

WALTER A. HAZEN

GOOD YEAR BOOKS

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Dedication

To the memory of my brother, Walton, and my sister, Betty.

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I would also like to thank Helen Fisher, Publisher at Good Year Books, for giving me the opportunity to continue the "Everyday Life" series. Her support and confidence in me is likewise appreciated.

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Introduction

hen World War I ended in 1918, people saw it as "the war to end all wars." Never again, they vowed, would the nations of the world plunge into a bloody conflict that would take the lives of more than twenty-five million people. Yet, just a little more than twenty years later, the world was at it again.

In *Everyday Life: World War II*, you will learn why the peace that ended World War I failed to last. You will also take a brief look at the major battles that were fought and at the terrible results and consequences of the war. These aspects, however, make up only a small portion of the book. Most of the narrative deals with the everyday lives of the people involved—civilians as well as military personnel.

In *Everyday Life: World War II*, you will read what it was like to be a soldier in combat or a civilian carrying on the war at home. You will see and appreciate the contributions made by women and children in the war effort. You will learn about important leaders and enjoy a selection of interesting and unusual stories. Finally, you will learn how the treacherous attack on Pearl Harbor brought the United States into the war and how the use of the atomic bomb brought the war to an end.

Activities that follow each chapter in *Everyday Life: World War II* should make reading this book both interesting and rewarding.

Walter A. Hazen





CHAPTER I

The Background

t noon on August 31, 1939, Polish soldiers attacked a German radio station on the German-Polish border. Brave and alert German soldiers immediately shot and killed them. Thus, Adolf Hitler had his excuse for going to war.

That was how the story appeared in the newspapers. What really happened was this: Half a dozen prisoners from a German concentration camp were drugged and dressed in Polish army uniforms. They were then taken to the radio station and shot. Their bodies were photographed and soon appeared in all the German newspapers. This gave Adolf Hitler "proof" that Poland had attacked Germany. He launched World War II the following morning.



Hitler accepts the German Reichstag's ovation in March 1938 after announcing the "peaceful" acquisition of Austria. Later, Germany would also annex the Czechoslovakian Sudetenland. Although Germany's invasion of Poland officially started World War II, its underlying causes go back to the years following World War I. After 1918, much of Europe was characterized by unrest. Hunger, unemployment, poverty, and street fights among rival groups were especially widespread in Germany and Italy. Had democratic governments been able to solve the problems they faced, dictators may not have risen to power. But those governments were

unsuccessful. Therefore, dictators in Italy—Benito Mussolini—and Germany— Adolf Hitler—were able to seize control in their respective countries.

Unrest may have been worse in Germany. In addition to hunger and unemployment, Germans were upset over other things. Not the least of these was the Treaty of Versailles, which had ended World War I. This treaty made the Germans accept total responsibility for starting the war. This infuriated nearly all Germans, who felt that other nations were just as responsible.

Another reason why Germany was a hotbed of discontent had to do with reparations. Reparations are payments for war damages that a defeated country is expected to meet. More than any Allied nation, France suffered terribly from the war, and the French were determined to make the Germans pay. The Allies even continued their blockade of Germany long after the peace terms were





signed. This added even more to German discontent. The blockade also added to the hunger that swept the nation.

Germans went to any extreme to stay alive. Those who had any savings soon used up their money to buy what food they could find. Often, they ate dog biscuits and horse meat. They also struggled to stay warm, roaming the countryside looking for firewood. Pictures from the time show middle-class women decked out in fine hats and coats pulling carts filled with sticks and branches.

Unrest and discontent also characterized Italy. In addition to hunger and unemployment, Italians were unhappy with territory they had gained by fighting on the side of the Allies. They sometimes took out their anger on Italian soldiers returning from the war. Crippled veterans had their crutches kicked out from under them by roughnecks. One soldier in Milan was attacked, stripped of his medals, and tossed bodily into the street. A few soldiers were even murdered. Two officers in Venice drowned when they were stuffed into a sentry box that was then thrown into a canal.

Italy was also troubled by strikes. In 1920, there were more than two thousand work stoppages alone. Striking workers ranged from prison wardens to electricians. Postal workers got into the act by pouring sulfuric acid into boxes packed with letters. Thus Italy, like Germany, was a nation ripe for revolution. Both countries looked to strong men who could restore order and improve their lives. Those men were Benito Mussolini and Adolf Hitler.

Italy's Benito Mussolini had helped found the Fascist Party in 1919. The Fascist Party was an extremely nationalistic organization. As its head, Mussolini boasted that he would restore the old Roman Empire, referring to the Mediterranean Sea as *mare nostrum* (our sea). Three years later, Mussolini rose to the position of premier of Italy. As the country's leader, he invaded and acquired Abyssinia (Ethiopia) in 1936 and Albania in 1939.

Mussolini went out of his way to convince Italians that he was indeed the strong man they had been wishing for. He skied in the winter while stripped to the waist and he jumped horses over high barriers. He even had his picture taken inside a cage containing two grown lions. (This stunt was later revealed as a hoax. A foreign correspondent who covered the story let it be known that the lions' teeth had been extracted and that they were fed macaroni.)

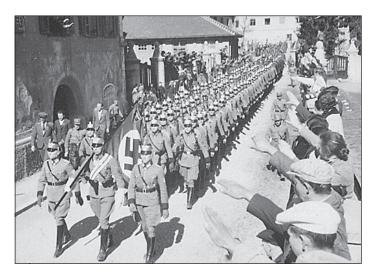
In spite of his boasting and swagger, Mussolini never was the powerful world leader that Adolf Hitler became in the early 1930s. In fact, after World War II began, Mussolini was only able to stay in power with Hitler's help.





Hitler, on the other hand, became one of the most absolute dictators the world has ever known. Not only did he plunge the world into war, he was personally responsible for the extermination of millions of innocent people.

In addition to unrest and widespread unemployment, Hitler's rise to power was aided by a fear of communism. After World War I, Communists had actually seized control of Munich for a few weeks. German industrialists and big businessmen feared that communists would be successful in taking over Germany and staying in power. Hitler played on this fear in his many speeches, making people believe that Germany's problems were caused by Jews and communists. In fact, he lumped them together, blaming them not only for Germany losing World War I but also for the disastrous economic conditions in Germany following the war. By 1933, Hitler's party, the Nazis (National Socialists), had enough representation in the German legislature for him to be named chancellor, or prime minister.



Once in power, Hitler quickly turned a weak democratic government into a dictatorship. It was a dictatorship that in a few years began to gobble up weaker countries to the east. Without firing a shot, Hitler's forces seized Austria and Czechoslovakia. Shortly afterward he invaded Poland and started World War II.

Italy and Germany were not the only major nations to come under the control of military dictators. Another was Japan. Economic problems brought on by the Great Depression led to a military

German police entering an Austrian city in March 1938. The Germans occupied Austria without firing a shot.

takeover of the government in the early 1930s. Once in power, Japan's military set out on a policy of conquest aimed at making Japan the most powerful nation in Asia.

Japan first turned its attention to Manchuria, a large province of China. Manchuria contained coal and iron ore deposits that the Japanese wanted for their industries. On September 18, 1931, Japanese troops crossed into Manchuria from Korea, a country Japan had taken over in 1894. They met little resistance and soon occupied most of the province. It was here that the Japanese began to commit the terrible atrocities that marked their advance through other parts of Asia.





With Manchuria under invasion, China appealed to the League of Nations for help. But the League was powerless to act. The world organization had no armed force with which to force an aggressor nation to withdraw. All it could do was condemn the invader and threaten it with economic sanctions.

The weakness of the League of Nations was another factor that brought on World War II. It was weak for two reasons. First, as mentioned above, it had no way to force an aggressor (attacking) nation to do anything. Second, and possibly more important, was the fact that the United States never joined. After World War I, few Americans wanted to become involved in the affairs of the rest of the world ever again. Such a feeling is called *isolationism*. Because of this feeling, the U.S. Senate refused to ratify (approve) the treaty that would have made the United States a member. Wilson's unsuccessful fight for the League led to a stroke from which he never recovered.

With its march into Manchuria, Japan was the first aggressor nation to break the peace after World War I. To be sure, Italy and Germany took notice of the inability of the League to act to prevent war. Italy's later invasion of Ethiopia and Albania was further proof of this. Japan, Italy, and Germany also knew that such leading nations as France and Great Britain would do little to stop their quests for new territories. This was especially true of France. Because World War I was fought mostly on French soil, the French wanted to avoid another war at all costs.

Great Britain was almost as determined as the French to avoid any conflict. After Adolf Hitler started occupying countries in Europe before a shot was ever fired, the British government went out of its way to appease the Nazi dictator. To "appease" means to give in to any demand to avoid war. This policy resulted in Britain not moving to prevent the Germans from occupying Czechoslovakia in March 1939.

And what about the United States? When Japan invaded Manchuria in 1931, the American press gave little space to the incident. Leading New York newspapers devoted less than a column to the attack. It was, they stated, a "problem of the League of Nations." At the time, the Great Depression was foremost in the minds of Americans. Most people were too concerned wondering where their next meal would come from to worry about what the Japanese were doing.

Hunger, inflation, unemployment, civil unrest, and the desire of other nations to keep the peace at all costs led aggressor nations to start World War II. By the time it ended, more than twenty-two million people had lost their lives.





Name _____ Date____

Interpret a Picture

he picture below has appeared in numerous textbooks about World War II. The Czech woman crying while offering the Nazi salute to German soldiers passing by must have been typical of most people in her country.



What thoughts do you think were racing through the woman's mind at the time? Was she possibly thinking about the safety of her family? Was she wondering how her life was about to change? Was she wondering if other nations would come to Czechoslovakia's aid? On the lines provided, write what you think she may have been thinking at the time.

_____ Date__



Distinguish between Fact and Opinion

Any times people say things they believe to be true. In reality they may only be stating an opinion. It is sometimes difficult to distinguish between fact and opinion.

Carefully read the statements on this page. Then, on the blank line before each, indicate whether you think it is a fact or an opinion. Mark **F** for fact and **O** for opinion.



- 2. ____ Hunger and unemployment caused unrest and discontent in both Italy and Germany after World War I.
- 3. ____ Germany was solely responsible for bringing on World War I.
- 4. _____ Adolf Hitler would never have risen to power if democracy had succeeded in Germany.
- 5. ____ Italians were disappointed in their territorial gains after World War I.
- 6. _____ Following World War I, Italians looked to a strong leader to restore order in their country.
- 7. ____ Benito Mussolini was the greatest leader in Italian history.
- 8. ____ Mussolini went to extremes to convince the Italian people that he was a true "strong man."
- 9. ____ Adolf Hitler was the most evil dictator the world has ever known.
- 10. ____ The fear of communism aided Hitler in his rise to power.
- II. _____ Nothing could have prevented Japan, Italy, and Germany from pursuing their aggressive policies.
- 12. ____ World War II could have been prevented had the United States joined the League of Nations.



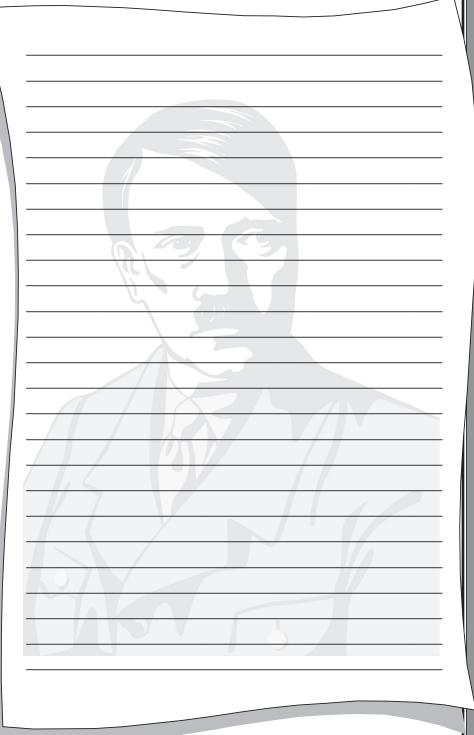


_____ Date__

Create a Dialogue

magine that you are living in Germany in the 1920s. Pretend that you have just heard Adolf Hitler give a speech in which he blamed Germany's problems on Jews and communists. You listened intently as the future Nazi dictator accused Jews and Bolsheviks of "stabbing Germany in the back" and causing her defeat in World War I.

After listening to Hitler's speech, you quickly come to the conclusion that he is nothing more than a rabblerouser. Your friend Hans, however, considers the Nazi leader the person to solve Germany's problems and lead her to greatness again. With such thoughts in mind, create a dialogue that might occur between you and your friend as you debate Hitler's significance.





_____ Date_



Make False Statements True

A ll of the statements on this page are false. Change the word(s) in *italics* to make them true. Write the replacement word(s) on the lines following the statements.

- I. World War II in Europe began when Germany invaded *Czechoslovakia*.
- 2. In 1922, *Austria* became a dictatorship under Benito Mussolini.
- 3. The Treaty of Versailles made *Austria-Hungary* accept total responsibility for starting World War I.
- 4. In 1936 *Japan* invaded and took control of Abyssinia, or Ethiopia.
- 5. In 1939 Albania was invaded and seized by Germany.
- 6. Adolf Hitler tried to impress his fellow countrymen by posing for pictures inside a lion's den.
- 7. Austria and *Switzerland* were taken over by the Nazis before World War II began.
- 8. In 1931, *Russia* invaded the Chinese province of Manchuria.
- 9. The United States did not join the League of Nations because the U.S. *House of Representatives* refused to ratify the treaty of which it was a part.
- 10. The League of Nations had been the dream of President *Franklin D. Roosevelt.*
- 11. When the League of Nations condemned Japan for being an aggressor nation, the Japanese agreed to give up their quest for adding territory to their empire.
- 12. "Appease" is a word that means to stand up to an aggressor nation, even if it means war.
- 13. The fear of *another war* caused German industrialists and big businessmen to back Adolf Hitler.

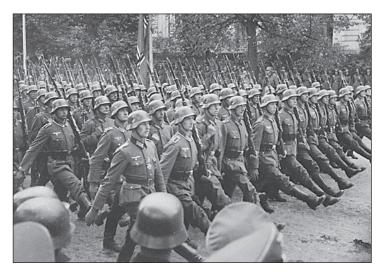


CHAPTER 2

Blitzkrieg

he Germans did more than start World War II when they invaded Poland on September 1, 1939. They also introduced a new kind of warfare called *blitzkrieg*. *Blitzkrieg*, in German, means "lightning war." Blitzkrieg consisted of a number of major elements or characteristics. Each of these gave the Germans a significant advantage at the outset. The first element was speed and surprise. German troops using modern tactics and weaponry struck Poland so swiftly that the Poles were forced to fall back. The Poles fought bravely, but their cavalry and outdated army were no match for the Germans.

A second element of blitzkrieg was rapidly advancing tanks and motorized infantry. German tanks and the motorized infantry that sped along with them made up what were called *panzer divisions*. *Panzer* is the German word for



German troops parade through Warsaw, Poland, in September 1939. "armored." The panzers easily raced across the relatively flat Poland terrain, covering up to 30 or 40 miles a day. Sometimes they got as much as 100 miles ahead of the regular infantry following behind them. In the face of such overwhelming power and speed, the Poles had no choice but to pull back.

A third element of blitzkrieg was the use of the Stuka airplane. *Stuka* was short for *sturzkampfflugzeug*, or dive bomber. The stuka was a very potent weapon. It could dive toward a target at breakneck speed and drop its bomb

more accurately than a traditional bomber. It was successful in knocking out vital materials and disrupting communications far behind the front lines.

The stuka's effectiveness was not limited to its devastating firepower. It also had a psychological and demoralizing effect on the people on the ground. Because it had a screaming siren that made a terrible whining noise as it dove, it struck fear in the hearts of civilians and soldiers alike. Some of its bombs were even outfitted with whistles that served to add to the terror.

Stuka pilots had received on-the-job training in Spain in that country's civil war of 1936–39. Germany and Italy sent military aid to the rebels who





were fighting to overthrow the Spanish government. The civil war provided a proving ground for Hitler's new weapons. It was in Spain that the world first witnessed total war. This is a kind of war in which civilians are targeted as well as military personnel. Nazi planes that dropped bombs on Spanish cities were responsible for the deaths of many innocent people.

A fourth feature that made blitzkrieg a new kind of warfare was the use of paratroopers. Paratroopers were charged with capturing important targets without destroying them. Such targets included gaining control of bridges before the Poles could blow them up. The Germans needed these bridges for their panzer divisions to cross.

A final feature of blitzkrieg was widespread radio communications. All German tanks, planes, and motorized units were equipped with radios. This made it possible to coordinate movements and advance with the utmost speed. Blitzkrieg would had been impossible without such communication.

Having an advantage in men and weapons, the Germans struck on the morning of September 1, 1939. Their attack began with an air raid on the border city of Wielun. The city was undefended. German planes killed more than twelve hundred innocent civilians. These noncombatants were the first of many who would die from German bombs.

The German force that invaded Poland attacked from three directions along a front that covered more than 1,200 miles. The force consisted of some 1.8 million troops who made up fifty-eight army divisions. Depending on which source one accepts, they were accompanied by from two thousand to three thousand tanks. They were also supported by from one thousand to two thousand planes. As previously mentioned, the Poles resisted as best they could, but they were simply overwhelmed.

With the start of the invasion, hundreds of thousands of Polish refugees took to the road. Many were Jewish, but there were many non-Jews as well. Most had no specific destination in mind; they were just getting away from the Germans. They fled in every way possible. Many walked. Others rode bicycles. Some were pushed along in carts. The lucky ones traveled in cars and trucks. Most took only what they could carry. While they fled, they were strafed (fired at) by German Stuka pilots.

The Nazi conquest of western Poland took less than three weeks. By September 16, Warsaw, the Polish capital, was surrounded. On September 28, the city surrendered. Scattered resistance continued for a short time, but for the most part the fighting was over—in the western part of Poland, that is.





On September 17, the Soviet Union stabbed Poland in the back by invading from the east. This move on the part of the Russians was in keeping with a pact (agreement) signed with the Germans that August. Adolf Hitler and Josef Stalin, the Soviet dictator, had agreed to divide Poland between themselves.

What action did the democratic nations of the world take when Hitler launched his invasion? None at all. France and Great Britain were obligated by treaty to come to Poland's aid, but they sent no troops to help the beleagured Poles. All they did at the moment was simply to declare war on Germany. And the United States? President Franklin D. Roosevelt made it clear from the start that the United States intended to remain neutral.

The people of Poland found it hard to believe that they had to face the Germans alone. One Jewish girl who was sixteen at the time and who survived the war spoke of her dismay many years later. "We thought," she said, "that if something happened, if war broke out, England, France, and the U.S. would come to our aid. We never for one second believed . . . that the Germans would take over Poland." But with no help coming, the Germans did. This young girl no doubt shared her disillusionment with almost every other Pole at the time.

Total war came to the Polish people in ways other than motorized divisions and bombing raids. It came in the form of German atrocities. An atrocity is an act of great evil or cruelty. Usually it refers to outright murder. Most atrocities in Poland were committed by special *Einsatzgruppen*, or "action" groups, which followed behind the regular Germany Army. These same groups would commit similar atrocities in the Soviet Union two years later.

The Einsatzgruppen were part of the much larger *Schultzstaffel*, or S.S., as it was commonly called. *Schultzstaffel* means "protection squad," and that is exactly what it was when it was organized in the 1920s. The original S.S. was a group of some two hundred men who served as Adolf Hitler's personal bodyguard. Through the years, however, it grew into an army-like terror organization that numbered in the millions. Although the regular German army committed some atrocities, the vast majority were carried out by the S.S. Most of its victims were Jews.

You may remember from chapter 1 that Hitler blamed Germany's problems largely on the Jews. Although his assertion had no factual basis, most Germans believed him. Jews, therefore, had to be dealt with in the severest of ways. No sooner had the invasion of Poland began than Jews were singled out for punishment. Those who were not immediately shot were humiliated in every





way possible. Jews were forced to play "horsy" in the streets, one Jew riding on the back of another while German troops stood around laughing. Some Jewish girls were arrested and forced to wash the feet of their jailers and then drink the dirty water. Jews of all ages were made to undress and dance unclothed for the amusement of their captors. No humiliation was too low for the Nazis.

In addition to harassment and the threat of death, Poles saw a systematic effort by the Nazis to wipe out their culture. Many schools, museums, and libraries were either destroyed or closed. Statues of Polish heroes were demolished. Those Poles considered intellectuals were rounded up and

executed. These included teachers, lawyers, priests, writers, and artists. The Germans were determined to wipe out persons who might cause them trouble. The Russians did the same thing when they invaded eastern Poland.

Thousands of Polish Jews, along with other Poles, were sent to labor camps to work for Hitler's Germany. Some of these camps were in Poland; others were in Germany. Most of the Jews who were left in Polish



cities were confined to ghettos. A ghetto is a rundown part of a city in which a particular ethnic or religious group is forced to live. You will learn more about Jewish ghettos in a later chapter.

In less than a month of fighting, about eighty-five thousand Poles perished. Sixty thousand of these were Polish troops. About twenty-five thousand were civilians killed by German bombs. The number of Poles murdered outright—both Jewish and non-Jewish—will never be known. And all the time, the free world watched and did nothing. Nazi leaders Adolf Hitler, Hermann Goering, Joseph Goebbels, and Rudolf Hess.



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_____ Date__

Solve a Blitzkrieg Puzzle

ACROSS

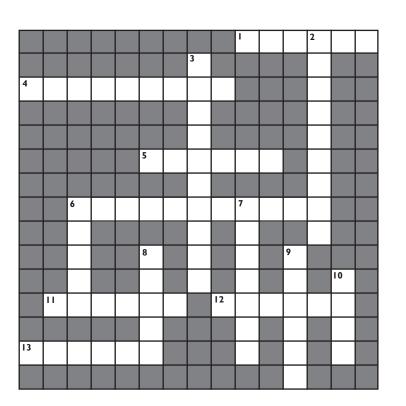
- I Nazi dictator
- 4 What the S.S. originally was to Hitler
- 5 A poor section of a city where a certain group of people are forced to live
- 6 Country that invaded Poland from the east (two words)
- II Capital of Poland
- 12 England and this country had an alliance with Poland
- 13 Soviet dictator

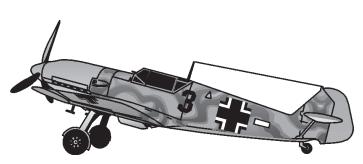
DOWN

2 Blitzkrieg means

_____ war

- 3 Schultzstaffel meant
- 6 German dive bomber
- 7 What America declared itself to be
- 8 Country where German pilots underwent on-thejob training
- 9 German word for "armored"
- 10 Religious group singled out by the Nazis for persecution





German Stuka dive bomber



Chapter 2 • Blitzkrieg

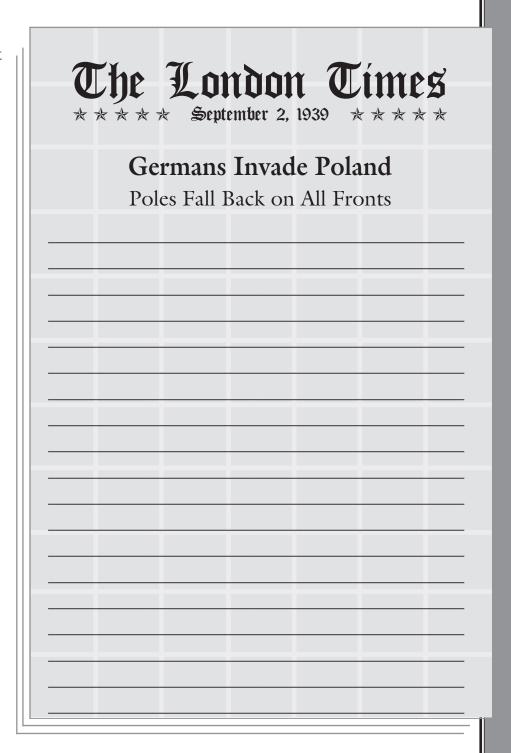
Name Date



Write a Story for The London Times

Tretend you are a foreign correspondent for The London Times and that you are in Poland when the Germans invade that country on September I, 1939. Your assignment is to write a story giving details of the invasion.

On the lines provided, write the lead paragraph to your story. Be sure to include answers to the five ''W'' questions (Who? What? When? Where? and Why?) that are characteristic of a good lead paragraph. The headlines have been written for you.







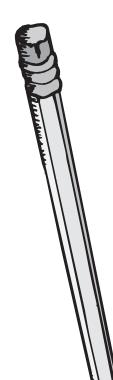
Date

Write a Letter to the Editor

Vou learned in chapter 2 that when Germany invaded Poland and started World War II, the United States declared itself to be neutral.

Name

Pretend that you were living in September 1939. On the lines provided, write a letter to the editor of your local newspaper telling why you agree or disagree with the government's decision.



<u> </u>	
L	



Name Date Name Those Synonyms Synonym s you probably know, I. significant (adj) a synonym is a word 2. overwhelming (adj) that has the same meaning 3. devastating (adj) as another word. At right is a list of twenty words taken 4. traditional (adj) from chapter 2. On the lines 5. demoralizing (adj) provided, write a synonym for each. Use a thesaurus or 6. overthrow (v) a dictionary, if necessary. 7. coordinate (v) 8. equipped (v) 9. advantage (n) 10. perish (v) II. specific (adj) 12. conquest (n) 13. obligated (v) 14. beleaguered (adj) 15. dismay (v)16. assertion (n) 17. humiliated (adj) 18. systematic (adj) 19. confined (v) 20. breakneck (adj)



Everyday Life: World War II

CHAPTER 3

Important Leaders

ou may remember from studying World War I that the opposing sides were called the Allies and the Central Powers. In World War II, they were referred to as the Allies and the Axis. In this chapter, you will learn a little about the lives of the most important leaders of the nations in these alliances.

The first leader of importance to gain power was Benito Mussolini. You learned in chapter 1 that he became the head of the government of Italy in 1922. Mussolini was a bully who had once been, of all things, a schoolteacher. As a young man, he was constantly in trouble. He was brought up in a Catholic seminary, but he was expelled for stabbing another student. A move to Switzerland when he was nineteen did not change his behavior. He was constantly in trouble with Swiss authorities for fighting and for being a vagrant (a person who does not have a job or home). While there, he was often dirty, and he slept under bridges. He was finally asked to leave the country.



Adolf Hitler and Benito Mussolini in Munich, Germany, ca. June 1940. After World War I, Mussolini became involved in Italian politics. In 1919, he founded the Fascist Party. *Fascist* came from *fasces*, the symbol of an ax surrounded by a bundle of sticks that was a symbol of authority in Ancient Rome. Mussolini's party started a new form of government called *fascism*. It was the same kind of government established by Adolf Hitler in Germany. It was also the kind of government that came to power in Japan and Spain in the 1930s. All of these fascist governments were dictatorships. Fascism emphasizes extreme nationalism, or

pride in one's country. The problem with nationalism as practiced in a fascist government is that its main goal is the conquest of other nations.

Because Mussolini was covered at some length in chapter 1, we move now to Adolf Hitler. You may be surprised to learn that Hitler was not a German. He was an Austrian who did not move to Germany until he was twenty-four years old.

As a young man, Hitler's desire was to become an artist. In 1908, after both his parents had died, he moved to Vienna. There he applied for admission







to the Academy of Fine Arts. He was turned down, and during his years in Vienna he was forced to earn a living painting postcards. He blamed his failure to get into the art academy on Jewish people. In his twisted way of thinking, Jews controlled everything, even the people that supervised the entrance exam to the art academy.

In 1913, Hitler moved to Munich, Germany. When World War I broke out in 1914, he joined a Bavarian regiment. He was a dispatch runner who rose to the rank of corporal. He was wounded twice and was awarded the Iron Cross, Germany's highest military honor.

Like Mussolini, Hitler became involved in politics after the war. In 1919, he joined the German Workers' Party. This was the organization that soon became the Nazi Party, with Hitler at its head. As such, he took the title of *Der Fuhrer*, which means "the leader," in July 1921.

In 1923, Hitler was sent to prison for trying to overthrow the government of Bavaria. He served only nine months. While in prison, he wrote his famous book, *Mein Kampf. Mein Kampf*, which means "my struggle," is a rather boring book in which Hitler explains his political beliefs. He blamed everything on Jews and communists. He pointed out clearly what he intended to do with both if he ever came to power. What is amazing is that he openly made no bones about his plan to kill the Jews. Equally amazing is that the world paid little attention.

It took until 1933 for the Nazi Party to gain enough representation in the legislature for Hitler to come to power. Then, as you learned in chapter 1, he quickly turned the government into a dictatorship. As dictator, he could have had any luxury he desired, but he chose to live a spartan life. He was a vegetarian who neither smoked nor drank. He had few friends, finding it difficult to establish ordinary human relationships. Most notably, he was prone to violent outbursts when things did not go his way. Some historians maintain that he sometimes became so upset that he would fall on the floor and begin to chew on the rug! Small wonder that those close to him feared him.

Another important World War II leader was Winston Churchill. Churchill was prime minister of Great Britain twice: from 1940 to 1945 and again from 1951 to 1955. His strong leadership during the war was an inspiration to all of the English people. Without his optimism and example, the English might have given up under constant bombing attacks by the Nazis.

Winston Churchill did not start out as if he would achieve greatness. At Harrow, one of England's most prestigious schools, he proved to be a stubborn student who did poorly. But he found his calling at Sandhurst, England's



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Royal Military Academy. This was because military subjects interested him. He graduated high in his class and in 1895 joined the British army.

From 1895 until he became prime minister in 1940, Churchill wore many different hats. He was a soldier for awhile. Then he was a politician, followed by a time as a correspondent. He also became a well-known author. He was a man of many talents. He was just the person to lead England through the early days of World War II.



Prime Minister Winston Churchill of Great Britain. Without his strong leadership, Britain might have fallen to the Nazis. Churchill was not very popular in the months before he became prime minister. This was because he was critical of the prime minister he soon replaced, Neville Chamberlain. In 1938 Chamberlain had allowed Hitler to take Czechoslovakia without a fight. Churchill had always felt that Hitler was a dangerous man who could not be trusted. He criticized Chamberlain for giving in to Hitler's demands in Czechoslovakia. However, the English people saw Chamberlain as a hero for preserving the peace at the time.

Hitler's invasion of Poland in 1939 proved to the English people that Churchill had been right all along. On May 13, 1940, he became prime minister. His speech to the House of Commons on that date was memorable. "I have nothing to offer but blood, toil, tears, and sweat," he said in part to the representatives. But even then, the members of the House of Commons were not completely sold on him. They cheered the outgoing Neville Chamberlain much louder than they did his successor.

Churchill delivered another memorable speech just three weeks later, at a time when England and France faced certain defeat. On June 4, Churchill stood before the House of Commons and stressed that England would never surrender. "We shall fight on the beaches," he said. "We shall fight on the landing grounds. We shall fight in the fields and in the streets. We shall fight in the hills. We shall never surrender."

On August 20, 1940, another of Churchill's speeches inspired the English people. In this speech he praised the pilots of the Royal Air Force. Outnumbered by the German Luftwaffe (air force), these brave pilots shot down so many enemy aircraft that Hitler was forced to call off a planned invasion of England.





Speaking again before the House of Commons, Churchill said: "Never in the field of human conflict was so much owed by so many to so few." Indeed, the pilots of the R.A.F. were few in number compared to their German counterparts.

A second great Allied leader was President Franklin Delano Roosevelt of the United States. Roosevelt served three terms, or twelve years, longer than any president in history. Roosevelt was actually elected to a fourth term but died before he could complete it. Later, Congress would pass an amendment that limited a president to two successive terms.

Although Roosevelt was born into wealth, he was a champion of the less fortunate. Legislation passed during his first term helped lead the United States out of the Depression. Roosevelt was stricken with polio in 1921 at the age of 39, but it never dampened his spirit. He continued to serve his country even though he was paralyzed from the waist down. But with the help of leg braces, a cane, and someone to support him, he learned to walk a little.

From 1911 until his first inauguration as president in 1933, Roosevelt served in several positions. From 1911 to 1913 he was a member of the New York State Senate. From 1913 until 1920 he served as assistant secretary of the Navy. Then from 1929 until his becoming president in 1933, he was the governor of New York.

No sooner had Roosevelt guided the United States through the worse of the Great Depression than war broke out in 1939. The country remained neutral (meaning, it did not take sides) until the Japanese sneak attack on Pearl Harbor in 1941. After that, Roosevelt met frequently with British Prime Minister Winston Churchill to map out Allied war plans. Several times the two met with Josef Stalin, the dictator of the Soviet Union. Although the Soviet Union was a communist country, its help proved invaluable in bringing about the defeat of Nazi Germany and its allies.

Prior to the United States' entrance into the war, Roosevelt convinced Congress to pass the Lend-Lease Act. This act allowed the government to lend or lease weapons and supplies to Great Britain and the other Allies. These countries did not have to pay cash. All they had to do was promise to pay after the war. Without the Lend-Lease Act, Great Britain and the Soviet Union might not have held out against the Axis.

President Roosevelt did not live to see the end of the war. On April 12, 1945, he died of a cerebral hemorrhage while resting at Warm Springs, Georgia. Warm Springs was a retreat where the president often went to recover from the burdens of his office. His death came less than a month before the



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defeat of Nazi Germany and her allies. Harry S Truman, the vice-president, then became the thirty-third president of the United States. It was President Truman who made the difficult decision to use the atomic bomb against Japan and bring World War II to an end.

A fifth leader during World War II was Josef Stalin. After succeeding Nicolai Lenin as the communist dictator of the Soviet Union in 1924, Stalin became one of the most brutal rulers of modern times. During his time in power, untold thousands of Russians were either executed or sent to prison camps. The reason? Stalin saw them as a threat to his rule. He also purposely caused millions of Russian peasants to starve to death because they opposed his farm policies. It is doubtful that many Russians mourned his death in 1953.

Josef Stalin was born Iosif Vissarionovich Dzhugashvili in 1879. His father was a poor shoemaker. He sent young Iosif to a seminary to study for the priesthood. But Iosif was kicked out when he was nineteen for his involvement in revolutionary activities. Because revolutionaries usually took false names, he changed his last name to "Stalin," meaning "Man of Steel."

In 1903, Stalin became a member of the Bolshevik party. *Bolshevik* means "majority." The Bolsheviks were the larger group within the Russian Social-Democratic party, which had split into two groups. The other group was known as the Mensheviks, or "minority." The Bolsheviks later became the Communist party, which seized control of Russia in 1917.

From 1904 to 1917, Stalin spent a number of years in exile in Siberia. Siberia is a very cold part of Russia where political prisoners were sent. He was released when the Bolsheviks came into power. He was an important figure in the Soviet government until 1924, when he succeeded Lenin.

In 1939 Stalin made a deal with Adolf Hitler. In return for not interfering with German plans to invade Poland from the west, Hitler agreed to let the Soviet Union seize Lithuania, Latvia, Estonia, and parts of Poland, Finland, and Rumania. It was this deal that led to the Soviet Union invading Poland from the east while Germany was attacking from the west.

The Soviet Union quickly became an ally of Great Britain and the United States. In June 1941, the Soviet Union was suddenly attacked by Germany. The country almost fell to the Germans, but it fought back and went on the offensive in 1942. As previously mentioned, it played a vital role in the defeat of Nazi Germany.

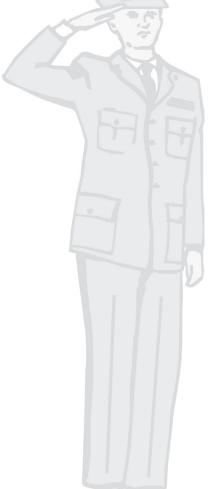


Date_



Make a Cereal Box Report

n an encyclopedia or book about World War II, or by consulting the Internet, find and read about one of the leaders mentioned in this chapter. After completing your research, prepare a cereal box report for class.



Here Is What You Will Need:

- I. An empty cereal box or similar box
- 2. Several sheets of white paper (i.e., printer or copy paper)
- 3. Glue or paste
- 4. A felt-tipped pen, or any pen suitable for drawing
- 5. Scissors

Here Is What You Do:

- I. Glue or paste white paper over all sides of the box.
- 2. On the top edge of the box, write the name of the leader you have researched.
- 3. On one side panel, write the title or position that leader held.
- 4. On the other side panel, write the years the leader held that title or position.
- 5. On the front of the box, make a rough sketch of the leader.
- 6. On the back of the box, list several facts about the leader that were not mentioned in the chapter.

Give a brief report on your leader to class.



Name _____ Date____

Name That Leader

Delow is a "who am l" \mathbf{J} exercise dealing with the leaders covered in chapter 3. On the line to the left of each statement, indicate if it refers to Adolf Hitler, Benito Mussolini, Franklin Roosevelt, Winston Churchill, or Josef Stalin.

Write:

- H for Hitler
- M for Mussolini
- R for Roosevelt
- C for Churchill
- S for Stalin

Each name is used at least three times.



I. _____ I was expelled from a seminary because of my revolutionary activities. 2. ____ I became famous for my "blood, toil, tears, and sweat" speech. 3. _____ I was a vegetarian who neither drank or smoked. 4. _____ I was stricken with polio at the age of 39. 5. _____ I was expelled from a Catholic seminary for stabbing another student. 6. ____ I founded the Fascist party. 7. _____ I was twice prime minister of my country. 8. ____ As a young man, I set out to become an artist. 9. _____ I was elected to my country's highest office four times. 10. ____ My last name meant "Man of Steel." II.____ I said: "never in the field of human conflict was so much owed by so many to so few." 12. ____ I died of a cerebral hemorrhage shortly before the war in Europe ended. 13. ____ I wrote a book entitled Mein Kampf. 14. ____ I was deported from Switzerland for vagrancy and fighting. 15. _____ I was responsible for the starvation deaths of millions of peasants. 16. ____ I was said to sometimes become so enraged that I would fall on the floor and chew on a carpet. 17. I made a deal with Adolf Hitler in 1939 that added to my nation's territory.

Name _____ Date___



Write a Brief Biography

imited space did not Lallow coverage of every important World War II leader. Two who were left out were Chiang Kai-shek of China and Hideki Tojo of Japan.

On the lines provided, write a brief biography of one of these men. You can find information about each in an encyclopedia or on the Internet.

Use the back of this page if necessary.





CHAPTER 4

Pearl Harbor

resident Roosevelt called it "a date which will live in infamy" (great wickedness). He was referring to December 7, 1941. On the morning of that day, the American naval base at Pearl Harbor in Hawaii, along with nearby airfields, was suddenly attacked by planes of the Japanese Empire. The attack took the United States by surprise. By the time it ended after several hours, nearly twenty-four hundred American sailors, soldiers, and civilians had lost their lives. Another twelve hundred were wounded. Twenty-one ships were sunk or seriously damaged, and 188 airplanes were destroyed. The Japanese lost 29 planes and a few midget submarines. Their number killed was only about 100. It was a total victory for the attacking force.



Battleships USS West Virginia and USS Tennessee after the Japanese attack on Pearl Harbor on December 7, 1941. The Japanese attack came in two waves, or groups. The planes took off from six aircraft carriers about 275 miles north of the Hawaiian island of Oahu. The first wave, 183 planes, departed at 6:00 A.M. that morning of December 7. A second wave of 167 planes took off later. A possible third wave never left the Japanese carriers. The reason for this will be covered later.

Did the Americans stationed in Hawaii that fateful day have any idea what was about to hit them? Apparently not. Although U.S.

forces had broken the Japanese code and expected an attack somewhere in the Pacific, no one seriously thought that Pearl Harbor would be the target. After all, Pearl Harbor was the headquarters of the U.S. Pacific fleet. The Japanese would have to be crazy to attack such an American stronghold!

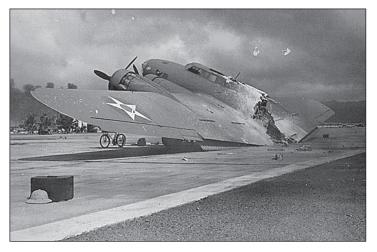
As the first weekend of December 1941 approached, life went on as usual in Hawaii. Dances and outings were held. Birthday parties went on as scheduled. The football team of Williamette College in Oregon had flown in to play the squad from the University of Hawaii. Even the commander of the Pacific fleet suspected nothing out of the ordinary. He went to bed early Saturday night so as not to miss a round of golf the following morning.





The Japanese knew the attack was a gamble. But they depended on the element of surprise. Admiral Isoruku Yamamoto, commander-in-chief of the Imperial Japanese Navy, had reasoned that a Sunday morning was the ideal time to strike. He knew that few officers would be on duty. He also knew that many of the American servicemen stationed on the islands would be at breakfast. Others might just be getting out of bed. No one would expect trouble that early in the morning.

Those in the government and the military were more concerned about possible sabotage (purposeful damage) than a direct attack. There were some sixteen thousand Hawaiians of Japanese ancestry living in the islands. Could they be trusted? Most were no doubt patriotic Americans, but there was always the possibility of a few working as spies for the enemy. Consequently, much-needed ammunition was locked up in boxes to prevent theft and aircraft were lined up



close together completely out in the open. Such a move made it easier to guard the planes against saboteurs. As it turned out, however, parking the airplanes close together only made them sitting ducks for the attacking Japanese bombers.

The first bombs fell on Pearl Harbor and the nearby airfields at 7:55 A.M. But even as late as 7:02 A.M., resistance might have been organized had the warning from two radar operators been heeded. On that terrible Sunday morning, two privates were manning a mobile radar unit on Oahu's northern coast. They were Privates George Elliot and Joseph L. Lockard. Shortly before leaving their post for breakfast, they noticed a sizable blip on the radar screen. The blip indicated a large number of planes approaching the islands. One of the privates telephoned the information to an officer named Lt. Kermit Tyler. But Tyler had little faith in the still relatively new device of radar. He told the privates that the incoming planes were probably a flight of American B-17 bombers coming in from the mainland. He told them not to worry about it. Although concerned, they shut down the radar and went to breakfast. It was a breakfast they would not complete.

The Japanese found it hard to believe that they were going to get away with it. To avoid being spotted, they had taken a northerly route across the



A burned B-17C aircraft rests near Hangar Number Five, Hickam Field, following the attack by Japanese aircraft.



ocean to the Hawaiian Islands. Along the way, they observed strict radio silence. As their carriers got close enough to the islands to pick up Hawaiian music on their radios, the crews and pilots rejoiced. They had been told their actual destination only a short time before. When they learned that they were to bomb the Pearl Harbor Naval Station and the nearby army airfields, they let go with a flurry of *banzais*. *Banzai* is a word that is a combination Japanese greeting, battle cry, and cheer. It means "may you live ten thousand years!" One seaman, upon learning their objective, cried: "An air attack on Hawaii! A dream come true!"

Aboard the Japanese carriers, pilots readied themselves for the attack. Pilots were shown flash cards with silhouettes (pictures in solid black) of the eight American battleships lined up in a neat row at Pearl Harbor.

Just prior to take-off, the Japanese pilots ate a breakfast of *sekihan*. Sekihan is a ceremonial dish of rice with tiny red beans. The Japanese eat sekihan on special occasions, such as a wedding or the birth of a child. Because the attack on Pearl Harbor was considered special, the ceremonial meal was served to the pilots. Pilots also tied on white headbands with the words "Certain Victory!" inscribed on them. Crew members aboard the carriers sent them off with repeated shouts of "banzai!"

Lt. Cmdr. Mitsuo Fuchida led the first wave of Japanese planes to take off. The plan called for him to radio back to the fleet the message "tora, tora, tora" (tiger, tiger, tiger) if the planes had reached their destination without being seen. This he did about 7:40 A.M. The first bomb fell at Wheeler Field fifteen minutes later. Soon afterward, bombs and torpedoes began sinking ships lined up in the harbor.

As for the Americans below, it took awhile for the reality of the situation to sink in. Even with bombs falling nearby, the naval band aboard the battleship Nevada continued playing the "Star-Spangled Banner" as the flag was being raised. Not until sailors heard the explosions and saw the "meatballs" on the wings of the planes (This was the name for the red circles on the bottoms of the wings and on the Japanese battle flag.) did they realize that they were under attack. The first wave of planes caught them completely by surprise, and they could put up little resistance. By the time the second wave struck at 8:40 A.M., they were more prepared to fire back. But the damage was done. In a matter of several hours, the U.S. Pacific fleet had been dealt a terrible blow.

While the attack was raging, life in the continental United States went on as usual. No one there had news of the tragic event until 2:26 P.M. eastern





standard time. The announcement was made by the Mutual Broadcasting System. Suspending their coverage of a professional football game, the radio blared: "Ladies and gentlemen, we interrupt this broadcast to bring you an important bulletin from the United Press. Flash! Washington—The White House announces a Japanese attack on Pearl Harbor. Stay tuned for further developments to be broadcast as they are received."

The news stunned the United States. The next day, President Roosevelt asked for and received from Congress a declaration of war against Japan. But as terrible as the death and destruction was at Pearl Harbor, it might have been worse but for two events. First, three aircraft carriers that might have been docked in the harbor were out to sea at the time. Had they been in port and destroyed, the U.S. Pacific Fleet might have been rendered helpless. The failure of the Japanese to search for and locate the carriers was a blunder on their part.

Another blunder that prevented even further damage at Pearl Harbor was the decision by the Japanese not to launch a third wave of planes to join in the attack. A third wave could have destroyed fuel reserves and harbor facilities for repairing damaged ships. Vice-Admiral Chuichi Nagumo, commander of

the attacking fleet, decided against sending in more of his planes. He knew that the Americans would be ready this time, and he feared losing aircraft and possibly ships that would be necessary to fight elsewhere in the Pacific.

The United States and the free world viewed the Japanese attack on Pearl Harbor as an act of treachery (betrayal or dishonesty). To the Japanese, however, it was an act of necessity. After Japan's invasion of China in 1937, the United States had cut off all trade involving military supplies. The Japanese needed oil and other materials, and they looked to southeast Asia as a place to get them. The destruction of the U.S. Pacific fleet would pave the way for them to fulfill their plans with little opposition.

In spite of the attack's success, Admiral Yamamoto was somber and concerned. Referring to the United States, he is reported to have said: "I fear all we have done is to awaken a sleeping giant and fill him with a terrible resolve."

How quickly Yamamoto's words would ring true!









Name

_____ Date_

Use Your Critical Thinking Skills

Think about the questions presented on this page. Then write your best answer to each on the lines provided. Suppose the Japanese had never attacked Pearl Harbor or any other American possession. Do you think the United States would have still become involved in World War II? Why or why not?

2. What turn do you think the war might have taken if the Japanese had found and sunk the three American aircraft carriers that were not in port the morning of the attack on Pearl Harbor?

3. How might history have been different if the American forces in Hawaii had known of the approaching Japanese attack and were prepared to meet it?

4. What do you make of the fact that U.S. forces in the Hawaiian Islands were completely caught off guard by the Japanese attack?



Name _

Date_



Solve Some Sea-related Word Problems

The aircraft carriers responsible for bombing Pearl Harbor left northern Japan on November 26, 1941, bound for Hawaii. From northern Japan to Honolulu is about 4,000 statute, or land, miles. Keeping this figure in mind, solve these word problems. Space is provided for you to work each problem. 1. Ships reckon distance in nautical miles. If a nautical mile is equal to 1.1508 land miles, how many nautical miles is it between northern Japan and Honolulu? (Round your answer.)

Answer

2. A nautical mile, rounded off, is 6,076 feet. How much longer is this than a statute or land mile?

Answer

3. Ships reckon speed by knots. A knot is equal to one nautical mile in an hour. Thus, a ship with 25-knot speed can go 25 nautical miles in an hour. If an aircraft carrier traveling from northern Japan to Honolulu could average 30 knots, how many hours (rounded off) would it take for the ship to cover the distance? (Refer to your answer for the first question.)

_Answer

4. How long would it take a jet airliner traveling at 500 mph to fly from Tokyo to Honolulu, a distance of about 3,300 statute miles?

Answer





Name _

_____ Date_

Make Two Journal Entries

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Chapter 4 • Pearl Harbor

Name __





Make Complete Sentences from Fragments

A ll ten of the statements on this page are fragments. They are not complete sentences because they lack a subject, a verb, or some other necessary part. Rewrite each as a sentence on the line provided. I. The naval base at Pearl Harbor

- 2. Although an attack was expected somewhere in the Pacific
- 3. The fear of sabotage
- 4. When the bombs started falling
- 5. B-17 bombers flying in from the mainland
- 6. Admiral Yamamoto, commander-in-chief of the Imperial Japanese Navy
- 7. Operating the mobile radar unit on Oahu's northern coast
- 8. As the first wave of Japanese planes approached
- 9. Listening to a broadcast of a professional football game in America

10. December 7, 1941, "a date which will live in infamy"





CHAPTER 5

The Soldier's Life

orld War II saw more than ninety million men and women mobilized for service. Mobilized meant that they either joined the armed forces of their country or were drafted (called up). Two-thirds of these were from the Soviet Union. The Soviet Union's armed forces totaled some thirtyfive million.

The vast majority of men who served in World War II were in the armies of the various countries involved. (See chapter 7 to find out about the women who served in the war.) Therefore, this chapter deals with the life of soldiers in selected countries. This is not to say that sailors and airmen did not play

important roles. It is simply saying that of the branches of the military, soldiers (marines included) were the only servicemen who normally came face-to-face with the enemy. They endured the greatest hardships, ate the worst foods, and suffered the greatest casualties.

The World War II soldier ranged from the green (inexperienced) American soldier to the battlehardened Japanese infantrymen. Most American service personnel had never heard a shot fired anywhere except on the firing range. This included even General Dwight D. Eisenhower,

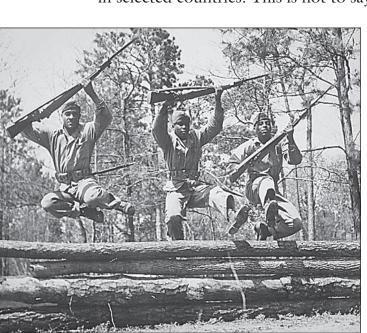
A trio of recruits in training run the rugged obstacle course at Camp Lejeune, NC.

who became Supreme Allied Commander in Europe. The Japanese, on the other hand, had been fighting in Manchuria since 1931 and China since 1937. Between these two extremes were the likes of the Germans and the Russians. When World War II began in 1939, the U.S. Army consisted of only

174,000 men. The navy numbered 126,000, while the army air corps, marines, and coast guard totaled about 56,000 together. By the end of the war, the total number of Americans serving in the armed forces had reached about 16,000,000. Some 6,000,000 of these were soldiers.

Army life was quite a wake-up call for many young Americans. Used to the comforts of home, they quickly had to adjust to a very strict routine. In basic









training, they were roused from bed at 4 A.M. and their day did not end until well after nightfall. Sometimes they went on marches that might be as long as 32 miles. At other times they struggled to complete 2-mile marches at double-time speed. All the while, they might be shouted at by tough drill sergeants. One trainee described some sergeants as "ornery enough to chew razor blades and spit nails."

Once the American soldier completed basic training and was assigned to a permanent outfit, his life improved. That is, until he went into combat. No longer could he count on nourishing meals that he had enjoyed since basic training. In combat, the American soldier at the front had to get by with C-rations. C-rations came in little cans that he opened with a tiny can opener usually attached to his dog tag (identification) chain. Some cans contained meat and vegetable hash. Some were filled with meat and



vegetable stew. Others contained meat and beans. There was also a can of hard biscuits. If and when the combat soldier had such rations, he often ate them cold.

Compared to American soldiers, German soldiers were relatively well fed. The German government sent their best rations to their soldiers at the front. There were times, of course, when supplies could not get through, but when they did, German soldiers ate well. Their rations included such items as marmalade and sausage, unheard of in American C-rations. One American solider who escaped from the Germans related that he never ate so well. He said he got three meals a day, a chocolate bar, a bottle of beer, and ten cigarettes. (This was long before cigarettes were definitely linked to cancer.) German prisoners, on the other hand, often complained about the food given them by the Americans.

While well-fed at times, German soldiers were sometimes short on other necessary items. This was particularly true of winter clothing during their invasion of the Soviet Union—an invasion you'll read more about in the next chapter. Thinking the Russians would be quickly defeated, the German

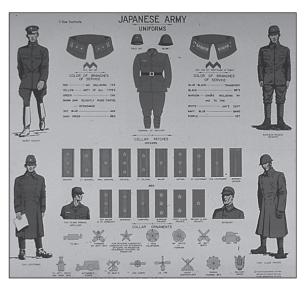


American infantrymen line up for chow during a march to La Roche, Belgium, in January 1945.



army saw no need to supply their troops with winter wear. The only piece of clothing they had to cover their summer uniforms was a light overcoat. They wrapped themselves in blankets and made out as best they could. In chapter 6, you'll learn the tragic consequences of being inadequately dressed in such a harsh climate.

Of all soldiers, though, the Japanese might have had the toughest time of it. Discipline in the Japanese army was brutally severe. If a lowly recruit or private displeased an officer or sergeant, he was often beaten into insensibility. Because the Japanese army had several grades of privates, he could even be beaten and humiliated by a private of higher rank. He might be attacked with fists, belts, rifles, or swords. If he fell to the ground, he might also be kicked.



Poster depicting lapanese army uniforms, 1941-45.

Unlike the soldiers of most armies, Japanese soldiers were not issued a sleeping bag or tent. They slept on a mat on the ground. They also could not count on proper medical care. Sick and dying Japanese soldiers were often left to get by as best they could. (How many more American soldiers do you think might have died had our army's medical service been so poor?)

The basic diet of Japanese soldiers consisted of rice, which they ate at virtually every meal. Sometimes, if they were lucky, soldiers were able to supplement their diet with fish, vegetables, meat, and fruit. As with any army, it all depended on the situation and where they were at the time.

In battle, surrender was not considered an option for Japanese soldiers. They were repeatedly reminded that to surrender was a dishonor. This was in keeping with the ancient code of Bushido, or "the way of the warrior." This code called for a warrior to commit suicide rather than suffer the disgrace of surrendering. Although some Japanese soldiers did surrender, they made up a small minority. Most chose death. They either shot themselves with their rifles or held grenades to their head or stomach.

Russian soldiers were sometimes little better off. The strength of the Soviet army centered around its large numbers. In battle, wave after wave of Russian soldiers were thrown against the enemy. If thousands were slaughtered in an attack, it was not all that important to Russian officers and leaders. There were always additional thousands to replace those who fell.



Russian soldiers seemed to accept their slim chances of survival. This explains why Soviet soldiers charged machine gun nests or ran into mine fields without protest. To be frank, they had little choice. Any soldier who refused to follow such orders would be shot.

Some groups of Russian soldiers appeared to be used solely to clear mine fields or test the strength of the enemy. The Soviet army actually had what were called Penal Brigades. (*Penal* refers to "punishment.") Groups of criminals were organized into army units and forced to clear mine fields. They did this simply by walking across the fields and setting off the mines, killing themselves in the process.

Had you lived at the time of World War II, recognizing Soviet soldiers would have been easy. Their uniform differed greatly from the clothing worn by soldiers of other countries. The typical Russian uniform consisted of baggy trousers, high-top boots, and a pullover jacket secured at the waist by a wide belt. Soldiers might wear a steel helmet or a fur cap, depending on locale and weather. They usually traveled light and quickly, seldom using tents. While on the move, they made shelters out of any materials at hand.

While not in combat, Soviet soldiers ate simple but nourishing meals. Their rations usually consisted of soups and stews containing vegetables and meat or a porridge made of buckwheat. They were not so well fed on the battlefield. During such times, they lived off the land. They often filled their packs with dried crusts of bread and vegetables they took from farms and villages.

Finally, we will take a quick look at British soldiers, who were known as "Tommies." The name has been used to designate British soldiers for several centuries. Its origin depends on which war and which story one chooses to accept. Regardless of the story, each tells about a very brave soldier supposedly named Private Tommy Atkins. At some point in time, all British soldiers came to be called "Tommy Atkins" after him. This was later shortened to just "Tommy."

The training of British soldiers mirrored that of their American and German counterparts. They went through the same kind of basic training and learned the use of the same basic weapons. But British soldiers were different in one interesting way: Their main food in the field was bully beef. Bully beef was canned corn beef. (The term derived from the French *boeuf bouilli*, or "boiled beef.") They usually ate it with a hard biscuit along with tea that came in a tin. Care to trade your lunchroom meal and have a go at a can of bully beef?





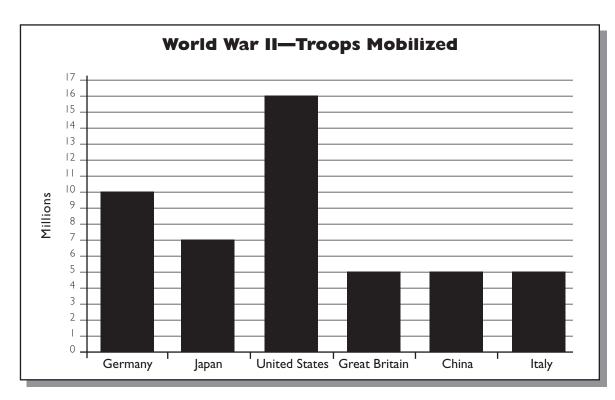
Name _

_____ Date__

Interpret a Bar Graph

O f the nations that took part in World War II, the Soviet Union mobilized the greatest number of troops. Some thirty-five million Russian men and women either joined or were drafted into the Soviet armed forces.

The graph below shows the number of service personnel mobilized by six other nations. The numbers are rounded off. Use the figures shown on the graph to answer the questions at the bottom.



- I. What was the total number of troops mobilized by the six countries?
- 2. What is the *mode* represented in the figures?
- 3. What is the *range*?
- 4. The total number of troops mobilized by the Allied nations represented on the graph is _____ million.



Date
Date Dear,
Sincerely,



Name _

_____ Date__

Recall Information about Soldiers' Lives

hapter 5 provided a brief glimpse into the lives of soldiers in various armies of World War II. See how many of the following questions you can answer without referring back to the narrative.

- I. What were C-rations?
- 2. How did the American soldier and the Japanese soldier compare in battlefield experience at the beginning of the war?
- 3. Compare discipline in the Japanese army with that of other armies.
- 4. Why did Japanese soldiers prefer suicide to being taken prisoner?
- 5. What functions were performed by Soviet brigades made up of criminals?
- 6. In what ways were German army rations often superior to the chow (food) American soldiers ate while in combat?
- 7. Which army referred to its soldiers as "Tommies"?



Chapter 5 • The Soldier's Life

Name _____ Date_

Write a Blurb for a Book about Soldiers

re you familiar with the word *blurb*? A blurb is a complimentary advertisement or announcement, such as appears on the jacket of a book. Its purpose is to praise the book and influence people to buy it.

Imagine you have just read a book about soldiers in World War II. On the lines provided, write a blurb summarizing its contents.

BEANS



CHAPTER 6

Major Battles

n the first two years of the war, Germany and Japan, the most powerful of the Axis nations, seemed unstoppable. The Germans had overrun all of western Europe and were preparing to strike at the Soviet Union. The Japanese had had their way in the Pacific and were steamrolling their way through southeast Asia. Except for the bravery of a handful of British pilots in turning back the German Luftwaffe (air force) in the Battle of Britain in 1940, the Allied cause looked hopeless. Matters were indeed bleak until several key battles in 1942–43 turned the tide of war in their favor.

The first battle that helped change the course of the war was the Battle of Midway. It was fought from June 3 to June 6, 1942. Midway is an island in the Pacific that lies about 1,000 miles northwest of Honolulu. It was named Midway because it lies at the midpont of the Pacific Ocean. The United States had built an airport there in 1935.



The aircraft carrier USS *Hornet* underway in the Pacific, October 1941. Five months after their attack on Pearl Harbor, the Japanese planned to seize Midway as a base for invading the Hawaiian Islands. They planned an attack on Attu Island in the Aleutians of Alaska to draw American attention away from their real goal. But their scheme failed. Unknown to them, American cryptographers had broken their code and knew in advance of their plans. (Cryptographers are persons who specialize in deciphering or breaking enemy messages.) Thus, American planes flew out on June 3 to meet the Japanese fleet on the way.

The Japanese force heading for Midway was quite large. It consisted of more than 140 ships. Among this fleet were 4 prized aircraft carriers. They were *Akagi*, *Hiryu*, *Kaga*, and *Soryu*. Planes from these carriers bombed the airfield on Midway and had returned to their ships to refuel when they were spotted.

The story of the American attack on the Japanese fleet is a tragic one. The first planes to spot the carriers and dive for an attack were from the USS *Hornet*, an American carrier. They were the fifteen planes of Torpedo Squadron 8. The thirty men in the cockpits of those planes knew their attack was suicidal because they went in without any fighter cover. But they went in anyway,



catching the Japanese completely by surprise. Other planes followed, and in five minutes the Japanese navy had suffered its first defeat in almost seventy-five years.

All fifty planes of Torpedo Squadron 8 were shot down. Twenty-nine of the men aboard died. Only one survived, and he was badly wounded. He was Ensign George H. "Tex" Gay. He suffered shrapnel and machine gun wounds to his left arm and hand. He was also badly burned. But he was later picked up by an American PBY (sea-going airplane) and lived to tell his story.

The Japanese defeat at Midway was a blow to their ambitions of conquest. All four of their carriers were sunk, as well as other types of ships. They also lost more than three hundred planes. Statistics vary, but somewhere between twenty-five hundred to thirty-five hundred pilots and seamen were killed. After Midway, the Japanese were on the defensive in the Pacific.

A second battle that helped turn the tide of war was the Battle of El Alamein. El Alamein was a small city in Egypt about 70 miles west of the major city of Alexandria. It was here that the British Eighth Army stopped the famed German Afrika Korps under General Erwin Rommel in October 1942.

The battle in the Egyptian desert had been raging for some time. It began in late 1940 when the Italians invaded from Libya. When the Italians were thrown out by the British, the Germans got into the act. Adolf Hitler had good reason for

wanting to conquer Egypt. The conquest of Egypt would give him control of the Suez Canal and open the way to the rich oil fields of the Middle East. Therefore, in February 1941, he sent General Rommel and a first-rate tank corps to relieve the Italians. This tank army became known as the Afrika Korps. Because he proved to be very cunning in his battle strategy, the British called him the "Desert Fox."

For many months the Afrika Korps and the Desert Rats, as the British forces there were called, fought back and forth across the desert. Thousands of troops on each side were killed. Neither side, however, could claim victory. Then Churchill sent General Bernard Montgomery to head the British Eighth Army. His appointment was to seal Rommel's doom.

General Montgomery was the type of commander who would not make a move until he was ready. He would not fight until he determined he had



The Germans found General Bernard Montgomery and his men to be formidable opponents in the battle for Northern Africa.







enough troops and weapons at his command to win. By October 1942, he felt ready to strike a blow at the Afrika Korps.

The night of October 23 was a moonlit night in the desert. In the stillness surrounding them, almost 200,000 British troops prepared for battle. Some checked and cleaned their weapons many times over. Others played cards in the bright moonlight. Some prayed.

At 9:40 P.M. the silence of the desert was broken. One thousand heavy guns opened up on Rommel's position. The heavy bombardment continued off and on for three days and three nights. After sufficiently battering the weary Germans, the 200,000 British troops, along with 1,114 tanks, were able to break through and defeat the Afrika Korps.

British tank men who participated in the Battle of El Alamein later related how chaotic it was at times. Because of the dust stirred up by the tanks, it was sometimes difficult to tell friend from foe. Sometimes a tankman would yell over his radio for another British tank to get out of his way so he could fire at a German. Visibility was so poor that the British sometimes weaved in and out of the German tanks, stopping and turning to fire at point blank range. Chaotic indeed!

The Battle of El Alamein cost the Germans fifty-nine thousand casualties and the loss of hundreds of tanks and guns. Like the Japanese at Midway, it was a disastrous defeat for the Axis. Egypt and the Suez Canal were saved and the gate to the Middle Eastern oil fields closed. Had the Nazis won the desert war, the outcome of the war in Europe and north Africa might have been different.

One more decisive battle turned the tide against the Axis. That was the Battle of Stalingrad. Stalingrad is a large Russian city that lies on the Volga River. Today it is known as Volgograd. It was at Stalingrad that the German advance into the Soviet Union was finally stopped.

All went well at first for the Germans after they invaded the Soviet Union on June 22, 1941. They crossed the border with three million soldiers, three thousand tanks, seven thousand field guns, and two thousand airplanes. Outnumbered in every aspect, the Russians fell back in confusion. Thousands surrendered early in the invasion. Had the Nazis been able to capture Moscow and other important cities before the winter snows set in, they might have brought the Soviet Union to its knees. But they failed, and in time the terrible Russian winter led to their defeat.

In August 1942, the Germans attacked Stalingrad. They took 90 percent of the city and reduced much of it to rubble. But the Russians held. The battle



bogged down into what was sometimes hand-to-hand fighting in buildings and rooms. Neither side could think about surrendering. To do so would have brought down the wrath of their leaders on them. Stalin had issued the order: "Not one step backward!" Likewise, Hitler had informed German General Friedrich Paulus that he must hold. "Surrender is forbidden," ordered the Nazi leader. "Sixth Army will hold their position to the last man and the last round...." So the terrible slaughter continued.

Much to the surprise of the Germans, the Russians launched a counterattack on November 19. By that time, the snows and the terrible

Russian winter had set in. It was a winter for which the Germans were not prepared to cope. They had invaded the Soviet Union in June, and they consequently brought no winter uniforms with them. Their clothing and supplies were never intended for warfare in subzero temperatures.

As winter deepened, the cold became unbearable. It was so cold that icicles dangled from nostrils and eyelashes. Many German soldiers froze to death in their

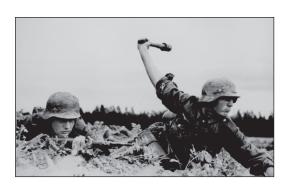
tanks or foxholes. Others became so numb and disoriented from the cold that they lay down in the snow to die. Some committed suicide to end their misery. Despite Hitler's orders, General Paulus surrendered his army on January

31, 1943. Of the 600,000 German soldiers who had attacked Stalingrad the previous August, more than 300,000 had either been killed or captured. Some 91,000 were taken prisoner and marched off to frozen camps in Siberia. Only about 5,000 survived the war. The others either died from cold, starvation, or disease, or were murdered outright by their Russian captors.

The Germans never recovered from their loss at Stalingrad. The Russians went on the offensive and slowly pushed the Germans out of their country. It was the Russians who would take Berlin and end the war in Europe two years later.

The Battles of Midway, El Alamein, and Stalingrad were not the only major battles of the war. There were many others. But, as was mentioned at the beginning of this chapter, they were the battles that turned the tide of the war in the Allies' favor. Without victories in those battles, the Allies might never have launched D-Day, the invasion of western Europe. It was D-Day on June 6, 1944, that signaled the beginning of the end for Nazi Germany. In a later chapter, you will learn how the use of the atomic bomb brought about the surrender of Imperial Japan.









Name

_____ Date_

Make a Mobile

Chapter 6 covered only three major battles. There were many more. With a few simple materials, you can make a mobile depicting some of the others. Find the names, dates, and results of six battles and follow the instructions here.

To make a more detailed mobile, cut pieces of stiff wire in lengths of about 6 inches. Slightly bend each piece in the middle to give it a rainbow shape. Attach a cut-out to each end of the wire strips. Tie different lengths of string to the middle of the pieces of wire and then hang the strips from the bottom of the clothes hanger.

He	ere	ls	Wha	t You	Will	Need	2
Ι.	Lar	ge d	lothes	hange	r		

- 2. Construction paper or small index cards
- 3. Crayons or coloring pencils
- 4. Felt-tipped pen
- 5. Hole punch
- 6. String
- 7. Some stiff wire (optional)

Here Is What You Do:

- 1. Cut construction paper or index cards to sizes of about 2" by 3". If you prefer, cut some in the shape of rectangles, triangles, squares, and so on.
- 2. Write the name and date of an important battle on the front of each cut-out.
- 3. On the back of each, write the outcome or result of the battle.
- 4. Punch a hole at the top of each cut-out.
- 5. Insert and tie a piece of string through the hole of each. Make your pieces of string different lengths so you can stagger the cut-outs on the clothes hanger.
- 6. Attach each card or cut-out to the bottom of the hanger.
- 7. Make a sign reading "World War II Battles" and attach it to the top of the hanger.



Name Date



Rewrite a Part of History

istorians agree that one of the biggest mistakes Adolf Hitler made was to invade the Soviet Union. As you have learned, the Soviet Union played a major role in bringing about Hitler's downfall and Germany's defeat.

But suppose things had been different? Suppose Hitler had never invaded the Soviet Union. Or. on the other hand, suppose he had been successful and conquered the country and gained access to its vast resources?

On the lines provided, write how you think history might have turned out differently based on each of these scenarios.

I. If Germany had never invaded the Soviet Union, here is what I think might have been different about the war.

2. If Germany had defeated the Russians and conquered the Soviet Union, here is how I think the course of the war might have changed.



Name _____ Date____

Do Research on Russia

Vou have learned that much of the fighting that took place in Europe during World War II occurred in the Soviet Union. Today, the Soviet Union no longer exists. All the republics that made up the former communist nation are now independent countries. The largest of these was once called the **Russian Federated Socialist** Republic. Today, it is once again known as "Russia."

Research the history of the Soviet Union and answer the questions opposite.



I. What was the name of the last ruling family of czarist Russia?

Who was the last czar? _____

2. What was the official name of the Soviet Union?

When was it formed? _____

- 3. Who was the first communist dictator of the Soviet Union? _____ Who succeeded him in 1924?
- 4. The city that is the capital of Russia today was also the capital of the Soviet Union. That city is _____.
- 5. How many republics once made up the Soviet Union?
- 6. How many square miles did the Soviet Union contain?
- 7. In what year did the Soviet Union fall apart and cease to exist?
- 8. What was the Cold War? When did it begin? When did it end?

_____ _____

9. Who is the leader of Russia today?

Chapter 6 • Major Battles

Name _____ Date____



Use Context Clues to Complete Sentences

he meaning of a word often depends on its context, or the way it is used in a sentence. You can use context clues to help you better understand what you have read. With this in mind, use the words from the word box to fill in the blanks in the sentences telling the story of the Battle of Midway.

> amounted broken carried defeat defensive down favor hoped launch locate outcome perished point ready survived

The Battle of Midway was a turning _____ in the war. Its _____ put the Japanese on the _____ in the Pacific.

The Japanese ______ to use Midway as a site from which to ______ an invasion of the Hawaiian Islands. They might have succeeded had their code not been _____. As it was, the Americans at Midway were _____ and waiting for them.

The planes of Torpedo Squadron 8 from the *Hornet* flew out to ______ the Japanese aircraft carriers that were steaming toward Midway. They found them and out what to a suicide attack. There were fifteen planes in the squadron. All were shot _____. One American _____. The other twenty-nine ______.

The _____ of the Japanese navy at Midway saved Hawaii from invasion and turned the tide of war in of the Allies.







CHAPTER 7

Women at War

omen of all the warring nations played important roles in World War II. In addition to filling the places of men in the workplace, they served in the armed forces. Women enlisted, or were drafted as in some countries, in every branch of military service. They even fought as foot soldiers and flew airplanes.

First, let's look at women who served in the armed forces of the United States. Altogether, they numbered about 200,000. Some joined the WACS, or the Women's Army Corps. This branch was known at first as the WAACS, or the Women's Army Auxiliary Corps. It first accepted volunteers in May 1942, five months after the Japanese attack on Pearl Harbor. Military officials were surprised when some 13,000 women showed up at various recruiting stations on the first day. They included women from all walks of life: Housewives, secretaries, and widows volunteered for service. There was even a Native American girl in tribal dress who showed up at one station.



Of the 200,000 women who served in the U.S. armed forces, about 143,000 joined the WACS. The others became members of either the WAVES, WAFS, SPARS, or women marines. WAVES stood for Women Accepted for Voluntary Emergency Service. They were the female branch of the U.S. Navy. WAFS were the Women's Auxiliary Ferrying Squadron. (*Auxiliary* means "additional" or "giving support.") They were trained by the army to fly planes. Their flying, however, was restricted to piloting newly built planes from factories to army bases.

SPARS were the women of the Coast Guard. The name was a contraction for *semper paratus*, Latin for "always ready." They handled duties that male Coast Guardsmen would have normally performed. For their part, women marines did everything except serve in combat. They drove vehicles, repaired aircraft, and directed air traffic.

A recruiting poster urges women to join the Women's Army Corps. Thousands heeded the call. Many American women served in the armed forces as nurses. They were sent overseas and faced some of the same dangers as American servicemen. Several hundred lost their lives in the line of duty. A number were captured and spent several years in enemy prisons. Sixty-seven army nurses and sixteen navy nurses were imprisoned by the Japanese for three years.



Women in Nazi Germany were never given the opportunity to join the military. Germany had no organizations similar to the WACS, WAVES, or other women's groups. Adolf Hitler saw to that. His conservative views held that a woman's place was in the home. The best way she could help her country was to be a good wife and to have babies to become future soldiers. German mothers who had more than four babies were awarded medals.

In spite of Hitler's views, the time came when German women were called to serve. People were needed to perform such military tasks as manning switchboards and operating searchlights. Women filled these roles. They were accepted as auxiliaries in the armed forces, which meant they were helpers and not actual soldiers. They were, however, permitted to wear military uniforms. Toward the end of the war, some of these women actually operated anti-aircraft guns. They even shot down a number of Allied bombers. A large number of these women were killed.

Only in the Russian military were women called on to fight in the same way as men were. By 1941, all women without children had to join the armed forces. About 800,000 women were drafted into the Soviet army. Some 70 percent of these served at the front alongside the men. Women performed as foot soldiers, machine gunners, snipers, and in other capacities.

The Soviet Union was the first to use women fighter pilots. German pilots told how amazed they were to hear female voices talking

back and forth by radio. One Russian pilot named Tamara Aleksandrovna commanded an all-woman airborne group. Another, Valentina Grizodubova, commanded a long-range bomber squadron made up of three hundred men. There were even female aces. An ace is a pilot who downs at least five enemy planes. Teenager Lily Litvyak exceeded this by seven, shooting down twelve German aircraft. Twenty-three women pilots were awarded the "Hero of the Soviet Union" medal, that country's highest honor. (Altogether, eighty-six women in the Soviet armed forces received this award.)

Great Britain was another country that called up women for the war effort. In 1941, all unmarried women between the ages of eighteen and fifty were drafted for war work. They could choose to either join a branch of the military or work in industry. Thousands opted to become members of the armed forces.





Maj. Charity

Capt. Abbie N. Campbell

inspect the

of Negro members of

first contingent

the Women's

Army Corps

assigned to overseas

service.

E.Adams and





Like the United States, Great Britain had its female branches of the major services. The women's branch of the British army was the ATS, the Auxiliary Territorial Service. Women in the ATS did everything except engage in combat. Some were drivers. Others were mechanics or clerks. Still others did clerical work. The vast majority, however, performed what they considered such menial tasks as cooking and cleaning.

The women's branch of the Royal Air Force was the WAAF, the Women's Auxiliary Air Force. Their duties ranged from photography to mechanics. Some served as radio operators or searchlight attendants. Others made up crews of barrage-balloon operations. Barrage-balloons were large balloons anchored to cables. Lined up in a series, their purpose was to entangle low-flying, attacking airplanes. WAAF members also kept track of aircraft movements on radar.

The WRENS were the women's branch of the royal navy. WRENS stood for Women's Royal Naval Service. About seventy-four thousand women served in the WRENS during the war. They were not allowed on ships, but they did serve on harbor boats that operated near shore. WRENS did office work, operated radar, and plotted battle progress in operations rooms. Sometimes they loaded torpedoes onto subs. Some WRENS were trained as welders and helped repair ships.

Although it was not a part of the armed forces, the Women's Land Army played an important role in the war. Because most men were off fighting, the women of the Women's Land Army took care of work on the farms. They planted and harvested crops, often working with horse-drawn hand plows. It was very hard work.

Japanese women, like those in Germany, were not drafted into the armed forces. Japan's government held the same opinion of women as Germany did. Both governments believed that a woman's place was in the home. Prime Minister Hideki Tojo stated early in the war that "we are able to do our duties only because we have wives and mothers at home."

Just as in Germany, the Japanese government's attitude, like that in Germany, changed as the war began to go badly for the Axis. In the fall of 1943, the government required that all unmarried females between the ages of twelve and thirty-nine register for a possible labor draft. This led to the formation of the Women's Volunteer Labor Corps. Although they were not forced to join, women who did not were looked on as unpatriotic. You will learn about Japanese women who worked in factories in the next chapter, "The Home Fronts."





Japan had no women's branches of the various armed forces as did Great Britain and the United States. But they were trained to help defend the homeland. Japanese army officers trained them to fight with bamboo spears. With no knowledge of the atomic bomb, Japan believed that Allied forces would eventually invade the Japanese islands. When they did, the women and their bamboo spears would join soldiers in hand-to-hand combat against the Allies.

Women were involved in the war in other countries as well. In Italy, after the government fell and Italy left the war, Germany occupied Italy. Italian women then fought the Germans as members of the Resistance. Resistance groups staged hit-and-run attacks on bridges, convoys, and other important targets. The Italian Resistance included about twenty-five thousand women fighters. Many were caught by the Germans and tortured to death. Others were outright executed.

Women joined resistance units in every country overrun by the Germans. They were particularly active in places

like France and Yugoslavia. These women proved every bit as brave as their male counterparts, even when they were tortured. Of the two million Yugoslav women who fought with the Resistance, almost 300,000 were either executed by the Germans or died in concentration camps.

There were, of course, women who participated in the war in other countries. Those who were not drafted or could not join a military unit served in such areas as civil and coastal defense. Unlike previous wars, few women found it necessary to disguise themselves as men to participate. This was because so many opportunities were open to them. One young woman is known to have disguised herself and fought with the French army. She was Collette Nirovet. She died fighting alongside her male companions. Training in marksmanship was part of Victory Corps activities. High School Victory Corps also taught such skills as nursing and mechanics.





Name _

_____ Date__

Tell What You Would Do

n chapter 7 you read about the role women played in the armed forces of various nations. Answer the following questions having to do with women serving in the military. 1. For girls: Tell why you would or would not join one of the military services. Give several reasons.

 For boys: How would you feel if your girlfriend, sister, wife, or even your mother decided to enlist in the military? Would you give her your support? Why or why not? Would you try to talk her out of it? Why or why not?

3. For all students: Ask two adults how they feel about women in the military. Write their comments on the lines below.

Adult #I:

Adult #2:

Chapter 7 • Women at War

Name ___

_____ Date_



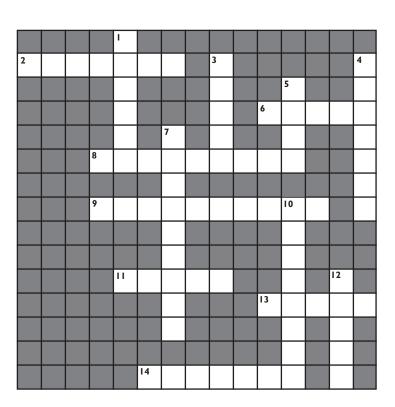
Solve a Puzzle about Women in the Military

ACROSS

- 2 Japan and _____ were two countries that did not allow women in the military.
- 6 Women's branch of the British royal navy
- 8 What the "V" in WAVES stood for
- 9 Civilian groups that fought against the Nazis
- II American women's branch of the Coast Guard
- 13 What the Hero of the Soviet Union was
- 14 Balloon designed to entangle airplanes

DOWN

- I Japanese women were trained to fight with ______ spears.
- 3 Military job of Russian teenager Lily Litvyak
- 4 Only in this army did women fight
- 5 What the ''A'' in WACS stood for



- 7 What the ''A'' in Britain's ATS stood for
- 10 First name of the girl who disguised herself and fought in the French army
- 12 Main workplaces of women in the Womens' Land Army





Name _

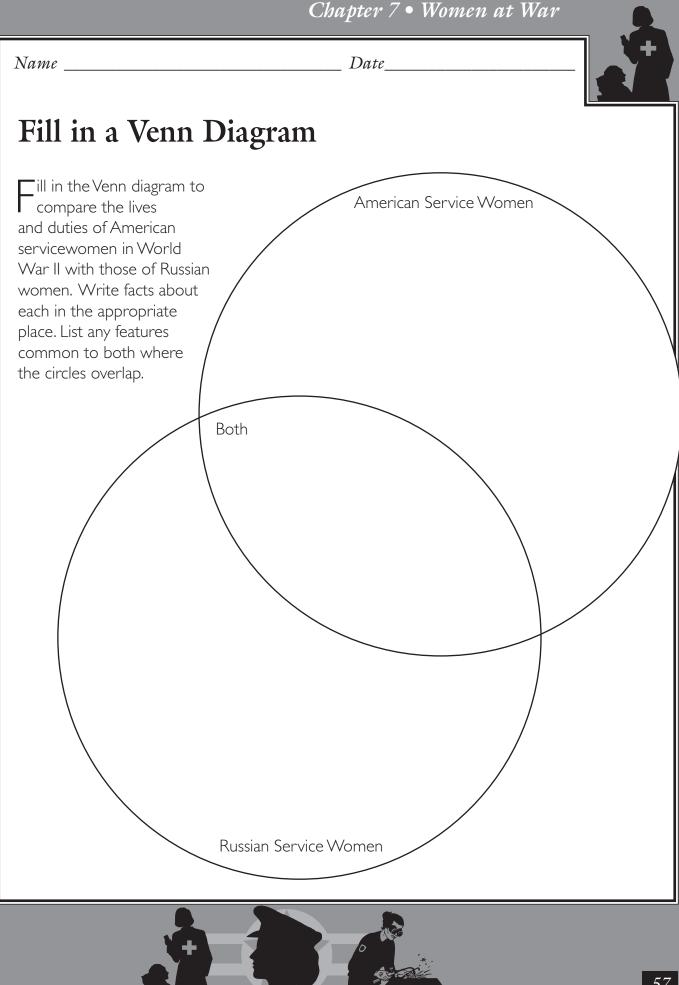
_____ Date___

Distinguish between Sentences and Fragments

Can you tell when a statement is a complete sentence and not just a fragment? Fragments are statements that lack either a verb or a subject or do not express a complete thought. Authors sometimes use fragments in certain situations, but, as a student, you should always use complete sentences when writing.

Here are nine statements. Some are fragments, while others are complete sentences. On the line to the left of each, write F if the statement is a fragment or S if it is a complete sentence. Lines are provided for you to make complete sentences of those statements you mark as fragments.

- I. ____ Thousands of American women volunteering for military service
- 2. _____ Japanese women were trained to fight with bamboo spears
- 3. ____ Lily Litvyak, a teenage girl who became a pilot in the Soviet air force
- 4. _____ Although WAFS were trained to fly planes
- 5. _____Women in Nazi Germany could not join the military
- 6. ____ In Adolf Hitler's view, a woman's place was in the home
- 7. ____ WRENS, the women's branch of the royal navy
- 8. ____ Great Britain drafted women for the war effort
- 9. ____ Women members of the Resistance captured and tortured to death





CHAPTER 8

The Home Fronts

t would take an entire book to cover life on the home fronts in World War II. Therefore, this chapter deals with only the most important and interesting aspects.

As with America's previous wars, the U.S. home front played a vital role in seeing the war to a satisfactory conclusion. This was especially true of the many roles played by women. Most women who could not volunteer for one of the military services helped in other ways. Their presence was especially noticed in factories that made munitions and other materials necessary for the war effort.



Rosie the Riveter rolls up her sleeves and encourages women to do their part in the war effort. More than six million American women worked in factories during World War II. They performed such tasks as assembling airplanes and making shells and small-arms ammunition. They were urged on in their work by posters such as that of the fictitious Rosie the Riveter. Rosie was an attractive blonde shown in overalls with her sleeves rolled up and saying "We Can Do It!" And that is exactly what American women did.

Women handled a multitude of other jobs. They worked as firefighters, streetcar conductors, welders, and riveters. Some drove taxis and garbage trucks, while other worked in shipyards or served with the Red Cross. Women even migrated to the Pacific Northwest, where they became "lumberjills," the female equivalent of lumberjacks. Age sometimes did not seem to matter. One eighty-year-old Southern lady took a job on the 8 A.M.

shift at the Bell Aircraft Factory in Marietta, Georgia. She was none other than the widow of Civil War Confederate General James Longstreet!

Like women, children in the United States helped in a number of ways during the war. One of their major contributions was collecting scrap metal to be used for war material. Children went around filling wagons with cans, pots, pans, old metal toys, and anything else that might prove useful. Communities held scrap drives to collect as much metal as they could.

Another aspect of the home front was rationing. Rationing referred to limiting how much of a product an individual could buy. It had two purposes. One was to ensure that troops overseas had all the food, fuel, clothing, and other supplies they needed. The other was to prevent people from hoarding.



Chapter 8 • The Home Fronts



Each month, Americans were issued ration books containing stamps. Red stamps were for meat, butter, and fats. Blue stamps were for canned goods. Other stamps covered such things as gasoline. To supplement the food supply, many Americans planted Victory Gardens. Most were small plots of soil in yards or along sidewalks where vegetables were grown. There were, to

be sure, larger gardens planted in such places as parks, vacant lots, baseball parks, and schoolyards.

While rationing and shortcomings were only a nuisance for Americans, they were a serious problem for people in other countries. In Great Britain, rationing of food began as early as January 1940. Gasoline, or "petrol" to the English, was rationed even earlier. People were given ration books containing coupons. They used them in much the same way as Americans later used stamps.

Far more serious than rationing was the bombing blitz English citizens had to

endure. German planes bombed London and other major cities almost every night in September and October of 1940. Thousands of civilians were killed in these raids. Thousands more were bombed out of their homes. But the English people held on and refused to cave in. Although many of the casualties were children, hundreds of thousands of children were evacuated from the cities when the war began. Most were sent to families in the countryside. Others were relocated to Canada and the United States. Before leaving, they were tagged with their names and addresses, outfitted with a gas mask, toilet articles, and various articles of clothing.

Like women in America, Englishwomen also joined the workforce. Many worked in munitions factories, while others took up other jobs formerly held by men. Some fifteen thousand trained nurses served both at home and on the front line. Many of those who were called to serve were nurses who had either retired or who had married and left the profession. You may remember from chapter 7 that women were drafted into service. Those who did not become members of the military were expected to work in industry or at some other job. Women who refused could be brought to trial.



An eager school boy using War Ration Book Two. With many parents engaged in war work, children learned about point rationing at an early age.



English children also did their part. They collected scrap metal, filled sandbags, and helped plant gardens. Like children everywhere, they often sang songs while they worked. One song went in part: "Whistle while you work; Hitler is a twerp!"

As terrible as the bombing raids were on England, they paled in comparison to those carried out by the Allies against German cities. From 1942 to 1945, roughly seventy-two German cities were almost completely destroyed. Much of the damage came from incendiary bombs. Incendiary bombs are devices that cause widespread fires when they explode. By the end of the war, about 150,000 people worked full-time throughout Germany just putting out fires. Allied bombing raids killed some 500,000 German civilians and destroyed eleven million homes.

Extreme shortages of food, clothing, and fuel was another problem for Germans on the home front. As the war wore on, they had little to eat except potatoes. Soon even potatoes were in short supply. The resulting lack of vitamins in their diet caused civilians all sorts of health problems. Rapid tooth decay and severe colds were just two of these.

You learned previously that the German government at first expected women to stay home. But when the war began to go badly for Germany, this attitude changed. Soon millions of women went to work in factories and on farms. They made shells in munitions factories and helped assemble airplanes. They served as welders, streetcar conductors, nurses, and Red Cross workers. Thousands of young women between the ages of seventeen and twenty-five planted and harvested crops on farms throughout the country. Some fourteen million women became part of the work force.

Children in Nazi Germany also threw themselves into the war effort. They had been trained to do so. Boys from ten to eighteen became members of the Hitler Youth. Girls the same age joined the League of German Girls. Membership was required for all German youth who were not Jewish. During the war, boys of the Hitler Youth served as fire fighters and helped in recovery efforts. Near the end of the war, they actually fought and died in combat.

Few people on the home front suffered more than those in the Soviet Union. They had suffered terribly under Josef Stalin, and the invasion of the Germans in 1941 only added to their misery. One of the ironies of the war was that many of the Russian people actually welcomed the Germans as liberators. The Germans, however, did not live up to that description. They viewed the Russians as Untermensch, or "subhumans," whom they planned to destroy.





You may remember the Einsatzgruppen, or "action groups," that followed the regular army into Poland and committed many atrocities. In the Soviet Union, they slaughtered hundreds of thousands of innocent Russian Jews and other people.

The German invasion of the Soviet Union caused other horrors as well, not the least of these was starvation. When the Germans surrounded the city of Leningrad shortly after the invasion, no food or other supplies could enter the city. Russian figures claim that 632,000 people died from hunger as a result. Russians were reduced to eating crows and any cat or dog that happened to wander by. They even made a kind of soup out of carpenter's glue!

In spite of such conditions, the Russians fought bitterly to defend their homeland. They referred to the war as "The Great Patriotic War." Women were drafted into the military and the munitions industry. Children did their part, often becoming members of partisan (resistance) groups. They blew up bridges, destroyed telephones, and sabotaged equipment. If the Germans captured them, they were tortured and brutally put to death.

Conditions in wartime Japan were not unlike those in Germany and the Soviet Union. Rationing became so severe that restaurants and shops were forced to close. Food was in such short supply that some people ate thistles, mugwort, and chickweed.

Mugwort is a weed that grows along roadsides and in wooded areas. Chickweed is a plant with leaves and seeds that are normally eaten by birds. Hungry Japanese also harvested acorns, which they ground into flour. They also ate cats and dogs.

To supplement the food supply, Japanese civilians used every available piece of land to grow grain and vegetables. They plowed up baseball fields, golf courses, and school playgrounds. Japanese youngsters worked long hours on these makeshift "farms," planting and harvesting crops.

Young people in Japan, like those in other countries, collected metal to be used in war material. They pushed handcarts loaded with anything that could be turned into ammunition. Few things made of metal in Japan escaped these scrap drives. Even monks in Buddhist temples were expected to hand over such treasured items as gongs, vases, and candlesticks.

Like women everywhere, Japanese women worked long hours in factories. The normal workday was from twelve to sixteen hours. In winter, there was no heat, so they shivered as they stood at their posts. At first, they were given two days off a month. Later, as the war went badly, their two days off were canceled.





Civilians on the home front in such places as Italy and China also had to deal with privation and hunger. The Chinese, in addition to shortcomings brought on by war, had to endure brutal treatment at the hands of the Japanese. In the eight years that Japan occupied a large portion of China, hundreds of thousands of Chinese civilians were murdered by Japanese soldiers.



United States for a look at how the war affected Japanese Americans. The events at Pearl Harbor raised fear that the Japanese might launch a direct attack against the continental United States. This fear led to blackouts all along the West Coast. No street lights or lighted signs were allowed, and at night everyone had to cover their house windows with shades. In addition, anti-aircraft guns and machine gun nests were installed on California's beaches in anticipation of an attack.

It is important to return to the

Persons of lapanese ancestry arrive at the Santa Anita Assembly Center from San Pedro. Evacuees lived at this center at the former Santa Anita race track before being moved inland to relocation centers, 1942.

The attack on Pearl Harbor also created a wave of hysteria with regard to Japanese-American citizens. In 1941 some 127,000 Americans of Japanese descent lived on the West Coast. Of this number, almost two-thirds were Nisei, people of Japanese ancestry who had been born in the United States. Fears of sabotage and espionage (spying) on the part of Japanese Americans led the government to relocate them to hastily constructed camps. These camps were set up in California, Utah, Wyoming, Idaho, Arizona, Colorado, and Arkansas.

There, throughout the war, these unfortunate Americans lived in wooden barracks covered with tar paper. When they were rounded up and transported to the camps, most lost jobs, businesses, farms, or homes. Only in recent years has the U.S. government begun to reimburse these people for their losses.

Last, it should be mentioned that not a single Japanese-American citizen was convicted of taking part in either sabotage or espionage during the war.



Name _

_____ Date_



What Do You Think?

Vou learned in chapter 8 that women in most countries entered the workforce during World War II. They performed many jobs that men once thought they were incapable of.

Here are questions regarding women at work. Think about them and write your best answer to each on the lines provided. In wartime should women be expected to work dangerous jobs, such as in a munitions factory? Why or why not?

2. Women in World War II received less pay than men doing the same kind of work. Sadly, the same is often true today. Why do you think some employers are reluctant to grant women equal pay?

3. Although much has changed since World War II, there are still people today who think a woman's "place" is in the home. Give reasons why you agree or disagree with this opinion.

4. How have society's attitudes toward women's involvement in careers such as politics changed in recent years?





Name _____ Date____

Carry Out a Mock Scrap Drive

hildren in almost every warring nation participated in scrap drives. They collected metal to be recycled and used in the making of armaments.

Pretend you are taking part in a scrap drive today. Check various rooms and places in and around your house and identify expendable metal items that you think could be donated to the drive. Try to find at least three or four in each place. List these separately on the lines provided.

Kitchen

Garage

Your room

Porch

Den or living room

Yard





65

Make a Shoe Box Diorama

nother way children in many countries helped in the war effort was to grow Victory Gardens. You learned in this chapter that Victory Gardens were very small plots of land in which people on the home front grew vegetables. Some victory gardens were planted in such small areas as along a sidewalk.

Make a shoe box diorama showing people working in a Victory Garden. In addition to a garden near a sidewalk, your diorama might depict a garden planted in a yard, a baseball diamond, or in front of a school.

Materials That Will Be Helpful Include:

- I. A large shoe box
- 2. Modeling clay or small figurines of people
- 3. Construction paper
- 4. Cardboard
- 5. Watercolors, crayons, or markers
- 6. Scissors
- 7. Glue or paste

On the lines below, write a paragraph describing the scene depicted in your diorama.

(Are people plowing, seeding, or harvesting the fruits of their labor? What is each person doing?)



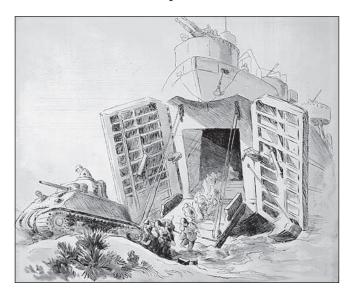
Everyday Life: World War II

CHAPTER 9

Unusual and Interesting Stories

ike all events in history, World War II is rich in stories that are interesting and that challenge the imagination. Some of these stories were mentioned as part of previous chapters. Here are a few others. An interesting story concerns an army photographer named David Conover. One day Conover was on assignment at the Radio Plane Parts Company in Burbank, California. His job was to take pictures of women working in the factory to show U.S. troops overseas how people at home were doing their part in the war.

As David Conover roamed through the plant, he noticed a beautiful young girl spraying the fuselage (main body) of a plane. He asked her if she would pose for several pictures. She said she would if her boss gave his permission. Over a period of several days, Conover made a number of snapshots of the pretty young girl. The pictures soon appeared in *Yank* magazine, an armed forces publication. It was not long afterward that the young girl was hired by



Thomas Hart Benton drawing of an LST disgorging troops and tanks during a beach landing in 1944. a model agency. Her name? Norma Jean Baker. You have probably seen her in older movies that appear from time to time on television. From modeling she went on to a career in motion pictures under the name of Marilyn Monroe.

Here is a short anecdote that you should find interesting. It is taken from *Up Front*, a book written and illustrated by Bill Mauldin. Bill Mauldin was an army sergeant who drew cartoons for the World War II newspaper, *Stars and Stripes*. In his book, he relates what was probably the most unusual capture of enemy soldiers during the entire war.

The incident occurred at Anzio in January 1944, during the allied invasion of Italy. At the beginning of the assault, amid all the shooting, two German officers appeared in a Volkswagen. They were very drunk and seemed to have no clear idea what was going on. So they drove their car onto the beach and right into the open doors of an LST, or landing craft! LSTs were boats that looked like big boxes. They opened in the front to let invading troops storm a beach. It goes without saying that the two officers became the first German prisoners taken at Anzio.



You would probably agree that the two drunken Germans are good material for a segment of "dumb and dumber." But at least they did not get hit and knocked out by a flying outhouse! That happened to an unfortunate American G.I. in Alaska's Aleutian Islands. (G.I., which stands for "government issue" or "general issue," is a term that came to mean the same as soldier.)

In 1942 American troops were in the Aleutians to put down an invasion by the Japanese. Besides the Japanese (and boredom), the G.I.'s worst enemy was the weather. Cold and fog were often accompanied by powerful windstorms that blew in without warning from the sea. These storms, called williwaws, sometimes packed winds of more than 100 m.p.h. Soldiers were often injured by debris hurled about by the swirling winds.

One day a particularly strong williwaw blew in. It was so strong that it picked up a company's outhouse and sent it flying through the air like a giant

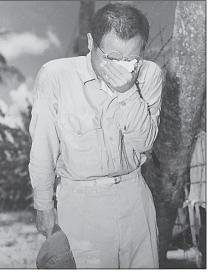
missile. It caught a slow-footed G.I. unaware and pinned him against the side of a hut. The unfortunate fellow was unconscious for three days.

Two unusual stories from World War II concern two Japanese soldiers who refused to believe the war had ended in 1945. One was Corporal Shoichi Yokoi. The other was Lieutenant Hiroo Onada.

Corporal Yokoi was on Guam when U.S. forces retook the island in 1944. Rather than surrender, he fled to the jungles. There he lived in a cave for twenty-eight years! He stayed alive on a diet of nuts, berries, snails, eels, coconuts, wild fruit, and rats. His holdout might have lasted even longer if he had not been discovered by hunters in 1972. He returned to Japan and lived to the ripe old age of 82. He died in 1997.

Lt. Onada was even more determined than Corporal Yokoi not to surrender. And unlike Yokoi, he had some idea that the war had ended long ago. American bombers dropped leaflets explaining the situation, but he passed them off as lies. Also unlike Yokoi, he continued to fight. When he finally gave himself up in 1974, he still had his rifle, a supply of ammunition, and several hand grenades. He and others who were in hiding (the others were either killed or died) often attacked isolated villages. They are known to have killed at least thirty Filipinos and wounded about a hundred others. Onada did not surrender until his former commander flew to the Philippines and convinced him that the war was indeed over.





A Japanese prisoner of war at Guam bows his head after hearing of Emperor Hirohito's announcement of Japan's unconditional surrender on August 15, 1945. Another interesting story has to do with one stubborn Italian who really "sunk his teeth" into the business of resisting. It took place on the small Mediterranean isle of Pantelleria. Pantelleria is located between Tunisia in north Africa and the larger island of Sicily. It consists of a total of 32 square miles.

In June 1943, the Allies decided to take Pantelleria because it blocked the way to Sicily. Because the tiny island was defended by eleven thousand Italians, it had to be "softened up" before any Allied troops could come ashore. For five weeks in May of that year, the defenders were bombarded continuously. Then, on June 10, British troops felt it was safe to launch their attack.

The dazed and shell-shocked Italians on Pantelleria offered no resistance. They seemed perfectly happy to surrender to the British. But the invasion was not completely without its negative consequences. Far from it. There was one Allied casualty. A British soldier was bitten by a not-so-friendly local jackass! Reports indicate that both he and the jackass survived.

One of the strangest stories of World War II actually happened several years after the war had ended. It concerns Lt. Cmdr. Mitsuo Fuchida. Remember him from chapter 4? He was the Japanese pilot who led the first wave of planes that attacked Pearl Harbor on December 7, 1941.

Few military men who fought for the Axis Powers were more dedicated than Mitsuo Fuchida. He was such a militarist that his hero was Adolf Hitler. In fact, he grew a toothbrush mustache in imitation of the Germany dictator. He took great pride in leading the attack on the U.S. Pacific fleet and in the damage it caused.

Fuchida was bitter and disillusioned with Japan's surrender in 1945. He returned to his hometown of Osaka and tried to make a living as a farmer. He remained bitter and angry until an event in 1948 completely changed his life.

In November 1948, Fuchia stepped off a train in Tokyo and was handed a tract or pamphlet by an American named Jack DeShazer. DeShazer was an airman who spent forty months in a Japanese prison camp during the war. During his ordeal, he converted to Christianity, and the tract he handed Fuchida that day dealt with his ordeal and how his faith helped him survive.

Mitsuo Fuchida read DeShazer's tract and was impressed. He purchased a Bible, and in 1949 he converted to Christianity. In 1952, he became a Christian missionary. He toured many countries giving speeches. He even traveled widely throughout the United States. He always expressed regret and sorrow for his role in the Pearl Harbor attack, and he devoted his life to urging





humankind to avoid the hatreds that cause wars. He also became a lifelong friend of Jack DeShazer, the man who gave him the tract that day in Tokyo.

A somewhat amusing story from the war involved two American privates with the same name: Bill Purdy. In 1943, the first Bill Purdy reported for basic training at Camp Croft in South Carolina. There he received regular letters and baked cookies from his girlfriend in Buffalo, New York. Then the second Bill Purdy was assigned to the same outfit. It wasn't long before the second Private Purdy began receiving letters and cookies meant for the first Private Purdy. The second Private Purdy wrote to the girl in Buffalo and explained the mix-up, and the two began to correspond.

Many months later, the first Private Purdy went home on leave to Buffalo, where he received the shock of his life. The girl who had sworn undying love to him had become the wife of the second Private Purdy! The first Private Purdy confessed that it did not bother him too much that the second Private Purdy had stolen his girl. "What really bothered me," he said, "was that he swiped my cookies!"

A final interesting story has to do with a rescue that took place in London during the Blitz. You may remember from chapter 8 that London was bombed every night for more than two months. During



these terrible raids, thousands of civilians were killed. And more would have surely died but for the bravery of Londoners who helped rescue people trapped beneath the rubble.

One such rescuer was young Frederick Harrison. One night in September 1940, his home was destroyed in an air raid. He was buried beneath the rubble but managed to claw his way out. He then removed wreckage that had covered both of his younger sisters and led the search that also found his mother. He was credited with saving all three.

Frederick Harrison was six years old!



Two Englishwomen stand amid the ruins of their home, which has been destroyed by German bombs. Name ___

_____ Date__

Use Your Critical Thinking Skills

You learned in chapter 5, and again in this chapter, about the code of conduct Japanese soldiers in World War II were expected to follow. Most either fought to the death or chose suicide rather than surrender. Two you read about in this chapter fled to the jungle and fought on, one not knowing that the war had ended and the other refusing to believe those who told him it had.

Because the Japanese believed it was a disgrace to surrender, they treated surrendering soldiers of other nations badly. This goes far to explain the atrocities committed against Allied soldiers who became prisoners of the Japanese.

With this in mind, think about the questions presented here. Then write your best answer to each on the lines provided. 1. Should every soldier who participates in atrocities in wartime be punished, or should punishment be reserved only for those in command? Why or why not?

2. Does the excuse "I was only following orders" justify the acts committed by some individuals in wartime? Why or why not?

3. Imagine yourself a soldier in the army of a nation known to mistreat and even kill enemy soldiers who become prisoners of war. Because of your upbringing and training, do you think you would willingly go along with this practice, or do you think you would seek some way to get around it? Explain your answer.



Name __

_____ Date_



Recall Information You Have Read

The ability to recall information is a valuable skill, one that becomes even more important as you advance from one grade level to the next.

Below are eight questions about the chapter you have just read. See how many you can answer without referring back to the narrative.

- 1. What famous movie star was discovered working at an aircraft factory in California during World War II?
- 2. What did six-year-old Frederick Harrison do that was so amazing?
- 3. What role did Lt. Cmdr. Mitsuo Fuchido play in the Japanese attack on Pearl Harbor on December 7, 1941?
- 4. How did the only British soldier to be wounded during the invasion of the island of Pantellaria receive his injury?
- 5. What is a williwaw?
- 6. During the invasion of what country did two German officers drive a Volkswagen into the open front of an Allied landing craft?
- 7. Why are the stories of Shoichi Yokoi and Hiroo Onada so unusual?
- 8. Who was Bill Mauldin?



Chapter 9 • Unusual and Interesting Stories

Name

_____ Date____

Complete a Geography/History Exercise

Fill in the blanks to these questions pertaining to places mentioned in this chapter. Consult an encyclopedia, atlas, or some other source. Burbank, California, is located near ______ which is the largest city in the state. The capital of California is ______.

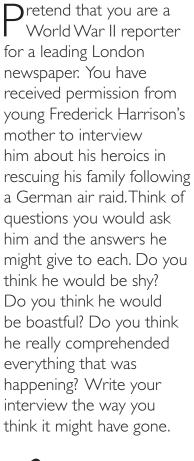
- Guam is a small island in the _____ Ocean. It is a territory of ______. Its capital is ______. It contains only about ______.
- 4. Until 1898 the Philippine Islands were controlled by
- 5. _____ is the capital of the Philippine Islands. The islands have a total land area of ______ square miles. The largest of the more than seven thousand islands that make up the country is
- 6. The Aleutian Islands are a part of _____. Until 1867, this state was controlled by _____.
- The small island of Pantellaria lies between Tunisia in north Africa and the island of Sicily. Sicily is located in the ______ Sea. Its capital is _____. Although Sicily is self-governing, it is officially a part of
- 8. London is the capital of England. England, along with Wales, Scotland, and northern Ireland, make up what is called the ______.
- 9. The city of Buffalo, New York, is located on Lake



Chapter 9 • Unusual and Interesting Stories

Date

Name _



Conduct an Interview

H.	

CHAPTER 10

The Atomic Bomb

n May 7, 1945, Nazi Germany surrendered, and World War II in Europe came to an end. Now the Allies could turn their undivided attention to defeating Japan and ending the war in the Pacific. The United States knew that an invasion of the Japanese islands would be costly in terms of lives. Military planners estimated that half a million American troops would be killed in such an attempt. They also believed that as many as two million Japanese would be killed. They based both figures on the fierce resistance Japanese troops had put up defending the islands they held in the Pacific. On Okinawa alone, about sixteen thousand American troops lost their lives. More than fifty thousand others were either wounded or declared missing. American casualties were also high in such places as the islands far from Japan itself, how hard would they fight to defend their immediate homeland?



Dr. J. Robert Oppenheimer, atomic physicist and head of the Manhattan Project, ca. 1944. The invasion of Japan was planned for November 1945. Some military experts thought it could possibly last into 1947. The Japanese had an army of more than two million men ready to meet an Allied invasion. They also had a large national guard and about ten thousand aircraft to throw into the fight. Many of the planes they had hidden away would be piloted by kamikaze pilots, about whom you read in chapter 5. Add to the armed forces civilians who were prepared to fight with nothing but bamboo spears and the invasion shaped up to be a difficult undertaking. But the invasion never came off due to the development of a new, terrible weapon: the atomic bomb.

The atomic bomb was the result of the work carried on by the Manhattan Project, a two-billion-dollar effort approved by President Franklin D. Roosevelt in 1942. The site

chosen at which to build the bomb was Los Alamos, New Mexico. Los Alamos was located far from any distractions that might interfere with the work of the scientists assigned to the project. It was also surrounded by government-owned land, which further ensured its privacy. The base was set up on the grounds of what until then had been the Los Alamos Ranch School for Indian children.

Work on the atomic bomb began at Los Alamos in April 1943. Some of the world's leading scientists were assembled there, headed by physicist





J. Robert Oppenheimer. They and other workers labored almost around the clock to complete the bomb as quickly as possible. By July 1945, the first atomic bomb in history was ready to be tested.

The bomb was dubbed "Fat Boy." It was transported to the desert near Alamogordo, New Mexico, some 200 miles from Los Alamos. There it was raised to the top of a 100-foot tower and wired for detonation. No one really knew for certain what would happen when the bomb exploded. Some people thought it would destroy all of New Mexico. A few even feared it would

destroy the world. Others were afraid it might simply be a dud. Dr. Oppenheimer himself was so nervous that he had to steady himself on a post to keep from collapsing. One can easily understand the uncertainty that gripped everyone as they took cover in shockproof control centers and bunkers on the morning of July 16.

At precisely 5:29:45 A.M. the bomb went off. There was a tremendous burst of light followed by the deep roar of the explosion. The blast sent a fireball more than 500 meters in diameter to a height

of 40,000 feet. It created a crater a quarter of a mile across that was 25 feet deep at its center. The tower on which the bomb sat was completely vaporized. Those who witnessed the explosion said it was a sight they would never forget.

Civilians as far away as 180 miles saw the light made by the explosion. Windows rattled and shattered at a distance of 120 miles. People had no idea what had happened. Some thought it was a natural disaster of some kind. Others thought it had to do with a Japanese invasion.

With the successful testing of the bomb, the United States knew it had a weapon that could end the war quickly. But President Harry S Truman, who had become president upon the death of Franklin Roosevelt three months earlier, wanted to give the Japanese an opportunity to surrender first. So B-29 bombers dropped leaflets over Japanese cities. These leaflets warned that the United States had a powerful new weapon capable of causing mass destruction and many deaths. Japan's military leaders, however, refused to knuckle under. They chose to continue the fight. President Truman believed their decision gave him no choice but to authorize the use of the bomb.



At 8:15 A.M. on August 6, 1945, the Tinian-based B-29 Enola Gay released its single atomic bomb over Hiroshima. Forty-three seconds later the weapon detonated at an altitude of 2,000 feet, devastating its target in an enormous fireball.



The responsibility of using the world's first atomic bomb in war fell to the crew of the *Enola Gay*. The *Enola Gay* was a B-29 bomber commanded by Colonel Paul W. Tibbets. Tibbets named the plane after his mother, who had supported his decision to become a pilot. The plane carried a crew of six when it took off from Tinian Island in the Pacific at 2:45 A.M. on August 6, 1945. Its destination was the city of Hiroshima.

The people of Hiroshima had no idea what was about to happen to them. The city had suffered very little from bombing raids up to that point, and its residents no doubt thought they had little to fear from the sky. Therefore, people were going about their daily routines just like they did on any other day.



Little Boy, the name given to the atomic bomb dropped on the Japanese city of Hiroshima on August 6, 1945. Little did many realize that they only had a short time to live. At 8:15 that morning, the *Enola Gay*'s bombardier released the bomb. Looking up from the ground, some people saw a parachute open and drift downward carrying a large object. That object was Little Boy, as the bomb was called. The 9,000-pound bomb exploded forty-three seconds later at 2,000 feet over the city.

The crew of the *Enola Gay* was dumbstruck at the sight that met their eyes after the bomb detonated. Captain Robert Lewis, the plane's co-pilot, wrote in his flight log that at that moment he tapped Colonel Tibbets on the shoulder and cried: "Look at that, look at that! Look at that!" Lewis later wrote: "My God!" (The story that he had written "My God, what have we done?"

seems to have been invented by the writers of a movie script about the historic mission.) A recording made aboard the plane that captured exactly what crew members said after the bomb exploded was apparently never released.

The city of Hiroshima was virtually destroyed by the bomb. One source states that forty-eight thousand of seventy-six thousand buildings were completely destroyed. Another places the figure at sixty-two thousand of ninety thousand buildings. Perhaps the latter count included less sturdy structures made of wood. Regardless, the city was almost wiped off the face of the Earth.

At the time the bomb was dropped on Hiroshima, the city had a population of about 340,000 people. Somewhere around 80,000 of these were killed instantly. Many were simply vaporized from the intense heat. Others died horrible deaths from burns and other wounds. Thousands more would die in the following months. By the end of 1945, the death toll had risen to





about 140,000. The additional deaths were due to radiation sickness and other complications. Deaths from the bomb would continue for years afterward.

More people might have survived the effects of the bomb had medical treatment been available. But there was little help to be had. Most hospitals and clinics had been destroyed, and the few left intact were quickly filled.

There were also few doctors and nurses left alive. Only about 20 of Hiroshima's 200 doctors had survived the blast. And only about 100 of the city's 1,780 nurses were able to help.

Even with the devastation of Hiroshima, the Japanese government refused to surrender. Their refusal resulted in the dropping of a second atomic bomb three days later. This time, the target was the city of Nagasaki. At exactly 11:02 on the morning of August 9, a bomb named Fat Man was dropped from a B-29 called *Bockscar*. The bomb killed about forty thousand people. It is not necessary to describe the destruction Fat Man caused; it mirrored that of Hiroshima.

Five days after the second atomic bomb was dropped on Nagasaki, Japan surrendered. World War II was over. But the question of whether the United States was justified in using the bomb continues to this day.

You have learned that those who supported its use maintained that it saved lives. Opponents of the bomb pointed out that using the bomb was not necessary. They believed that Japan was on the verge of collapse and would surrender any day that summer of 1945. They base this on the fact that the U.S. Navy was preventing food and necessary supplies from entering the country. Many Japanese were starving.

In the activities that follow, you will have the opportunity to write your opinion about the United States' use of the atomic bomb.



A mushroomshaped cloud rises more than 60,000 feet over the Japanese port of Nagasaki, the result of an atomic bomb dropped on the city on August 8, 1945.



Chapter 10 • The Atomic Bomb

Name _____ Date____

Make a Diary Entry

Tretend that you are President Truman and that you keep a personal diary. Write your thoughts about dropping the first bomb on Hiroshima.

August 7, 1945



Name _____ Date

Use Your Critical Thinking Skills

hink about the questions presented on this page. Then write your best answer to each on the lines provided.

- I. In your opinion, should the United States have used the atomic bomb against Japan? Why or why not? Give reasons why you feel as you do.
- 2. Tell why you agree or disagree with this statement: "The United States should have dropped the first atomic bomb on a relatively uninhabited area of Japan before releasing it over a large city. That way, the Japanese government would have been aware of the bomb's destructive force and might possibly have asked for peace."
- 3. Should all nations—including the United States—that possess nuclear weapons dismantle or get rid of them? Why or why not?
- 4. Nuclear bombs today are many times more powerful than the atomic bombs used against Japan. Think about the consequences of a nation using a nuclear bomb in anger against another country. Write what you think the results might be.



Name __

_____ Date___

Solve Three Word Problems

The three math problems on this page have to do with the atomic bomb that was dropped on the city of Hiroshima on August 6, 1945. Use the information provided opposite to solve them. Space is provided for you to work each problem. Write your answers on the blank lines.

- I kilogram = 2.2046 pounds
- 2,000 pounds = 1 ton
- Each degree centigrade equals 9/5 of a degree Fahrenheit, the temperature with which you are more familiar. To change centigrade to Fahrenheit, multiply the centigrade temperature by 9/5 and add 32, which is the freezing point of water.
- 1. Heat from the Hiroshima bomb was 6,000 degrees centigrade at ground zero. This is equal to ______ degrees Fahrenheit.
- 2. The Hiroshima bomb was powered by uranium. It required 100 kilograms of this rare metal to explode. One hundred kilograms is the equivalent of ______ pounds.
- 3. The Hiroshima bomb packed the power of 40 million pounds of TNT, or dynamite. Forty million pounds of TNT is equal to ______ tons.



Name _

_____ Date_



Distinguish between Fact and Opinion

10.

C an you tell the difference between a fact and an opinion? Sometimes it is not easy to do. In our daily conversations, we make statements we think are facts but in reality are opinions. Facts are things that are true and can be proven; opinions are simply strong beliefs.

Here are statements related to the material you read in chapter 10. On the blank line to the left of each, write F if you think the statement is a fact. Write O if you think it is only an opinion.

- I. _____ It was criminal of the United States to use the atomic bomb against Japan.
- 2. ____ Any land invasion of Japan would have been beaten back by the Japanese.
- 3. ____ No one knew for certain what would happen when the atomic bomb was first tested.
- 4. ____ The U.S. government was reasonably sure that the atomic bomb would force Japan to surrender.
- 5. ____ Not everyone agreed that the atomic bomb should be used against Japan.
- 6. _____ Had the Japanese known the destructive power of the atomic bomb, they would have surrendered immediately.
- 7. ____ The crew of the Enola Gay were awed at the sight of the atomic bomb exploding over the city of Hiroshima.
- 8. ____ There was little medical help available for those people in Hiroshima who were not killed outright by the bomb.
- 9. ____ The dropping of a second atomic bomb on the city of Nagasaki was an unnecessary act.
 - Women armed with sharpened bamboo spears were prepared to fight had the planned Allied invasion of Japan taken place.
 - There is no reason why nuclear weapons should ever be used in war again.

CHAPTER II

The Aftermath

apan surrendered on August 14, 1945. At long last, World War II was over. Surrender documents were signed on September 2 aboard the battleship USS *Missouri*.

World War II took the lives of more people than any previous war in history. Some estimates place the number killed as high as sixty million. Of this number, roughly half were civilians. Other estimates are somewhat lower. Putting an exact figure on casualties is almost impossible. Many people died with no record of their deaths. Countless others perished in wholesale massacres committed by some of the warring countries. Their whereabouts were often never determined. Add to such figures men killed in the confusion of places such as Normandy, and it is easy to see how casualty figures differ from source to source.

Below is a chart showing the total number of military and civilian deaths in selected countries. All figures are rounded off. The chart emphasizes just how costly the war was in terms of human lives.

Country	Total Killed
Soviet Union	
China	,000,000
Germany	
Poland	
Japan	
Yugoslavia	
France	
Great Britain	
Italy	
United States	

As stated above, untold numbers of civilians and military personnel died in outright planned killings and atrocities. Germany and Japan were responsible for most of these incidents. But the Soviet Union, one of the victorious Allied nations, cannot be excused of planned murder itself. In 1939, when the Soviet Union invaded the eastern half of Poland, Josef Stalin ordered that five thousand Polish army officers who had been taken prisoner be shot. His reason? He did not want any opposition around when the Soviet Union took control of all of Poland, as they planned to after Germany was defeated.



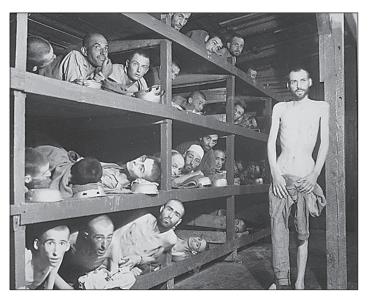
Chapter 11 • The Aftermath



No nation was as guilty as Germany in carrying out mass murder. You learned in chapter 2 about special death squads that followed regular German troops into Poland and the Soviet Union. These squads killed Jews and others at will. This was followed by what became known as the Holocaust. The

Holocaust was the German plan to kill all the Jews of Europe. Through the use of gas chambers in various camps, they almost succeeded. A total of six million Jewish people were brutally murdered by the Nazis. They also put to death some two million gypsies.

Although not on such a large scale, the Japanese killed thousands of innocent people in China and other parts of Asia. In the city of Nanking, China, alone, they killed more than forty thousand people. They also murdered or worked to death thousands of Allied prisoners of war. You



learned earlier that many Japanese had no respect for enemy soldiers who surrendered. They therefore did not hesitate to shoot, bayonet, or starve them to death.

When World War II ended, those responsible in Germany and Japan for the killing of so many innocent people were brought to trial. First came the Germans' turn. From 1945 to 1949, thirteen trials were held in the German city of Nuremberg. The most important of these trials was the first.

Beginning on November 20, 1945, twenty-one high-ranking Nazi leaders were brought to trial. Absent from this group were three of the highest. They were Adolf Hitler, Heinrich Himmler, and Joseph Goebbels. Hitler, of course, was the German dictator and head of the Nazi Party. Himmler was the chief of the S.S., while Goebbels was Propaganda minister. All three had committed suicide rather than face capture.

After ten months of testimony and proceedings, eleven Nazi leaders were sentenced to death. Ten were hanged on October 16, 1946. Herman Goering, head of the Luftwaffe, or German air force, cheated the hangman by committing suicide. Somehow he had managed to hold onto a potassium cyanide tablet. Shortly before his scheduled execution, he bit down on the poisonous capsule and died immediately.



When U.S. troops entered the forced labor camp of Buchenwald, Germany, on April 16, 1945, they found these emaciated survivors. More than 100,000 slave laborers died of starvation and maltreatment at Buchenwald.



Next came the turn of the Japanese. Twenty-five military and political leaders were charged with war crimes. The trials began in Tokyo in May 1946. Other trials were held in the Philippines and elsewhere. Seven leading officials were sentenced to death, and nineteen received life imprisonment. The highest-ranking Japanese official hanged was General Hideki Tojo, who, as premier, had headed the government.

The war crimes trials were a victory for international law. They established the principle that political and military leaders during war time would be held accountable for their actions. Henceforth, they could no longer claim, as did most of the Nazis, that they were only "following orders."

While the war crime trials were going on, other problems had to be dealt with. Not the least of these was the problem of displaced persons. Displaced persons are refugees—people who have been driven from their homes by war or political circumstances. There were thousands of displaced persons. Some were prisoners of war trying to find their way back home. Many were Germans who had resettled in countries taken over by the Nazis. When the war ended, these Germans were forced to leave those countries and make their way back to Germany.

Other displaced persons were Jews who had survived the Holocaust. They hoped to make their way to Palestine, in the Middle East. Most did not succeed, as they were blocked from going there by the British. The British feared that a large number of Jews migrating to Palestine would anger the Arabs there. (This was before the formation of the state of Israel in 1948.)

Because large parts of Europe and Asia lay in shambles, taking care of so many displaced persons proved to be quite a task. People were in desperate need of food, shelter, and clothing. The United States and other Allied countries provided relief, aided by the United Nations, which was formed shortly after the war as an organization to hopefully keep the peace. The UNRRA, the United Nations Relief and Rehabilitation Administration, helped feed and clothe people throughout the war-torn countries.

Another post-war problem had to do with the threat of communism. When the war in Europe ended, Germany was divided into four zones, or sectors. The United States, Great Britain, France, and the Soviet Union each controlled a separate zone. The city of Berlin was also divided among the four powers. In 1948, the United States, Great Britain, and France gave up control of their sectors. These were combined into the independent state (nation) of West Germany. The Soviets, however, refused to give up the part of Germany





they controlled. They set up a communist dictatorship under their watchful eye. This became East Germany. From that time until 1991 Germany was a divided nation.

East Germany was not the only place where communism gained a foothold. The countries liberated (freed) by the Russian armies at the end of the war remained in Soviet hands. As in East Germany, dictatorships were set up in Poland, Rumania, Bulgaria, Hungary, and Czechoslovakia. These dictatorships had to follow the "party line" determined by the Soviet Union. Together with East Germany, these countries were referred to as "satellites," because they revolved around the Soviet Union. Separate communist dictatorships were

established in Albania and Yugoslavia. Students often ask, "Why didn't the United States and other nations demand that the Russians allow the satellite nations to go free? Why didn't they just march in and throw them out?" After six terrible years of war, the United States and its allies wanted peace. To confront the Soviet Union in 1945 might very well have started another war. This was something no nation wanted. So, the Soviet Union was not challenged in its drive to swallow up most of



eastern Europe. Their policy started what became known as the Cold War. This "war" was destined to last for more than forty years.

Unlike Germany, Japan was not divided into zones among the victors. It was controlled exclusively by the United States. General Douglas MacArthur, who had been the Supreme Allied Commander in the Far East, was named sole administrator (governor) of the government. He held this position until 1952, when control of their government was returned to the Japanese. Prime Minister Winston S. Churchill, President Franklin D. Roosevelt, and Premier Josef Stalin, met at Yalta in February 1945 to discuss the defeat of Germany.



_____ Date___

Write a Persuasive Essay

You have probably had to write a persuasive essay at some point in your school career. A persuasive essay is a paper in which the writer expresses an opinion on a subject and tries to convince others that the opinion is correct and sound.

Name

With the above explanation in mind, write a persuasive essay in which you make your case that the Soviet Union, like Germany and Japan, should have been held accountable for war crimes attributed to them in Poland and elsewhere.





Name _

Date



Draw a Map

n the space provided, draw a map of Europe as it appeared after World War II. Indicate the communist satellite nations by coloring them differently than other countries. Your map should include the capital of each country. You can find maps showing post-war Europe in encyclopedias, textbooks, and books dealing specifically with World War II. You can also find maps on the Internet. For example, if you go to Google or another search engine and type in "Europe after World War II + maps," you will find a number of maps that should prove useful.



_____ Date__

Solve Chart-related Word Problems

R efer back to the chart on the first page of this chapter and solve the word problems below. Write your answer for each on the appropriate line. Space is provided for you to work each problem.

Name

1. What was the total number of people who lost their lives in the Axis countries listed on the chart?

- How many times greater was the Soviet Union's losses than those of the United States? ______
 Of Germany and Poland? ______
- 3. What was the average number of deaths in the countries that recorded two million or more fatalities?

- 4. Look at the figures on the chart. Then calculate the range.
- 5. Rounded off, what percent of the total number of people who lost their lives were Chinese?

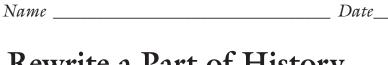


Rewrite a Part of History

C uppose for a moment **J** that the Axis Powers (Germany, Japan, and Italy) had won World War II. In what ways do you think the world might have been different? Do you think another war might have eventually come about? How do you think your life would be different today? Write your thoughts on these questions on the lines provided.







Answers to Activities

Chapter 1

Distinguish between Fact and Opinion

1.0 2.F 3.0 4.0 5.F 6.F 7.0 8.F 9.0 10.F 11.0 12.0

Make False Statements True

- I. Poland
- 2. Italy
- 3. Germany
- 4. Italy
- 5. Italy
- 6. Benito Mussolini
- 7. Czechoslovakia
- 8. Japan
- 9. Senate
- 10. Woodrow Wilson
- 11. withdrew from the league
- 12. give in to the demands of another nation
- 13. communism

Chapter 2 Solve a Blitzkrieg Puzzle

Across: I. Hitler 4. bodyguard 5. ghetto 6. Soviet Union 11. Warsaw 12. France 13. Stalin Down: 2. lightning 3. protection 6. stuka 7. neutral 8. Spain 9. panzer 10. Jews

Name Those Synonyms

Answers will vary. Possible answers include the following:

- 1. important; meaningful 2. crushing; overpowering
- 3. destroying; wasting 4. customary; usual
- 5. disheartening 6. overpower; defeat
- 7. harmonize; attune 8. outfitted; provided
- 9. edge; favor 10. die; expire 11. definite; particular 12. triumph; victory 13. indebted
- 14. besieged; surrounded 15. fear; dread
- 16. declaration; statement 17. disgraced; shamed
- 18. orderly; regularly 19. limited; restricted
- 20. risky; dangerous

Chapter 3 Name That Leader

I.S 2.C 3.H 4.R 5.M 6.M 7.C 8.H 9.R IO.S II.C I2.R I3.H I4.M I5.S I6.H I7.S

Chapter 4

Solve Some Sea-related Word Problems 1, 4,603 miles 2, 796 feet 3, 153 hours 4, 8 hours

Chapter 5

Interpret a Bar Graph 1.48 million 2.5 3.11 4.26

Recall Information about Soldiers' Lives

- Answers will vary. Possible answers include the following:
- 1. Small cans of food eaten by American soldiers
- 2. The American soldier had not seen combat. The Japanese soldiers had gained battlefield experience in Manchuria and China.
- 3. Discipline in the Japanese army was harsh. Soldiers could be beaten and kicked by anyone of higher rank.
- 4. Japanese soldiers believed it was dishonorable to surrender.
- 5. Such brigades were forced to walk into land mines or draw enemy machine gun fire.
- 6. German soldiers, when supplies were able to reach them, enjoyed such foods as sausages and marmalade. American soldiers were often stuck with C-rations.
- 7. The British army

Chapter 6 Do Research on Russia

- I. Romanov; Nicholas II
- 2. Union of Soviet Socialist Republics; 1922
- 3. Nicolai Lenin; Joseph Stalin
- 4. Moscow
- 5. 15
- 6. 8,649,512
- 7. 1991
- 8. The Cold War was a war of nerves that began almost immediately after World War II; Cold War, 1945–91
- 9. Vladimir Putin

Use Context Clues to Complete Sentences

point; outcome; defensive; hoped; launch; broken; ready; locate; carried; amounted; down; survived; perished; defeat; favor



ANSWERS TO ACTIVITIES



Chapter 7 Solve a Puzzle about Women in the Military

Across: 2. Germany 6. WRENS 8. Voluntary 9. Resistance 11. SPARS 13. medal 14. barrage Down: 1. bamboo 3. pilot 4. Russian 5. Army 7. Auxiliary 10. Collette 12. farms

Distinguish between Sentences and Fragments

I.F 2.S 3.F 4.F 5.S 6.S 7.F 8.S 9.F Students' sentences will vary.

Fill in a Venn Diagram

Answers will vary. Possible answers include the following: American Service Women: joined the military but were not drafted; could serve in any of the services Both: were trained to fly planes; performed many of the same duties as men

Russian Service Women: fought at front lines; flew planes in combat; were drafted

Chapter 8 What Do You Think?

Students' answers will vary.

Chapter 9 Use Your Critical Thinking Skills

Students' answers will vary.

Recall Information You Have Read

- I. Marilyn Monroe
- 2. He helped rescue his entire family after their home was destroyed in a bombing raid (answers will vary).
- 3. He led the first wave of Japanese planes that attacked Pearl Harbor.
- 4. He was bitten by a jackass.
- 5. a sudden, violent wind gust common in the Aleutian Islands
- 6. Italy
- 7. Both fled to the jungle and refused to believe the war was over (answers will vary).
- 8. an army sergeant who became famous as a cartoonist

Complete a Geography/History Exercise

- I. Los Angeles; Sacramento
- 2. Pacific; the United States; Agana; 210
- 3. Rome
- 4. Spain
- 5. Manila; 115,860; Luzon
- 6. Alaska; Russia
- 7. Mediterranean; Palermo; Italy
- 8. United Kingdom of Great Britain
- 9. Erie

Chapter 10 Use Your Critical Thinking Skills

Students' answers will vary.

Solve Three Word Problems

1.10,832 2.220.46 3.20,000

Distinguish between Fact and Opinion

1.0 2.0 3.F 4.F 5.F 6.0 7.F 8.F 9.0 10.F 11.0

Chapter 11

Draw a Map

Satellite nations: Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania.

Solve Chart-related Word Problems

- 1. 9,400,000
- 2. 7;3
- 3. 9,600,000
- 4. 20,700,000
- 5. 21



Books for Children

- Black, Wallace B. and Jean F. Blashfield. Hiroshima and the Atomic Bomb. New York: Crestwood House, 1993. McGowen, Tom. World War II. New York: Franklin Watts, 1993. Panchyk, Richard. World War II for Kids: A History with 21 Activities. Chicago: Chicago Review Press, 2002. Stein, R. Conrad. World War II in Europe: America Goes to War. Berkeley Heights, NJ: Enslow Publishers, 1994. **Books for Adults** Bard, Michell G. The Complete Idiot's Guide to World War II. New York: Alpha Books, 1999. Booth, Owen, and John Walton. The Illustrated History of World War II. Edison, New Jersey: Chartwell Books, 1998. Breuer, William B. Unexplained Mysteries of World War II. New York: John Wiley & Sons, 1997. Knappe, Siegfried, with Ted Brusaw. Soldat: Reflections of a German Soldier, 1936–1949. New York: Dell Publishing, 1992. Levin, Nora. The Holocaust. New York: Thomas Y. Crowell Company, 1968. Lewis, Brenda Ralph. Women at War: The Women of World War II—At Home, at Work, on the Front Line. Pleasantville, NY: Reader's Digest Association, 2002. Life Goes to War: A Picture History of World War II. Boston: Little, Brown and Company, 1977. Mauldin, Bill. Up Front. New York: W.W. Norton & Company, 1945. (Introduction by Stephen E. Ambrose, 2000.) Miller, Peter. Pearl Harbor. Washington, DC: National Geographic, 2001. Mullener, Elizabeth. War Stories: Remembering World War II. New York: Berkley Books, 2002. Payne, Robert. The Life and Death of Adolf Hitler. New York: Praeger Publishers, 1973. Picture History of World War II—1939–1945. New York: Grosset & Dunlap Publishers, 1946. Shirer, William L. The Rise and Fall of the Third Reich. New York: Simon & Schuster, 1960. Vandiver, Frank E. 1001 Things Everyone Should Know about World War II. New York: Broadway Books, 2002. World War II. (36 vols.) Alexandria, VA: Time-Life Books, 1977–1983. World War II Day by Day. London: Dorling Kindersley, 2001. Web Sites "The Red Army Infantryman." http://www.lonesentry.com/articles/redarmyinf/ Robinson, Bruce. "World War Two: Summary Outline of Key Events." http://www.bbc.co.uk/ history/worldwars/wwtwo/ww2_summary_01.shtml
- "Women and the Home Front During World War II." http://www.teacheroz.com/ WWIIHomefront.htm

"WWII: The World at War—Introduction." http://www.euronet.nl/users/wilfried/ww2/foreword.htm

