



CHAPTER

26

World War II

1939–1945

Key Events

As you read this chapter, look for the key events in the history of World War II.

- Adolf Hitler's philosophy of Aryan superiority led to World War II in Europe and was also the source of the Holocaust.
- Two separate and opposing alliances, the Allies and the Axis Powers, waged a world-wide war.
- World War II left lasting impressions on civilian populations.

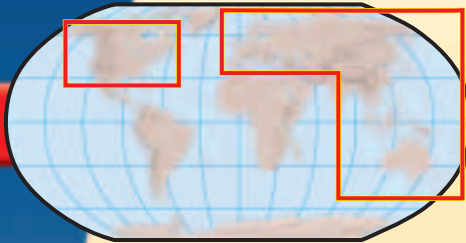
The Impact Today

The events that occurred during this time period still impact our lives today.

- By the end of World War II, the balance of power had shifted away from Europe.
- Germany and Japan's search for expanded "living space" is comparable to nations fighting over borders today.
- Atomic weapons pose a threat to all nations.



World History Video The Chapter 26 video, "The Holocaust," illustrates the horrors of Hitler's Final Solution.



1935

1935
Hitler violates Treaty of Versailles

1936

Germany signs separate pacts with Italy and Japan

1936

1937

1938

1939

Britain and France declare war when Germany invades Poland

1939

1940

1940
France falls to Germany

Adolf Hitler and Nazi officers in Paris, 1940





The Marine Corps War Memorial in Arlington County, Virginia, depicts marines raising the American flag on Iwo Jima in February 1945.



Self-Portrait with a Jewish Identity Card by Felix Nussbaum, 1943

1942
Nazi death camps in full operation



Atomic bomb dropped on Hiroshima

1945
Japanese surrender after United States drops atomic bombs on Japan

1941

1941
United States enters war after Japan attacks Pearl Harbor

1942

1943

1944

1945

1945
Germany surrenders

1946

1946
Churchill proclaims existence of "iron curtain" in Europe



Soldiers and civilians celebrate V-E Day, Paris

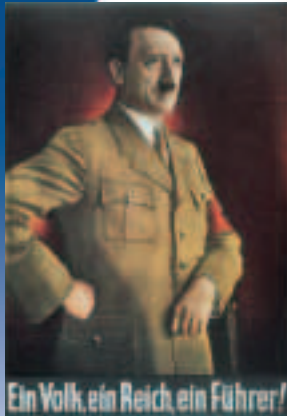
HISTORY Online

Chapter Overview

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CONTENTS



Poster, c. 1938,
which proclaims
“One People, one
State, one Leader!”



After becoming dictator in 1933, Hitler often held large rallies to inspire the loyalty of Germans.

Hitler's Vision

On February 3, 1933, Adolf Hitler met secretly with Germany's leading generals. He had been appointed chancellor of Germany only four days before and was by no means assured that he would remain in office for long. Nevertheless, he spoke with confidence.

Hitler told the generals about his desire to remove the “cancer of democracy,” create “the highest authoritarian state leadership,” and forge a new domestic unity. All Germans would need to realize that “only a struggle can save us and that everything else must be subordinated to this idea.” The youth especially would have to be trained and their wills strengthened “to fight with all means.”

Hitler went on to say that Germany must rearm by instituting a military draft. Leaders must ensure that the men who were going to be drafted were not “poisoned by pacifism, Marxism, or Bolshevism.” Once Germany had regained its military strength, how should this strength be used? Hitler had an answer. Because Germany's living space was too small for its people, it must prepare for “the conquest of new living space in the east and its ruthless Germanization.”

Even before he had consolidated his power, Hitler had a clear vision of his goals. Reaching those goals meant another European war. Although World War I has been described as a total war, World War II was even more so. It was fought on a scale unprecedented in history and led to the most widespread human-made destruction that the world had ever seen.

Why It Matters

World War II in Europe was clearly Hitler's war. Other countries may have helped make the war possible by not resisting Germany earlier, before it grew strong, but it was Nazi Germany's actions that made the war inevitable. Globally, World War II was more than just Hitler's war. It consisted of two conflicts. One arose, as mentioned above, from the ambitions of Germany in Europe. The other arose from the ambitions of Japan in Asia. By 1941, with the involvement of the United States in both conflicts, these two conflicts merged into one global world war.

History and You The decision by the United States to use atomic bombs against Japan led to the end of World War II. Find two contrasting views on the potential of nuclear warfare today and analyze the perspectives.

SECTION 1

Paths to War

Guide to Reading

Main Ideas

- Adolf Hitler’s theory of Aryan racial domination laid the foundation for aggressive expansion outside of Germany.
- The actions and ambitions of Japan and Germany paved the way for the outbreak of World War II.

Key Terms

demilitarized, appeasement, sanction

People to Identify

Adolf Hitler, Benito Mussolini, Joseph Stalin, Chiang Kai-shek

Places to Locate

Rhineland, Sudetenland, Manchukuo

Preview Questions

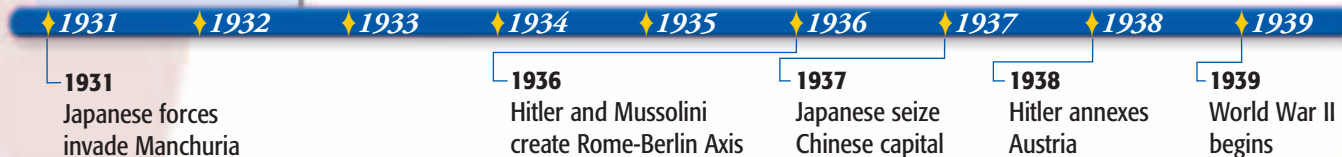
1. What agreement was reached at the Munich Conference?
2. Why did Germany believe it needed more land?

Reading Strategy

Categorizing Information Create a chart listing examples of Japanese aggression and German aggression prior to the outbreak of World War II.

Japanese Aggression	German Aggression

Preview of Events



Voices from the Past



Winston Churchill

After the leaders of France and Great Britain gave in to Hitler’s demands on Czechoslovakia in 1938, Winston Churchill spoke to the British House of Commons:

“I will begin by saying what everybody would like to ignore or forget but which must nevertheless be stated, namely, that we have sustained a total and unmitigated defeat. . . . And I will say this, that I believe the Czechs, left to themselves and told they were going to get no help from the Western Powers, would have been able to make better terms than they have got. . . . We are in the presence of a disaster of the first magnitude which has befallen Great Britain and France. . . . And do not suppose that this is the end. This is only the beginning of the reckoning.”

—Parliamentary Debates, London, 1938

Churchill believed that Hitler’s actions would lead to another war. He proved to be right.

The German Path to War

World War II in Europe had its beginnings in the ideas of **Adolf Hitler**. He believed that Germans belonged to a so-called Aryan race that was superior to all other races and nationalities. Consequently, Hitler believed that Germany was capable of building a great civilization. To be a great power, however, Germany needed more land to support a larger population.

Already in the 1920s, Hitler had indicated that a Nazi regime would find this land to the east—in the Soviet Union. Germany therefore must prepare for war with the Soviet Union. Once the Soviet Union had been conquered, according to Hitler, its land would be resettled by German peasants. The Slavic peoples could



be used as slave labor to build the Third Reich, an Aryan racial state that Hitler thought would dominate Europe for a thousand years.

The First Steps After World War I, the Treaty of Versailles had limited Germany's military power. As chancellor, Hitler, posing as a man of peace, stressed that Germany wished to revise the unfair provisions of the treaty by peaceful means. Germany, he said, only wanted its rightful place among the European states.

On March 9, 1935, however, Hitler announced the creation of a new air force. One week later, he began a military draft that would expand Germany's army from 100,000 to 550,000 troops. These steps were in direct violation of the Treaty of Versailles.

France, Great Britain, and Italy condemned Germany's actions and warned against future aggressive steps. In the midst of the Great Depression, however, these nations were distracted by their own internal problems and did nothing further.

Hitler was convinced that the Western states had no intention of using force to maintain the Treaty of Versailles. Hence, on March 7, 1936, he sent German troops into the **Rhineland**. The Rhineland was part of Germany, but, according to the Treaty of Versailles, it was a **demilitarized** area. That is, Germany was not permitted to have weapons or fortifications there. France had the right to use force against any violation of the

demilitarized Rhineland but would not act without British support.

Great Britain did not support the use of force against Germany, however. The British government viewed the occupation of German territory by German troops as a reasonable action by a dissatisfied power. The London *Times* noted that the Germans were only "going into their own back garden." Great Britain thus began to practice a policy of **appeasement**. This policy was based on the belief that if European states satisfied the reasonable demands of dissatisfied powers, the dissatisfied powers would be content, and stability and peace would be achieved in Europe.

New Alliances Meanwhile, Hitler gained new allies. **Benito Mussolini** had long dreamed of creating a new Roman Empire in the Mediterranean, and, in October 1935, Fascist Italy invaded Ethiopia. Angered by French and British opposition to his invasion, Mussolini welcomed Hitler's support. He began to draw closer to the German dictator.

In 1936, both Germany and Italy sent troops to Spain to help General Francisco Franco in the Spanish Civil War. In October 1936, Mussolini and Hitler made an agreement recognizing their common political and economic interests. One month later, Mussolini spoke of the new alliance between Italy and Germany, called the Rome-Berlin Axis. Also in November, Germany and Japan signed the Anti-Comintern Pact, promising a common front against communism.

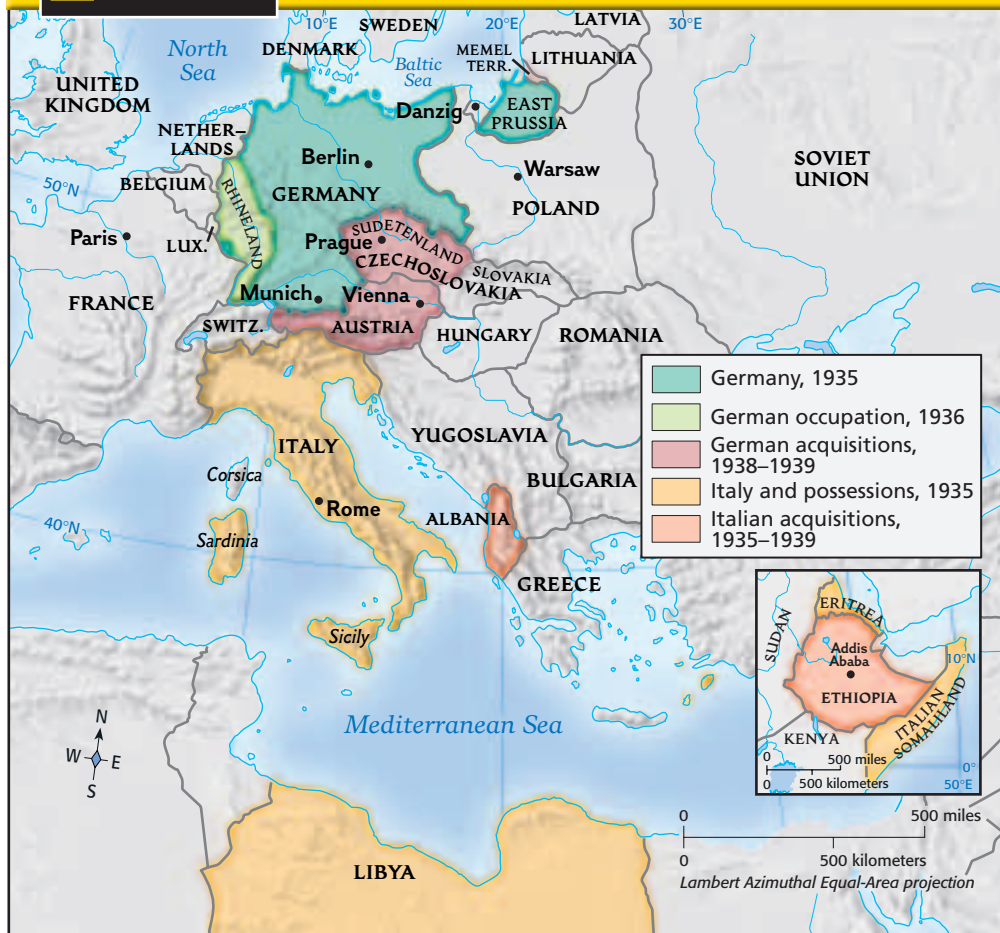
Union with Austria By 1937, Germany was once more a "world power," as Hitler proclaimed. He was convinced that neither France nor Great Britain would provide much opposition to his plans. In 1938, he decided to pursue one of his goals: *Anschluss* (ANSH•luhs), or union, with Austria, his native land.

By threatening Austria with invasion, Hitler forced the Austrian chancellor to put Austrian Nazis in charge of the government. The new government promptly invited German troops to enter Austria and "help" in maintaining law and order. One day later, on March 13, 1938, after his triumphal return to his native land, Hitler annexed Austria to Germany.



Picturing History

This 1937 Italian illustration depicts Hitler and Mussolini. **What ideology brought Hitler and Mussolini together?**



Geography Skills

Germany and Italy expanded their territories in the years leading up to World War II.

1. Interpreting Maps Approximately how much territory did Germany annex between 1936 and 1939? How did its size in 1939 compare to its size in 1935?

2. Applying Geography Skills Use the information on the map to create a chart comparing German and Italian expansion. What reasons can you give for the more aggressive of the two being the more aggressive country?

Demands and Appeasement Hitler’s next objective was the destruction of Czechoslovakia. On September 15, 1938, he demanded that Germany be given the **Sudetenland**, an area in northwestern Czechoslovakia that was inhabited largely by Germans. He expressed his willingness to risk “world war” to achieve his objective.

At a hastily arranged conference in Munich, British, French, German, and Italian representatives did not object to Hitler’s plans but instead reached an agreement that met virtually all of Hitler’s demands. German troops were allowed to occupy the Sudetenland. The Czechs, abandoned by their Western allies, stood by helplessly.

The Munich Conference was the high point of Western appeasement of Hitler. When Neville Chamberlain, the British prime minister, returned to England from Munich, he boasted that the agreement meant “peace for our time.” Hitler had promised Chamberlain that he would make no more demands. Like many others, Chamberlain believed Hitler’s promises.

Great Britain and France React In fact, Hitler was more convinced than ever that the Western democracies were weak and would not fight. Increasingly, Hitler was sure that he could not make a mistake, and he had by no means been satisfied at Munich.

In March 1939, Hitler invaded and took control of Bohemia and Moravia in western Czechoslovakia. In the eastern part of the country, Slovakia became a puppet state controlled by Nazi Germany. On the evening of March 15, 1939, Hitler triumphantly declared in Prague that he would be known as the greatest German of them all.

At last, the Western states reacted to the Nazi threat. Hitler’s aggression had made clear that his promises were worthless. When Hitler began to demand the Polish port of Danzig, Great Britain saw the danger and offered to protect Poland in the event of war. At the same time, both France and Britain realized that only the Soviet Union was powerful enough to help contain Nazi aggression. They began political and military negotiations with **Joseph Stalin**, the Soviet dictator.



Hitler and the Soviets Meanwhile, Hitler pressed on in the belief that the West would not fight over Poland. He now feared, however, that the West and the Soviet Union might make an alliance. Such an alliance could mean a two-front war for Germany. To prevent this possibility, Hitler made his own agreement with Joseph Stalin.

On August 23, 1939, Germany and the Soviet Union signed the Nazi-Soviet Nonaggression Pact. In it, the two nations promised not to attack each other. To get the nonaggression pact, Hitler offered Stalin control of eastern Poland and the Baltic states. Because he expected to fight the Soviet Union anyway, it did not matter to Hitler what he promised—he was accustomed to breaking promises.

Hitler shocked the world when he announced the nonaggression pact. The treaty gave Hitler the freedom to attack Poland. He told his generals, “Now Poland is in the position in which I wanted her. . . . I am only afraid that at the last moment some swine will submit to me a plan for mediation.”

Hitler need not have worried. On September 1, German forces invaded Poland. Two days later, Britain and France declared war on Germany.

Reading Check Identifying Where did Hitler believe he could find more “living space” to expand Germany?

The Japanese Path to War

In September 1931, Japanese soldiers had seized Manchuria, which had natural resources Japan needed. Japan used as an excuse a Chinese attack on a Japanese railway near the city of Mukden. In fact, the “Mukden incident” had been carried out by Japanese soldiers disguised as Chinese.

Worldwide protests against the Japanese led the League of Nations to send investigators to Manchuria. When the investigators issued a report condemning the seizure, Japan withdrew from the league. Over the next several years, Japan strengthened its hold on Manchuria, which was renamed **Manchukuo**. Japan now began to expand into North China.

By the mid-1930s, militants connected to the government and the armed forces had gained control of Japanese politics. The United States refused to recognize the Japanese takeover of Manchuria but was unwilling to threaten force.

War with China Chiang Kai-shek tried to avoid a conflict with Japan so that he could deal with what he considered the greater threat from the Communists. When clashes between Chinese and

Japanese troops broke out, he sought to appease Japan by allowing it to govern areas in North China.

As Japan moved steadily southward, protests against Japanese aggression grew stronger in Chinese cities. In December 1936, Chiang ended his military efforts against the Communists and formed a new united front against the Japanese. In July 1937, Chinese and Japanese forces clashed south of Beijing and hostilities spread.

Japan had not planned to declare war on China. However, the 1937 incident eventually turned into a major conflict. The Japanese seized the Chinese capital of Nanjing in December. Chiang Kai-shek refused to surrender and moved his government upriver, first to Hankou, then to Chongqing.



Geography Skills

Like Germany, Japan attempted to expand its territories prior to the beginning of the war.

1. Applying Geography Skills Pose and answer your own question about the territories Japan did *not* acquire but wanted to acquire.





The New Asian Order Japanese military leaders had hoped to force Chiang to agree to join a New Order in East Asia, comprising Japan, Manchuria, and China. Japan would attempt to establish a new system of control in Asia with Japan guiding its Asian neighbors to prosperity. After all, who could better teach Asian societies how to modernize than the one Asian country that had already done it?

Part of Japan’s plan was to seize Soviet Siberia, with its rich resources. During the late 1930s, Japan began to cooperate with Nazi Germany. Japan assumed that the two countries would ultimately launch a joint attack on the Soviet Union and divide Soviet resources between them.

When Germany signed the nonaggression pact with the Soviets in August 1939, Japanese leaders had to rethink their goals. Japan did not have the resources to defeat the Soviet Union without help. Thus, the Japanese became interested in the raw materials that could be found in Southeast Asia to fuel its military machine.

A move southward, however, would risk war with the European colonial powers and the United States. Japan’s attack on China in the summer of 1937 had already aroused strong criticism, especially in the United States. Nevertheless, in the summer of 1940, Japan demanded the right to exploit economic resources in French Indochina.

The United States objected. It warned Japan that it would apply economic **sanctions**—restrictions intended to enforce international law—unless Japan



Cabinet of Japanese prime minister Tojo (front center), 1941

withdrew from the area and returned to its borders of 1931. Japan badly needed the oil and scrap iron it was getting from the United States. Should these resources be cut off, Japan would have to find them elsewhere. Japan viewed the possibility of economic sanctions as a threat to its long-term objectives.

Japan was now caught in a dilemma. To guarantee access to the raw materials it wanted in Southeast Asia, Japan had to risk losing raw materials from the United States. After much debate, Japan decided to launch a surprise attack on U.S. and European colonies in Southeast Asia.

✓ Reading Check Explaining Why did Japan want to establish a New Order in East Asia?

SECTION 1 ASSESSMENT

Checking for Understanding

- Define** appeasement, demilitarized, sanction.
- Identify** Adolf Hitler, Benito Mussolini, Joseph Stalin, Chiang Kai-shek.
- Locate** Rhineland, Sudetenland, Manchukuo.
- Explain** why Japan felt the need to control other nations. Also explain the dilemma facing Japan as it sought to acquire access to needed resources.
- List** the reasons why Hitler’s pact with Stalin was a key factor in forcing Britain and France to declare war on Germany.

Critical Thinking

- Explain** In what sense was World War II a product of World War I?
- Sequencing Information** Create a chart like the one below listing in chronological order the agreements that emboldened Hitler in his aggressive expansion policies.

Agreements Encouraging Hitler’s Aggression Leading to World War II

Analyzing Visuals

- Analyze** the illustration on page 810 to determine what opinion the artist had about Italy’s alliance with Germany. What aspects of the illustration indicate that its creator and its publisher either did or did not support Hitler’s relationship with Mussolini and Italy?

Writing About History

- Persuasive Writing** Imagine you are the editor of a British newspaper in 1938. Write an editorial that captures the essence of your viewpoint. Use a headline that offers suggestions on how war can be avoided.

The Course of World War II

Guide to Reading

Main Ideas

- The bombing of Pearl Harbor created a global war between the Allied and the Axis forces.
- Allied perseverance and effective military operations, as well as Axis miscalculations, brought an end to the war.

Key Terms

blitzkrieg, partisan

People to Identify

Franklin D. Roosevelt, Douglas MacArthur, Winston Churchill, Harry S Truman

Places to Locate

Stalingrad, Midway Island, Normandy, Hiroshima

Preview Questions

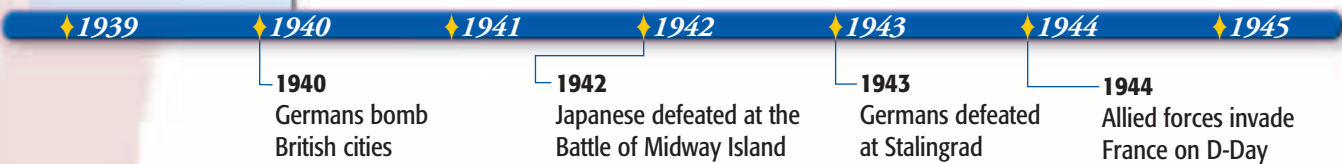
1. Why did the United States not enter the war until 1941?
2. What major events helped to end the war in Europe and Asia?

Reading Strategy

Cause and Effect Create a chart listing key events during World War II and their effect on the outcome of the war.

Event	Effect

Preview of Events



Voices from the Past



Hitler addresses the Reichstag on September 1, 1939.

On September 1, 1939, after beginning his attack on Poland, Hitler addressed the German Reichstag:

“I do not want to be anything other than the first soldier of the German Reich. I have once more put on the uniform which was once most holy and precious to me. I shall only take it off after victory or I shall not live to see the end. . . . As a National Socialist and as a German soldier, I am going into this struggle strong in heart. My whole life has been nothing but a struggle for my people, for their revival, for Germany . . . Just as I myself am ready to risk my life any time for my people and for Germany, so I demand the same of everyone else. But anyone who thinks that he can oppose this national commandment, whether directly or indirectly, will die! Traitors can expect death.”

—*Nazism 1919–1945, A Documentary Reader*, J. Noakes and G. Pridham, 1995

Hitler had committed Germany to a life-or-death struggle.

Europe at War

Hitler stunned Europe with the speed and efficiency of the German attack on Poland. His **blitzkrieg**, or “lightning war,” used armored columns, called panzer divisions, supported by airplanes. Each panzer division was a strike force of about three hundred tanks with accompanying forces and supplies.



The forces of the blitzkrieg broke quickly through Polish lines and encircled the bewildered Polish troops. Regular infantry units then moved in to hold the newly conquered territory. Within four weeks, Poland had surrendered. On September 28, 1939, Germany and the Soviet Union divided Poland.

Hitler's Early Victories After a winter of waiting (called the “phony war”), Hitler resumed the attack on April 9, 1940, with another blitzkrieg against Denmark and Norway. One month later, on May 10, Germany launched an attack on the Netherlands, Belgium, and France.

The main assault was through Luxembourg and the Ardennes (ahr•DEHN) Forest. German panzer divisions broke through weak French defensive positions there and raced across northern France. French and British forces were taken by surprise when the Germans went around, instead of across, the Maginot Line (a series of concrete and steel fortifications armed with heavy artillery along France’s border with Germany). The Germans’ action split the Allied armies, trapping French troops and the entire British army on the beaches of Dunkirk. Only by the heroic efforts of the Royal Navy and civilians in private boats did the British manage to evacuate 338,000 Allied (mostly British) troops.



The French signed an armistice on June 22. German armies now occupied about three-fifths of France. An authoritarian regime under German control was set up over the remainder of the country. It was known as Vichy France and was led by an aged French hero of World War I, Marshal Henri Pétain. Germany was now in control of western and central Europe, but Britain had still not been defeated. After Dunkirk, the British appealed to the United States for help.

President **Franklin D. Roosevelt** denounced the aggressors, but the United States followed a strict policy of isolationism. A series of neutrality acts, passed in the 1930s, prevented the United States from taking sides or becoming involved in any European wars. Many Americans felt that the United States had been drawn into World War I due to economic involvement in Europe and they wanted to prevent a recurrence. Roosevelt was convinced that the neutrality acts actually encouraged Axis aggression and wanted the acts repealed. They were gradually

relaxed as the United States supplied food, ships, planes, and weapons to Britain.

The Battle of Britain Hitler realized that an amphibious (land-sea) invasion of Britain could succeed only if Germany gained control of the air. At the beginning of August 1940, the Luftwaffe (LOOFT•vah•fuh)—the German air force—launched a major offensive. German planes bombed British air and naval bases, harbors, communication centers, and war industries.

The British fought back with determination. They were supported by an effective radar system that gave them early warning of German attacks. Nevertheless, by the end of August, the British air force had suffered critical losses.

In September, in retaliation for a British attack on Berlin, Hitler ordered a shift in strategy. Instead of bombing military targets, the Luftwaffe began massive bombing of British cities. Hitler hoped in this way to break British morale. Instead, because military targets were not being hit, the British were able to rebuild their air strength quickly. Soon, the British air force was inflicting major losses on Luftwaffe bombers. At the end of September, Hitler postponed the invasion of Britain indefinitely.

London buildings collapse as a result of nightly German bombing.





Attack on the Soviet Union Although he had no desire for a two-front war, Hitler became convinced that Britain was remaining in the war only because it expected Soviet support. If the Soviet Union was smashed, Britain’s last hope would be eliminated. Moreover, Hitler had convinced himself that the Soviet Union had a pitiful army and could be defeated quickly.

Hitler’s invasion of the Soviet Union was scheduled for the spring of 1941, but the attack was delayed because of problems in the Balkans. Hitler had already gained the political cooperation of Hungary, Bulgaria, and Romania. However, the failure of Mussolini’s invasion of Greece in 1940 had exposed Hitler’s southern flank to British air bases in Greece. To secure his Balkan flank, Hitler therefore seized both Greece and Yugoslavia in April.

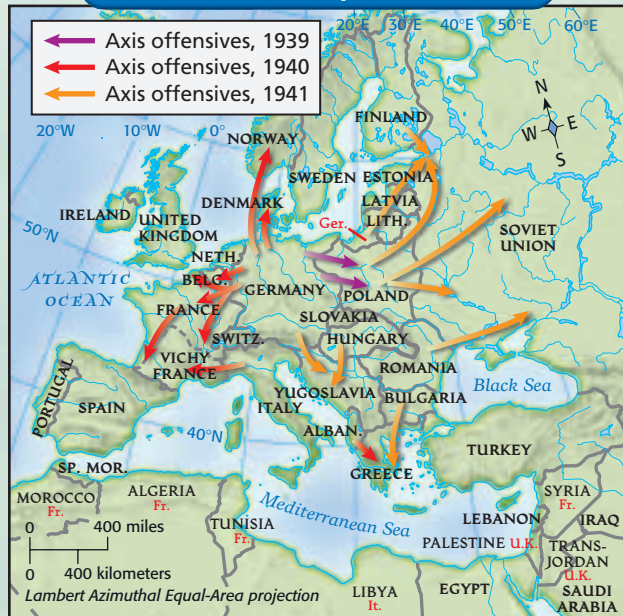
Reassured, Hitler invaded the Soviet Union on June 22, 1941. He believed that the Russians could still be decisively defeated before the brutal winter weather set in.

The massive attack stretched out along a front some 1,800 miles (about 2,900 km) long. German troops advanced rapidly, capturing two million Russian soldiers. By November, one German army group had swept through Ukraine. A second army was besieging the city of Leningrad, while a third approached within 25 miles (about 40 km) of Moscow, the Soviet capital.

An early winter and fierce Soviet resistance, however, halted the German advance. Because of the planned spring date for the invasion, the Germans had no winter uniforms. For the first time in the war, German armies had been stopped. A counterattack in



Axis Offensives, 1939–1941



Allied Offensives, 1942–1945



Battle Deaths in World War II

Country	Battle Deaths
USSR	7,500,000
Germany	3,500,000
Yugoslavia	410,000
Poland	320,000
Romania	300,000
United States	292,000
United Kingdom	245,000
France	210,000
Hungary	140,000
Finland	82,000
Italy	77,000
Greece	74,000
Canada	37,000



Geography Skills

Heavy fighting took place in Europe and North Africa.

- Interpreting Maps** Name at least six major land battles of the war in Europe. Which side, the Allies or the Axis Powers, was more aggressive at the beginning of the war? Summarize the changes in direction of this side's offensives during the first three years of the war.
- Applying Geography Skills** Using information from all of the maps on pages 816 and 817, create an imaginary model of the war's outcome had Hitler chosen not to invade the Soviet Union. Your model could take the form of a map, a chart, or a database and include such items as battles, offensives, and casualties.

December 1941 by a Soviet army came as an ominous ending to the year for the Germans.

Reading Check Evaluating In the spring of 1941, what caused Hitler to delay his invasion of the Soviet Union? What halted the German advance once it had begun?

Japan at War

TURNING POINT As you will learn, the Japanese attack on Pearl Harbor outraged Americans and led to the entry of the United States into the war.

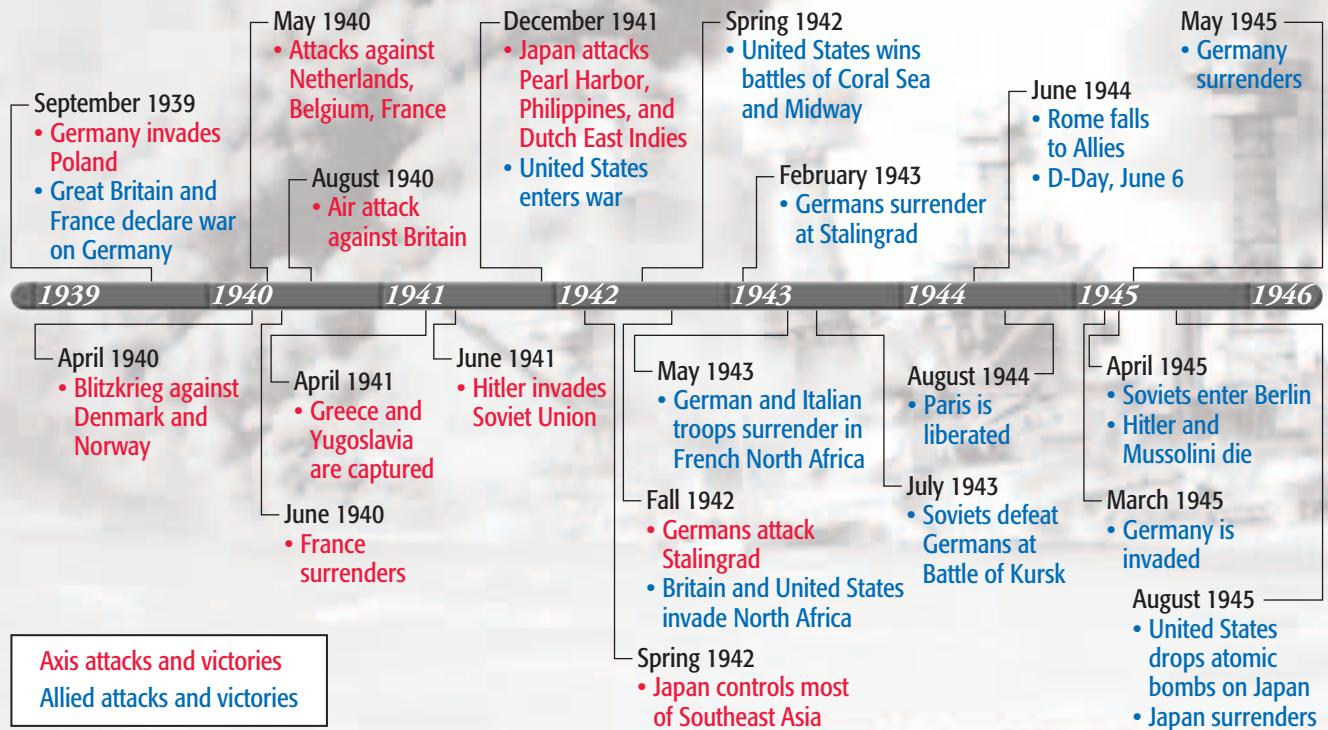
On December 7, 1941, Japanese aircraft attacked the U.S. naval base at Pearl Harbor in the Hawaiian Islands. The same day, other Japanese units launched additional assaults on the Philippines and began advancing toward the British colony of Malaya. Soon

after, Japanese forces invaded the Dutch East Indies and occupied a number of islands in the Pacific Ocean. In some cases, as on the Bataan Peninsula and the island of Corregidor in the Philippines, resistance was fierce. By the spring of 1942, however, almost all of Southeast Asia and much of the western Pacific had fallen into Japanese hands.

A triumphant Japan now declared the creation of a community of nations. The name given to this new "community" was the Greater East-Asia Co-prosperity Sphere. The entire region would now be under Japanese direction. Japan also announced its intention to liberate the colonial areas of Southeast Asia from Western colonial rule. For the moment, however, Japan needed the resources of the region for its war machine, and it treated the countries under its rule as conquered lands.



World War II: Attack and Counterattack



Graphic Organizer → Skills

The time line above traces the major events of the war, from September 1939 to Japan's surrender in August 1945.

- Identifying** How much time elapsed from the beginning of the war until France's surrender? From France's surrender until Germany's surrender?
- Compare and Contrast** Use the time line and your knowledge of world history to compare the Soviet Union's involvement in World War II to Russia's involvement in World War I. How do you explain the successes and failures of the Soviet Union and Russia in these two wars?

Japanese leaders had hoped that their lightning strike at American bases would destroy the U.S. fleet in the Pacific. The Roosevelt administration, they thought, would now accept Japanese domination of the Pacific. The American people, in the eyes of Japanese leaders, had been made soft by material indulgence.

The Japanese miscalculated, however. The attack on Pearl Harbor unified American opinion about becoming involved in the war. The United States now joined with European nations and Nationalist China in a combined effort to defeat Japan. Believing the American involvement in the Pacific would make the United States ineffective in the European theater of war, Hitler declared war on the United States four days after Pearl Harbor. Another European conflict had turned into a global war.

Reading Check Describing By the spring of 1942, which territories did Japan control?

The Allies Advance

The entry of the United States into the war created a new coalition, the Grand Alliance. To overcome mutual suspicions, the three major Allies—Great Britain, the United States, and the Soviet Union—

agreed to stress military operations and ignore political differences. At the beginning of 1943, the Allies agreed to fight until the Axis Powers—Germany, Italy, and Japan—surrendered unconditionally. The unconditional surrender principle, which required the Axis nations to surrender without any favorable condition, cemented the Grand Alliance by making it nearly impossible for Hitler to divide his foes.

The European Theater Defeat was far from Hitler's mind at the beginning of 1942. As Japanese forces advanced into Southeast Asia and the Pacific,





Hitler and his European allies continued fighting the war in Europe against the armies of Britain and the Soviet Union.

Until late 1942, it appeared that the Germans might still prevail on the battlefield. In North Africa, the Afrika Korps, German forces under General Erwin Rommel, broke through the British defenses in Egypt and advanced toward Alexandria. A renewed German offensive in the Soviet Union led to the capture of the entire Crimea in the spring of 1942. In August, Hitler boasted:

“As the next step, we are going to advance south of the Caucasus and then help the rebels in Iran and Iraq against the English. Another thrust will be directed along the Caspian Sea toward Afghanistan and India. Then the English will run out of oil. In two years we’ll be on the borders of India. Twenty to thirty elite German divisions will do. Then the British Empire will collapse.”

This would be Hitler’s last optimistic outburst. By the fall of 1942, the war had turned against the Germans.

In North Africa, British forces had stopped Rommel’s troops at El Alamein (EL A•luh•MAYN) in the summer of 1942. The Germans then retreated back across the desert. In November 1942, British and American forces invaded French North Africa. They forced the German and Italian troops there to surrender in May 1943.

On the Eastern Front, after the capture of the Crimea, Hitler’s generals wanted him to concentrate on the Caucasus and its oil fields. Hitler, however, decided that **Stalingrad**, a major industrial center on the Volga, should be taken first.

In perhaps the most terrible battle of the war, between November 1942 and February 2, 1943, the Soviets launched a counterattack. German troops were stopped, then encircled, and supply lines were cut off, all in frigid winter conditions. The Germans



CONNECTIONS Around The World

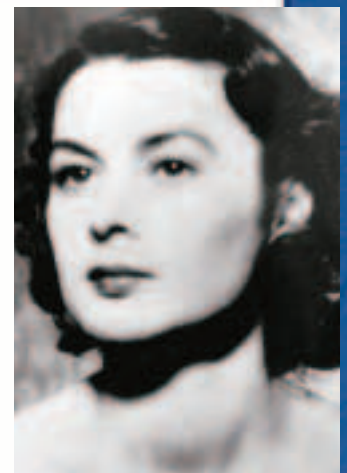
Women as Spies in World War II

For thousands of years, governments have relied on spies to gather information about their enemies. Until the twentieth century, most spies were men. During World War II, however, many women became active in the world of espionage.

Yoshiko Kawashima was born in China but raised in Japan. In 1932, she was sent to China by Japanese authorities to gather information for the invasion of China. Disguised as a young man, Kawashima was an active and effective spy until her arrest by the Chinese in 1945. The Chinese news agency announced that “a long-sought-for beauty in male costume was arrested today in Beijing.” She was executed soon after her arrest.

Hekmath Fathmy was an Egyptian dancer. Her hatred of the British, who had occupied Egypt, caused her to become a spy for the Germans. Fathmy sang and danced for British troops in the Kit Kat Club, a nightclub in Cairo. After shows, she took British officers to her houseboat on the banks of the Nile. Any information she was able to obtain from her guests was passed on to John Eppler, a German spy in Cairo. Eventually, she was caught, but she served only a year in prison for her spying activities.

Violette Szabo of French/English background became a spy after her husband died fighting the Germans in North Africa. She joined Special Operations Executive, an arm of British Intelligence, and was sent to France several times. In August 1944, she parachuted into France to spy on the Germans. Caught by Gestapo forces at Salon La Tour, she was tortured and then shipped to Ravensbrück, a women’s concentration camp near Berlin. She was executed there in April 1945.



▲ *Violette Szabo spied for the Allies to avenge her husband’s death.*

Comparing Cultures

People have different motives for becoming spies. List several motives that might draw someone to espionage. Do you think the motives are different in peacetime? Investigate current espionage activities using the Internet or library. What various methods do governments use today to gather intelligence?



Geography Skills

“Island hopping,” the Allied strategy in Asia and the Pacific, focused more on the islands in the Pacific than on the mainland of Asia.

- 1. Interpreting Maps** What was the approximate distance from Japan, in miles and kilometers, to its farthest point of control?
- 2. Applying Geography Skills** Compare this map to the earlier maps in the chapter dealing with the war in Europe. Then analyze the effects of geographic factors on the major events in the two different theatres of war.

were forced to surrender at Stalingrad. The entire German Sixth Army, considered the best of the German troops, was lost.

By February 1943, German forces in Russia were back to their positions of June 1942. By the spring of 1943, even Hitler knew that the Germans would not defeat the Soviet Union.

The Asian Theater In 1942, the tide of battle in the East also changed dramatically. In the Battle of the Coral Sea on May 7 and 8, 1942, American naval forces stopped the Japanese advance and saved Australia from the threat of invasion.

The turning point of the war in Asia came on June 4, at the Battle of **Midway Island**. U.S. planes destroyed four attacking Japanese aircraft carriers. The United States defeated the Japanese navy and established naval superiority in the Pacific.

By the fall of 1942, Allied forces in Asia were gathering for two operations. One, commanded by U.S. general **Douglas MacArthur**, would move into the Philippines through New Guinea and the South Pacific Islands. The other would move across the Pacific with a combination of U.S. Army, Marine, and Navy attacks on Japanese-held islands. The policy was to capture some Japanese-held islands and bypass others, “island hopping” up to Japan. After a series of bitter engagements in the waters off the Solomon



Islands from August to November 1942, Japanese fortunes were fading.

✓ Reading Check Summarizing Why was the German assault on Stalingrad a crushing defeat for the Germans?

Last Years of the War

By the beginning of 1943, the tide of battle had turned against Germany, Italy, and Japan. Axis forces in Tunisia surrendered on May 13, 1943. The Allies then crossed the Mediterranean and carried the war to Italy, an area that **Winston Churchill** had called the “soft underbelly” of Europe. After taking Sicily, Allied troops began an invasion of mainland Italy in September.

The European Theater After the fall of Sicily, Mussolini was removed from office and placed under arrest by Victor Emmanuel III, king of Italy. A new Italian government offered to surrender to the Allied forces. However, Mussolini was liberated by the Germans in a daring raid and then set up as the head of a puppet German state in northern Italy. At the same time, German troops moved in and occupied much of Italy.

The Germans set up effective new defensive lines in the hills south of Rome. The Allied advance up the Italian Peninsula turned into a painstaking affair with very heavy casualties. Rome did not fall to the

FICTION

“Tears, Sweat, and Blood”?

Winston Churchill is renowned for the speeches he wrote during World War II and for the expressions he created for those speeches. Of special fame is the “blood, toil, tears, and sweat” phrase. Supposedly, Churchill also coined the term “iron curtain.” In reality, however, phrases similar to “blood, toil, tears, and sweat” had been used by both John Donne and Lord Byron. The term “iron curtain” had been used by Joseph Goebbels in 1945, and by Queen Elizabeth of Belgium in 1914.

People In History

Winston Churchill

1874–1965

British prime minister



Winston Churchill was Great Britain’s wartime leader. At the beginning of the war, Churchill had already had a long political career. He had advocated a hard-line policy toward Nazi Germany in the 1930s.

On May 10, 1940, he became British prime minister.

Churchill was confident that he could guide Britain to ultimate victory. “I thought I knew a great deal about it all,” he later wrote, “and I was sure I should not fail.” Churchill proved to be an inspiring leader who rallied the British people with stirring speeches: “We shall fight on the beaches, we shall fight on the landing grounds, in the fields, in the streets, and in the hills. We shall never surrender.” *Time* magazine designated Churchill the Man of the Year in 1940 and named him the Man of the Half Century in 1950.

Allies until June 4, 1944. By that time, the Italian war had assumed a secondary role as the Allied forces opened their long-awaited “second front” in western Europe.

Since the autumn of 1943, the Allies had been planning an invasion of France from Great Britain, across the English Channel. Finally, on June 6, 1944 (D-Day), Allied forces under U.S. general Dwight D. Eisenhower landed on the **Normandy** beaches in history’s greatest naval invasion. The Allies fought their way past underwater mines, barbed wire, and horrible machine gun fire. There was heavy German resistance even though the Germans thought the battle was a diversion and the real invasion would occur elsewhere. Their slow response enabled the Allied forces to set up a beachhead. Within three months, the Allies had landed two million men and a half-million vehicles. Allied forces then pushed inland and broke through German defensive lines.

After the breakout, Allied troops moved south and east. In Paris, resistance fighters rose up against the occupying Germans. The Allies liberated Paris by the end of August. In March 1945, they crossed the Rhine River and advanced into Germany. At the end of April 1945, Allied armies in northern Germany moved toward the Elbe River, where they linked up with the Soviets.



The Soviets had come a long way since the Battle of Stalingrad in 1943. In the summer of 1943, Hitler gambled on taking the offensive using newly developed heavy tanks. German forces were soundly defeated by the Soviets at the Battle of Kursk (July 5 to 12), the greatest tank battle of World War II.

Soviet forces now began a steady advance westward. They had reoccupied Ukraine by the end of 1943 and moved into the Baltic states by the beginning of 1944. Advancing along a northern front, Soviet troops occupied Warsaw in January 1945 and entered Berlin in April. Meanwhile, Soviet troops, along a southern front, swept through Hungary, Romania, and Bulgaria.

By January 1945, Adolf Hitler had moved into a bunker 55 feet (almost 17 m) under the city of Berlin to direct the final stages of the war. In his final political testament, Hitler, consistent to the end in his anti-Semitism, blamed the Jews for the war. He wrote, "Above all I charge the leaders of the nation and those under them to scrupulous observance of the laws of race and to merciless opposition to the universal poisoner of all peoples, international Jewry."

Hitler committed suicide on April 30, two days after Mussolini had been shot by Italian **partisans**, or resistance fighters. On May 7, 1945, German commanders surrendered. The war in Europe was finally over.

The Asian Theater The war in Asia continued. Beginning in 1943, U.S. forces had gone on the offen-

sive and advanced, slowly at times, across the Pacific. As Allied military power drew closer to the main Japanese islands in the first months of 1945, **Harry S Truman**, who had become president after the death of Roosevelt in April, had a difficult decision to make. Should he use newly developed atomic weapons to bring the war to an end or find another way to defeat the Japanese forces?

Using atomic weapons would, Truman hoped, enable the United States to avoid an invasion of Japan. The Japanese had made extensive preparations to defend their homeland. Truman and his advisers had become convinced that American troops would suffer heavy casualties if they invaded Japan. At the time, however, only two bombs were available, and no one knew how effective they would be.

Truman decided to use the bombs. The first bomb was dropped on the Japanese city of **Hiroshima** on August 6. Three days later, a second bomb was dropped on Nagasaki. Both cities were leveled. Thousands of people died immediately after the bombs were dropped. Thousands more died in later months from radiation. Japan surrendered on August 14.

World War II was finally over. Seventeen million had died in battle. Perhaps twenty million civilians had perished as well. Some estimates place total losses at fifty million.

Reading Check Identifying What was the "second front" that the Allies opened in Western Europe?

SECTION 2 ASSESSMENT

Checking for Understanding

- Define** blitzkrieg, partisan.
- Identify** Franklin D. Roosevelt, Douglas MacArthur, Winston Churchill, Harry S Truman.
- Locate** Stalingrad, Midway Island, Normandy, Hiroshima.
- Explain** Hitler's strategy of attacking the Soviet Union. Why did his delay in launching the attack ultimately contribute to the Soviet victory over the Germans?
- List** events leading to U.S. entry into the war.

Critical Thinking

- Evaluate** How might the Allied demand for unconditional surrender have helped Hitler to maintain his control over Germany?
- Sequencing Information** Using a chart like the one below, place the events of World War II in chronological order.

Year	Country	Event
1939		

Analyzing Visuals

- Examine** the photo on page 815 showing the destruction caused by the Luftwaffe's bombing raids on London. Explain how this strategy of Hitler's hurt, rather than helped, Germany's efforts.

Writing About History

- Descriptive Writing** Imagine you lived in California during World War II. Write an essay about your expectations of a Japanese invasion of California. You can choose to believe that an invasion was possible or impossible.

A German Soldier at Stalingrad

THE SOVIET VICTORY AT STALINGRAD WAS A major turning point in World War II. These words come from the diary of a German soldier who fought and died there.

“Today, after we’d had a bath, the company commander told us that if our future operations are as successful, we’ll soon reach the Volga, take Stalingrad and then the war will inevitably soon be over. Perhaps we’ll be home by Christmas.

July 29. The company commander says the Russian troops are completely broken, and cannot hold out any longer. To reach the Volga and take Stalingrad is not so difficult for us. The Führer knows where the Russians’ [Soviets’] weak point is. Victory is not far away. . . .

September 4. We are being sent northward along the front towards Stalingrad. . . . It’s a happy thought that the end of the war is getting nearer.

September 8. Two days of non-stop fighting. The Russians [Soviets] are defending themselves with insane stubbornness.

October 10. The Russians [Soviets] are so close to us that our planes cannot bomb them. We are preparing for a decisive attack. The Führer has ordered the whole of Stalingrad to be taken as rapidly as possible. . . .

October 22. Our regiment has failed to break into the factory. We have lost many men; every time you move you have to jump over bodies. . . .

November 10. A letter from Elsa today. Everyone expects us home for Christmas. In Germany everyone believes we already hold Stalingrad. How wrong they are. If they could only see what Stalingrad has done to our army. . . .

November 21. The Russians [Soviets] have gone over to the offensive along the whole front. Fierce fighting is going on. So, there it is—the Volga, victory and soon home to our families! We shall obviously be seeing them next in the other world.

November 29. We are encircled. It was announced this morning that the Führer has said:



A German machine gunner endures the freezing Stalingrad winter in January 1943.

“The army can trust me to do everything necessary to rapidly break the encirclement.”

December 3. We are on hunger rations and waiting for the rescue that the Führer promised. . . .

December 26. The horses have already been eaten. I would eat a cat; they say its meat is also tasty. The soldiers look like corpses or lunatics, looking for something to put in their mouths. They no longer take cover from Russian [Soviet] shells; they haven’t the strength to walk, run away and hide. A curse on this war!☹☹

—A German Soldier, On the Battle of Stalingrad

Analyzing Primary Sources

1. What city was the German army trying to take?
2. How accurate was the information received by the German soldiers prior to the attack?
3. What evidence is there of both the effectiveness of Nazi propaganda, and of the soldiers’ disenchantment?



SECTION 3

The New Order and the Holocaust

Guide to Reading

Main Ideas

- Adolf Hitler's philosophy of Aryan superiority led to the Holocaust.
- The Japanese conquest of Southeast Asia forced millions of native peoples to labor for the Japanese war machine.

Key Terms

genocide, collaborator

People to Identify

Heinrich Himmler, Reinhard Heydrich

Places to Locate

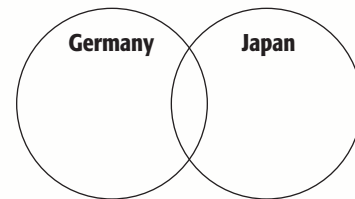
Poland, Auschwitz

Preview Questions

1. How did the Nazis carry out their Final Solution?
2. How did the Japanese create a dilemma for nationalists in the lands they occupied?

Reading Strategy

Compare and Contrast Using a Venn diagram like the one below, compare and contrast the New Order of Germany with the New Order of Japan.



Preview of Events

◆ 1940

◆ 1941

◆ 1942

◆ 1943

◆ 1944

◆ 1945

1941

Einsatzgruppen active in Poland

1942

Two million ethnic Germans resettled in Poland

1943

Japan uses forced labor to build Burma-Thailand railroad

1944

Nazis continue Final Solution even as they start losing the war



Rudolf Höss

Voices from the Past

Rudolf Höss, commanding officer at the Auschwitz death camp, described the experience awaiting the Jews when they arrived there:

“We had two SS doctors on duty at Auschwitz to examine the incoming transports of prisoners. The prisoners would be marched by one of the doctors who would make spot decisions as they walked by. Those who were fit for work were sent into the camp. Others were sent immediately to the extermination plants. Children of tender years were invariably exterminated since by reason of their youth they were unable to work. . . . At Auschwitz we fooled the victims into thinking that they were to go through a delousing process. Frequently they realized our true intentions and we sometimes had riots and difficulties due to that fact.”

—*Nazi Conspiracy and Aggression*, vol. 6, 1946

Millions of Jews died in the Nazi death camps.

The New Order in Europe

In 1942, the Nazi regime stretched across continental Europe from the English Channel in the west to the outskirts of Moscow in the east. Nazi-occupied Europe was largely organized in one of two ways. Some areas, such as western Poland, were directly annexed by Nazi Germany and made into German provinces. Most of occupied Europe, however, was run by German military or civilian officials with help from local people who were willing to collaborate with the Nazis.



People In History

Anne Frank

1929–1945

Dutch Holocaust victim



Anne Frank is one of the best-known victims of the Nazi Holocaust. When the Nazis began to round up Jews in the Netherlands, the Frank family, along with another family, moved into a secret annex above a warehouse owned by the family business. Employees of the Frank family provided food and a lifeline to the outside world.

Anne remained hopeful. She kept a diary to while away the time spent in hiding. On July 15, 1944, she wrote, “In spite of everything I still believe that people are really good at heart.”

On August 4, 1944, after the Franks had spent two years in hiding, the Nazis found the secret annex. Anne and her sister were sent to Bergen-Belsen, a concentration camp in Germany. There they died of typhus. Anne’s father, Otto Frank, who survived, later found Anne’s diary. He had it published in 1947. *The Diary of Anne Frank* became an international best-seller.

Resettlement in the East Nazi administration in the conquered lands to the east was especially ruthless. These lands were seen as the living space for German expansion. They were populated, Nazis thought, by racially inferior Slavic peoples. Hitler’s plans for an Aryan racial empire were so important to him that he and the Nazis began to put their racial program into effect soon after the conquest of Poland.

Heinrich Himmler, the leader of the SS, was put in charge of German resettlement plans in the east. Himmler’s task was to move the Slavic peoples out and replace them with Germans. Slavic peoples included Czech, Polish, Serbo-Croatian, Slovene, and Ukrainian. This policy was first applied to the new German provinces created from the lands of western Poland.

One million Poles were uprooted and moved to southern Poland. Hundreds of thousands of ethnic Germans (descendants of Germans who had migrated years ago from Germany to different parts of southern and eastern Europe) were brought in to colonize the German provinces in Poland. By 1942, two million ethnic Germans had been settled in Poland.

The invasion of the Soviet Union made the Nazis even more excited about German colonization in the east. Hitler spoke to his intimate circle of a colossal project of social engineering after the war. Poles, Ukrainians, and Russians would be removed from their lands and become slave labor. German peasants would settle on the abandoned lands and “germanize” them.

Himmler told a gathering of SS officers that 30 million Slavs might die in order to achieve German plans in the east. He continued, “Whether nations live in prosperity or starve to death interests me only insofar as we need them as slaves for our culture. Otherwise it is of no interest.”

Slave Labor in Germany Labor shortages in Germany led to a policy of rounding up foreign workers for Germany. In 1942, a special office was set up to recruit labor for German farms and industries. By the summer of 1944, seven million European workers were laboring in Germany. They made up 20 percent of Germany’s labor force. Another seven million workers were forced to labor for the Nazis in their own countries on farms, in industries, and even in military camps.

The use of forced labor often caused problems, however. Sending so many workers to Germany disrupted industrial production in the occupied countries that could have helped Germany. Then, too, the

brutal way in which Germany recruited foreign workers led more and more people to resist the Nazi occupation forces.

Reading Check **Describing** What was Hitler’s vision for the residents of eastern Europe?

The Holocaust

No aspect of the Nazi New Order was more terrifying than the deliberate attempt to exterminate the Jews. Racial struggle was a key element in Hitler’s world of ideas. To him, racial struggle was a clearly defined conflict of opposites. On one side were the Aryans, creators of human cultural development. On the other side were the Jews, parasites, in Hitler’s view, who were trying to destroy the Aryans.

Himmler and the SS closely shared Hitler’s racial ideas. The SS was given responsibility for what the Nazis called their Final Solution to the Jewish problem. The Final Solution was **genocide** (physical extermination) of the Jewish people.

The Einsatzgruppen Reinhard Heydrich, head of the SS’s Security Service, was given the task of administering the Final Solution. Heydrich created

special strike forces, called *Einsatzgruppen*, to carry out Nazi plans. After the defeat of Poland, he ordered these forces to round up all Polish Jews and put them in ghettos set up in a number of Polish cities. Conditions in the ghettos were horrible. Families were crowded together in unsanitary housing. The Nazis attempted to starve residents by allowing only minimal amounts of food. Despite suffering, residents tried to carry on and some ghettos organized resistance against the Nazis.

In June 1941, the *Einsatzgruppen* were given the new job of acting as mobile killing units. These SS death squads followed the regular army's advance into the Soviet Union. Their job was to round up Jews in their villages, execute them, and bury them in mass graves. The graves were often giant pits dug by the victims themselves before they were shot.

The leader of one of these death squads described the mode of operation:

“The unit selected for this task would enter a village or city and order the prominent Jewish citizens to call together all Jews for the purpose of resettlement. They were requested to hand over their valuables to the leaders of the unit, and shortly before the execution to surrender their outer clothing. The men, women, and children were led to a place of execution which in most cases was located next to a more deeply excavated anti-tank ditch. Then they were shot, kneeling or standing, and the corpses thrown into the ditch.”

The Death Camps Probably one million Jews were killed by the *Einsatzgruppen*. As appalling as that sounds, it was too slow by Nazi standards. They

NATIONAL GEOGRAPHIC

Major Nazi Camps



■ Concentration camp
■ Death camp
■ Location of *Einsatzgruppen*
 — International boundary, Jan. 1938

▼ Concentration camp survivors



Geography Skills

The Nazis devoted extensive resources to what they termed the Final Solution.

- 1. Interpreting Maps** How many concentration camps are shown on the map? How many death camps?
- 2. Applying Geography Skills** What geographical factors do you think were involved in the Germans' decisions about the locations of the death camps?



decided to kill the European Jewish population in specially built death camps.

Beginning in 1942, Jews from countries occupied by Germany (or sympathetic to Germany) were rounded up, packed like cattle into freight trains, and shipped to Poland. Six extermination centers were built in Poland for this purpose. The largest was **Auschwitz** (AUSH•VIHTS).

About 30 percent of the arrivals at Auschwitz were sent to a labor camp, where many were starved or worked to death. The remainder went to the gas chambers. Some inmates were subjected to cruel and painful “medical” experiments.

By the spring of 1942, the death camps were in full operation. First priority was given to the elimination of the ghettos in Poland. By the summer of 1942, however, Jews were also being shipped from France, Belgium, and Holland. Even as the Allies were winning the war in 1944, Jews were being shipped from Greece and Hungary. Despite desperate military needs, even late in the war when Germany faced utter defeat, the Final Solution had priority in using railroad cars to ship Jews to death camps.

The Death Toll The Germans killed between five and six million Jews, over three million of them in the death camps. Virtually 90 percent of the Jewish populations of Poland, the Baltic countries, and Germany were killed. Overall, the Holocaust was responsible for the death of nearly two out of every three European Jews.

The Nazis were also responsible for the deliberate death by shooting, starvation, or overwork of at least another nine to ten million non-Jewish people. The Nazis considered the Roma (sometimes known as Gypsies), like the Jews, to be an alien race. The Roma were rounded up for mass killing. About 40 percent of

Europe’s one million Roma were killed in the death camps.


The leading citizens of the Slavic peoples—the clergy, intellectuals, civil leaders, judges, and lawyers—were arrested and killed. Probably an additional four million Poles, Ukrainians, and Belorussians lost their



Jewish men, women, and children being taken by the Nazis

lives as slave laborers for Nazi Germany. Finally, probably at least three million to four million Soviet prisoners of war were killed in captivity.

This mass slaughter of European civilians, particularly European Jews, is known as the Holocaust. Jews in and out of the camps attempted to resist the Nazis. Some were aided by friends and even strangers, hidden in villages or smuggled into safe areas. Foreign diplomats would try to save Jews by issuing exit visas. The nation of Denmark saved almost its entire Jewish population.

Some people did not believe the accounts of death camps because, during World War I, allies had greatly exaggerated German atrocities to arouse enthusiasm for the war. Most often, people pretended **not** to notice what was happening. Even worse, **collaborators** (people who assisted the enemy) helped the Nazis hunt down Jews. The Allies were aware of the concentration camps and death camps but chose to concentrate on ending the war. Not until after the war did they learn the full extent of the horror and inhumanity of the Holocaust.  (See page 999 to read excerpts from *The Holocaust—The Camp Victims in the Primary Sources Library*.)

Children in the War Young people of all ages were also victims of World War II. Because they were unable to work, Jewish children, along with their mothers, were the first ones selected for gas chambers upon their arrival in the death camps of Poland. Young Jewish males soon learned to look as adult as possible in order to survive. Altogether, 1.2 million Jewish children died in the Holocaust.

HISTORY
Online 

Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 26—Student Web Activity** to learn more about concentration camps.

CLICK HERE 

CONTENTS  



Many children were evacuated from cities during the war in order to avoid the bombing. The Germans created about 9,000 camps for children in the countryside. In Japan, 15,000 children were evacuated from Hiroshima before its destruction. The British moved about 6 million children and their mothers in 1939.

Some British parents even sent their children to Canada and the United States. This, too, could be dangerous. When the ocean liner *Arandora Star* was hit by a German torpedo, it had 77 British children on board. They never made it to Canada.

Children evacuated to the countryside did not always see their parents again. Some of them, along with many other children, became orphaned when their parents were killed. In 1945, there were perhaps 13 million orphaned children in Europe.

In Eastern Europe, children especially suffered under harsh German occupation policies. All secondary schools in German-occupied Eastern Europe were closed. Their facilities and equipment were destroyed.

Heinrich Himmler, head of the SS, said of these Slavic children that their education should consist only “in teaching simple arithmetic up to 500, the writing of one’s name, and that God has ordered obedience to the Germans, honesty, diligence, and politeness. I do not consider an ability to read as necessary.”

At times, young people were expected to carry the burden of fighting the war. In the last year of the war,

Hitler Youth members, often only 14 or 15 years old, could be found in the front lines. In the Soviet Union, children as young as 13 or 14 spied on German positions and worked with the resistance movement. Some were even given decorations for killing the enemy.

✓ Reading Check **Summarizing** What was the job of the *Einsatzgruppen*?

The New Order in Asia

Japanese war policy in the areas in Asia occupied by Japan was basically defensive. Japan hoped to use its new possessions to meet its growing need for raw materials, such as tin, oil, and rubber. The new possessions also would be an outlet for Japanese manufactured goods. To organize these possessions, Japanese leaders included them in the Greater East-Asia Co-prosperity Sphere. This was the economic community supposedly designed to provide mutual benefits to the occupied areas and the home country.

Japanese Policies The Japanese had conquered Southeast Asia under the slogan “Asia for the Asiatics.” Japanese officials in occupied territories quickly made contact with anticolonialists. They promised the people that local governments would be established under Japanese control. Such governments were eventually set up in Burma, the Dutch East Indies, Vietnam, and the Philippines.

Picturing History

American and Filipino prisoners of war were held in the Philippines. **What role did prisoners of war play in the Japanese war effort?**





In fact, real power rested with Japanese military authorities in each territory. In turn, the local Japanese military command was directly subordinated to the Army General Staff in Tokyo. The economic resources of the colonies were used for the benefit of the Japanese war machine. The native peoples in occupied lands were recruited to serve in local military units or were forced to work on public works projects.

In some cases, these policies brought severe hardships to peoples living in the occupied areas. In Vietnam, for example, local Japanese authorities forcibly took rice and shipped it abroad. This led directly to a food shortage that caused over a million Vietnamese to starve to death in 1944 and 1945.

Japanese Behavior At first, many Southeast Asian nationalists took Japanese promises at face value and agreed to cooperate with their new masters. In Burma, for example, an independent government was set up in 1943 and declared war on the Allies. Eventually, the nature of Japanese occupation policies became clear, and sentiment turned against Japan.

Japanese officials provoked such attitudes by their arrogance and contempt for local customs. In the Dutch East Indies, for example, Indonesians were required to bow in the direction of Tokyo and to recognize the divinity of the Japanese emperor. In Burma, Buddhist pagodas were used as military latrines.

Like German soldiers in occupied Europe, Japanese military forces often had little respect for the lives of their subject peoples. After their conquest of Nanjing, China, in 1937, Japanese soldiers spent several days killing, raping, and looting. After the conquest

of Korea, almost eight hundred thousand Korean people were sent to Japan, most of them as forced laborers.

In construction projects to help their war effort, the Japanese made extensive use of labor forces composed of both prisoners of war and local peoples. In building the Burma-Thailand railway in 1943, for example, the Japanese used 61,000 Australian, British, and Dutch prisoners of war and almost 300,000 workers from Burma, Malaya, Thailand, and the Dutch East Indies. An inadequate diet and appalling work conditions in an unhealthy climate led to the death of 12,000 Allied prisoners of war and 90,000 workers by the time the railway was completed.

Such Japanese behavior created a dilemma for many nationalists in the occupied lands. They had no desire to see the return of the colonial powers, but they did not like what the Japanese were doing. Some turned against the Japanese. Others simply did nothing.

Indonesian patriots tried to have it both ways. They pretended to support Japan while actually sabotaging the Japanese administration. In French Indochina, Ho Chi Minh's Communist Party made contact with U.S. military units in South China. The Communists agreed to provide information on Japanese troop movements and to rescue downed American fliers in the area. By the end of the war, little support remained in the region for the Japanese "liberators."

 **Reading Check** **Examining** How did the Japanese treat the native peoples in occupied lands?

SECTION 3 ASSESSMENT

Checking for Understanding

- Define** genocide, collaborator.
- Identify** Heinrich Himmler, Reinhard Heydrich.
- Locate** Poland, Auschwitz.
- Explain** what the Nazis meant by the Final Solution. How did Hitler's commitment to the Final Solution hinder Germany's war effort?
- List** examples of objectionable Japanese occupation policies in Asia.

Critical Thinking

- Evaluate** What was the impact of the Holocaust on history? What lessons does the Holocaust have for us today?
- Cause and Effect** Create a chart giving examples of Hitler's actions to create a New World Order in Europe and the outcome of his efforts.

Hitler's Actions	Outcome

Analyzing Visuals

- Examine** the scene pictured on page 827. Describe, based on your reading, the series of events that will most likely follow.

Writing About History

- Persuasive Writing** Imagine you are a member of Hitler's inner circle in 1941 and are alarmed about Hitler's Final Solution. Compose a letter to Hitler, outlining the reasons why he should abandon plans to send Jews to the death camps.

SECTION 4

The Home Front and the Aftermath of the War

Guide to Reading

Main Ideas

- World War II left a lasting impression on civilian populations.
- The end of the war created a new set of problems for the Allies as the West came into conflict with the Soviet Union.

Key Terms

mobilization, kamikaze, Cold War

People to Identify

Albert Speer, General Hideki Tojo

Places to Locate

London, Dresden, Hiroshima

Preview Questions

1. Why were the Japanese encouraged to serve as kamikaze pilots?
2. What was the outcome of the Yalta Conference in 1945?

Reading Strategy

Compare and Contrast Create a chart comparing and contrasting the impact of World War II on the lives of civilians.

Country	Impact on Lives of Civilians
Soviet Union	
United States	
Japan	
Germany	

Preview of Events

◆ 1942

◆ 1943

◆ 1944

◆ 1945

◆ 1946

◆ 1947

1943

Stalin, Roosevelt, and Churchill meet in Tehran to determine future course of war

1945

Allies bomb Dresden

1946

Churchill proclaims existence of "iron curtain" in Europe

Voices from the Past

A German civilian described an Allied bombing raid on Hamburg in 1943:

“As the many fires broke through the roofs of the burning buildings, a column of heated air rose more than two and a half miles high and one and a half miles in diameter. . . . This column was fed from its base by in-rushing cooler ground-surface air. One and one half miles from the fires this draft increased the wind velocity from eleven to thirty-three miles per hour. At the edge of the area the velocities must have been much greater, as trees three feet in diameter were uprooted. In a short time the temperature reached ignition point for all combustibles, and the entire area was ablaze. In such fires, complete burnout occurred, that is, no trace of combustible material remained.”

—*The Bombing of Germany*, Hans Rumpf, 1963

The bombing of civilians in World War II made the home front dangerous.

The Mobilization of Peoples: Four Examples

Even more than World War I, World War II was a total war. Fighting was much more widespread and covered most of the world. Economic **mobilization** (the act of assembling and preparing for war) was more extensive; so, too, was the mobilization of women. The number of civilians killed—almost twenty million—was far higher. Many of these victims were children.



A B-26 drops bombs on Germany.



World War II had an enormous impact on civilian life in the Soviet Union, the United States, Germany, and Japan. We consider the home fronts of those four nations next.

The Soviet Union The initial defeats of the Soviet Union led to drastic emergency measures that affected the lives of the civilian population. Leningrad, for example, experienced nine hundred days of siege. Its inhabitants became so desperate for food that they ate dogs, cats, and mice. Probably 1.5 million people died in the city.

As the German army made its rapid advance into Soviet territory, Soviet workers dismantled and shipped the factories in the western part of the Soviet Union to the interior—to the Urals, western Siberia, and the Volga regions. Machines were placed on the bare ground. As laborers began their work, walls went up around them.

Stalin called the widespread military and industrial mobilization of the nation a “battle of machines.” The Soviets won, producing 78,000 tanks and 98,000 artillery pieces. In 1943, 55 percent of the Soviet national income went for war materials, compared with 15 percent in 1940. As a result of the emphasis on military goods, Soviet citizens experienced severe shortages of both food and housing.

Soviet women played a major role in the war effort. Women and girls worked in industries, mines, and railroads. Overall, the number of women working in industry increased almost 60 percent. Soviet women were also expected to dig antitank ditches and work as air raid wardens. In addition, the Soviet Union was the only country in World War II to use women in battle. Soviet women served as snipers and also in aircrews of bomber squadrons.

The United States The home front in the United States was quite different from that of the other major powers. The United States was not fighting the war in its own territory. Eventually, the United States became the arsenal of the Allied Powers; it produced much of the military equipment the Allies needed. At the height of war production in November 1943, the country was building six ships a day and ninety-six thousand planes per year.

The mobilization of the American economy resulted in some social turmoil, however. The construction of new factories created boomtowns. Thousands came there to work but then faced a shortage of houses and schools. Widespread movements of people took place. Sixteen million men and women were enrolled in the military and moved frequently. Another sixteen million, mostly wives and girlfriends of servicemen or workers looking for jobs, also moved around the country.

Over a million African Americans moved from the rural South to the cities of the North and West, looking for jobs in industry. The presence of African Americans in areas where they had not lived before led to racial tensions and sometimes even racial riots. In Detroit in June 1943, for example, white mobs roamed the streets attacking African Americans.

One million African Americans enrolled in the military. There they were segregated in their own battle units. Angered by the way they were treated, some became militant and prepared to fight for their civil rights.



Picturing History

Many Japanese American families in southern California were transported to internment camps. **Would you have supported the internment policy for Japanese Americans during the war? Explain.**





Japanese Americans faced even more serious difficulties. On the West Coast, 110,000 Japanese Americans, 65 percent of whom had been born in the United States, were removed to camps surrounded by barbed wire and required to take loyalty oaths. Public officials claimed this policy was necessary for security reasons.

The racism in the treatment of Japanese Americans was evident when the California governor, Culbert Olson, said, “You know, when I look out at a group of Americans of German or Italian descent, I can tell whether they’re loyal or not. I can tell how they think and even perhaps what they are thinking. But it is impossible for me to do this with inscrutable Orientals, and particularly the Japanese.”

Germany In August 1914, Germans had enthusiastically cheered their soldiers marching off to war. In September 1939, the streets were quiet. Many Germans did not care. Even worse for the Nazi regime, many feared disaster.

Hitler was well aware of the importance of the home front. He believed that the collapse of the home front in World War I had caused Germany’s defeat. In his determination to avoid a repetition of that experience, he adopted economic policies that may have cost Germany the war.

To maintain the morale of the home front during the first two years of the war, Hitler refused to cut consumer goods production or to increase the production of armaments. After German defeats on the Russian front and the American entry into the war, however, the economic situation in Germany changed.

Early in 1942, Hitler finally ordered a massive increase in armaments production and in the size of the army. Hitler’s architect, **Albert Speer**, was made minister for armaments and munitions in 1942. Speer was able to triple the production of armaments between 1942 and 1943, despite Allied air raids.

A total mobilization of the economy was put into effect in July 1944. Schools, theaters, and cafes were closed. By that time, though, total war mobilization was too late to save Germany from defeat.

Nazi attitudes toward women changed over the course of the war. Before the war, the Nazis had worked to keep women out of the job market. As the war progressed and more and more men were called up for military service, this position no longer made sense. Nazi magazines now proclaimed, “We see the woman as the eternal mother of our people, but also as the working and fighting comrade of the man.”



Kamikaze attacker being shot down in the Pacific, 1945

In spite of this change, the number of women working in industry, agriculture, commerce, and domestic service increased only slightly. The total number of employed women in September 1944 was 14.9 million, compared with 14.6 million in May 1939. Many women, especially those of the middle class, did not want jobs, particularly in factories.

Japan Wartime Japan was a highly mobilized society. To guarantee its control over all national resources, the government created a planning board to control prices, wages, labor, and resources. Traditional habits of obedience and hierarchy were used to encourage citizens to sacrifice their resources, and sometimes their lives, for the national cause.

The calls for sacrifice reached a high point in the final years of the war. Young Japanese were encouraged to volunteer to serve as pilots in suicide missions against U.S. fighting ships at sea. These pilots were known as **kamikaze**, or “divine wind.”

Japan was extremely reluctant to mobilize women on behalf of Japan’s war effort. **General Hideki Tojo**, prime minister from 1941 to 1944, opposed female employment. He argued that “the weakening of the family system would be the weakening of the nation . . . we are able to do our duties only because we have wives and mothers at home.”

Female employment increased during the war, but only in such areas as the textile industry and farming, where women had traditionally worked. Instead of using women to meet labor shortages, the Japanese government brought in Korean and Chinese laborers.

Reading Check Evaluating How did World War II contribute to racial tensions in the United States?



Frontline Civilians: The Bombing of Cities

Bombing was used in World War II against a variety of targets, including military targets, enemy troops, and civilian populations. The bombing of civilians in World War II made the home front a dangerous place.

A few bombing raids had been conducted in the last year of World War I. The bombing of civilian populations had led to a public outcry. The bombings and the reaction to them had given rise to the argument that bombing civilian populations would be an effective way to force governments to make peace. As a result, European air forces began to develop long-range bombers in the 1930s.

Britain The first sustained use of civilian bombing began in early September 1940. Londoners took the first heavy blows. For months, the German air force bombed **London** nightly. Thousands of civilians were killed or injured, and enormous damage was done. Nevertheless, Londoners' morale remained high.

The blitz, as the British called the German air raids, soon became a national experience. The blitz was carried to many other British cities and towns. The ability of Londoners to maintain their morale set the standard for the rest of the British population. The theory that the bombing of civilian targets would force peace was proved wrong.

Germany The British failed to learn from their own experience, however. Churchill and his advisers believed that destroying German communities would break civilian morale and bring victory. Major bombing raids on German cities began in 1942. On May 31, 1942, Cologne became the first German city to be attacked by a thousand bombers.

Bombing raids added an element of terror to circumstances already made difficult by growing shortages of food, clothing, and fuel. Germans especially feared the incendiary bombs, which created firestorms that swept through cities. The ferocious bombing of **Dresden** from February 13 to 15, 1945, created a firestorm that may have killed as many as a hundred thousand inhabitants and refugees.

Germany suffered enormously from the Allied bombing raids. Millions of buildings were destroyed, and possibly half a million civilians died. Nevertheless, it is highly unlikely that Allied bombing sapped the morale of the German people. Instead, Germans, whether pro-Nazi or anti-Nazi, fought on stubbornly, often driven simply by a desire to live.

Nor did the bombing destroy Germany's industrial capacity. Production of war materials actually increased between 1942 and 1944, despite the bombing. Nevertheless, the widespread destruction of transportation systems and fuel supplies made it extremely difficult for the new materials to reach the German military.



Then and Now

In 1945, as the war ended, the people of Dresden were faced with the daunting task of rebuilding a city. **List all the obstacles you can think of that confronted Dresden's city leaders as they planned their rebuilding efforts in 1945.**

Dresden in the year 2000 ►

▼ *Dresden after the bombing in 1945*



The Atomic Bomb

Scientists at the beginning of the twentieth century discovered that atoms contained an enormous amount of energy. The discovery gave rise to the idea that releasing this energy by splitting the atom might create a devastating weapon.

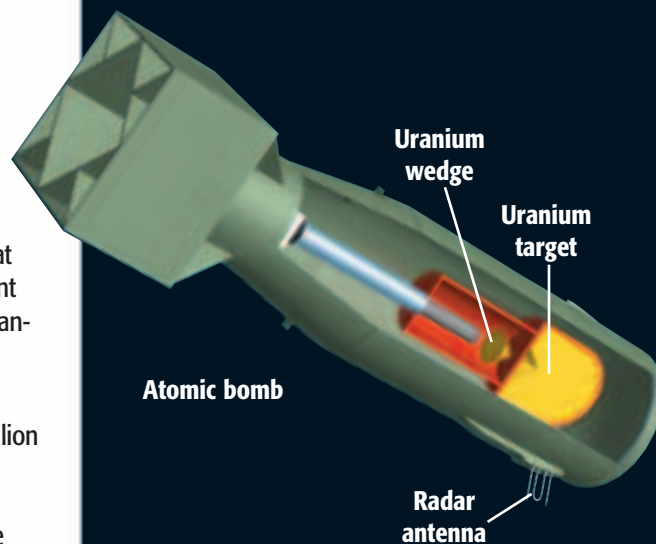
The idea was not taken seriously until World War II. Then, the fear that the Germans might make an atomic bomb convinced the U.S. government to try to develop one first. In 1942, the United States set in motion the Manhattan Project.

The Manhattan Project was a code name for the enormous industrial and technical enterprise that produced the first atomic bomb. It cost 2 billion dollars and employed the efforts of 600,000 people. U.S. Army Brigadier General Leslie Groves had overall supervision. The physicist J. Robert Oppenheimer was director of the Los Alamos, New Mexico, center where the bomb was actually built.

A successful test explosion on July 16, 1945, near Alamogordo, New Mexico, meant that the bomb was ready. The war in Europe had ended, but the bomb could be used against the Japanese. A committee had already chosen the city of Hiroshima as the first target.

The bomb was dropped on August 6, 1945, by a U.S. B-29 bomber nicknamed *Enola Gay*. The destruction was incredible. An area of about 5 square miles (13 sq km) was turned to ashes. Of the 76,000 buildings in Hiroshima, 70,000 were flattened. Of the city's 350,000 inhabitants, 140,000 had died by the end of 1945. By the end of 1950, another 50,000 had died from the effects of radiation. A second bomb was dropped on Nagasaki on August 9. The world had entered the Nuclear Age.

Evaluating *Was the decision to use the atomic bomb in Japan any different from Allied decisions to bomb civilian population centers in Europe? Why or why not?*



Atomic bomb



Hiroshima after atomic bomb dropped, August 1945

Japan In Japan, the bombing of civilians reached a new level with the use of the first atomic bomb. Japan was open to air raids toward the end of the war because its air force had almost been destroyed. Moreover, its crowded cities were built of flimsy materials that were especially vulnerable to fire.

Attacks on Japanese cities by the new U.S. B-29 Superfortresses, the biggest bombers of the war, had begun on November 24, 1944. By the summer of 1945, many of Japan's industries had been destroyed, along with one-fourth of its dwellings.

The Japanese government decreed the mobilization of all people between the ages of 13 and 60 into a People's Volunteer Corps. Fearing high U.S.

casualties in a land invasion of Japan, President Truman and his advisers decided to drop the atomic bomb on **Hiroshima** and Nagasaki in August of 1945.

Reading Check Explaining Why were civilian populations targeted in bombing raids?

Peace and a New War

The total victory of the Allies in World War II was followed not by a real peace but by a period of political tensions, known as the **Cold War**. Primarily an ideological conflict between the United States and the Soviet Union, the Cold War was to dominate world affairs until the end of the 1980s.



The political map of Europe changed dramatically as a result of World War II.

- 1. Interpreting Maps** Compare the map on page 753 to this map and identify the political changes in Europe from the 1920s to 1945.
- 2. Applying Geography Skills** Create a chart that shows how Europe was divided according to Soviet and Western influence.

The Tehran Conference Stalin, Roosevelt, and Churchill were the leaders of what was called the Big Three (the Soviet Union, the United States, and Great Britain) of the Grand Alliance. They met at Tehran in November 1943 to decide the future course of the war. Their major tactical decision had concerned the final assault on Germany. Stalin and Roosevelt had argued successfully for an American-British invasion through France. This was scheduled for the spring of 1944.

The acceptance of this plan had important consequences. It meant that Soviet and British-American forces would meet in defeated Germany along a north-south dividing line. Most likely, Eastern Europe would be liberated by Soviet forces. The Allies also agreed to a partition of postwar Germany.

The Yalta Conference The Big Three powers met again at Yalta in southern Russia in February 1945. By then, the defeat of Germany was obvious. The Western powers, which had once believed that the Soviets were in a weak position, were now faced with the reality of eleven million Soviet soldiers taking possession of Eastern and much of Central Europe.

Stalin was deeply suspicious of the Western powers. He wanted a buffer to protect the Soviet Union from possible future Western aggression. This would mean establishing pro-Soviet governments along the border of the Soviet Union.

Roosevelt, however, favored the idea of self-determination for Europe. This involved a pledge to

help liberated Europe in the creation of “democratic institutions of their own choice.” Liberated countries would hold free elections to determine their political systems.

At Yalta, Roosevelt sought Soviet military help against Japan. (At that time, the atomic bomb was not yet a certainty.) Roosevelt therefore agreed to Stalin’s price for military aid against Japan: possession of Sakhalin and the Kuril Islands, which were ruled by Japan, as well as two warm-water ports and railroad rights in Manchuria.

The creation of the United Nations was a major American concern at Yalta. Roosevelt wanted the Big Three powers to pledge to be part of such an international organization before difficult issues divided them into hostile camps. Both Churchill and Stalin accepted Roosevelt’s plans for the establishment of a United Nations organization and set the first meeting for San Francisco in April 1945.

The issues of Germany and Eastern Europe were treated less decisively. The Big Three reaffirmed that Germany must surrender unconditionally. It would be divided into four zones, which would be occupied and governed by the military forces of the United States, Great Britain, France, and the Soviet Union. A compromise was also worked out in regard to Poland. Stalin agreed to free elections in the future to determine a new government in that country.

The issue of free elections in Eastern Europe caused a serious split between the Soviets and the



Churchill, Roosevelt, and Stalin at Yalta

Americans. Eastern European governments were to be freely elected, but it was clear that Stalin might not honor this provision. This attempt to reconcile two irreconcilable goals was doomed, as soon became evident at the next conference of the Big Three at Potsdam, Germany.

The Potsdam Conference The Potsdam conference of July 1945 began under a cloud of mistrust. Roosevelt had died on April 12 and had been succeeded as president by Harry Truman. At Potsdam, Truman demanded free elections throughout Eastern

Europe. Stalin responded, “A freely elected government in any of these East European countries would be anti-Soviet, and that we cannot allow.”

After a bitter and devastating war in which the Soviets had lost more people than any other country, Stalin sought absolute military security. To him, this security could be gained only by the presence of Communist states in Eastern Europe. Free elections might result in governments hostile to the Soviets.

By the middle of 1945, only an invasion by Western forces would have been able to undo the developments in Eastern Europe. At the end of the world’s most destructive conflict, few people favored such a policy.

A New Struggle As the war slowly receded into the past, a new struggle was already beginning. Many in the West thought Soviet policy was part of a worldwide Communist conspiracy. The Soviets viewed Western, and especially American, policy as nothing less than global capitalist expansionism.

In March 1946, in a speech to an American audience, the former British prime minister Winston Churchill declared that “an iron curtain” had “descended across the continent,” dividing Europe into two hostile camps. Stalin branded Churchill’s speech a “call to war with the Soviet Union.” Only months after the world’s most devastating conflict had ended, the world seemed to be bitterly divided once again.

Reading Check Identifying Why did Stalin want to control Eastern Europe after World War II?

SECTION 4 ASSESSMENT

Checking for Understanding

- Define** mobilization, kamikaze.
- Identify** Albert Speer, General Hideki Tojo, Cold War.
- Locate** London, Dresden, Hiroshima.
- Explain** how Hitler’s bombing of civilians in England backfired. What strategy do you think Hitler should have pursued instead?
- List** examples of Japan’s vulnerability to Allied air attack in late 1944. What type of U.S. aircraft was used for the heaviest bombing of Japanese targets?

Critical Thinking

- Explain** Why did General Hideki Tojo oppose female employment in Japan?
- Organizing Information** Create a chart listing countries where bombing of heavily populated cities took place.

Country	City

Analyzing Visuals

- Analyze** the photo at the top of this page. How might the seating arrangement for the three leaders be significant? Which of the three leaders do you think came away from the meeting most pleased with the results?

Writing About History

- Persuasive Writing** President Truman concluded that dropping the atomic bomb on Japan was a justifiable way to end the war. Write an essay either condemning or agreeing with Truman’s decision.





CRITICAL THINKING SKILLBUILDER

Synthesizing Information

Why Learn This Skill?

Consider what it would be like to get funding for a new after-school club. In order to present your case, you would need to talk to other students and to school administrators, and to read reports and articles. Once you had gathered all the information you needed, you would synthesize—or put together—the most important points that could help you achieve your objective.

Synthesizing information involves combining information from two or more sources. The ability to synthesize information is important because information gained from one source often sheds new light upon other information. It is like putting the pieces of a puzzle together to form a complete picture. Being able to synthesize information will help you read and write more effectively.

Learning the Skill

To write a research report, you study several sources—encyclopedias, books, and articles. Once you have gathered information, you synthesize it into a report.

Before synthesizing information, analyze each source separately. Determine the value and reliability of each source. Then, look for connections and relationships among the different sources.

Practicing the Skill

Study the passage and the photo on this page.

Bombing was used in World War II against a variety of targets, including military targets, enemy troops, and civilian populations. The bombing of civilians in World War II made the home front a dangerous place. A few bombing raids had been conducted in the last year of World War I. The bombings and the reaction to them had given rise to the argument that bombing civilian populations would be an effective way to force governments to make peace.

Beginning in early September 1940, the German air force bombed London and many other British cities



Scottish city bombed in 1941

and towns nightly. The Blitz, as the British called the German air raids, became a national experience. Londoners took the first heavy blows. Their ability to maintain their morale set the standard for the rest of the British population.

- 1 What is the main idea of the passage?
- 2 What does the photo tell you about this topic?
- 3 By synthesizing the two sources, what information do you have about the bombing of Britain?

Applying the Skill

Find two sources of information about a current event and write a short report. For your report, try to use a primary and a secondary source, if possible. Answer these questions: What are the main ideas from these sources? How does each source add to your understanding of the topic? Do the sources support or contradict each other? If there are contradictions, how would you include the conflicting information in your report?



Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

Using Key Terms

1. The policy of giving in to Hitler's demands before World War II has been called _____.
2. The German style of attack that called for rapidly overrunning the positions of opposing forces was called a _____.
3. Because the Rhineland was _____, Germany was not permitted to have weapons or fortifications there.
4. The United States threatened economic _____ unless Japan returned to its borders of 1931.
5. Civilians in occupied countries who joined resistance movements were often called _____.
6. What the Nazis called the Final Solution was actually _____ of the Jewish people.
7. Japanese pilots who volunteered for suicide missions were known as _____.
8. People who assisted the Nazis in carrying out atrocities against Jewish people were known as _____.

Reviewing Key Facts

9. **Geography** Where was the Sudetenland located? Why was it important to Hitler?
10. **Science and Technology** What did the British develop to prepare for German air attack?
11. **History** What significant military action occurred at Midway Island in 1942?
12. **Government** Why did the Allied agreement to fight until the Axis Powers surrendered unconditionally possibly prolong the war?
13. **Citizenship** In what way were Japanese Americans treated differently than German Americans and Italian Americans?
14. **Citizenship** What percentage of the Jewish populations of Poland, the Baltic countries, and Germany were killed during the Holocaust?
15. **Government** What event triggered the entry of the United States into the war?

Chapter Summary

World War II was the most devastating total war in human history. Events engaged four continents, involved countless people and resources, and changed subsequent history. The chart below summarizes some of the themes and developments.

Country	Movement	Cooperation	Conflict
United States	<ul style="list-style-type: none"> Retakes Japanese positions in Southeast Asia 	<ul style="list-style-type: none"> Relaxes neutrality acts Meets with Allies at Tehran, Yalta, and Potsdam 	<ul style="list-style-type: none"> Leads war effort Conducts island-hopping counterattacks Drops atomic bombs on Japan
Great Britain	<ul style="list-style-type: none"> Makes huge troop movements at Dunkirk and Normandy 	<ul style="list-style-type: none"> Meets with Allies at Tehran, Yalta, and Potsdam 	<ul style="list-style-type: none"> Stops Rommel at El Alamein Withstands heavy German bombing
Soviet Union	<ul style="list-style-type: none"> Occupies Kuril and Sakhalin Islands Takes control of much of Eastern Europe 	<ul style="list-style-type: none"> Meets with Allies at Tehran, Yalta, and Potsdam 	<ul style="list-style-type: none"> Defeats Germany at Stalingrad Forces Germany to fight war on two fronts
Germany	<ul style="list-style-type: none"> Takes over Austria, Poland, and Sudetenland 	<ul style="list-style-type: none"> Forms Rome-Berlin Axis Signs Anti-Comintern Pact 	<ul style="list-style-type: none"> Uses blitzkrieg tactics Conducts genocide of Jews and others Besieges Leningrad
Italy	<ul style="list-style-type: none"> Invades Ethiopia 	<ul style="list-style-type: none"> Forms Rome-Berlin Axis 	<ul style="list-style-type: none"> Becomes German puppet state (northern Italy)
Japan	<ul style="list-style-type: none"> Seizes Manchuria and renames it Manchukuo Invades China 	<ul style="list-style-type: none"> Signs Anti-Comintern Pact 	<ul style="list-style-type: none"> Attacks Pearl Harbor Conquers Southeast Asia from Indochina to Philippines



Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 26–Self-Check Quiz** to prepare for the Chapter Test.

Critical Thinking

- Cause and Effect** What factors caused President Truman to order the dropping of atomic bombs in Japan?
- Drawing Conclusions** How did World War II affect the world balance of power? What nations emerged from the conflict as world powers?

Writing About History

- Informative Writing** Write an essay that examines the different approaches to colonial governing in Asia taken by the Japanese during World War II and by Europeans before the war. Be sure to include information about key people, places, and events from each of the two periods in history.

Analyzing Sources

Heinrich Himmler, head of the German SS, argued:

“Whether nations live in prosperity or starve to death interests me only insofar as we need them as slaves for our culture. Otherwise it is of no interest.”

- Describe Heinrich Himmler’s opinion of the people that Germany conquered.
- Compare the Nazi philosophy of creating a New Order with the Japanese philosophy of Asia for the Asiatics.

Applying Technology Skills

- Using the Internet** Use the Internet to research the daily life of a Japanese American citizen in a U.S. internment camp. Compare and contrast the treatment of Japanese Americans to that of German Americans and Italian Americans during this time.

Making Decisions

- Some historians believe that President Truman dropped atomic weapons on Japan not to end the war in the Pacific, but to impress the Soviet Union with U.S. military power. Write a position paper evaluating this hypothesis in light of what you have learned about Stalin and the United States. What were Truman’s other options? Do you think a leader today would make the same decision?

Analyzing Maps and Charts

Refer to the map on page 820 to answer the following questions.

- Why did the Allies not retake every Japanese-held island?
- How far is it from Pearl Harbor to Japan?



Standardized Test Practice

Directions: Use the map *and* your knowledge of world history to answer the following question.



What geographic factors influenced German military advances?

- F German troops had to cover long distances.
- G Colder climates created problems that the German military could not overcome.
- H The blitzkrieg relied on tanks that were most effective on flatter terrain.
- J All of the above.

Test-Taking Tip: To answer this question about how geography affected history, look at the map carefully. Notice which areas the German military did not occupy. Use these clues to make an inference about how geography affected the German army.

WORLD LITERATURE

from A Room of One's Own

Virginia Woolf



Virginia Woolf, who was born in 1882 in London, is considered one of the most significant modernist writers of our time. Her work changed the ways the novel was perceived and written. She developed a technique known as stream of consciousness in which the writer portrays the inner lives and thoughts of multiple characters. Additionally, she is known for her feminist writings. One of the most famous of these is *A Room of One's Own*. The title of this work is based on her assertion that a woman "must have money and a room of her own" in order to write.

Read to Discover

How does Virginia Woolf express her belief that gender influences the development of talent? Do you think Woolf is being fair in her assessment? Does her analysis of the differences between treatment of men and women apply today?

Reader's Dictionary

agog: full of intense interest or excitement

moon: to dream

... Let me imagine, since facts are so hard to come by, what would have happened had Shakespeare had a wonderfully gifted sister, called Judith, let us say. Shakespeare himself went, very probably—his mother was an heiress—to the grammar school, where he may have learnt Latin—Ovid, Virgil and Horace—and the elements of grammar and logic. He was, it is well known, a wild boy who poached rabbits, perhaps shot a deer, and had, rather sooner than he should have done, to marry a woman in the neighbourhood, who bore him a child rather quicker than was right. That escapade sent him to seek his fortune in London. He had, it seemed, a taste for the theatre; he began by holding horses at the stage door. Very soon he got work in the theatre, became a successful actor, and lived at the hub of the universe, meeting everybody, knowing everybody, practising his art on the boards, exercising his wits in the street, and even getting access



◀ Many of William Shakespeare's plays were performed at the Globe theater in London, shown left.

to the palace of the queen. Meanwhile his extraordinarily gifted sister, let us suppose, remained at home. She was as adventurous, as imaginative, as agog to see the world as he was. But she was not sent to school. She had no chance of learning grammar and logic, let alone of reading Horace and Virgil. She picked up a book now and then, one of her brother's perhaps, and read a few pages. But then her parents came in and told her to mend the stockings or mind the stew and not moon about with books and papers. They would have spoken sharply but kindly, for they were substantial people who knew the conditions of life for a woman and loved their daughter—indeed, more likely than not she was the apple of her father's eye. Perhaps she scribbled some pages up in an apple loft on the sly, but was careful to hide them or set fire to them. Soon, however, before she was out of her teens, she was to be betrothed to the son of a neighbouring wool-stapler. She cried out that marriage was hateful to her, and for that she was severely beaten by her father. Then he ceased to scold her. He begged her instead not to hurt him, not to shame him in this matter of her marriage. He would give her a chain of beads or a fine petticoat, he said; and there were tears in his eyes. How could she disobey him? How could she break his heart? The force of her own gift alone drove her to it. She made up a small parcel of her belongings, let herself down by a rope one summer's night and took the road to London. She was not seventeen. The birds that sang in the hedge were not more musical than she was. She had the quickest fancy, a gift like her brother's, for the tune of words. Like him, she had a taste for the theatre. She stood at the stage door; she wanted to act, she said. Men laughed in her face. The manager—a fat, loose-lipped man—guffawed. He bellowed something about poodles dancing and women acting—no woman, he said could possibly be an actress. He hinted—you can imagine what. She could get no training in her craft. Could she even seek her dinner in a tavern or roam the streets at midnight? Yet her genius was for fiction . . . At



▲ *William Shakespeare*

last—for she was very young, oddly like Shakespeare the poet in her face, with the same grey eyes and rounded brows—at last Nick Greene the actor-manager took pity on her; [but] she . . . killed herself one winter's night and lies buried at some cross-roads where the omnibuses now stop outside the Elephant and Castle. That, more or less, is how the story would run, I think, if a woman in Shakespeare's day had had Shakespeare's genius.

Interpreting World Literature

1. What were “the conditions of life for a woman” that made Judith's parents scold her for attempting to read and write?
2. Why does Judith's father beat her?
3. What is Woolf's conclusion about the possibility of a woman becoming Shakespeare?
4. **CRITICAL THINKING** Why does Virginia Woolf have Shakespeare marry, but Shakespeare's sister run away from marriage?

Applications Activity

What does a person today need to succeed as a writer or artist? Write a descriptive account to illustrate your argument.