

Name: _____

Period: _____

American Studies Prep Packet:

World War II

Part 2 - The American Home Front and the Pacific Theater

Essential Questions:

1. Why did Japan become aggressive and militaristic?
2. Why did Japan attack the U.S. at Pearl Harbor and how did the U.S. respond?
3. How did World War II change life in the United States?
4. Why did the U.S. decide to intern Japanese-Americans?
5. What strategy did the allies use that led to victory over Japan?
6. What were important battles and events in the Pacific Theater?
7. Was it the right decision for the U.S. to drop atomic bombs on two Japanese cities?

American Studies website: <http://blogs.bethel.k12.or.us/smiller/category/english-11/>

*If you are absent (or need access to class materials for any other reason), use the above website!

To navigate to the website -

- Go to Willamette High School site
- Click on Staff Web Sites (upper right)
- Click on Steve Miller
- Click on American Studies

Japanese Militarism & Pearl Harbor

Background

- Japan wanted _____. They considered Asia **their** area to _____.
- America had projected its power across the Pacific. It had influence in _____, and controlled the _____ as well as many other _____.
- This put Japan and America on a _____. If Japan wanted to achieve its _____ in Asia, it would have to drive out _____ influence.

Japanese Actions

- Japan needed _____ w/ outside world but wanted _____ – total self sufficiency.
- Japan invaded _____ (mainland China) in 1937.
- Japan saw Manchuria as limitless supply of _____, and as a protective buffer state against the Soviet Union in Siberia.
- The Japanese moved down the coastline of China and scored major victories in _____, then took the Chinese capital of Nanking (_____).

USA Response

- Horrified over Japan's _____
- _____ of Japan's imports were from the US - including _____ – needed for autarky.
- 1940 US imposed oil embargo (_____) on Japan.
- 1941 **full trade embargo** on Japan
 - Froze Japanese assets in US
 - Embargo on military gasoline
 - Effectively ended trade & prevented full functioning of _____
- Forced Japan to get resources elsewhere

Japanese Response

- Japan viewed US embargo as tantamount to a _____, and said so.
- They calculated that with the US supporting the war in Europe, America did not want to fight a war in Asia. _____ might drive the US to the bargaining table. It was either that or _____ to be a big power – which they were not willing to do.
- The strong attack was a _____ in Hawaii.

WWII: The Home Front

Mobilization:

What types of things would we have needed to win the war?

- President FDR creates new government agencies to oversee mobilization
 - _____
 - _____

WWII Impacts the Economy:

- The _____ finally strengthened the U.S. economy and _____.
- Factories converted from making _____ to _____.

List two examples of consumer goods:

List two examples of military goods:

- Historian Stephen Ambrose stated that “_____.”

Explain what Ambrose meant: _____

- By the end of the war, the U.S. had produced _____ planes, _____ tanks, and _____ rounds of ammunition
- Unemployment went from _____% in 1933 (peak of Depression), _____% in 1939 (beginning of war in Europe), to _____% in 1941 (Pearl Harbor), to _____% in 1945 (last year of war).

Paying for the War:

- In all, the U.S. spent \$_____ to defeat the Axis Powers. How did they do it?
- _____: Congress _____ (especially on the rich) during the Depression to help pay for the New Deal programs and then _____ them even more to help pay for WWII.
- The government encouraged Americans to purchase _____.
- Explain how war bonds worked. How did they help raise money for the war?

All Americans Sacrificed to Help the War Effort:

- Collection Drives:
- Ration Books:
- Victory Gardens:

New Economic Opportunities for Women:

Two factors:

1. _____
2. _____



This is one of the most famous images in American History. Use what you know to explain its meaning and purpose.

WWII: Civil Rights, Equality, and Conflict

- Military Segregation:
 - Black and White troops did not serve together on the battlefields in WWII because of _____.
 - African-Americans were asked to _____ of individuals in other countries while being _____.
- Zoot Suit Riots:
 - During the war, tolerance of foreigners or those who looked different _____.
 - Naval Sailors in Southern California started fights with young Mexican-American males who wore "Zoot Suits". They were attacked for looking _____ and _____.

The Century, America's Time: Homefront (1941-1945) Video Questions

Directions: Answer the following questions based on the movie. The questions are listed in the order they appear in the film. Use complete sentences.

1. How did Americans react to the bombing of Pearl Harbor?
2. Who did Roosevelt say would have to become part of the fight in order for America to win WWII?
3. What did Nazi Germany and Fascist Italy do just 4 days after the Japanese attacked Pearl Harbor?
4. Before 1941, the U.S. military was ranked _____ th (behind Portugal).
5. How long from the time a man enlisted would it take before a man was fighting somewhere?
6. What did Roosevelt say the primary task of Americans back home was? How many hours each day were factories open at this time?
7. How long did it take to convert the American automobile industry to make weapons and military machines?
8. How long were work days at this time?
9. How many women were working in factories during WWII? What percentage of the overall workforce did this represent?
10. How many B-17 Bombers did Boeing's Seattle factory produce between 1941-1945? What percentage of this factory's workers were women?

11. How many tanks and planes were American factories producing each month in WWII? By the war's end, how long did it take to make a ship that used to take a year to produce?

12. What did Hollywood Stars do to contribute to the war effort?

13. How were gas and rubber conserved for the war effort?

14. How did American children help the war effort?

15. How did Americans get news of what was happening in the war?

16. What famous American musician's career began during WWII? How did American teenage girls feel about him?

17. What type of movies were popular during WWII? What did the young boys play at during their spare time?

18. How many American casualties were there by the end of 1943? What were people who had relatives fighting the war always worried about?

19. What did a gold star in a window mean during WWII?

Concern A: Protecting Against Enemy Collaborators

The surprise attack on Pearl Harbor on December 7, 1941, sent shock waves throughout the United States. 2,300 sailors lost their lives in the attack, and some remain entombed in ships beneath the Hawaiian waters. The angry American people called for revenge. In the days after the attack, Congress and President Roosevelt called for war, not only with Japan but also with her allies, Germany and Italy. For the first time in history, the United States was in a two-ocean war, facing well-armed enemies on the far coasts of both the Atlantic and the Pacific. Nine Japanese submarines operated off the West Coast in the months following the attack. Four American ships were damaged or sunk. On February 23, 1942, oil facilities in Santa Barbara were attacked by a Japanese submarine.

Early investigations into the attack on Pearl Harbor placed responsibility on Japanese spies working in Hawaii. Some argued that the attack could not have been carried out without the help of spies to supply information to the attacking Japanese planes. The Roosevelt administration, military leaders, and the public wondered openly about enemies living in the United States. After all, Germany's successful conquest of France, Norway, Poland, and Austria were blamed on Fifth Columnists—citizens in those countries who had worked undercover to help the German forces. Many people were concerned about the loyalty of over one million Germans, Italians, and Japanese then living in the United States, especially since some of them were not citizens. One federal judge noted, "Our doors have been thrown open in the past to all kinds of people. Some of them now seek to harm us."

In the 1930s some Americans of German, Italian, and Japanese descent joined pro-fascist organizations. The German Bund, an organization of Germans who supported Adolph Hitler, numbered as many as 25 to 30 thousand members. A similar number of Italians were pro-Mussolini. Japanese membership in pro-fascist groups like the Black Dragon Society was much smaller, probably less than a thousand. Collectively, the presence of so many people living in the United States with sympathy toward the enemy was thought by some to represent a major threat. Others considered the threat much less significant since the vast majority of these people were American citizens, and many had family roots that stretched back for generations in the United States.

Critical-Thinking Question A: You are President Roosevelt's chief advisor on national security issues. What would you advise the president to do? Why?

- Intern—place in armed camps—all Germans, Italians, and Japanese citizens and noncitizens, approximately one million people.
- Intern only those Germans, Italians, and Japanese that appear to be disloyal.
- Place all Japanese citizens and noncitizens, regardless of age, gender, or place of birth, in internment camps well away from strategic coastal areas.
- Establish zones around military installations and strategic areas and require an entry pass.
- Deal with Germans, Italians, and Japanese the same way as other U.S. citizens—on a case-by-case basis. Proven enemy collaborators should be sent to jail or interned.

Concern B: Carrying Out the Internment of Japanese

On February 19, 1942, President Roosevelt signed Executive Order 9066, directing Secretary of War Henry Stimson to designate military zones from which citizens could be excluded. While the order could have been used to intern Germans and Italians, they were deemed too numerous and too important to the war effort to intern. Indeed, Japanese living in Hawaii, who made up 37 percent of the island's population, were not interned as a result of the order. The commanding general in Hawaii resisted pressure to round up Japanese because they were too numerous and an integral part of the war effort. Japanese living on the mainland were not so fortunate. They fell under the control of General Dewitt, commander of the Western Defense Command, who stated, "A Jap's a Jap.... It makes no difference whether he is an American citizen or not.... I don't want any of them.... There is no way to determine their loyalty."

In March 1942 the internment began. Japanese Americans, carrying only their hand luggage, were forced to report to army-run centers at fairgrounds and other large public arenas. They were then transported to one of 10 camps located in remote, desolate areas of the western states. The camps were fenced in and dotted with tarpapered wooden barracks. Each of these barracks consisted of several one-room apartments, ordinarily with only partial walls, and was furnished with cots, blankets, and a bare light bulb. A single family or group shared each room. People also shared communal toilets, laundries, and bathing facilities, where they showered in full view of sentries. Guards with guns looked down at the internees from towers that encircled each camp. Powerful searchlights swept across the windows of the flimsy barracks, which were bitter cold in the winter and oppressively hot in the summer.

The internment orders were carried out swiftly and with thoroughness. Some Japanese had only 48 hours to take care of their affairs before being interned. Businesses, homes, and possessions were sold at only a fraction of their worth. Although Dewitt's orders suggested that persons over the age of 70 might be excluded from the internment, they were interned anyway. Even Japanese orphans were removed from orphanages run by Anglo priests and placed in camps.

Men in charge of the internment said that it was dictated by military necessity. The Supreme Court agreed. In three separate cases, the Court ruled against individual Japanese Americans who sued the federal government over the internment.

Critical-Thinking Question B: You are member of a congressional committee investigating the Japanese internment during World War II. What is your assessment of how Executive Order 9066 was carried out? Why?

- A. The way it was carried out was absolutely wrong. What happened is shameful.
- B. The way it was carried out was wrong but can be understood because the United States was at war.
- C. The way it was carried out can be justified. It was a matter of military necessity.

Concern C: The Question of an Apology and Reparations

Several members of Roosevelt's administration disagreed with Executive Order 9066. Attorney General Francis Biddle and Secretary of the Interior Harold Ickes tried unsuccessfully in 1942 and 1943 to convince Roosevelt to reverse his decision. In late 1944 the opponents of the internment finally convinced the president to dismantle the internment policy and release all internees.

The president's reversal was small consolation to the 117,000 Japanese held in the 10 major camps scattered throughout the rural areas and wastelands of the western United States. Internees had spent an average of 900 days in the camps. Ironically, not a single Japanese spy or saboteur was ever discovered. Only nine Americans—all white—were ever charged with aiding the Imperial Japanese government. Most internees were loyal citizens, and many had worked to produce war material to help defeat the Fascists. Many young male Japanese Americans, who were allowed to leave the camps to join the military, passionately defended the United States. The all-Japanese 442nd Regiment, which fought primarily in Italy, remains, man for man, the most decorated military unit in American history. Japanese-American interpreters working in the Pacific may have shortened the war by six months.

In 1980 a congressional committee was established to investigate the Japanese internment. The committee concluded that no real military threat had been posed by Japanese living in the United States during World War II. The committees' conclusions match those of some historians. One called the internment a "major blot" on the U.S. civil-rights record; another, the "greatest domestic violation of human rights during the war."

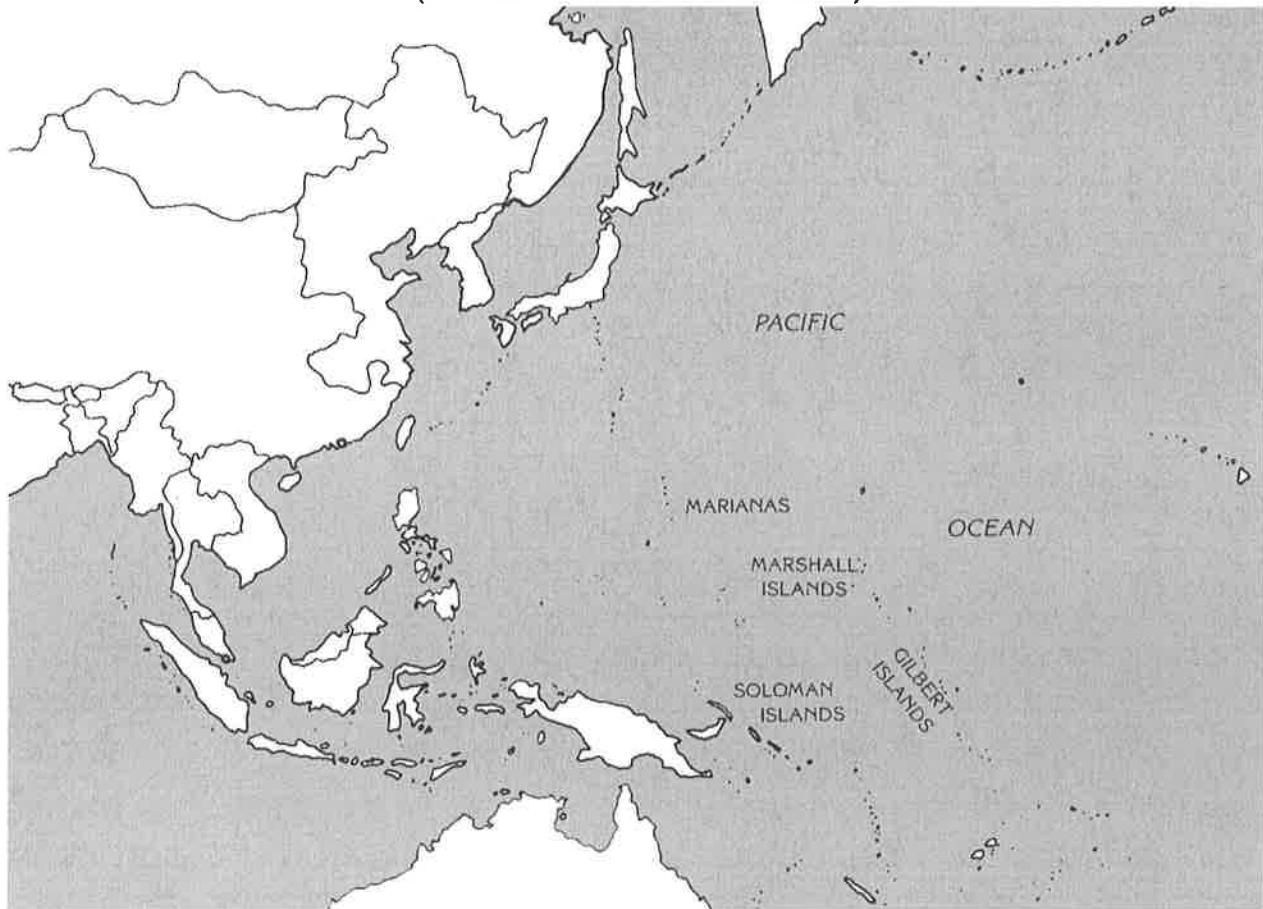
In 1988 Congress considered a bill that required an apology for the internment and a \$20,000 reparation payment to every surviving Japanese American. The legislation had the strong support of most Japanese Americans. One said, "This action would vindicate Japanese Americans. It would correct history and make it clear that Japanese Americans were not disloyal." Sam Hayakawa, former senator from California, was one of the few Japanese Americans to oppose the bill. He stated, "If the war had gone badly for the U.S., the Japanese on the West Coast would have had a bad time. They should be grateful for [the internment] instead of asking for money for it." Another opponent, columnist James Kirkpatrick, said, "No payments and no apology are required. The past is past. Let it stay that way."

Critical-Thinking Question C: You are a member of Congress in 1988. What is your opinion of the proposal for a formal apology and reparation payments? Why?

- The proposal for an apology and reparations does not go far enough. The payment should cover the true cost of the pain and suffering of the internees.
- The proposal is appropriate just as it is.
- The apology is appropriate but the payment is going too far. Who else will we have to pay?
- No apology or reparations should be provided to the surviving internees.

WWII: The War in the Pacific

(Use the textbook for this section.)



- A. Use the map on **pg. 357** to label each of the following: Japan, Hawaii (Pearl Harbor), Midway, the Philippines, China, Australia
- B. Use different colors to illustrate the following:
- Japan
 - The area of Japanese control by June of 1942
- C. Use the map on **pg. 378** to label each of the following: Iwo Jima, Okinawa

Question: In Europe, the U.S. army played a big role in defeating the Nazis. But against the Japanese, the navy and air force were especially important. Why? (Hint: Look at the map.)

6. What important role did Navajo Indians play in the American Military victory over Japan?

7. Who were Kamikazes? At what point in the war (beginning, middle, or end) did Japan use them in the war? Why then?

8. List three details about the Battles of Iwo Jima and Okinawa. You might consider things that emphasize how difficult each of the battles were.

Iwo Jima	Okinawa

9. Once the Allies took control of islands closer to Japan, they were able to bomb Japanese home islands. Describe the results of the bombing missions from the heaviest night of bombing in March of 1945.