

Name \_\_\_\_\_

**Unit: World War II - Unit Test - FRI. - MAY 10<sup>th</sup> / Review Pages / DUE 15/10/19**

Date	Homework	Aim	Answer to Aim
Th- 5/2/19	Answer Aim question & answer Regents Review Questions on p. 5.	<b>How did the U.S. gradually get involved in World War II in the late-1930s and early-1940s?</b>	
F- 5/3/19	Answer Aim questions. Complete all questions and outline on p. 7 and Use charts and graphs on p. 13 & 14 to answer questions on p. 12.	<ul style="list-style-type: none"> <li>• <b>How did U.S. involvement in World War II change life on the "home front"?</b></li> <li>• <b>How did government propaganda about women workers during WW II compare with the real experiences of working women?</b></li> </ul>	
M- 5/6/19	Answer Aim question. Complete outline on p. 20 and answer questions on p. 21.	<b>Why were Japanese-Americans forced to live in internment camps during World War II?</b>	
T - 5/7/19	Answer Aim question. Follow directions on p. 28 to write your description of a UN memorial remembering the bombing of atomic bombs on Hiroshima and Nagasaki. <b>Post your description on google classroom.</b>	<b>How should we remember the dropping of the atomic bombs on Japan?</b>	

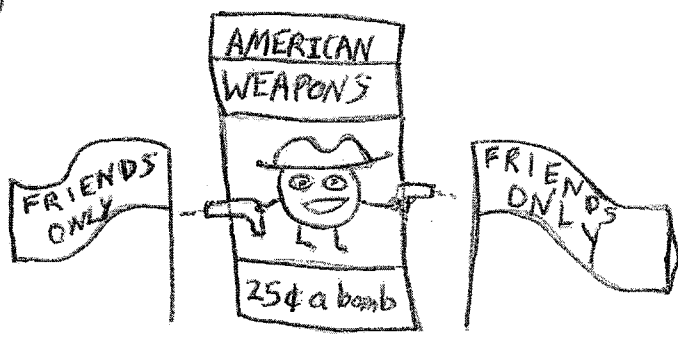
W- 5/8/19	Answer Aim question. Answer questions on p. 34. Read and highlight p. 35 and start defining important terms and people on and answering study questionsp. 35 in study notebook- Due: Friday, 5/10/19.	<b>How did the end of World War II affect the lives of soldiers returning from the war?</b>	
--------------	---	---	--

Th- 5/9/19	Answer Aim question. Answer questions on p. 34. Read and highlight p. 35 and start defining important terms and people on and answering study questionsp. 35 in study notebook- Due: Friday, 5/10/19. <b>STUDY FOR TEST!</b>	<b>How did the experiences of African American veterans of World War II differ from those of white veterans?</b>	
---------------	---	--	--

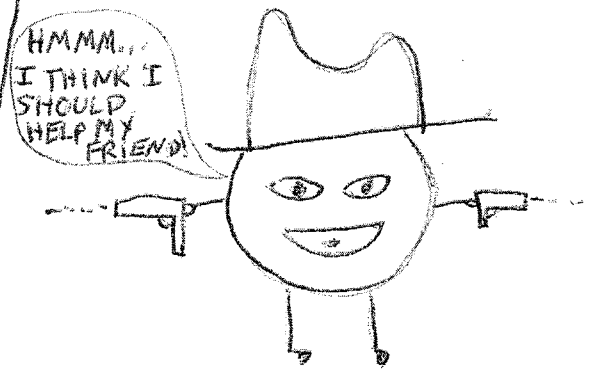
F- 5/10/19		<b>TEST</b> <b>15- MULTIPLE CHOICE</b> <b>5- Constructed Response Qs</b> <b>1 - thematic essay on World War I -/Change/impact on people</b>	
---------------	--	--	--


# VARIOUS STAGES OF NEUTRALITY

(A)



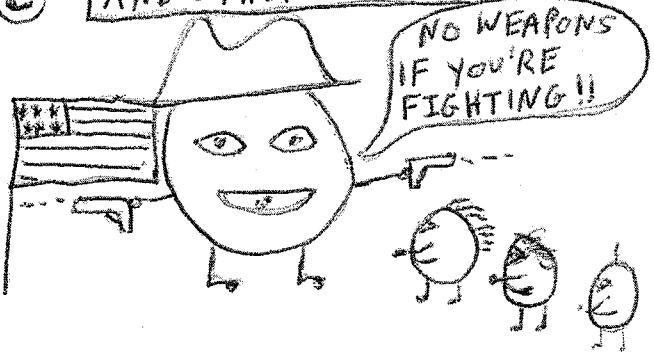
(B)



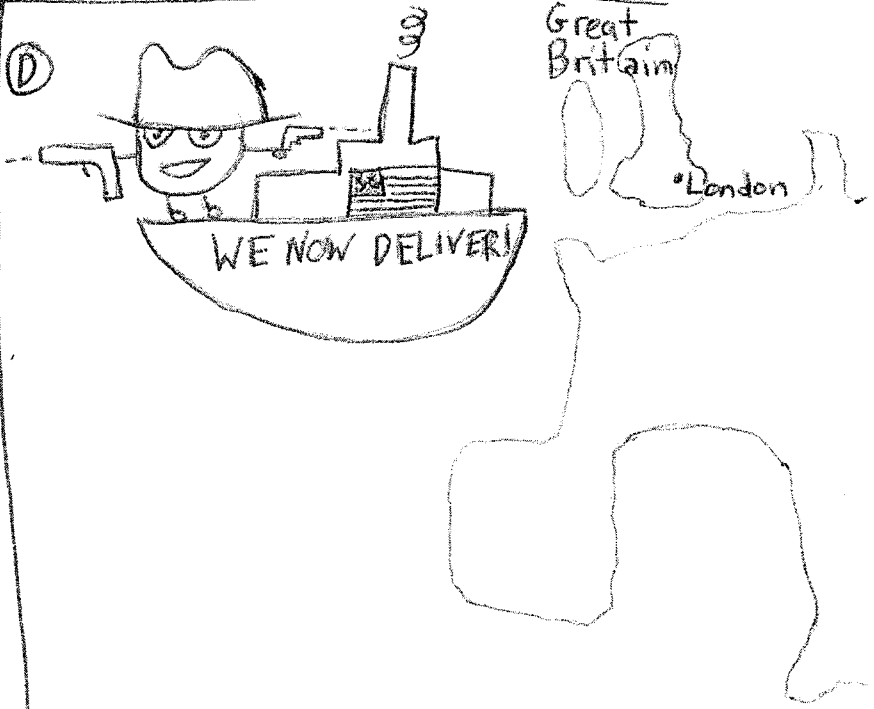
© 2007

(C)

AMERICAN WEAPONS AND OTHER AID



(D)



© 2007

How did the U.S. gradually get involved in World War II in the late-1930s and early-1940s?

**Do Now:**

1. What does it mean to be neutral in a conflict? What do you think a foreign policy of 'neutrality' might look like?

---

---

---

---

2. What does it mean that the U.S. "gradually got involved" in WWII? Place the sentences below in a logical order to make a paragraph.

\_\_\_\_\_

- a) But because of various factors – such as trade relations with the Allied Powers, Germany’s unrestricted submarine warfare (i.e., the Lusitania), the Zimmerman Note, etc. – the U.S. eventually did enter the war.
- b) World War I broke out in Europe the United States declared neutrality, and stayed out of the war at first.
- c) World War II was similar in this regard – when the war began the U.S. did not get involved.

**Activity A:** Stages of Neutrality Cartoon (the stages are jumbled up, not in chronological order)

1. Write a one sentence description of what you think is going on in each cartoon panel (who, what).

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

2. Put the cartoon panels in the order that makes the most sense, arranging the panels from the U.S. being least involved to most involved.

\_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_

*W*

## Foreign Policy: World War II

*In 1939, world war broke out in Europe and Asia. The British Prime Minister, Winston Churchill, urged the United States to join as an ally against Germany. Churchill told President Franklin D. Roosevelt that Germany's fascist regime led by Adolf Hitler posed a serious threat to the entire world. But many Americans, after the difficult times of World War I and the Great Depression, believed that the United States should adopt a policy of neutrality and not get involved. During his 1940 re-election campaign, President Roosevelt promised the American people that he would not "send your boys into foreign wars." Instead, Roosevelt agreed to give military and economic aid to help the British fight Germany. U.S. neutrality came to an abrupt end on December 7, 1941, after Japan bombed U.S. naval ships at Pearl Harbor, Hawaii. Congress declared war against Japan on December 8<sup>th</sup> and against Germany, Japan's ally, on December 11<sup>th</sup>.*

What goals and values shaped the president's decision?

Who or what influenced his decision?

What strategies were used to achieve the goals and values?

Do you think any other goals or values were violated?

## What Is Foreign Policy?

**FOREIGN POLICY** is “the goals, values, and strategies that guide how a nation acts towards other nations.”

GOALS = what a nation wants to accomplish in dealing with other nations.

VALUES = the ideas or principles a nation thinks are important to follow (e.g. democracy).

STRATEGIES = how a nation achieves its goals (e.g. force, diplomacy, money).

### Who creates foreign policy in the U.S.?

- **PRESIDENT**
  - is the commander of the military, decides who should run the military and what actions to take
  - has the power to make treaties
  - meets with leaders from other nations
- **CONGRESS**
  - regulates trade with other nations
  - has the power to declare war and maintain the military
  - decides whether or not to approve treaties
- **NOT INDIVIDUAL STATES**
  - cannot conduct foreign policy
  - but are guaranteed military protection from invasion

### Who influences foreign policy in the U.S.?

- Government advisors + military officials
- Businesses/corporations
- Other interest groups in the United States
  - e.g., journalists, missionaries, anti-war protestors, environmentalists
- Other nations and their leaders

### Goals and values of U.S. foreign policy:

- Increase the wealth, land, or power of the U.S.
- Protect U.S. citizens from outside threats
- Spread democracy to people in other countries
- Help other nations and people who are suffering
- Respect self-determination (nations have the right to govern themselves)

### Strategies of U.S. foreign policy:

- Use the military to invade, defend, occupy, or threaten other nations
- Use diplomacy to persuade and negotiate with other nations
- Give or withhold financial help, or trade with other nations

**WW II Regents Questions**

Name \_\_\_\_\_

1. The entrance of the United States into World War II was preceded by
  - (1) President Franklin D. Roosevelt’s successful effort to end the Holocaust in Europe
  - (2) unauthorized presidential use of United States troops in Japan
  - (3) American aid to help Great Britain defend itself against German aggression
  - (4) legislation encouraging the immigration of war refugees
  
2. The Neutrality Acts of 1935 and 1937 were intended to
  - (1) enforce the policies of the League of Nations
  - (2) stimulate economic growth in the United States
  - (3) avoid the policies that drew the nation into World War I
  - (4) support the use of peacekeeping troops in Europe
  
3. The “cash and carry” policy and the Lend-Lease Act were used by the United States to
  - (1) help fund League of Nations efforts to maintain peace
  - (2) encourage British appeasement of Germany
  - (3) fulfill treaty obligations with Great Britain and France
  - (4) provide support for the Allies in World War II without entering the war

4. In 1939, President Franklin D. Roosevelt responded to the start of World War II in Europe by
  - (1) asking Congress to enter the war
  - (2) urging continued appeasement of aggressor nations
  - (3) attempting to negotiate a peaceful settlement of the hostilities
  - (4) selling military supplies to the Allied nations
  
5. Which series of events leading to World War II is in the correct chronological order?
  - (1) Neutrality Acts → Japanese attack on Pearl Harbor → Lend-Lease Act → United States declaration of war on Japan
  - (2) Lend-Lease Act → Neutrality Acts → United States declaration of war on Japan → Japanese attack on Pearl Harbor
  - (3) United States declaration of war on Japan → Japanese attack on Pearl Harbor → Lend-Lease Act → Neutrality Acts
  - (4) Neutrality Acts → Lend-Lease Act → Japanese attack on Pearl Harbor → United States declaration of war on Japan

appeasement – giving in to the demands of an aggressive power in order to keep the peace.

belligerent – warlike or aggressive

*How did the U.S. gradually get involved in World War II in the late-1930s and early-1940s? Write a response of 4-5 sentences in the space below.*

**What actions did the government promote on the home front?**

Poster (letter)	What words and actions are present in the poster?	What symbols are in the poster? What do you think they represent?	What is the main message of this poster? (What is the government trying to convince people to do?)	What arguments does the government use to convince its audience?



**Vocabulary Activity**

- 1) Which of the following is an example of rationing?
  - a) People can't afford to buy meat, so they eat rice and beans instead.
  - b) During a time of shortage or a war, the government controls how much meat people are allowed to buy.
  
- 2) Which would be most likely called propaganda?
  - a) information put out by an organization or government to promote a policy, idea, or cause, sometimes can be deceptive or distorted information that is systematically spread.
  - b) an advertisement trying to persuade people to buy a specific brand of soap because of its superior qualities.
  
- 3) Which countries would the United States probably have described as belligerent?
  - a) countries that are hostile and ready to start a war
  - b) countries that are willing to negotiate to resolve a crisis
  
- 4) If a country like England tries to appease Germany it is
  - a) trying to give Germany what it wanted.
  - b) trying to confront Germany.

**Homework:**

**Directions:** Based on the information in your graphic organizer, complete a quick outline using the template provided and then write one paragraph that answers the question below. Be sure to refer to at least three posters you analyzed in class.

**What did actions did the US government want its citizens to take in order to support the war effort during WWII? What arguments did the government use in its propaganda posters to persuade Americans to do these things?**

**Topic Sentence:**

---



---

- 1.....
- 2.....
- 3.....

WEM



**OPTIONAL Analysis Worksheet:**  
**“I’m Proud...My Husband Wants Me to Do My Part”**

**I. Source Info**

A. What government office created this poster?

B. What year was it created? What else was going on at this time?

**II. Content and Composition**

A. Identify the following image details from the poster and write down what you think each one represents or symbolizes:

AMERICAN FLAG	
MAN WEARING A SUIT	
LIPSTICK AND NAIL POLISH	
RING ON WOMAN'S FINGER	
WOMAN WEARING OVERALLS	
HANDS OF THE MALE FIGURE	
HANDS OF THE FEMALE FIGURE	



B. Which figure in the poster is saying "I'm Proud...my husband wants me to do my part."

C. Why is the word "wants" underlined in the sentence above?

### III. Message and Purpose

A. What is this poster's message to American men?

B. What is this poster's message to American women?

C. Check all of the messages that appear in the poster:

- Factory work was not something women usually did
- Women should never work in war production jobs
- Women should work in factories because it is their patriotic duty
- Women need their husband's permission to work in a factory
- Women want factory jobs because they pay well

D. Why do you think the U.S. government created this poster? What problem(s) was it trying to address?



	Wartime Propaganda	'Real Rosies' documentary
What was women's life and work like before WWII?		
Why did women choose factory jobs?		

Watch, "**Dangerous Work on the Homefront**" (19:30-25:05), then answer the following:

	Wartime Propaganda	'Real Rosies' documentary
What were working conditions like in WWII factories?		

Watch "**Wartime Women Workers' Double Duty**" (28:20-34:40) and answer the following:

	Wartime Propaganda	'Real Rosies' documentary
What challenges did Rosies face at home and work? Explain.		

**Exit Question / Homework:**

Create a quick outline (no template provided) and then respond to the prompt below in one paragraph on separate paper. Use the statistics about women's work and the documentary *The Life and Times of Rosie the Riveter* as your sources of evidence.

*What were the differences between the US Government's Rosie and actual American women who worked in the war industry during WWII?*



**By the Numbers: White and African-American Women Workers**

Using the table on women in the workforce, complete the following questions about the kinds of jobs women did before, during and after World War II.

1. Between 1910 and 1960, the percentage of white women domestic workers increased.

TRUE      FALSE

2. Between 1910 and 1960, the percentage of African-American women domestic workers increased.

TRUE      FALSE

3. What percentage of women were doing domestic service during the following years?

White                      1930 \_\_\_\_\_                      1940 \_\_\_\_\_                      1950 \_\_\_\_\_

African-American    1930 \_\_\_\_\_                      1940 \_\_\_\_\_                      1950 \_\_\_\_\_

4. What percentage of women were doing factory work during the following years?

White                      1930 \_\_\_\_\_                      1940 \_\_\_\_\_                      1950 \_\_\_\_\_

African-American    1930 \_\_\_\_\_                      1940 \_\_\_\_\_                      1950 \_\_\_\_\_

5. In 1940, what type of job was most common among white women?

6. In 1940, what type of job was most common among African-American women?

7. Was the World War II era a greater turning point for white women or for African-American women? Use evidence from the chart to explain your answer.



**Statistics on Women in the World War II Era Workforce**

*Before World War II (1941-1945), when women worked outside the home it was usually in jobs traditionally considered to be “women’s work.” These included teaching, domestic service, clerical work, nursing, and library science. During the war, the nation needed more airplanes, ships, trucks, and other military hardware, and had fewer men available to work in the factories to make them. The federal government encouraged women to join the industrial workforce as a patriotic duty, and many women did take the highly skilled and better paying factory jobs usually held by men. By 1944, women held one third of all manufacturing jobs in the U.S.*

Source: U.S. Bureau of the Census  
 Source: U.S. Department of Labor, Women’s Bureau

<b>Women in Industry as a Percentage of All Production Workers</b>	<b>1940</b>	<b>1944</b>	<b>1946</b>	<b>1950</b>
Iron and Steel	6.7%	22.3%	9.4%	5%
Automobiles*	5.7%	24.4%	8.9%	10%
Textile Mill Products	43.0%	51.4%	46.7%	43%
Apparel (clothing)	75.2%	78%	76.9%	76%

Source: U.S. Department of Labor, Bureau of Labor Statistics. All figures are for the month of October of the years indicated.

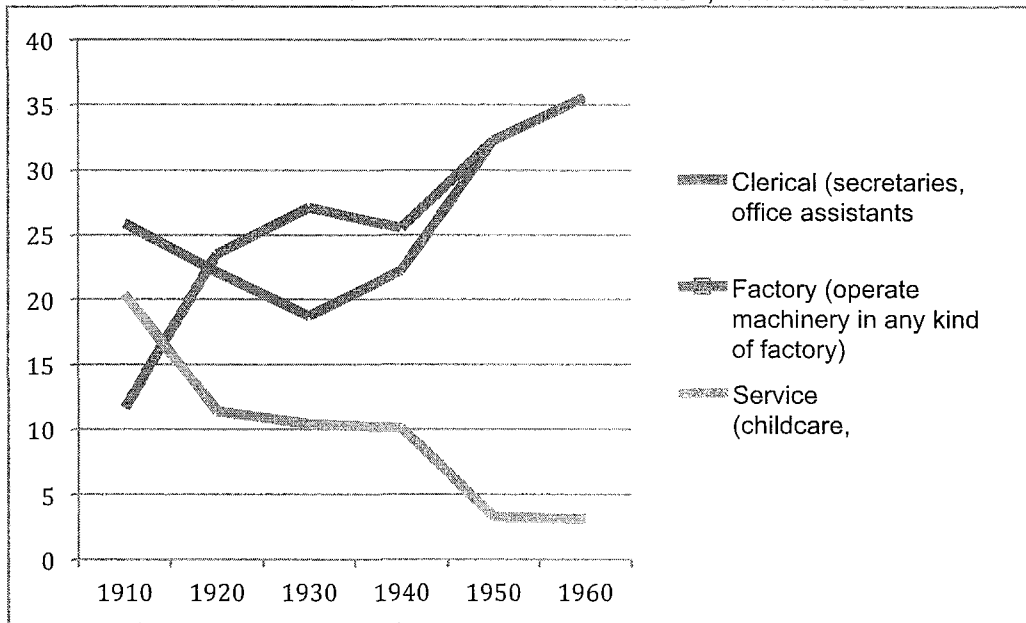
\* In 1944, this industry did not produce automobiles, but instead tanks, airplanes, military vehicles, etc. This category does not include all airplanes produced, but only those produced by automobile firms.



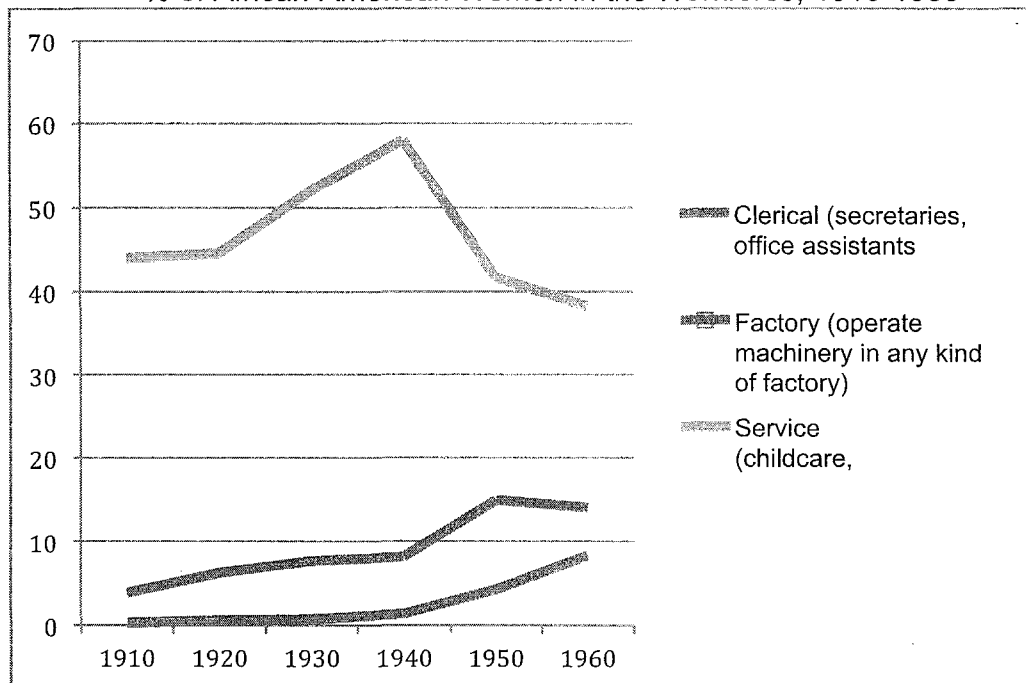
**Occupational Shifts of Women in the Workforce by Race, 1910-1960**

Between 1910 and 1960, the number of women working for wages in the United States grew from just over 8 million to over 23.2 million, rising from 21 percent to 32 percent of the workforce. The types of jobs that women of different races did also changed dramatically over that time period. These graphs do not include statistics for women who worked in farming, managerial, or professional jobs.

**% of White Women in the Workforce, 1910-1960**



**% of African-American Women in the Workforce, 1910-1960**



Source: Data from Ruggles, et al, Integrated Public Use Multidata Series



## Japanese-American Internment Timeline

- 1891** Japanese immigrants arrive on the mainland U.S. for work primarily as agricultural (farm) laborers.
- 1906** The San Francisco Board of Education passes a resolution to segregate (separate) children of Chinese, Japanese, and Korean ancestry.
- 1913** California passes the Alien Land Law, forbidding "all aliens ineligible for citizenship" from owning land.
- 1924** Congress passes the **Immigration Act of 1924** effectively ending all Japanese immigration to the U.S.
- 1941** **December 7** - Japan bombs U.S. ships and planes at the Pearl Harbor military base in Hawaii.
- 1942** President Roosevelt signs **Executive Order 9066** also known as the **Exclusion Order** authorizing military authorities to remove Japanese-American civilians from any area and place them in internment camps without trial or hearing.
- 1943** The War Department announces the formation of a segregated unit of Japanese-American soldiers.
- 1944** **January** - The War Department imposes the draft on Japanese-American men, including those incarcerated (imprisoned) in the camps.
- 1944** **December** - The Supreme Court upholds the constitutionality of Executive Order 9066 in ***Korematsu v. United States*** (Document C).
- 1946** **March 20**, - Tule Lake "Segregation Center" closes. This is the last War Relocation Authority facility to close.
- 1980** The Commission on Wartime Relocation and Internment of Civilians is established.
- 1983** The Commission on Wartime Relocation and Internment of Civilians issues its report, *Personal Justice Denied* (Document D).
- 1988** President Ronald Reagan signs HR 442 into law. It acknowledges that the incarceration of more than 110,000 individuals of Japanese descent was unjust, and offers an apology and reparation (compensation) payments of \$20,000 to each person incarcerated.

### Document A: The Munson Report

There is no Japanese 'problem' on the Coast. There will be no armed uprising of Japanese. There will undoubtedly be some sabotage financed by Japan and executed largely by imported agents...In each Naval District there are about 250 to 300 suspects under surveillance. It is easy to get on the suspect list, merely a speech in favor of Japan at some banquet being sufficient to land one there. The Intelligence Services are generous with the title of suspect and are taking no chances. Privately, they believe that only 50 or 60 in each district can be classed as really dangerous. The Japanese are hampered as saboteurs because of their easily recognized physical appearance. It will be hard for them to get near anything to blow up if it is guarded. There is far more danger from Communists and people of the Bridges type on the Coast than there is from Japanese. The Japanese here is almost exclusively a farmer, a fisherman or a small businessman. He has no entrée to plants or intricate machinery.

<p><u>sabotage</u>: intentional destruction <u>saboteur</u>: someone who commits sabotage <u>entrée</u>: access</p>
---

*Source: In 1941 President Roosevelt ordered the State Department to investigate the loyalty of Japanese Americans. Special Representative of the State Department Curtis B. Munson carried out the investigation in October and November of 1941 and presented what came to be known as the "Munson Report" to the President on November 7, 1941. The excerpt above is from the 25-page report.*

### Document B: The Crisis

Along the eastern coast of the United States, where the numbers of Americans of Japanese ancestry is comparatively small, no concentration camps have been established. From a military point of view, the only danger on this coast is from Germany and Italy...But the American government has not taken any such high-handed action against Germans and Italians – and their American-born descendants – on the East Coast, as has been taken against Japanese and their American-born descendants on the West Coast. Germans and Italians are "white."

Color seems to be the only possible reason why thousands of American citizens of Japanese ancestry are in concentration camps. Anyway, there are no Italian-American, or German-American citizens in such camps.

*Source: Harry Paxton Howard, "Americans in Concentration Camps," The Crisis, September, 1942. Founded in 1910, The Crisis is one of the oldest black periodicals in America. The publication is dedicated to promoting civil rights. The excerpt above is from an editorial that appeared soon after the establishment of internment camps.*

## Document C: The Korematsu Supreme Court Ruling

We uphold the exclusion order as of the time it was made and when the petitioner violated it....In doing so, we are not unmindful of the hardships imposed by it upon a large group of American citizens....But hardships are part of war, and war is an aggregation of hardships. All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities, as well as its privileges, and, in time of war, the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger...

To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the properly constituted military authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and, finally, because Congress, reposing its confidence in this time of war in our military leaders -- as inevitably it must - - determined that they should have the power to do just this.

<p><u>aggregation</u>: collection in a group <u>compulsory</u>: required <u>peril</u>: danger <u>commensurate</u>: equal or proportional to</p>
---

Source: *In 1944, Fred Korematsu, a Japanese American convicted of evading (avoiding) internment, brought his case to the Supreme Court. In a controversial ruling, the Court decided that national security outweighed Korematsu's individual rights and upheld the constitutionality of Executive Order 9066. The excerpt above is from the Court's majority opinion written by Chief Justice Hugo Black.*

**Document D: “Personal Justice Denied”**

The Commission held 20 days of hearings in cities across the country, particularly on the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry. An extensive effort was made to locate and to review the records of government action and to analyze other sources of information including contemporary writings, personal accounts and historical analyses....

Executive Order 9066 was not justified by military necessity, and the decisions which followed from it—detention, ending detention and ending exclusion—were not driven by analysis of military conditions. The broad historical causes which shaped these decisions were race prejudice, war hysteria and a failure of political leadership. Widespread ignorance of Japanese Americans contributed to a policy conceived in haste [a rush] and executed in an atmosphere of fear and anger at Japan. A grave injustice was done to American citizens and resident aliens of Japanese ancestry who, without individual review or any...evidence against them, were excluded, removed and detained by the United States during World War II.

Source: *In 1980, Congress established the Commission on Wartime Relocation and Internment of Civilians to investigate the detention program and the constitutionality of Executive Order 9066. The Commission released its report “Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians” on February 24, 1983. The passage above is an excerpt from this report.*

<p><u>evacuees</u>: people who were evacuated (forced to leave) their homes <u>military necessity</u>: needed in order to win a war or battle</p>
---

Name \_\_\_\_\_

**Why were Japanese-Americans interned during WW II?**

**Round One**

Document (add date)	Reasons for internment suggested by this document	Evidence from document to support these reasons
<i>Government Newsreel</i>		

Hypothesis A: Why were Japanese-Americans interned during WW II?

**Round Two**

Document (add date)	Reasons for internment suggested by this document	Evidence from document to support these reasons
<i>A: The Munson Report</i>		
<i>B: The Crisis Article</i>		

Hypothesis B: Why were Japanese-Americans interned during WW II?

**Round Three**

Document (add date)	Reasons for internment suggested by this document	Evidence from document to support these reasons
<i>C: Korematsu v. United States</i>		
<i>D: "Personal Justice Denied"</i>		

Final Hypothesis: Why were Japanese-Americans interned during WW II?  
On what evidence do you base your final conclusion?

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

1. ....
2. ....
3. ....
4. ....

**Vocabulary Activity**

Match the word with its best definition.

- 1. internment \_\_\_\_            a. putting people in prison
- 2. incarceration \_\_\_\_        b. deliberate damage of property to hurt someone's efforts – usually done by resistance fighters or workers
- 3. sabotage\* \_\_\_\_            c. putting people in prison camps because they are seen as a threat (usually during a war)

\*\*\*\*\*

- 4. compulsory \_\_\_\_         d. danger
- 5. commensurate \_\_\_\_      e. proper or equal in size or amount
- 6. peril \_\_\_\_                f. something you have to do / required by law

\*note: saboteurs are people who commit sabotage.

**Two Historical Narratives**

Name \_\_\_\_\_

*Source: Excerpts from "Three Narratives of our Humanity" by John W. Dower, 1996. The following is from a book written by a historian about how people remember wars. John W. Dower explains the two different ways that the dropping of the atomic bombs on Hiroshima and Nagasaki is remembered.*

**Hiroshima as Victimization**

Japanese still recall the war experience primarily in terms of their own victimization. For them, World War II calls to mind the deaths of family and acquaintances on distant battlefields, and, more vividly, the prolonged, systematic bombings of their cities.

If it is argued that the nuclear bombing of Hiroshima was necessary to shock the Japanese to surrender, how does one justify the hasty bombing of Nagasaki only three days later, before the Japanese had time to investigate Hiroshima and formulate a response?

**Hiroshima as Triumph**

To most Americans, Hiroshima—the shattered, atomized, irradiated city – remains largely a symbol of triumph – marking the end of a horrendous global conflict and the effective demonstration of a weapon that has prevented another world war.

It is hard to imagine that the Japanese would have surrendered without the atomic bomb. Japanese battle plans that were in place when the bombs were dropped called for a massive, suicidal defense of the home islands, in which the imperial government would mobilize not only several million fighting men but also millions of ordinary citizens who had been trained and indoctrinated to resist to the end with primitive makeshift weapons. For Japanese to even discuss capitulation (surrender) was seditious (against the law).

irradiated – exposed to nuclear radiation.

**Guiding Questions**

1. In 1-2 sentences each, explain the two narratives (stories) about Hiroshima.

2. Which narrative do you agree with more? Why?

bm



**Document A: Textbook**

Even before the bomb was tested, American officials began to debate how to use it. Admiral William Leahy, Chairman of the Joint Chiefs of Staff, opposed using the bomb because it killed civilians indiscriminately (randomly). He believed that an economic blockade and conventional bombing would convince Japan to surrender.

Secretary of War Henry Stimson wanted to warn the Japanese about the bomb while at the same time telling them that they could keep the emperor if they surrendered. Secretary of State James Byrnes, however, wanted to drop the bomb without any warning to shock Japan into surrendering.

President Truman later wrote that he “regarded the bomb as a military weapon and never had any doubts that it should be used.” His advisers had warned him to expect massive casualties if the United States invaded Japan. Truman believed it was his duty as president to use every weapon available to save American lives.

<p><u>conventional bombing</u> – bombing with non-atomic or nuclear bombs conventional weapons = non-nuclear weapons</p> <p><u>casualties</u> – losses of soldiers due to death or injury</p>
---

Source: American History Textbook, *American Vision*, pg. 615.

**Document B: *Thank God for the Atomic Bomb***

My division [military unit], like most of the ones transferred from Europe was going to take part in the invasion at Honshu [an island of Japan]. The people who preferred invasion to A-bombing seemed to have no intention of proceeding to the Japanese front themselves. I have already noted what a few more days would mean to the luckless troops and sailors on the spot.... On Okinawa, only a few weeks before Hiroshima, 123,000 Japanese and Americans killed each other. War is immoral. War is cruel.

Source: Paul Fussell, a World War II soldier, *Thank God for the Atom Bomb*, 1990. First published in the *New Republic*, 1981.

**Document C: Stopping Russia**

"[Byrnes] was concerned about Russia's postwar behavior. Russian troops had moved into Hungary and Romania, and Byrnes thought it would be very difficult to persuade Russia to withdraw her troops from these countries, that Russia might be more manageable if impressed by American military might, and that a demonstration of the bomb might impress Russia."

*Source: James Byrnes was one of Truman's advisors on the atomic bomb. In addition to defeating Japan, he wanted to keep the Soviet Union from expanding its influence in Asia and to limit its influence in Europe. Manhattan Project scientist Leo Szilard met with Byrnes on May 28, 1945. Leo Szilard wrote about his meeting with Byrnes in 1980.*

**Document D: Survivor**

One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?" Looking in the direction that he was pointing towards, I got up on my feet, but I was not yet in an upright position when it happened. All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. . .

I crawled over the debris, trying to find someone who was still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me. . . . he told me to go away.

I, so, was running, hands were trying to grab my ankles, they were asking me to take them along. I was only a child then. And I was horrified at so many hands trying to grab me. I was in pain, too. So all I could do was to get rid of them, it's terrible to say, but I kicked their hands away. I still feel bad about that. I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there. . . I was small, so I pushed on the river along the small steps. The water was dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water and so many bodies were floating away along the stream.

*Source: Yoshitaka Kawamoto was thirteen years old at the time of the bombing. He was in the classroom at Zakoba-cho, 0.8 kilometers away from the hypocenter. The eighth director of the Hiroshima Peace Memorial Museum (1983-1994), Yoshitaka Kawamoto related his A-bomb experience many times to people in Japan and around the world.*

## Document E: Hiroshima and Nagasaki Casualties

**TABLE A: Estimates of Casualties (dead and wounded)**

	Hiroshima	Nagasaki
Pre-raid population	255,000	195,000
Dead	66,000	39,000
Injured	69,000	25,000
<b>Total Casualties</b>	<b>135,000</b>	<b>64,000</b>

**TABLE B: Cause of Immediate Deaths**

### Hiroshima

Cause of Death	Percent of Total
Burns	60%
Falling debris	30
Other	10

### Nagasaki

Cause of Death	Percent of Total
Burns	95%
Falling debris	9
Flying glass	7
Other	7

## Japanese Experience Experts

You and your group are historians who specialize in Japanese history. In particular, you are very familiar with the Japanese experiences of Hiroshima and Nagasaki.

### Directions:

- To prepare for a discussion with a group of American experience historians, go through the Atomic Bomb Documents packet.
- As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the "Hiroshima as Victimization" narrative. In other words, look for information that proves that America was **wrong** to drop the atomic bomb.
- Record your main points in the space below.

### Japanese Experience – Main Points...

The other group's main points were:

WZ

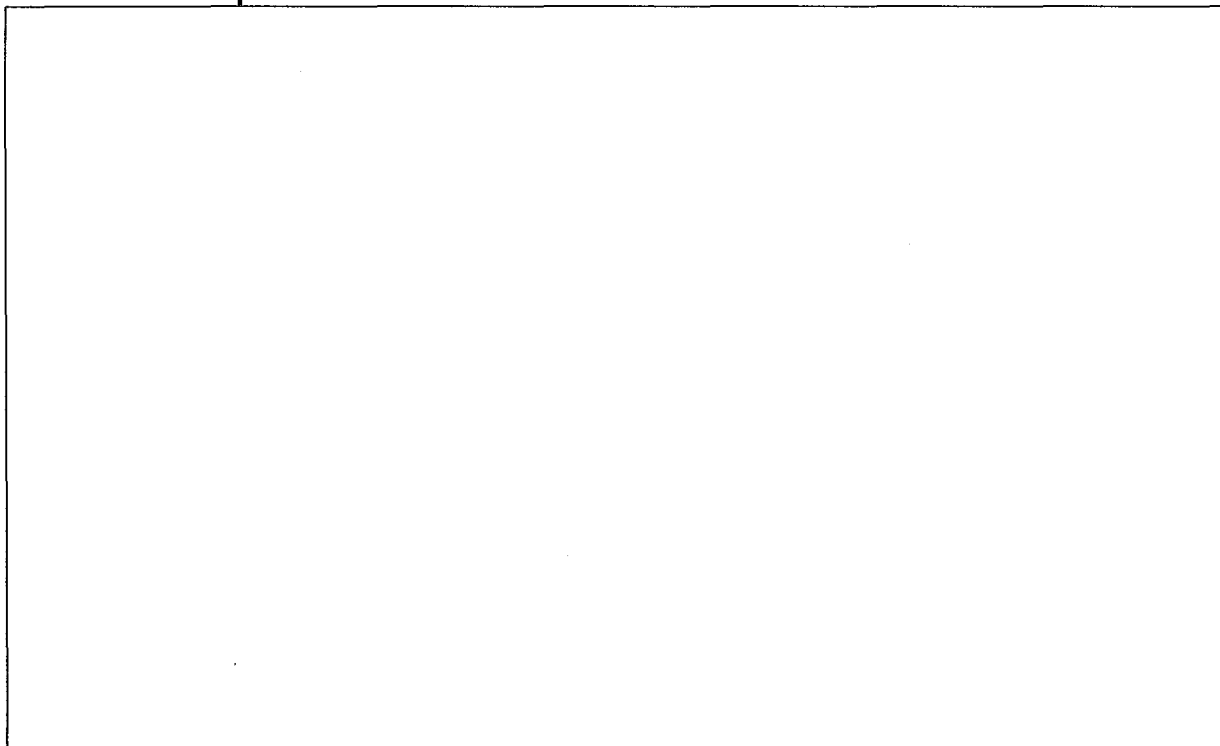
## American Experience Experts

You and your group are historians who specialize in American history. In particular, you are very familiar with the American experiences during WWII and President Truman's decision to drop the atomic bomb.

### Directions:

- To prepare for a discussion with a group of Japanese experience historians, go through the Atomic Bomb Documents packet.
- As you re-read with your group, highlight or underline quotes, facts, images, information, etc. that supports the "Hiroshima as Triumph" narrative. In other words, look for information that proves that America was *right* to drop the atomic bomb.
- Record your main points in the space below.

### American Experience – Main Points...



The other group's main points were:

**The Dropping of Atomic Bombs on Japan: An Historical Memorial**

Imagine you have been commissioned by the United Nations to write a historical memorial that will be placed on a United Nations website remembering the dropping of atomic bombs on Hiroshima and Nagasaki. Your task is to write a text for the memorial that describes your interpretation of the United States' use of the atomic bombs. Your text should take into account the specific actions involved in the event and the various interpretations and experiences you have investigated today in class. Write the text for your memorial in the space below:

Why I came to this decision (What evidence most impacted your decisions and why):

im

### A Description of the Servicemen's Readjustment Act (a.k.a. "the GI Bill")

While World War II was still being fought, the Department of Labor estimated that, after the war, 15 million men and women who had been serving in the armed services would be unemployed. To reduce the possibility of postwar depression brought on by widespread unemployment, the National Resources Planning Board, a White House agency, studied postwar manpower needs as early as 1942 and in June 1943 recommended a series of programs for education and training. The American Legion designed the main features of what became the Serviceman's Readjustment Act and pushed it through Congress. The bill unanimously passed both chambers of Congress in the spring of 1944. President Franklin D. Roosevelt signed it into law on June 22, 1944, just days after the D-day invasion of Normandy.

American Legion publicist Jack Cejnar called it "the GI Bill of Rights," as it offered Federal aid to help veterans adjust to civilian life in the areas of hospitalization, purchase of homes and businesses, and especially, education. The **GI Bill** provided tuition, subsistence, books and supplies, equipment, and counseling services for veterans to continue their education in school or college. Within the following 7 years, approximately 8 million veterans received educational benefits. Under the act, approximately 2,300,000 attended colleges and universities, 3,500,000 received school training, and 3,400,000 received on-the-job training. The number of degrees awarded by U.S. colleges and universities more than doubled between 1940 and 1950, and the percentage of Americans with bachelor degrees, or advanced degrees, rose from 4.6 percent in 1945 to 25 percent a half-century later.

By 1956, when it expired, the education-and-training portion of the GI Bill had disbursed (paid out) \$14.5 billion to veterans—but the Veterans Administration estimated the increase in Federal income taxes alone would pay for the cost of the bill several times over. By 1955, 4.3 million home loans had been granted, with a total face value of \$33 billion.

In addition, veterans were responsible for buying 20 percent of all new homes built after the war. The results rippled through the rest of the economy; there would be no new depression—just unparalleled prosperity for a generation.

subsistence – the basic necessities of life such as food and shelter.

bachelor degree – a degree issued by an accredited 4-year American College or University

prosperity – the state of being wealthy

Why did Congress and the President pass the 'GI Bill' even before World War II had ended?

What kind of assistance did the GI Bill offer to soldiers returning from the war? Provide at least three examples.

Describe at least two specific impacts of the GI Bill.

(Contextualization) How were the veterans of World War Two treated differently from the veterans of World War One? (Think about the Bonus March that we learned about in the Great Depression unit.)

Contextualization) What do you think could have resulted if the GI Bill had not been passed by Congress?

**Source:** This is a descriptive essay about the GI Bill by the US National Archives & Records Administration, <http://www.ourdocuments.gov/doc.php?doc=76>. Signed into law by President Franklin D. Roosevelt on June 22, 1944,

*the Servicemen's Readjustment Act, also known as the GI Bill, provided veterans of the Second World War funds for college education, unemployment insurance, and housing.*



1. Government **propaganda** might be used in which of the following cases.
  - a. to inform citizens of the date for an upcoming election
  - b. to convince people of the importance and benefits of its programs
  - c. to inform people of the pros and cons of an issue
2. Before it entered World War II, the US government said it would NOT sell weapons to countries that were
  - a. cooperative
  - b. neutral
  - c. belligerent
3. During World War II all American families had to **ration** things. This meant that
  - a. they were only allowed to buy a certain amount of food and other goods.
  - b. they were required to volunteer for the war cause.
  - c. they had to move from the city and live in the country.
4. **Internment** refers to the World War II Era policy of
  - a. conservation of industrial materials for use in war
  - b. drafting of citizens to serve in the armed forces
  - c. imprisonment of Japanese-American that: people in camps
5. The US Government was afraid its enemies would commit **sabotage** during World War II. In other words the government was afraid that
  - a. people who supported Germany, Italy or Japan would damage weapons being manufactured in factories
  - b. German-, Italian or Japanese-Americans would protest US participation in the war
  - c. its critics would sell rationed goods on the black market
6. In an attempt to avoid war, the Allies followed the policy of appeasement. This meant that
  - a. The Allies launched small scale attacks against the Axis power countries.
  - b. The Allies gave in to some of their aggressor nations' demands.
  - c. The Allies punished the Axis power nations.
7. Executive Order 9066, or the Exclusion Order, stated that Japanese American relocation to internment camps was **compulsory**. In other words, it was
  - a. unethical
  - b. an extreme measure
  - c. required
  - d. optional
8. Which of the following would be considered a time of broad **prosperity**?
  - a) Today, because there are many billionaires and the rich keep getting richer.
  - b) the period after World War II, because most people in that generation were able to live better than the generation before them.
9. Which of the following is an example of **desegregation**?
  - a) many African American soldiers fought heroically in World War II.
  - b) The president ordered that soldiers of all race and ethnic groups be treated equally and to serve together.
10. A war with mass numbers of **casualties** means
  - a) The war was fought in unfair and cruel ways.
  - b) Many, many people died or were injured in the war.
11. World War II was fought with:
  - a) nuclear weapons only
  - b) conventional weapons only
  - c) both nuclear and conventional weapons

How did the experiences of African American veterans of World War II differ from those of white veterans?

*"The Day after Pearl Harbor my grandfather signed up for duty, joined Patton's army, marched across Europe. Back home my grandmother raised a baby and went to work on a bomber assembly line. After the war, they studied on the GI Bill, bought a house through FHA and later moved west, all the way to Hawaii, in search of opportunity."*

– then Presidential candidate Barack Obama, in a speech addressing the 2004 Democratic National Convention, describing the experience of his white grandfather after World War II.

**Do Now:** Do you think this experience would have been the same if this grandfather of Obama's were black? How might it have been different and why?

**Active Viewing:** video segment from Ken Burns' *The War* on black troops in WWII

*Explain what is meant by the following comments from the video:*

- "A Jim Crow Army cannot fight for a free world,"
- "But they didn't want you to get that kind of a glory."

*What is one image from the video that will stick with you and why?*

#### **Lecture notes outline**

- President Harry S. Truman took the first step to \_\_\_\_\_ the military when he signed Executive Order No. 981 in the year \_\_\_\_\_, which established the President's Committee on Equality of Treatment and Opportunity in the Armed Forces.
- By the end of World War Two in 1945, \_\_\_\_\_ million African-Americans were serving in the armed forces. African Americans served in \_\_\_\_\_ units throughout the war.
- The armed forces were not fully integrated until the year \_\_\_\_\_.

#### **Document A (with Guiding Questions)**

*Am*

## The GI Bill and African Americans (excerpt)

*Ciment, James. "the GI Bill and African Americans." Atlas of African-American History, Revised Edition. New York: Facts On File, Inc., 2007. African-American History Online. Facts On File, Inc. <http://www.fofweb.com/activelink2.asp?ItemID=WE01&iPin=ATAF106&SingleRecord=True> (accessed October 11, 2014).*

Though the [GI Bill] did not overtly advocate discrimination against blacks, neither did it contain any means of ensuring that blacks would receive equal benefits. Southern Congressmen insisted the GI Bill programs should be managed by each state's existing agencies and institutions. And the racial and social climate of the country in the 1940s almost guaranteed that black and white veterans would benefit differently from the GI Bill. For example, only 12 percent of the black veterans using GI Bill benefits used them for higher education, compared with 28 percent of white veterans using the GI Bill.

Furthermore, many African Americans returned home to lives of poverty and, especially in the South, institutionalized racism, which made taking full advantage of the GI Bill difficult. For instance, in a 1947 survey of 13 cities in Georgia, *Ebony* magazine found that only two of 3,229 home and business loans had gone to blacks. As for going to college on the GI bill, black veterans with immediate demands for income were hard pressed to pursue a college education. Even those blacks who had the financial means to pay for higher education had more difficulty than whites gaining admission to colleges and universities....

Those majority-white universities that did admit blacks had official or unofficial quotas on the number of blacks they would admit. Once on campus, African Americans encountered other problems. Blacks who were admitted to predominantly white schools usually faced a high degree of racism on campus. For example, G. W. McLauren, the sole black graduate student at the University of Oklahoma in 1950, was segregated from the rest of the student body—banned from sitting in the same classroom, library, or lunchroom when whites were present. (Ultimately, the NAACP brought McLauren's case to the Supreme Court, where justices ruled that segregating black students in classrooms or other facilities was illegal.)

Although the *McLauren* decision ended segregated facilities on university campuses, black students were still extremely rare at majority-white colleges and universities in the 1940s. Ninety percent of the nation's black college students by 1950 attended Historically Black Colleges and Universities (HCBUs). Already short on resources following the Great Depression, HCBUs found themselves struggling to meet to meet the demands of their GI enrollees when the war ended. Traditionally, college-educated blacks often went on to teach or serve as religious ministers. Black veterans, on the other hand, required training for a broader range of professions that demanded wider curricula.

Despite the obstacles black veterans faced, the GI Bill did offer support to African Americans. While just over 1 percent of blacks attended college in 1940, that percentage had more that tripled by 1950. All told, more than 100,000 black GIs used the GI Bill to attend colleges and universities.

Even more blacks used their GI Bill benefits for trade and vocational training, or to finish high school. It is important to note that only 17 percent of black soldiers in World War II were high school graduates, compared with 41 percent of white soldiers, making black GIs less likely to go to college on the GI Bill. But they were not less likely to benefit from the bill. Although a higher percentage of whites used GI Bill benefits to attend college, a higher percentage of nonwhites used either the law's education or training benefits. Nationwide, according to Veterans Administration records, 49 percent of nonwhite GIs took advantage of these benefits, as opposed to 46 percent of white GIs.

bn



## STUDY GUIDE: World War II

### Main Topics

- When WW II broke out in Europe in the late 1930s, the US maintained a policy of **neutrality** – Congress passed a number of laws called the **Neutrality Acts** which said the US couldn't take sides in the war.
- But slowly the US began to take the side of England against Germany – the **Lend-Lease Act** and the policy of “**cash and carry**,” were signals that the US was moving away from neutrality. FDR said the US would be the “arsenal of democracy” [arsenal = weapon supply].
- The US officially entered the war after the Japanese attack on Pearl Harbor in 1941.
- These are the important things that happened inside the US during World War II:
  - in order to support the war effort, Americans at home followed a **rationing** program – supplies of most products were limited so that there was more for soldiers; people also showed support by buying **war bonds** and planting **Victory gardens**.
  - wartime industries employed many women (since many men were away at war); the symbol of the woman wartime worker was **Rosie the Riveter**.
  - Japanese-Americans were placed in **internment camps** during most of the war; the Supreme Court ruled that this was legal in the ***Korematsu v. United States*** case.
  - in order to build the first atomic bomb, the government pursued a top-secret program called the **Manhattan Project**; the first A-bomb was exploded in 1945.
- WW II ended when the US dropped **atomic bombs** on Hiroshima and Nagasaki.
- After the war, the US government helped US veterans with the **GI Bill** – a law that gave veterans a free college education and money towards buying a house. African American Veterans however, did not benefit equally from this bill.
- Also important after the war: the **Nuremberg trials** of Nazi War criminals; and the creation of the **United Nations**.

### Important Terms & People

Neutrality Acts  
 Lend-Lease Act  
 “cash and carry”  
 Pearl Harbor  
 Manhattan Project  
 Rosie the Riveter  
 internment camp  
*Korematsu v. United States*  
 rationing  
 Victory garden  
 war bonds  
 atomic bomb  
 Hiroshima  
 Nuremberg Trials  
 GI Bill

### Study Questions

1. Why and how did the US seek to remain neutral at the beginning of World War II?

2. How were the Lend-Lease Act and the idea of “cash and carry” the first steps toward US involvement in World War II?
3. What event led America directly into involvement in World War II?
4. What was rationing and how did it help the war effort?
5. Who was Rosie the Riveter and what did she represent during World War II?
6. What happened to Japanese Americans during World War II? What did the Supreme Court say about this?
7. How did President Harry Truman justify the use of atomic bombs against Japan?