighters with increasing _____ (P-51s)
- _____ (end of war)

B. Weaponry (guns, vehicles, bombs):

- Semi-automatic _____ (M-1 Garand), automatic rifles (Browning or "BAR"), and _____ guns (Thompson Submachine gun) made mobile fire power more _____ and destructive
- new kinds of _____ crafts (Higgins _____, _____ landing craft: DUKWs, swimming _____)
- V-2 _____ (German)
- _____ Bomb

C. Communication:

- _____ – improved battle communication for all branches
- _____ (Radio Detection And Ranging) – to find _____ and detect enemy aircraft
- _____ (SOund Navigation And Ranging) – to find targets and detect enemy _____
- Code machines like "_____"
- ENIAC – Electronic Numerical Integrator And _____

D. Medicine:

- Penicillin ("sulfa drugs") – _____ – saved lives
- Plasma; battlefield blood _____ – saved lives
- _____; more trained _____

According to the "Medical Care" poster, how many more lives per 100 were saved in WWII? ____

6. Impact of WWII on the Home Front

Definition of "Home Front" – activities _____ the war _____

A. War Industry

- US stepped up _____
- War Production _____ (WPB) coordinated industrial _____
- Propaganda _____ urged workers to work _____ for the war _____
- Workers _____ goals in output
- Factories _____ to war-related production

How did aircraft factories in the US protect themselves? _____

B. Resources

- The public was urged to _____ resources

"Driving Alone" Poster message: _____

- Campaign to conserve resources and _____ supplies for _____

Message of rationing posters: _____

- Civilians were encouraged to grow _____ gardens and _____ their own food.
- Kids held _____ drives (Boy Scouts, Camp Fire Girls)

Message of "Scale" cartoon: _____

- Kids gathered milkweed _____ – the floss was used to stuff _____
- Women were asked to give up their silk and nylon _____

C. Women:

- Women were recruited to _____ men – the "Rosie the _____" campaign encouraged women to go to _____ in industry

Message of the Rosie the Riveter posters: _____

Message of women at work posters: _____

- Women riveted, _____, assembled _____, _____, vehicles
- Propaganda encouraged men to _____ women in the workplace
- Women became Army and Navy _____
- Women were recruited into the _____ to "_____ a man to _____"
- They became _____ workers

Message of WOW poster: _____

- They joined WAC -- Women's Army Corps

Message of WAC posters: _____

Jobs women did as WACs: _____

- WAVES – Women Accepted for Volunteer _____ Service (Navy)
- WASP (Women AirForce Service Pilots) – tested and _____ aircraft to military bases

D. African Americans:

- Continued racial discrimination; factories _____ hiring blacks
- A. Philip _____ organized _____ on Washington for job equality
- *The Courier* started the “_____” campaign for victory over _____ abroad and racism at _____
- FDR issued Executive Order _____ declaring:
- “There shall be no discrimination in the defense _____ or the government”
- Industries and the federal government now _____ African Americans
- Campaigns promoted harmonious race _____ in the workplace
- Port Chicago Disaster and Mutiny (1944)
- African American sailors assigned to _____ and loading _____ in the Navy – _____ trained, no _____ training, white officers made bets on speed
- Accident caused _____ – killed _____ sailors (2/3 African American; only 51 could be identified); injured 390. Destroyed pier, 3 ships, boxcars, buildings.
- Inquiry did not blame _____
- White officers got 30 days _____; black enlisted men did _____; most were sent on to work _____ elsewhere.
- 50 _____ to load ammunition; were court-martialed for _____.
- Sentenced to 12-15 years (commuted at end of war).
- Became _____ issue; NAACP and Thurgood Marshall pressured Navy to change policy

E. Mexican Americans:

- Mexican Americans worked in the _____ industries; women took over men’s jobs while they were _____
- Mexicans were brought in from Mexico as _____ laborers under the _____ Program
- Zoot Suit Riots
- Mexican-American youth wore Zoot Suits to _____ and socialize; some saw this as unpatriotic
- Zoot Suits used a lot of _____ as compared to military _____ and the new styles of suits they inspired
- Sailors on _____ from Port of Los Angeles clashed with Zoot-suit-wearing Mexican kids in _____ L.A.
- Police arrested beaten “_____” (“punks”) and sailors _____ with it.
- Officials blamed the riots on juvenile _____
- Citizens committee blamed wartime _____, _____, poor policing, and irresponsible reporting of the _____

F. Japanese Americans:

- Executive Order _____ ordered the “evacuation” of Japanese Americans from the _____ coast because of “_____”
- Most were American _____
- Papers and citizens used _____ language
- People had to _____ their businesses, homes, cars, belongings within _____ weeks.
- *Korematsu v. United States* (Dec. 1944)
- Fred Korematsu _____ the law, but the Supreme court ruled that relocation was _____ because it was based not on race, but on “military urgency.”
- Two other cases, *Hirabayashi v. United States*, and *Yasui v. United States* found _____

constitutional during _____.

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- 110,000-120,000 had to leave with only what they could _____
- Japanese Americans went first to “assembly centers” (sometimes held at _____), then internment or relocation camps, usually in the _____.
- It was particularly demoralizing to _____ since they had been the _____, but now had _____ to do
- When they returned home in 1945, they faced continued _____.

G. American Response to the Holocaust

- _____ did we know and when did we know it?
- A Polish **Resistance** fighter (Prisoner at Auschwitz) – got information to Western Allies as early as _____
- US created War _____ Board (Jan 1944)
- Committee worked to aid _____ victims of the Axis power; _____ as many as 200,000 Jews from Nazi-occupied countries
- War Refugee Board discussed _____ Auschwitz; idea _____

7. Results of the war:

A. Social Results

- WWII _____ estimates (dead world wide):
 - Military -- _____ million
 - Civilian – 34-46 million
 - Total _____ million
- Millions are _____, homeless

B. Economic Results

- Cost: _____ Billion to the US (about \$1 trillion today)
- \$1,600,000,000,000 — _____ economic costs of WWII internationally (1 quadrillion, six hundred trillion)
- _____ economies in Europe and Asia; struggle to rebuild and _____ after war

C. Political Results

- Regime _____ in Europe and Asia after occupation
- US implements _____ to support western European countries economically
- Creation of _____ 1948 as homeland for displaced Jews
- U.S. emerges from the war as a _____
- Britain, France, others, _____ in power
- USSR emerges as leading _____ power; creates Soviet _____ (countries _____ with USSR; also known as Soviet _____ countries)
- _____ tensions begin; last for _____ years
- United _____ created to keep the peace;
- US plays _____ role (UK, _____, France, _____ – on permanent UN Security Council)
- US stays actively _____ in world politics from WWII until the _____

What is the message of the video “The Fallen”? How did it make you think differently about WWII?
